



Interim Report

Submitted to the New England Commission of Higher Education
January 31, 2021

Granite State College
25 Hall Street, Concord, NH 03301

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Introduction

With this Interim Report, Granite State College provides the Commission with a brief overview of its activities and achievements since the 2016 Comprehensive Evaluation—including the progress made in assessing educational effectiveness—as well as plans for the period preceding the scheduled 2025 Comprehensive Evaluation.

Preparation for this report began in earnest with the NECHE Interim Report Orientation Workshop hosted by the Commission in January 2020. Several representatives from the College attended and returned with greater insight into several key areas, particularly related to assessment of student learning.

The workshop also prompted the second notable milestone. In June 2020, the College invited Dr. Laura Gambino to attend one of the College’s regularly scheduled Academic Affairs Retreats and discuss approaches to gathering, analyzing, and presenting student learning data.

Another development germane to this report is the partnership with the University of New Hampshire (UNH) Data Center initiated in early 2017, which affords GSC access to the expertise and technological resources at UNH, particularly in standardizing reporting protocols from GSC’s student information system and producing reliable data (more on this in Standard Nine).

With these factors in place, President Mark Rubinstein approached individuals from across the College to form the team:

- Tiffany Doherty – Director of Student Affairs
- Sam Fucile – Director of Financial Operations
- Nicole Horne – Senior Director of Advising and Student Engagement
- Jacqueline Lantagne – Associate Director of Marketing
- Derek Luke – Associate Director of Marketing and Alumni
- Dr. Nicholas Marks – Dean of the School of Education
- Dr. Julie Moser – Associate Dean of Academic Engagement and Faculty Development
- Tara Payne – Vice President of Enrollment Management
- Dr. Mark Rubinstein – President
- Dr. Carina Self – Dean of Graduate Studies and Academic Effectiveness
- Lisa Shawney – Vice President for Finance and Administration
- Todd Slover – Director of Institutional Effectiveness, Compliance, and Planning
- Dr. Scott Stanley – Provost and Vice President for Academic Affairs
- Tina Underwood – Student Disability Services and Academic Support Coordinator
- Dr. Tamara VonGeorge – Dean of Undergraduate Studies

When the first draft was complete, it was circulated throughout the College faculty and staff to ensure that it accurately portrayed the institution and captured recent achievements. As with the self-study produced for the 2016 Comprehensive Evaluation, the processes leading up to this report were just as valuable as this, the final product, and the College thanks the Commission for its ongoing commitment to assisting Granite State College’s continuous improvement.

Institutional Overview

Granite State College, one of four public institutions that comprise the University System of New Hampshire (USNH), was created by the USNH Board of Trustees in 1972. The College represented a unique response to remedy a gap in the statutory mandate for the University System “to provide a well-coordinated system of public higher education”[1] by establishing an institution with a focused mission to expand access to public higher education for adult learners whose needs were not well served by USNH’s three residential campuses.

With the College’s first two locations established in Gorham and at Pease—in New Hampshire’s North Country and at a then-active US Air Force Base—the fibers that would be woven into the fabric of the College were immediately apparent, and the history of the institution, and plans for its future, reflect a continuous commitment to help students overcome barriers to access and to build strong bridges between education and economic opportunity. Throughout the College’s early history, the first of these threads was reflected in the introduction of myriad “storefront” classrooms around the State of New Hampshire, created in response to local needs and dissolved as those needs were satisfied, to minimize residual costs that would create barriers to affordability and access. The College’s early adoption of online learning and consistent investments to ensure quality outcomes through effective online teaching have made this mode of instruction the predominant one for the College, accounting for more than 90% of instructional engagement even before COVID-19. Similarly, the College’s early recognition that workplace-based learning could complement the institution’s curricula has translated to sustained investment in “personalized learning assessment” (PLA). Between 2015 and 2020, support for awarding academic credit for non-collegiate learning (e.g., PLA, CLEP, DANTES, portfolio), allowed more than 30% of the College’s undergraduate degree recipients to achieve greater affordability and to enhance the alignment between a Granite State College education and employers’ expectations.

These components of the College’s work are directly responsive to the needs of an adult-focused institution and the College’s demonstrated understanding and respect for the needs of adult learners is reflected in the characteristics of its student body. The median age of its undergraduate students is 31 and the median age of its post-baccalaureate and graduate students is 40. More than 85% of the College’s undergraduate students enroll with prior post-secondary enrollment experience and nearly one-third have come to Granite State College through the Community College System of New Hampshire. Pre-pandemic, approximately 90% were employed while enrolled at GSC, with more than 80% residing in New Hampshire and contributing to the local economy, and nearly one in seven being military affiliated. Seventy percent of the College’s students are women, and students identifying as Hispanic/Latino, American Indian/Native Alaskan, Asian, or two or more races currently comprise more than 10% of the institution’s enrollment, a figure that is growing and reflective of the increasing diversity observed and anticipated—and essential—to the State’s future workforce.

For all these students, the College recognizes that without success, access is an empty promise and strives to meet the learning needs of every student with equal vigor.

Response to Areas Identified for Special Emphasis

The Commission identified five areas of special emphasis for the College, which have been integrated into the subsequent chapters. They are identified below, along with the location of each discussion:

1. *Continuing to implement its strategic plan . . . with attention to integrating multi-year financial plans and monitoring the institution’s progress toward achieving its goals.* Please see Standard Two.
2. *Integrating the multiple measures of academic effectiveness in place into a cohesive and comprehensive approach to assessment.* Please see Reflective Essay.
3. *Developing and assessing the achievement of institution-level learning outcomes at the graduate level.* Please see Reflective Essay.
4. *Setting goals and implementing plans to hire full-time faculty in a primarily teaching role assuring they are appropriately engaged in curriculum oversight and have an independent voice in the institution’s governing process . . . with emphasis on assuring that faculty have a substantive voice in matters of educational programs, faculty personnel, and other aspects of institutional policy that relate to their areas of responsibility and expertise.* Please see Standard Six.
5. *Continuing to successfully implement and evaluate the effectiveness of strategic initiatives to improve its retention and graduation rates.* Please see Reflective Essay.

Standard One – Mission and Purposes

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 and beyond. This precise and unique mission—which accompanied the creation of the College in 1972¹—continues to direct all activities and is widely understood and embraced by all constituencies, from the governing board to students.

The mission was driven by the University System of New Hampshire Board of Trustees’ then-prescient recognition of the need for an institution that could “provide an opportunity for higher education to those whom the present institutions do not reach.” The framing language went on to describe an institution that

should be ‘open’ in that individuals who do not have access to formal university-level study or who cannot find success or meet their personal or occupational needs through traditional approaches will find opportunity here. It should be universal in serving learners of all ages, not only those of ‘normal’ college age. It should complement, not rival, existing programs and institutions. It should serve the people, who for various reasons, have not had the opportunity for,

¹ The original mission concluded with the words “...New Hampshire.” The mission was subsequently amended by the USNH Board of Trustees to include the phrase “...and beyond” to recognize the extended reach of the College, primarily to students in contiguous states, but also to New Hampshire residents who continued their enrollment while serving around the world on behalf of the United States military.

or have not taken advantage of, as much education as they need or desire. It should extend the educational resources of the University System to all the citizens of the State.²

In its earliest incarnations, as the School of Community Studies and the School of Continuing Studies, the institution brought higher education courses and certificate and degree programs to the citizens of the State of New Hampshire, tailoring academic offerings to the unique needs of communities and to the prevailing demands of regional labor markets. Offering classes in storefront locations around the State helped adult learners to overcome time and place, the most common barriers to access, and “open admission” policies and practices removed many other obstacles associated with “going to college.” In many ways, this local and more personalized approach to course delivery served as the precursor to the College’s early adoption of online learning (in the 1990s), which accounted for more than 90 percent of the academic engagement between Granite State College students and faculty even before the pandemic, providing optimal flexibility for working adults seeking to balance higher education with the many competing priorities in their complex lives.

The student demand-driven shift toward asynchronous online learning that has shaped the College’s instructional model should not be mistaken for a matter of simple convenience in scheduling. Instead, it represents a respectful appreciation for the constructive interplay among the environments where learning can take place. This, in turn, supports the College’s attention to “PLA,” or personalized³ learning assessment, as a mechanism for achieving better alignment between the College’s curriculum and learning outcomes that are valued by employers, better integration between students’ academic and professional interests, and, ultimately, more affordable pathways to meaningful learning and degree completion.

Standard Two – Planning and Evaluation

Area for Special Emphasis: *Continuing to implement its strategic plan . . . with attention to integrating multi-year financial plans and monitoring the institution’s progress toward achieving its goals.*

In the previous strategic plan (2016-2019), the College identified four areas of focus to better serve students and fulfill the access-driven mission. Predicated on a belief that access only matters if it allows students to engage in meaningful and well-constructed learning experiences that are relevant to their lives and aligned with their interests for the future, that plan represented a commitment to:

- deliver quality academic programs that meet the needs of students, the State, and its employers in New Hampshire and beyond;
- improve the student experience to support improved learning outcomes, retention, graduation, and satisfaction;
- enhance organizational coherence and effectiveness; and
- expand GSC’s engagement with the State, its employers, and its communities.

² From the minutes of the USNH Board of Trustees Meeting, 17 June 1972.

³ The acronym, PLA, is often described as “prior learning assessment,” but the reference to “personalized” allows us to account for concurrent as well as prospective experiential and work place-based learning opportunities that can be incorporated into a student’s degree plan rather than to rely exclusively on prior learning experiences.

Through the planning process, it became clear that these were not four separate objectives, but rather interdependent ones, bound together through shared initiatives that contributed to quality, efficacy, and engagement.

Beginning with the academic core, the undergraduate programs were strengthened by creating six full-time Academic Center Directors (to join the Dean of the School of Education) to lead seven academic centers, bringing disciplinary expertise, enhanced engagement with external stakeholders, and more informed vision to each component of the undergraduate curriculum. This organizational change, coupled with the accompanying investments in faculty leadership, also aligned Advising staff with each of the academic centers, creating Advisors who are specialists in certain academic program opportunities—including experiential learning—to complement instruction. Coupled with enhanced technology tools to support advising communication (see Standard Five) and the implementation of a comprehensive and systematic approach to measuring learning outcomes (see Reflective Essay), these efforts have strengthened the course and program review processes to support continuous improvement (see Standard Four).

Similarly, pre-COVID, the College’s comprehensive and strategic approach to support improved student outcomes included the introduction of mental health services⁴, the expansion of tutoring via technology, participation in a System-wide effort to introduce more “open” (and other more affordable) textbooks and course materials, and the implementation of [College Central](#), a platform to support experiential and field-based learning. The College also transitioned from an institutional survey of student satisfaction to a proprietary instrument (Noel Levitz’s “Priorities Survey for Online Learners”) to allow for external benchmarking and to help focus future efforts. Importantly, while the College fared reasonably well in a comparative sense, the results of that survey highlighted the importance of continuing to work on quality, engagement and affordability which emerged as the key themes of the College’s strategic plan for 2020-2023.

Missing from the College’s strategic priorities—quality, engagement, and affordability—is a separate element related to diversity, equity, and inclusion. As described in the planning document, “Informing each of these goals is an understanding that our success in fulfilling our mission can only be measured through a lens that respects and reflects the diversity of all our learners, our colleagues, and our communities. To this end, we acknowledge our responsibility to foster a supportive and inclusive institutional culture and one that effectively engages the diverse communities we serve.

The decision to incorporate consideration of diversity, equity, and inclusion into the initiatives that support each of the three goals—rather than to create a fourth goal with this explicit focus—is intentional and predicated on a belief that this commitment should become so integral to our work as to be inseparable; however, as we evaluate our progress on each of the three goals, we will need to be self-conscious, diligent, and honest about whether this approach is truly effective in fostering the inclusive and respectful community we envision and be prepared to modify our

⁴ Initially implemented through our Employee Assistance Program, this program provides access to both tele-counseling and *local* referrals to qualified mental health providers at no cost to our students.

approach based on both a greater understanding of effective best practices in this domain and measurable performance against our goals.⁵

...with attention to integrating multi-year financial plans and monitoring the institution's progress toward achieving its goals (see 7.6);

Granite State College, at the direction of the USNH Board of Trustees, develops both annual and multi-year (five-year rolling) financial plans. With effective management and fiscal discipline, the College has achieved operating margins over the past five years that average more than nine percent, including 9.4 percent in FY19 and 9.7 percent in FY20. Predicated on both long-term regional demographic and competitive trends and COVID-driven assumptions about state support, the College is currently participating in a USNH-wide effort to further reduce System and institutional expenses to ensure long-term viability. Coupled with a strategic priority to increase affordability for our students, the College continues to pursue collaborative strategies within USNH to achieve reductions in expenses associated with technology and administration and to reduce expenses associated with facilities in order to optimize investments in support of instruction, academic support, and student services. As with most institutions in the region, there is an element of uncertainty associated with the near-term; however, the College's record of consistent success in managing resources to support mission offers encouragement and grounds for optimism in the face of these challenges.

Standard Three – Organization and Governance

Governing Board

As noted above, Granite State College is a part of the University System of New Hampshire, created by the USNH Board of Trustees under the statutory authority granted by the State of New Hampshire. The Board of Trustees—which includes the Governor and representatives of the Legislature (ex officio), and elected student and alumni Trustees—has responsibility for “the management and control of all the property and affairs of the university system of New Hampshire” and an overarching role in governance. The President of Granite State College (and the counterparts for each of the USNH campuses) reports directly to the Chair of the USNH Board of Trustees. To facilitate coordination and more efficient management across the System, the Board of Trustees established an Administrative Board, comprised of the Chancellor of the University System and the Presidents of the four USNH institutions including Granite State College. The Administrative 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.” In support of the work of the Administrative Board, the University System has also created “executive councils” for Academic Affairs, Financial Affairs, Human Resources, and Communication to enhance coordination across USNH.

⁵ [Granite State College Strategic Plan, 2020-2023](#), pp.1-2.

In application, the Board’s governance function has been reflected through its focus on the University System of New Hampshire’s role in providing “a well-coordinated system of public higher education” by requiring clearly articulated and differentiated missions across the four USNH institutions, each supported by development of strategies appropriate to support those unique missions, and holding campus executives accountable for the effective execution of those strategies with measurable outcomes.

Additionally, in exercising the Board’s fiduciary responsibility for the long-term viability of the System, the Board charged the System Office and four USNH institutions with responsibility for achieving better alignment of ongoing expenses with current and anticipated enrollment and other revenue streams. To this end, it has provided significant support for the adoption of high level business strategies that leverage the scale of the System to achieve financial and operational efficiencies that allow scarce resources to be reallocated from those activities that do not enhance mission or offer competitive and differentiated advantage to those that do.

For instance, within the past three years, the Board has supported the integration of information technology into a single organization serving the entire University System. Capitalizing on the benefits of both scale and consistency in the “commodity” aspects of information technology, this effort is expected to produce annual savings approaching a 10 percent reduction in operating expense. A similar multi-year effort is now underway for financial services, seeking to centralize those transactional functions that benefit from scale and consistency, while reallocating to the campuses the resources required for more high-level financial analysis and planning.

Naturally, the substantial savings being pursued in a higher education environment that is historically labor-intensive can only be achieved by a reduction in personnel, and the Board, while attentive to both near-term and long-term fiscal stability of the University System, has supported substantial one-time expenditures to offer incentives that encourage early retirement and in some cases early (voluntary) separation, to allow institutions to achieve the long-term System-level efficiencies in a manner that is both humane and consistent with the culture of the institutions. Taken together, these Board-supported efforts—including centralization of information technology and financial services, reduction in personnel to better align with anticipated demand, and reduction in benefit costs—are expected to reduce operating expenses by approximately \$70,000,000 per year, altering the chronic trajectory of annual reductions that some USNH campuses have faced and affording the campuses within the System more viable business models for the future.

Internal Governance

Within Granite State College, executive leadership is comprised of the President’s Cabinet that includes the Provost & Vice President for Academic Affairs, the Vice President for Finance & Administration, and the Vice President for Enrollment Management. In turn, this group relies on the Operations Group—comprised of fifteen individuals with management responsibilities across the College—to develop and recommend policies and practices that most effectively allow the institution to serve students and to fulfill its mission.

Perhaps the most poignant illustration of the efficacy of executive leadership and management is found in the College's transition to remote working conditions in March 2020 in response to the COVID-19 pandemic. Although the College had already been providing instructional engagement through online learning to most students, almost all the College's full-time faculty and staff workforce—numbering approximately 120 people—were fulfilling their responsibilities on five physical campuses and instructional locations. Undergirded by a Continuity of Operations Plan, a Remote Working Policy (adapted from a USNH policy to support Granite State College's unique needs), and appropriate technology tools, that transition was swift and seamless.

More generally, the College's ability to manage through a period of declining enrollment while sustaining innovation, improving the quality of teaching and learning, and consistently meeting Board-established targets for financial performance support the contention that executive leadership and management are functioning effectively on behalf of the organization. Additional illustrations of this point are observed in the evolution of the College's assessment strategy, the introduction of professional development programming, and the expansion of partnership activities, most notably the recently formed partnership with the State of New Hampshire. Specific to the efficacy of the Operations Group, the implementation of six-week courses offers a tangible example of how this College-wide group provides a mechanism for ensuring the careful alignment between academic policies and administrative practices to support new initiatives. This same group is also integral to policy development, following a formal process of problem identification, needs assessment, development of response options and recommendations, review, and subsequent communication of all approved policies across the College.

Academic governance is largely the purview of full-time faculty and supported by the work of the Academic Council and by the Undergraduate and Graduate Curriculum Committees. The Academic Council provides 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 and 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 more as needed. Recognizing the important contribution that adjunct faculty make to the work of the College, Academic Affairs regularly engages—and compensates—adjunct faculty in efforts related to academic governance and program development and review, through faculty development programming, and in periodic communications to support engagement and to elicit input on matters relevant to faculty.

Perhaps the most vivid illustrations of the vibrance of the College's academic governance structure is found in the program review and course review processes, both of which reflect the deep engagement of the College's adjunct (as well as full-time) faculty in matters of the curriculum. The program review process receives extensive attention in Standard Four, describing substantive impacts on undergraduate, graduate and post-baccalaureate level programs, but in the current context, it also offers helpful illustration for the dynamic and engaged nature of academic governance.

Over the three years that preceded this report, the College added three new undergraduate degree programs and nine minors, and at the same time, suspended eight degree programs and two minors; however, the more substantial impacts of the Program Review process are reflected in nearly 50 substantive program revisions that resulted from those reviews. This same pattern is reinforced at the course level, with nearly 120 undergraduate courses undergoing substantive revisions, along with the creation of 48 new courses and the retirement of 11 old courses. At the graduate level, the same three year period produced two new graduate programs (and the suspension of one) and five new certificates (including one for post-baccalaureate teacher certification), but as with undergraduate programs, the primary impacts are observed in the creation of more than 40 new courses and the substantive revisions to 48 courses. The relatively low numbers of program additions and cessations and the much higher level of activity seen through course creation and course and program revisions—as well as the introduction of new formats including certificates and professional development options—reflects careful adherence to a schedule of program reviews that minimizes the likelihood that the College’s curricular will fall far out of step with the needs and expectations of students, employers, and other stakeholders, ensuring the relevance and value of a Granite State College education.

Standard Four – The Academic Program

Granite State College’s core mission of providing access to high-quality academic programs remains unchanged. The portfolio of programs continuously evolves in response to changing workforce needs, with programs discontinued or introduced based on demand. Also—in recognition that many students have previously earned college credits, while others are seeking specific specializations—the College has expanded transfer pathways and minors, increasing the opportunities for students to benefit from a GSC education while still attending to families and careers.

Assuring Academic Quality

The Office of Academic Affairs continues to assure the academic quality of all programs offered, primarily through the program review process. Each program undergoes a thorough review every five years, more often for new programs and/or those where data indicate an accelerated review is necessary.

Recent program reviews have initiated an unprecedented number of new courses and course revisions, driven by full-time faculty leadership in each academic area. Several examples include the following:

- Largely in response to feedback received from workforce partners, the B.S. in Communication Studies was renamed Professional Communication and completely revised to offer students the flexibility to customize their studies within one of the following three concentrations: Business & Strategic Communication, Visual Communication & Social Media, and Interpersonal & Organizational Communication. The program now offers minors in each of these three areas as well. Additionally, course revisions and new courses throughout the program include a strong emphasis upon writing and presentation skills, with the aim of preparing students to excel in the workplace.

- The B.S. in Health & Wellness created an avenue for entrance for students without earned associate degrees. Program faculty incorporated degree outcomes assessment (institutional) with signature assignments in key courses as a pilot and collected student performance data for FY2019-2020.
- Undergraduate faculty in B.S. in Health Care Management worked with the graduate faculty in M.S. Health Care Management to align undergrad and grad programs and work on curriculum initiatives (such as case analysis skills) and competency expectations. They also developed an inter-professional course in informatics to allow allied health, and nursing students to learn together. This course will be offered in early 2021.

The Office of Academic Affairs has recently developed a “course-wrap around” process to evaluate and adjust course design for high-impact and/or high-enrolled courses. Courses that go through this process are collaboratively reviewed, designed, and evaluated by a comprehensive team of Academic Affairs staff and faculty, including instructional design, the Librarian, and the Student Disability Services & Academic Support Coordinator.

This team works together through the course overview, planning, and evaluation phases. Metrics showing both pre-and post-revision data (i.e. grades earned, amount of engagement with course, number of supplemental materials accessed) are analyzed to evaluate if the changes made are effective. These metrics are presented to the team at the evaluation phase of the process and help to form more collaborative feedback for continuous improvements to the course design.

One area in which the College is still anticipating progress is experiential learning. Some undergraduate programs such as Nursing and Education have robust experiential learning components that students can complete in their current place of employment. In other undergraduate programs, however, students in capstone courses may choose between an internship and a project. Few students (12 percent in 2019 - 2020) elect the internship. The College certainly has the capacity to guide and assess more internships, but anecdotal evidence suggests that they simply may be too logistically challenging for working adults.

Undergraduate Degree Programs

Undergraduate degree programs currently consist of the following:

- Five associate degrees;
- Twenty-one bachelor’s degrees;
- Five bachelor’s completion degrees, where students with a previously earned associate degree in a related field may complete a bachelor’s degree;
- Four bachelor’s degrees that include teacher certification.

All stated requirements are clearly articulated on the College’s [website](#) and in the online [Undergraduate Catalog](#). A discussion on how graduates demonstrate competence in the appropriate areas may be found in the Reflective Essay.

General Education

In 2019, the Office of Academic Affairs and the General Education Program Review Committee initiated an in-depth review of the general education curriculum. Previously, general education requirements were

distributed across nine categories (i.e. American Culture, Scientific Inquiry, etc.), with students selecting courses from each category. Today, the focus is on demonstrable skills, knowledge, and abilities rather than enrollment in selected courses. Introductory experiences in three areas of learning (*Communication, Thinking Critically and Comprehensively, and Applying Knowledge to Workplace and Community*) are provided in the General Education curriculum and elective courses and extended through the program to the integrative capstone experience. Specialized knowledge is a focus of the program or major and provides a specific context for the demonstration of increasingly complex abilities in communication, critical thinking, and application of knowledge.

This holistic approach provides all students with multiple opportunities to gain proficiency in these three core institutional outcomes, as well as allowing for more cohesive collection of assessment data (see Reflective Essay), and data indicate that this is showing success.

Complementing the general education revision was the introduction/revision of two courses required of all undergraduate programs. The first, *Advanced Critical Analysis and Strategic Thinking* is taken early in the students' program and focuses on identifying and analyzing factors outside of higher education that have an impact on the professional practice and academic study within their chosen field. It was recently revised and elevated to a 600-level course to account for its great breadth and depth.

The second, a new course called *Interdisciplinary Seminar*, is taken after all other general education prerequisites have been fulfilled and encourages students to explore contemporary issues from multiple viewpoints and frameworks using advanced problem-solving skills and research and analysis. In its first year, the *Interdisciplinary Seminar* students have explored a range of interdisciplinary topics and have demonstrated high levels of proficiency in associated degree outcomes.

The Major or Concentration

All majors feature clear and articulate learning outcomes—available on the website and in the catalog—that have been thoroughly vetted as part of the academic program review process. In order to gauge how students value their majors, the College added two discretionary items to the 2019 Noel Levitz Priorities Survey for Online Learners. The first, “The content of the courses in my major is valuable,” rated a 6.19 out of 7, and the item and the second, “My studies are closely related to my life and work goals” at 6.28. Because those items were specific to GSC, no national comparison data is available, but in general those scores are considered strengths of the College.

Graduate Degree Programs

The College currently offers five master's degrees, including a new Master's in Nursing program, approved by the Commission on Collegiate Nursing Education (CCNE) in June 2020. This program addresses a workforce need and scaffolds upon the extant RN to BSN program, which has experienced steady growth and attracts some of the College's most successful students (for example, the six-year graduation rate for RN to BSN students entering 2013 was 80 percent, nearly double the average undergraduate rate for that cohort). The other four graduate degrees are in Leadership, Project Management, Health Care Management, and Instruction & Leadership.

Also new are four innovative graduate certificates, which allow students already possessing an undergraduate degree to obtain a specialized certificate in less time than a traditional master's degree.

Credits earned in these certificates may be subsequently applied to the corresponding master's degree. All certificates are based on existing programs and/or core competencies of the College:

- Administration of Online Education for Adult Learners (18 credits)
- Nonprofit Leadership (9 credits)
- Health Care Management (9 credits)
- Project Management (12 credits)

Declining student demand prompted the suspension of further enrollment in two graduate programs: Management; and School Leadership. In both cases students are being given the opportunity to complete their programs.

Post-baccalaureate Programs

The [post-baccalaureate teacher certifications](#) in critical shortage areas continue to focus on three target groups: students seeking initial certifications; already certified teachers seeking additional certifications; and advanced endorsements for special education teachers. In keeping with the emphasis on non-traditional learners, these School of Education programs allow students to work full-time in education settings while pursuing their certifications.

To assess teacher candidate performance, the School of Education collects extensive data through Lesson Observation Feedback Tools (LOFT) and Teacher Candidate Assessments of Performance (TCAP) to ensure candidate quality and program rigor. Assessment data is continually reviewed to identify any opportunities for programmatic modifications or innovations. Professional exam rates for GSC School of Education graduates had been consistently outperforming New Hampshire averages until last year, when GSC students passed at a rate of 85 percent compared to the State average of 90 percent. The program is currently analyzing this data to determine the causes and take remedial action as necessary.

Integrity in the Award of Academic Credit

As a predominantly online institution, the College is committed to the integrity of its distance learning courses and is looking forward to data that Canvas (the new LMS scheduled for activation in Summer 2021 and discussed in Standard Seven) can provide. Particularly useful will be more detailed engagement data, showing how often and how effectively students are able to interact with their faculty members, peers, and course content.

Standard Five – Students

Granite State College's commitment to adult learners remains unchanged. GSC students are attracted to the affordability and convenience, and they stay because of the quality of the education and the support they receive.

A summary of fall enrollment for the past four years is provided below, with more detailed information available in the Data First forms:

Table 5.1: Fall Enrollment 2017-2020

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Undergraduate				
Headcount	1,757	1,735	1,729	1,621
FTE	1,297	1,303	1,289	1,218
Post-baccalaureate				
Headcount	132	128	120	112
FTE	74	75	66	62
Graduate				
Headcount	130	164	156	159
FTE	79	101	90	98
Grand Total				
Headcount	2,019	2,027	2,005	1,892
FTE	1,450	1,479	1,445	1,378

Between Fall 2019 and Fall 2020, total headcount decreased by 5.5 percent, although graduate enrollment increased slightly. While this is certainly not the College’s preferred position, it is in line with national trends. Interestingly, this slight decline was consistent across all undergraduate student levels (e.g. first-year, second-year, etc.), whereas the national trend was for a steeper (16 percent) decline in first-year students.⁶ Barring further COVID-related setbacks, projections are for enrollment to rebound slightly (2.5 percent) for Fall 2021, with similarly modest increases in subsequent years.

In the spring 2019 Noel Levitz Priorities Survey for Online Learners, GSC students rated the College higher than the national group means on all the three summary items. The comparison group includes over 126K student records from 175 institutions:

Table 5.2: 2019 Student Satisfaction Summary Items

Item	Granite State College Average	National Comparison Group Average*
So far, how has your college met your expectations?	5.20	5.16
Rate your overall satisfaction with your experience here thus far.	5.83	5.79
All in all, if you had to do it over, would you enroll here again?	5.97	5.84
*On a scale of 1-7		

The last item above is particularly noteworthy, as 78 percent of respondents indicated that they would “probably” or “definitely” enroll at the College again.

⁶New Hampshire Employment Security. (2020, DECEMBER 15). Retrieved January 15, 2021

Sedmak, T. (2020, October 15). *Fall 2020 Undergraduate Enrollment Down 4% Compared to Same Time Last Year*. Retrieved January 12, 2021

Admissions

In 2016, GSC student inquiries were directed to enrollment experts at the Online Enrollment Center, a centralized USNH operation that responded to prospective students for all USNH institutions. In 2017, the college re-evaluated that partnership and decided to bring all admissions activities back in-house. Today, GSC Admissions Operations directs all application processing and customer relations management functions and coordinates with academic advisors trained in specific Areas of Interest. Advisors work exclusively with their students for the entire “lifecycle,” from lead inquiry to graduation. Collaboration and ongoing training are regularly provided to advisors so that they are specialists in their assigned areas, as opposed to generalists.

Student satisfaction with the student success team (as it was previously termed) had been on a slight decline since 2016, and although that data used a different survey and is thus difficult to compare to newer data, the 2019 Priorities Survey for Online Learners showed that students are quite satisfied with their academic advisors. For example, on the item “My program advisor is accessible by telephone and email, GSC students rated their satisfaction at 6.47 (out of 7); the average satisfaction among comparators was 6.13.

Student Services and Co-Curricular Experiences

Since 2018 investments in technology services and training have enhanced the ability of student services staff to contact, communicate with, and support students. Examples include:

- **Chat Feature:** Academic advising has been using a Chat Live feature to communicate with students since 10/2018. To date, advisors have had 2,312 chat interactions.
- **Calendly (appointment scheduler):** This allows students to click on a link to see the availability of their advisor (including Career Services) and schedule an appointment.
- **New Student Orientation (UG):** Advising staff recently combined the online new student orientation and eLearning orientation into one self-paced tutorial accessible through the GSC website.
- **Nextiva:** In 2019 the College added Nextiva, a communications platform that allows staff personal cell phones to mirror College office phones. This greatly improved advisors’ ability to contact students via contact information in the Salesforce record. And while this was initiated pre-COVID, it has proven incredibly important to staff now working remotely.
- **Course Performance:** Student participation and attendance information have been added to student record information, creating alert levels for students who do not appear to be progressing throughout the term. This information is also highlighted on advisor dashboards and triggers a series of communications with students to try to support academic progress.
- **Progress Reports:** Students can now receive email notifications regarding faculty reports on their course progress throughout the length of the term.
- **New Texting Platform:** Enrollment management has been using the texting platform Mongoose since July 2020. To date, the average student response rate has been 57 percent overall. For the latest texting campaign to support Winter registration, the response rate for enrolled students increased to 62 percent.

- New online registration form: Provides a more effective way for non-degree students to self-enroll (non-degree students were approximately 7 percent of total undergraduate students in fall 2020).

It is too early to correlate any of these developments to student success indicators such as retention and graduation. However, after falling in 2017, the one-year retention rate for undergraduate students has risen slightly in the past two years, as shown below:

Table 5.3: One-year Undergraduate Retention Rates, 2017-2019

Start FY	First Enrolled	Still enrolled (or graduated)	Retention Rate
2019	811	658	80.8%
2018	830	661	79.6%
2017	855	671	78.4%
2016	972	794	81.7%

Other enhancements to student services since the 2016 Comprehensive Evaluation include the following:

- Expanding opportunities for students to engage with tutoring. First, students may meet with GSC tutors in high-demand subject areas such as math and writing. Prior to COVID most of these sessions took place face-to-face; during COVID they have been offered via Zoom. Second, students may meet with subject-matter experts through Brainfuse, a third-party tutoring service available 24/7. Over the past year, 91 percent of respondents to a post-session survey indicated that they would recommend GSC tutoring to other students; 88 percent indicated that they would recommend Brainfuse.
- Creating a virtual student advisory board, whereby the Director of Student Services can quickly query students (who have volunteered for the board) on issues where student input is appropriate. Recently, student feedback has informed several improvements, such as to the online bookstore, the placement of course syllabi within the Moodle course shell, and the elimination in 2018 of the *Intent to Graduate* fee.

COVID-19 Pandemic

Because the vast majority of GSC classes were online pre-COVID, the pandemic did not drastically alter the College’s day-to-day operations. In March 2020, when all GSC facilities closed and all staff began—with little notice—to work remotely, the majority of staff and faculty members already had the tools and technology necessary, such as Zoom, audio/visual equipment, and Nextiva (which allows personal cell phones to mirror office phones). Large-scale remote working has been successful enough that the College has decided to work entirely remotely until February 2021 at the earliest, and employee survey data show that most faculty and staff support this plan.

Still, several COVID-specific student services had to be implemented quickly, including:

- A process to administer CARES Act funding to students. This was complicated by the fact that fully online students were ineligible for most funding, so a careful screening process was necessary.

- A mechanism for continuing those services that had been mostly face-to-face, such as proctoring Accuplacer exams and meetings with GSC academic tutors (discussed above).
- Access to additional resources for students impacted by the pandemic, such as guidance from the Center for Disease Control and Prevention, SNAP, New Hampshire Housing Relief, and so forth.

Standard Six – Teaching, Learning, and Scholarship

Area for Special Emphasis/Faculty and Academic Staff: *Setting goals and implementing plans to hire full-time faculty in a primarily teaching role assuring they are appropriately engaged in curriculum oversight and have an independent voice in the institution’s governing process . . . with emphasis on assuring that faculty have a substantive voice in matters of educational programs, faculty personnel, and other aspects of institutional policy that relate to their areas of responsibility and expertise.*

Granite State College continues to attract and retain qualified, credentialed faculty members who are demonstrably effective at advancing the College’s mission and purposes. A summary of the current faculty is provided in the table below:

Table 6.1: Faculty Summary Fall 2020

	Full-Time	Part-time	Total
	13	206	219
Women	12	115	127
Men	1	91	92
Doctorate or Other Terminal Degree	8	61	69
Doctorate	8	45	53
Master’s – Not Terminal	4	142	146
Bachelor’s*	1	3	4
*Faculty with bachelor’s degrees have extensive professional credentials/certifications and teach in applied disciplines such as Information Technology, Hospitality, or Nutrition			

In 2020, the College is nearing completion of an ambitious initiative to establish full-time faculty leadership for each of the seven academic centers at the undergraduate and graduate level, respectively. The current full-time faculty allocation for each academic center is as follows:

- Business Management and Finance: two undergraduates; two graduates
- Communications and Media: one undergraduate
- Education: one undergraduate
- Human Services and Public Safety: two undergraduates
- Healthcare and Nursing: three undergraduate and one graduate
- Liberal Arts: one undergraduate
- Technology: one undergraduate (vacant)
- Discretionary: one graduate (vacant)

The undergraduate vacancy in Technology has been challenging to fill. The Dean of Undergraduate Studies has conducted several initial screenings of resumes but thus far no suitable candidate has been

identified and the search is currently suspended. The graduate vacancy is a budgeted position left open by the withdrawal of the M.S. in Management program in 2019. The Provost and Dean of Graduate Studies are currently exploring where best to deploy this faculty position.

At the time of the 2016 Comprehensive Evaluation, there were twelve budgeted full-time faculty positions (ten were filled, two were vacant). Today there are fifteen budgeted full-time positions (thirteen are full, two are vacant). This represents a 25 percent increase in full-time faculty.

More important, however, are their roles. In Summer 2017 all academic programs were assigned to one of the academic centers noted above and a full-time faculty member was assigned to each area. These faculty members are directly responsible for the curricula in their programs (*appropriately engaged in curriculum oversight*) and actively participate in academic governance through various committees: Academic Council; Undergraduate Curriculum Committee; and the Graduate Curriculum Committee (*have an independent voice in the institution's governing process . . . and other aspects of institutional policy that relate to their areas of responsibility and expertise*). The appointment of full-time faculty to these leadership roles has allowed additional full-time faculty within the two largest undergraduate programs—Business and Psychology—to focus primarily on teaching (*implementing plans to hire full-time faculty in a primarily teaching role*).

The search committee for each full-time faculty position is chaired by a full-time faculty member and filled with both full-time and part-time faculty members. Thus, faculty members screen all candidates, conduct all interviews, and make recommendations to the Provost. Since 2017, every faculty hiring recommendation has been approved by the Provost (*faculty have a substantive voice in matters of . . . faculty personnel*).

Teaching and Learning

Substantial progress has been made in expanding the roster of full-time faculty. Still, the college's adult-focused curricula centers on the scholar-practitioner model, with an emphasis on industry experience provided by the part-time faculty. Granite State College has a long history of recruiting and retaining talented adjunct faculty committed to a student-centered learning experience. In recent years, the College has invested in providing the materials and training that ensure adjunct faculty are effective educators, as well as funding two new full-time positions. There is now an Associate Dean of Academic Engagement and Faculty Development, whose role is to design, develop, deliver, and analyze faculty development and evaluation efforts towards enhancing academic engagement efforts that contribute to learner success. This role is supported by an Academic Engagement Program Manager, who administers select faculty academic engagement programs, oversees faculty communications, and compiles and shares academic engagement data to develop a culture of evidence-informed decision-making. This data is also used, along with data on learning outcomes and student support usage, to facilitate comprehensive course reviews (see Standard Four).

Central to these efforts has been the expansion of two faculty development teams: the Virtual Coaching Team and the Peer Review Team. Both teams were developed in 2017 by the Associate Dean of Academic Engagement and Faculty Development to address faculty professional development needs while simultaneously modeling the College's dedication to quality, innovation, and collaboration. Each team contributes to the College's dedication to effective academic engagement:

- The Virtual Coaching Team provides just-in-time training and support to all new faculty and those changing course modalities both during course development and the entire first term teaching. This program models high levels of engagement and provides coaching strategies and support for faculty who may not be familiar with the importance of consistent academic engagement. Through a train-the-trainer approach, the team has seven coaches representing all academic centers and includes a current faculty member who is also an alumna of the College. As of spring 2020, 100 percent of faculty at Granite State College have participated in online teaching professional development training.
- The Peer Review program provides an opportunity for collegial review, reflection, and refinement of teaching practices. Using an established rubric and an appreciative inquiry approach to feedback, the program increases faculty engagement with fellow faculty, raises continuous awareness about the College’s high-touch teaching model, and provides hiring supervisors with summative data for their work with their faculty. Through a train-the-trainer component of the program, the College now has 12 active peer reviewers across all academic centers.

Data from these efforts—along with other applicable College data—informs faculty development and resources, including two online micro-credential opportunities – one (*Engaging Online Teaching Practices*) developed in 2019 and the other (*Prepared, Personal, and Evidence-Informed*) currently under way.⁷ Approximately 40 percent of faculty completed the 2019 micro-credential – the largest participation outcome to date. In addition, data from 2019 through 2020 shows evidence that faculty who either serve as part of the teams or engage in the coaching or peer review programs have considerably higher levels of engagement with the College and fellow faculty. Also, student course evaluations of these same faculty from 2019 and 2020 shows a prominent increase in student satisfaction over the general population in four key faculty engagement metrics: expectations clearly communicated; timely feedback provided; prompt responses provided; and overall instructor recommendation.

In addition, the Associate Dean and Academic Engagement Program Manager have been studying GSC faculty effectiveness with the aim of continuous improvement, and their work is presented annually to all academic center directors via the *Academic Engagement Report*. The November 2020 report features information on faculty academic engagement, specifically the correlation between faculty peer reviews and end-of-term student course evaluations. Both tools show that GSC faculty strengths include sharing subject-matter expertise, encouraging early engagement in the course, effectively handling questions/difficulties, and exhibiting enthusiasm. Opportunities for improvement include maintaining a consistent level of engagement throughout the term, using forums to promote discussion, and providing timely feedback.

The report also looked at data from the 2019 Noel Levitz Priorities Survey of Online Learners to determine if any of the items above are reflected in student satisfaction data. Here, reiterated strengths include the real-world value of coursework and its alignment with student life and work goals; opportunities include consistent timeliness of faculty responses.

Finally, as discussed in Standard Two, the College acknowledges and embraces its “responsibility to foster a supportive and inclusive institutional culture and one that effectively engages the diverse

⁷ Funded by a grant received from the Davis Educational Foundation

communities we serve.” Specific to faculty, this manifests in faculty recruitment and hiring efforts, including the following:

- Adhering to the [USNH Statement of Diversity and Inclusion](#);
- Ensuring that hiring managers and search committees abide by diverse hiring practices as outlined in the “GSC Staff Search and Process Workflow” guidelines;
- Posting all openings on multiple diversity recruiting websites;
- Offering robust Diversity, Equity, and Inclusion (DEI) training, with specific courses on inclusion and implicit bias geared to both supervisors and staff scheduled to be offered in 2021. The goal is to conduct 3-5 DEI training programs annually.

Standard Seven – Institutional Resources

Granite State College continues to experience financial stability sufficient to meet its mission and purposes. Total enrollment since 2016 was relatively stable until the COVID-19 pandemic, which—due to the mostly online nature of total course offerings—effected only a slight (negative 5.6 percent) decrease in enrollment from Fall 2019 to Fall 2020. During this same period, strategic initiatives have proceeded as planned, as discussed in Standard Two.

The College’s commitment to careful budgeting and cost-control—in keeping with the mission of providing access to higher education—has allowed tuition rates to remain flat for New Hampshire residents for the past three years. Non-resident students saw a modest (under 3 percent) tuition increase in 2018, with no increase in the past two years.

Human Resources

In recognition of the Director of Human Resources position operating as the Chief Human Resources Officer (CHRO) for the College, the director position was elevated to an Assistant Vice President for Human Resources. The expectation of the AVP is to manage all human resource needs for the College and collaborate with the rest of the University System’s CHROs to develop, implement, assess and improve policy and procedures that are responsive to the current workforce and working environment.

Examples of human resource-related initiatives in recent years include the following:

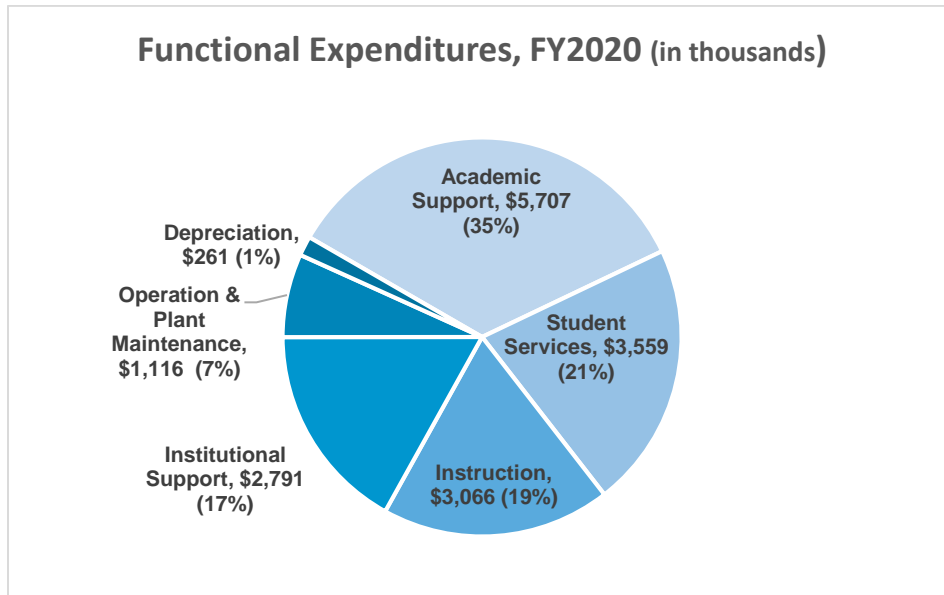
- Introduction of best-in-class USNH Benefits program offered to all benefited staff as of July 2019, including paid short-term disability and parent leave.
- Improved regular and consistent communications to staff and faculty through system-wide HR Bulletins, monthly GSC newsletters, and weekly College-wide calls.
- Consistent and timely wellness programs offered to staff to support their health and well-being.
- Delivery of training opportunities focused on diversity, equity and inclusion.

Financial Resources

Since FY2018, total operating revenues have increased 4.6 percent (to \$15.8 million in FY2021) and net assets have increased 21 percent (to \$35.8 million in FY 2021). The College has no long-term debt.

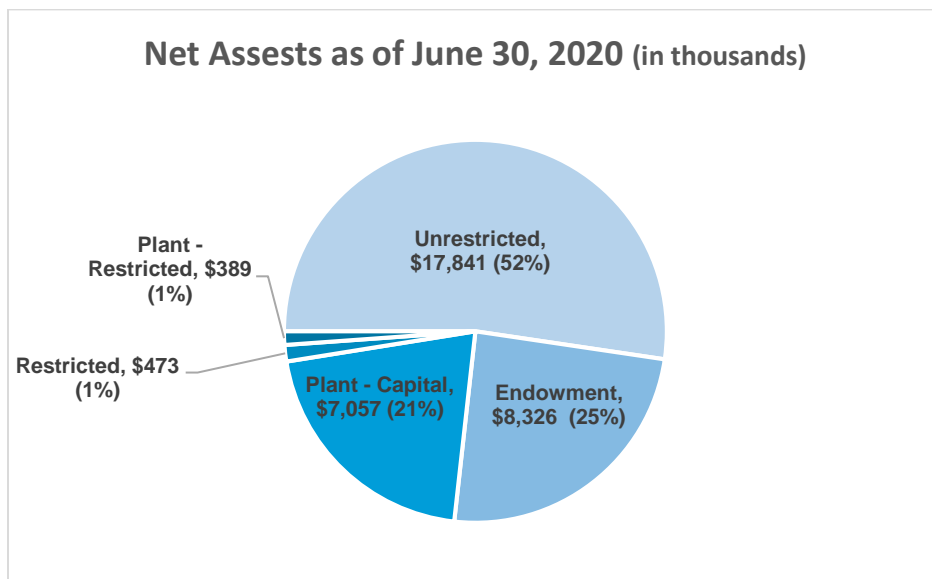
Operating expenses are heavily devoted to instruction, academic support, and student services, as shown in the table below:

Table 7.1: Functional Expenditures 2020



At the same time, net assets have been increasing year-to-year. Currently, over 50 percent of the College’s resources are unrestricted, allowing for independent strategic decisions with the funding available, as shown in the table below. The remaining funds are split up between Endowment and Plant, with most of the income from endowment funds coming back to students in the form of financial aid:

Table 7.2: Net Assets as of June 30, 2020



Information, Physical, and Technological Resources

Access to library and information resources is achieved via a totally digital library with a stated mission of supporting students and faculty “in their efforts to find, use, and evaluate information as part of the education process.” The library collections are selected and maintained based on the needs of the curricula. Collections are regularly evaluated, including during the program- and course-design and redesign processes.

The GSC librarian (increased from .75 to 1.0 FTE in 2019) is available to guide students and faculty during hours aligned with the schedules of working adults, supplemented by an online chat service staffed by trained librarians during non-operating hours.

Students build information literacy and research skills in core and concentration courses. The library’s information literacy program consists of three prongs: building synchronous online information literacy sessions into online classes, offering on-demand recordings of information literacy sessions, and building just-in-time information literacy learning objects. Learning objects are designed by collaboration between the librarian, faculty members, and instructional designers in order to meet identified curricular needs.

Students are generally pleased with library services, rating them at a 6.23 (out of 7) in the recent Noel Levitz Priorities Survey for Online Learners. This is on par with the national comparison group, which averaged a satisfaction of 6.22.

The College’s physical resources represent an area where the COVID-19 pandemic hastened several initiatives outlined in the 2016 Strategic Plan, namely the re-evaluation of the College’s portfolio of physical spaces. In 2016, the College was offering a limited number of face-to-face classes at eight locations across New Hampshire, in addition to the main location in Concord. As demand for online courses increased, several locations had become under-utilized and were closed (all students continued their degree progress online). Amid assessing the sustainability of the remaining locations, the College moved to exclusively online courses in March 2020, in addition to asking all personnel to work remotely. With students now taking entirely online classes and the successful transition of staff to working remotely, the College again assessed the need for physical space and decided not to renew leases for the Portsmouth and Rochester locations and to lease the owned facility in Conway to a third party. This now focuses future resources on two most centrally location facilities, Concord, and Manchester. This will save approximately \$575,000 per year in operating expenses, with minimal effect on students, faculty, and staff.

As a primarily online institution, reliable and modern technological resources are paramount to the College’s success. In 2020, the University System of New Hampshire transitioned Information Technology for GSC and its sister institutions into a unified System-wide resource. This provides GSC with access to much broader resources but also requires the College to adapt some of its core-technology-supported work to a new operating environment. Projects currently underway by this collaborative team include:

- Transitioning to Canvas as the online LMS (the College currently uses Moodle). Canvas is part of a NH state-wide license that covers all USNH institutions, the Community College System of New Hampshire, and K-12 schools. Canvas is a well-designed, intuitive LMS that focuses on

saving time and effort, so that faculty and students can focus on the course content and not the platform.

- Evaluation and redeployment of USNH institutional Enterprise Resource Planning (ERP) systems into a single consolidated system.
- Implementation of a system-wide e-procurement product
- Consolidation of campus specific data centers reducing the need for support personnel and additional hardware.

The College has been a careful steward of resources and has managed effectively in what had already become an increasingly competitive environment for adult learners, achieving consistently positive operating margins (>5 percent throughout the past decade); however, the level of uncertainty created by the pandemic will require even greater vigilance and effort going forward. Although the College's business model is a very nimble one, as part of the University System of New Hampshire (USNH), GSC shares the risks that face most predominantly residential campuses with significant exposure to fee-driven auxiliary enterprises (e.g., housing and dining) and the debt associated with those facilities. The College also shares the uncertainty of future levels of support from the State of New Hampshire,

For these reasons, the USNH Board of Trustees, building on a long-standing framework for long-term financial planning, introduced a series of System-level initiatives (e.g., IT consolidation, financial services consolidation, benefits reductions) as well as institutional targets for cost reduction to ensure long-term viability of the System. As noted above, the College was already pursuing initiatives to reduce facilities and related overhead, and to concentrate available resources on instruction, academic support, and student services. These efforts have already fostered a more lean and efficient organization. Continuing on this path, the College is exploring opportunities to further reduce its physical footprint—through a predominantly remote workforce—and look for opportunities to achieve additional savings through collaborative efforts with the System Office and with our sister institutions.

Standard Nine – Integrity, Transparency, and Public Disclosure

Several initiatives in recent years have supported Granite State College's commitment to the highest standards of integrity, transparency, and public disclosure.

In Fall 2020, the College engaged CourseLeaf as its dedicated online platform for its undergraduate and graduate catalogs. CourseLeaf integrates with the College's student information system, promoting a higher degree of accuracy, and the new catalogs are responsive across all devices (PCs, laptops, phones, tablets, etc.), allowing for a more accessible, dynamic, and convenient student experience.

The partnership with the UNH Center for Data (mentioned in the Introduction) allows Granite State to build stores of data and provide tools and training for accessing that data, increasing the ability to conduct research and analysis to provide insight and address key questions for decision-makers.

The immediate benefits have come from a platform called WebIntelligence (known as WebI). WebI provides real-time access to the student information system and is configured to generate a variety of reports consistently and accurately for end-users such as IPEDS, the USNH Board of Trustees, and third-party survey instruments (i.e. *US News and World Reports*).

WebI also allows for much more efficient disaggregation of retention and graduation data by factors such as ethnicity, gender, transfer status, etc. Until recently, College personnel seeking such information were dependent upon the Office of Institutional Research to generate and provide it. Now Academic Center Directors can access and manipulate the data themselves and share it with faculty. This will be especially useful in academic program reviews to inform curricular improvement.

Disaggregating data has been a focus of the Operations Group (OG), the College's cross-functional management team (see Standard Three). In Spring 2020 the OG appointed a working group to look at data related to diversity, equity, and inclusion with the goal of improving retention and graduation rates of underperforming groups. That work is ongoing, but several initial key points are emerging:

- Enrollment status type (full-time/part-time), student arrival type (first-time/transfer), and degree level are the primary drivers of student differences and result in the strongest prediction of student success in terms of graduation
- Pell eligibility is also important, particularly for first-time students, because this measure of financial need addresses the College's core mission to expand access for adult learners.

This work aligns with other efforts focused on diversity, equity, and inclusion. It also supplements data gathered from the Noel Levitz student satisfaction surveys. Previously the College had relied on internal surveys, but Noel Levitz provides comparator data from over one hundred seventy-five peer institutions, which is helpful for self-reflection and improvement.

Finally, one of the College's strategic initiatives is to expand enrollment partnerships that align with workforce needs. Here, the Business Partnerships Manager has worked closely with the Communications & Marketing team to revise the memorandums of understanding between the College and employers with the goal of promoting greater clarity and transparency.

Affirmation of Compliance Items

- **Credit Hour:** A statement about the College's Academic Credit Hour policy is included in the Faculty Handbook (available [here](#)) and the Student Handbook (available [here](#)). This policy outlines details related to required instructional engagement for each course by credit hour in order to meet the standard. The following chart provides a breakdown of total instructional engagement per credit per course:

Credits	Course Length (weeks)	Total Instructional Engagement (hours per week)	Total Instructional Engagement (hours per course)
1	12	3.5	37.5
2	12	6.2	75
3	6	18.7	112.5
3	12	9.4	112.5
4	6	25	150
4	10	15	150
4	12	12.5	150
6	12	18.7	225

- **Credit Transfer Policies:** Transfer credit policies are clearly articulated on the College’s website (available [here](#)).
- **Student Complaints:** The Conduct Policy is also clearly articulated on the College’s website (available [here](#)) and includes information on complaints and appeals. This policy was thoroughly reviewed and revised accordingly in September 2020 to reflect changes in federal Title IX regulations. The Grievance Policy is clearly articulated in both the Undergraduate and Graduate catalogs and is available [here](#).
- **Verification of Student Identity:** Upon initial registration, students automatically receive a GSC account that provides access to all online services. 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](#)), which governs the use of computers and networks at Granite State College, as well as adhere to the Email Acceptable Use Policy. This allows the College to provide quality services and maximize productivity while protecting the rights of all members of the community.

Reflective Essay

A. What Students Gain as a Result of Their Education

Description

Granite State College relies on multiple methods of assessment—both direct and indirect—to determine what students have gained as a result of their association with the College. Indirect measures such as graduation and retention rates, benchmarked against peer institutions, are discussed in Section C below, and direct measures such as assessment of student learning outcomes are discussed in Section D below. This section will focus on what students report about their own learning.

After years of relying on internally generated student satisfaction surveys, the College administered the Noel Levitz Priorities Survey for Online Learners (PSOL) in spring 2019. The plan was to re-administer the survey each spring for two additional years and then every other year after 2021. However, with the outbreak of the COVID pandemic in spring 2020, Noel Levitz suggested that 2020 results could be unreliable, so the Director of Student Affairs advised delaying the survey again until spring 2021.

When designing the institution-specific questions for the PSOL, the College elected to include questions specifically linked to the four core institutional outcomes (described in further detail below). Specifically, the questions ask students to gauge how their abilities have improved, and the results are encouraging, as shown in the table below:

Table RE 1: Student Perceptions of Achieving Institutional Learning Outcomes

Institutional Outcome	PSOL Question	Satisfaction*
Communication	"My experience at GSC has improved my abilities in communication."	6.07
Think critically and comprehensively	"My experience at GSC has improved my abilities to think critically and comprehensively."	6.15
Apply knowledge to workplace and community	"My experience at GSC has improved my ability to apply knowledge to workplace and community."	6.23
Specialized knowledge	"My experience at GSC has helped me gain specialized knowledge."	6.13
* On a scale of 1-7 Please note that because these were survey items added by the College, no national comparison is available		

GSC alumni report similar levels of satisfaction with the enhancement of their skills. The 2019 annual alumni survey asked respondents to indicate the extent to which certain skills and abilities were enhanced by their programs at the College. There were eleven questions divided among four categories (Communication Skills; Math, Science, and Technology Skills; Reading Skills, and Tolerance and Understanding), and the average enhancement rating was 3.9 on a scale of 1-5. The highest rating (4.04) was for the item, "I can look at controversial issues from the perspective of those whose stance differs from my own," and the lowest (3.65) was for the item, "I feel I have sufficient skills in math, science, and technology to perform my job effectively."

Appraisal

Student self-reported learning gains may or may not be valid measures of student learning in and of themselves, and the College is reluctant to place too much emphasis on them alone. They do, however, contribute to the portfolio of evidence showing student achievement and thereby have value. They also present several opportunities for improvement.

Engaging a national recognized, benchmarked survey instrument (Noel Levitz) for the student satisfaction survey certainly represents a positive step forward, but reliable trends based on three years of data will not be available until 2022. The positive experience with Noel Levitz prompted the Associate Director of Marketing and Alumni to partner with them to administer the 2020 alumni survey, but the results were disappointing, with only an 8.9 percent response rate.

Finally, most alumni report that they are either employed, engaged in military or volunteer service, or not seeking employment by choice to care for children and/or manage households. In fact, only 2 percent report being unemployed, which is below the most recently reported New Hampshire unemployment rate

of 3.8 percent.⁸ However, most GSC students (more than 90 percent) were employed while they were students, and many of them presumably remained in their positions after graduation.

The challenge for the College, then, is to determine which students are coming to the College to improve their career trajectories and then track them for as long as necessary. And where traditional institutions can rely on relatively simple metrics such as “employed in field,” Granite State College will need to be more creative in measuring how students have benefitted in the workplace, recognizing that adult learners may also have community and civic-minded goals for their learning that may require additional metrics.

Projection

Improved data on student perceptions of their own learning will focus on several areas:

- Continuation of the Noel Levitz PSOL for two more consecutive years. The next survey is scheduled to be administered in April 2021, and then again in 2022.
- Re-assessing the alumni survey, with the goal of increasing the response rate. The Associate Director of Marketing and Alumni is currently exploring several options for 2021 including a new survey vendor and the University of New Hampshire Survey Center, which currently administers the Employee Engagement Survey.
- Incorporating more in-depth employment data into the alumni survey.

B. Assessment of Student Learning

Area for Special Emphasis: *Integrating the multiple measures of academic effectiveness in place into a cohesive and comprehensive approach to assessment.*

The Assessment Process at GSC

As discussed above, the College is having some success with target student populations in providing access to an education that students find relevant to their career and personal goals. However, the College also recognizes the need to define student success in specific and relevant ways to make the credentials students receive valuable to the range of situations students may encounter in the future. One of the College’s mantras has become: “Access without success is an empty promise.” This means access to learning that engages students in effectively facing challenges in their career and community roles. Adult learners help to personalize these goals, but we rely on faculty, workplace, and community expertise to determine and assess the learning students need to demonstrate in their time at the College.

A significant revision of institutional and degree outcomes began in 2015, starting with the question: “What do we want our students to know and be able to do by the time they reach their culminating capstone experience?” Integrative capstones have been a feature of both undergraduate and graduate degree programs at GSC for over 10 years and serve as a final measure of students’ ability to apply their learning to questions of personal and professional significance. Capstone faculty identified communication, critical and strategic thinking, and disciplinary knowledge as key to capstone success.

⁸ (New Hampshire Employment Security, 2020) Available at: <https://www.nhes.nh.gov/elmi/statistics/documents/nr-current.pdf>

Beginning with these observations from the faculty, GSC began to look at multiple outcomes frameworks in higher education to identify models and best practices. Although the outcomes were developed locally by faculty to align with specific student needs and discipline-specific sources, they drew significantly from several well-regarded organizations, including:

- *Essential Learning Outcomes* (the Association of American Colleges and Universities)
- *The Global Learning Qualifications Framework* (SUNY Empire State College)
- *The Framework for 21st Century Learning* (Partnership for 21st Century Learning)

Each undergraduate degree outcome is further described by two to five competencies and these competencies are distinguished at four levels of performance: 1) Not Met; 2) Met at the General Education level; 3) Met at the Program level; or 4) Met at the Capstone level. Institutional outcomes, as well as undergraduate degree outcomes and competencies are illustrated in the table below:

Table RE 2: Institutional and Undergraduate Degree Outcomes and Competencies

Institutional Outcomes	Undergraduate (UG) Degree Outcomes	Competencies for UG Degree Outcomes
Communicate	Write with clarity	Context and purpose for writing Control of syntax and mechanics Use information effectively to accomplish a purpose Formal presentation skills
	Create digital or visual content	Context and purpose for creating visual/digital media Interpret and analyze the meaning of images and media Design and create meaningful images and visual media
	Communicate interpersonally	Access and use images ethically and legally Effective team communication Effective interpersonal communication
Think critically and comprehensively	Evaluate information	Determine the information needed Evaluate information and its sources critically Access and use information ethically and legally
	Reason with numbers	Interpretation Application/analysis Calculation
	Think analytically	Analysis Influence of context and assumptions Conclusions and related implications and consequences
	Define complex problems	Thesis/research question Method of Inquiry
Apply knowledge to workplace and community	Engage with diverse individual, groups, and cultural frameworks	Knowledge Attitudes
	Participate in citizenship and community	Knowledge Action in civic contexts
	Solve challenging problems using disciplinary knowledge	Identify strategies Propose solutions hypotheses Evaluate potential solutions
	Reflect on learning to guide professional practice	Reflection Application
Specialized knowledge	Articulate current facts, theories, and practices of discipline	Guiding frameworks Currency Accuracy
	Research using disciplinary methods	Access needed information Integrate existing knowledge in field/discipline Methodology/design of inquiry
	Assess subfields of discipline	Understanding of subfields Relevance of subfields Problem-solving in subfields

Graduate degree outcomes were also developed in consultation with a broad group of instructional faculty members based on observed needs of students. The graduate degree outcomes are aligned with program outcomes and professional competencies drawn from relevant professional organizations and measured through an e-portfolio platform. Each graduate class has at least one, often several, assignments that are assessed by the instructional faculty in this way.

In addition to working with instructional faculty, all degree outcomes were developed with input from students and working professionals on institutional advisory boards. These degree-level outcomes were further aligned through mapping with the existing major program outcomes, the courses where those outcomes are taught and assessed, and the assignments where students are expected to demonstrate proficiency in the outcomes appropriate to the level of the course. Some programs, such as Nursing and Education, have additional learning outcomes that are assessed alongside the degree outcomes and aligned with their disciplinary accreditation requirements.

Appraisal

As they developed a process for creating and assessing student learning outcomes, faculty kept at the forefront the following three major benefits to Granite State College and its students:

1. Curriculum analysis (mapping) and addition/modification of signature assignments will ensure greater consistency and appropriate scaffolding of learning experiences across the undergraduate curriculum. This focus on providing students with multiple opportunities to practice and be assessed on degree-level learning will help ensure that students graduate with the knowledge, skills, and abilities needed for their roles in the workforce and in their communities.
2. Opportunities for faculty development that are directly related to instruction and that bring faculty together around standards for assessing shared course, program, and institutional learning goals will improve the capacity of current instructors as well as create an inviting and professionally enriching environment for new faculty, also improving the ability to recruit highly-qualified instructors across all undergraduate programs.
3. Data about student performance with respect to degree outcomes over time and multiple courses will enable data-informed decision-making about investments in faculty, student support, and instructional resources. Coupled with data about student completion and retention, student learning outcomes data could also inform other institutional decisions about student outreach and recruitment.

The first two benefits serve as the basis for appraisal of our success in developing an effective process of assessing student success on the degree- and program-level learning outcomes. The final benefit (using data to inform decision-making) will be discussed below in Section D.

Curriculum Analysis/Mapping

For the last six years, as 45 programs went through program review, faculty and other review committee members developed a detailed curriculum map for each undergraduate and graduate major and each K-12 teacher certification program, detailing the connections between courses and major/program outcomes. For the last three years, these maps have included degree- and institutional-level outcomes as well. The

Undergraduate, Graduate, and School of Education divisions have further refined these maps to include those signature assignments in each course that give students the opportunity to demonstrate degree-level learning. These same assignments are aligned to also assess course and program outcomes. A similar curriculum map was developed as part of the recent General Education program review to ensure that all degree outcomes were assessed sufficiently at that level of proficiency. Changes to curriculum recommended by these reviews are listed in more detail in the e-series forms, but the chart below illustrates examples of the changes made because of curriculum mapping and analysis.

Table RE 3: Use of Curriculum Mapping/Analysis for Institutional Improvements (selected examples)

Academic Program	Year Reviewed	Improvements
A.S. in Behavioral Science	2017-18	Aligned concentrations with concentrations and outcomes in B.S. in Behavioral Sciences
B.S. in Criminal Justice	2014-15	Added Statistics and Research Methods to major requirements to address quantitative literacy outcomes
B.S. in Public Service Management	2016-2017	Modified program outcomes and added content to existing courses to better address knowledge application in the context of state and local government
B.S. in Management	2019-2020	Redesigned to include a core of courses and concentrations in specific career fields such as hospitality management, emergency management, and organizational psychology. Core courses were developed to address key degree- and program-level outcomes.
A.A. in General Studies	2016-2017	Aligned outcomes with general education outcomes and included course for career development and planning.
B.S. in Allied Health Leadership	2017-2018	Revised mapping of program outcomes to degree outcomes for specific courses/ assignments in curriculum and targeted Course Learning Outcomes revised.
B.S. in Health Care Management	2016-2017	Undergraduate and graduate programs working together for a novice to expert model in curriculum delivery using case analysis for skill development
M.S. in Leadership	2017-2018	Created a student check-in on competency performance three times across the program. Added more assignments to scaffold writing proficiency prior to Capstone.
M.S. in Project Management	2018-2019	Three foundational courses were consolidated into two to remove redundant material. Competency assessments expanded to align better with professional framework.

Opportunities for Faculty Development

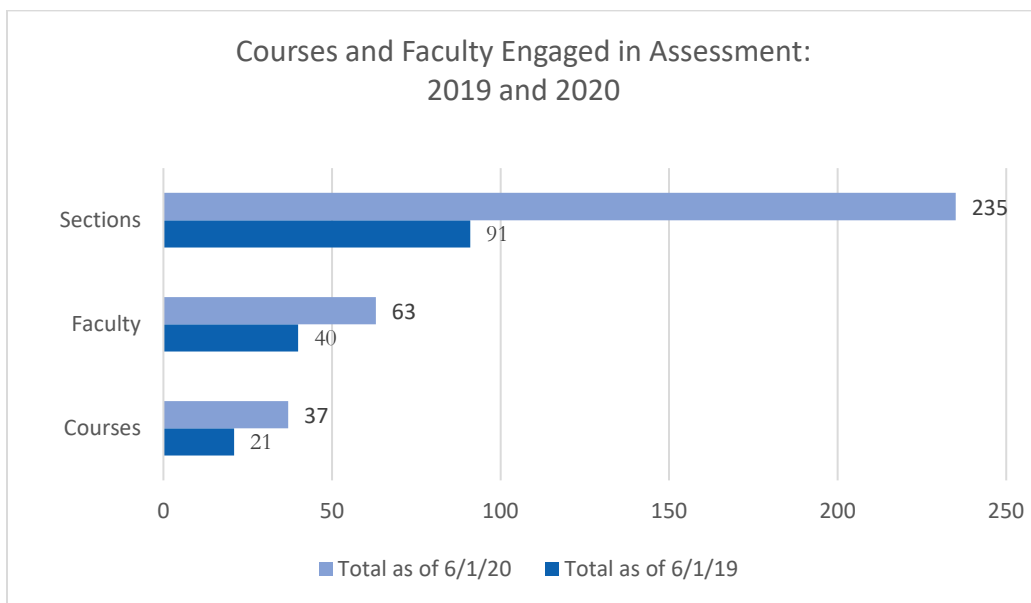
As discussed in Standard 6, the College offers faculty a robust faculty development program with a focus on academic engagement. From the moment of first hire, faculty understand the importance the college places on engaging students fully in the learning process, especially through the creation of high-quality learning experiences. The design of signature assignments and learning assessment rubrics has been one context within which faculty can apply this focus on engagement. Over 40 faculty have been engaged in the process of building and improving signature assignments. Typically, full-time faculty facilitate

conversations with the current instructors of a course when adding a signature assignment. Faculty designing these assignments incorporate feedback from all instructors into the alignment of course, program, and degree outcomes, and include faculty ideas about how the assignments can best allow all students to equitably demonstrate learning. All faculty members who teach these courses are provided with a just-in-time orientation to the course through an embedded course guide and asked for feedback on the signature assignments after they teach the course.

Because the signature assignments are the one element of each course that does not vary from section to section, they provide a common point of analysis for the course. Over the past two years, the faculty have been comparing student performance on these assignments on an annual basis to identify trends and possible areas of improvement. Faculty use a matrix that includes data about student performance on the degree outcomes associated with the course as a tool to visualize the data and record observations and ideas. Faculty who taught some of the high-enrollment general education courses met in person (prior to COVID-19) and online to hold discussions about their findings and observations. Several dozen adjunct faculty members were paid a small stipend to support their participation.

Faculty engagement in the assessment of signature assignments has grown over the last several years, as demonstrated by the chart below.

Table RE 4: Sections, Faculty, Courses Engaged in Degree-Level Assessment, 2019 and 2020



Projection

As signature assignments are mapped and built throughout the remainder of the academic programs, we anticipate a need for a more formal structure to institutionalize the process of reviewing courses and assignments on an annual or bi-annual basis. Building this task into the annual work plan for full-time faculty is a goal of the Deans of the college divisions over the next several years. We also project a continued need for support for data analysis and visualization to provide faculty with information that is clear and actionable.

We are also anticipating that these assessment processes will become simpler for faculty to conduct in our new learning management system (Canvas). The process of assessing competency in our current LMS (Moodle) is a separate task from assessing assignments. In other words, it requires two separate tasks

from the instructor to perform both assignment and competency assessment. Moodle’s process for assessing competency is time-consuming and laborious. In Canvas, this process is automated. The current proposal is to tie an assignment assessment threshold to a competency rating so that the instructor does not need to do double assessment work. This will likely lead to more consistent data collection in the future.

C. Measures of Student Success, Including Retention and Graduation

Area for Special Emphasis: *Continuing to successfully implement and evaluate the effectiveness of strategic initiatives to improve its retention and graduation rates.*

Two measures of student success that the College consistently analyzes and benchmarks are student retention and graduation rates. Data show that GSC performance is commensurate with—and often slightly above—peer institutions.

Description

Overall Graduation Rates

Graduation rates for the past nine years for associate, bachelor, and master’s degrees are shown in the tables below:

Table RE 5: Associate Degree Graduation Rates 2011-2019

Start FY	Students First Enrolled	Graduation Rate % (Yr 1)	Graduation Rate % (Yr 2)	Graduation Rate % (Yr 3)	Graduation Rate % (Yr 4)	Graduation Rate % (Yr 5)	Graduation Rate % (Yr 6)
2011	226	5.3%	14.2%	22.1%	27.9%	28.3%	29.2%
2012	299	3.7%	11.4%	21.0%	24.4%	26.8%	28.0%
2013	311	6.4%	15.4%	21.5%	23.5%	25.7%	26.7%
2014	307	5.2%	14.3%	17.6%	19.9%	20.8%	22.1%
2015	251	4.4%	10.0%	16.7%	19.1%	19.5%	
2016	280	11.1%	18.2%	23.6%	26.1%		
2017	229	3.9%	17.0%	21.4%			
2018	205	7.3%	19.5%				
2019	162	7.3%					

For associate degree students, [Data from the National Center for Education Statistics](#) (NCES) published in 2020 show that the four-year graduation rate at public two-year institutions (those granting associate degrees) is 19.7 percent. As shown in the table above, GSC associate degree graduates outperformed that rate in five of the six years for which complete data is available.

Table RE 6: Bachelor's Degree Graduation Rates 2013-2019

Start FY	Students First Enrolled	Graduation Rate % (Yr 1)	Graduation Rate % (Yr 2)	Graduation Rate % (Yr 3)	Graduation Rate % (Yr 4)	Graduation Rate % (Yr 5)	Graduation Rate % (Yr 6)
2011	501	3.6%	19.2%	30.1%	40.3%	45.3%	47.5%
2012	547	5.9%	20.5%	32.0%	40.3%	42.8%	45.3%
2013	595	2.9%	16.5%	27.9%	33.3%	37.1%	40.7%
2014	626	3.8%	22.4%	35.5%	41.9%	44.4%	47.4%
2015	676	8.6%	25.1%	34.8%	43.6%	48.5%	
2016	692	8.1%	25.7%	36.1%	42.5%		
2017	626	6.2%	22.4%	34.5%			
2018	625	4.6%	19.0%				
2019	649	5.9%					

For baccalaureate students, NCES data also show that the six-year graduation rate for bachelor-seeking students at open admissions four-year institutions (such as GSC) is 29.5 percent. As shown in the table above, GSC bachelor's degree graduates outperformed that in each of the four years for which complete data is available.

Table RE 7: Master's Degree Graduation Rates 2013-2019

Start FY	Students First Enrolled	Graduation Rate % (Yr 1)	Graduation Rate % (Yr 2)	Graduation Rate % (Yr 3)	Graduation Rate % (Yr 4)	Graduation Rate % (Yr 5)	Graduation Rate % (Yr 6)
2013	62	4.8%	51.6%	64.5%	67.7%	71.0%	74.2%
2014	72	9.7%	38.9%	59.7%	63.9%	63.9%	65.3%
2015	61	11.5%	37.7%	54.1%	57.4%	63.9%	
2016	90	7.8%	48.9%	64.4%	72.2%		
2017	69	17.4%	37.7%	56.5%			
2018	77	20.8%	57.1%				
2019	97	15.5%					

For master's students, data from the [National Association of Student Financial Aid Administrators](#) show that the average completion rate for master's programs is 61 percent. And although no time-to-completion benchmark is provided, assuming a three-year rate shows GSC master's degree graduates outperformed that in two of the past five years for which complete data is available. However, GSC students are almost all working adults will multiple competing responsibilities who require additional time to graduate. The GSC five-year rate shows all cohorts for which data is available above the 61 percent benchmark.

Online Graduation Rates

As discussed in Standard Six, the College has engaged Eduventures to provide additional data for comparative analysis, and one metric that is especially useful is "online intensity," or the percentage online courses offered by an institution. The comparison group includes 29 institutions that offer 90 percent or more of their courses online (such as GSC), encompassing over 370,000 students. For these institutions, the overall eight-year baccalaureate graduation rate is 41 percent. Although the GSC tables above only show six-year rates, GSC graduates outperform their online peers in all cohorts for which complete data is available. The College's eight-year rate is likely to increase slightly.

The Eduventures data also allows the College to benchmark graduation rates by student status. The table shows completion rates for the 2011 entering cohort:

Table RE 8: Graduation Rates by Student Status

Student Status – 2011 Entering Cohort	GSC 6-yr rate	Comparison 8-yr rate
First-time, full-time Pell recipients	(n=37) 18.9%	20.8%
First-time, full-time non-Pell recipients	(n=10) 30.0%	32.0%
First-time, part-time Pell recipients	(n=12) 8.3%	9.0%
First-time, part-time non-Pell recipients	(n=7) 14.3%	12.1%
Transfer, full-time Pell recipients	(n=122) 50.8%	45.2%
Transfer, full-time non-Pell recipients	(n=149) 57.0%	55.2%
Transfer, part-time Pell recipients	(n=49) 42.9%	32.1%
Transfer, part-time non-Pell recipients	(n=114) 50.0%	33.0%

Again, the GSC data presented is a six-year rate (compared to an eight-year rate) and is likely to increase slightly in the ensuing two years. Also, first-time students made up only 13 percent of the 2011 cohort, and such small sample sizes are associated with low statistical power. Transfer students—most of the cohort—outperformed the comparison group in all four categories.

Retention Rates

Analysis of average one-year retention rates from entering cohorts 2015-2019 shows the following:

- Master’s students are retained at a higher rate (86%) than bachelor’s students (83%) and associate students (71%);
- Undergraduate students with transfer credits are retained at a higher rate (82%) than first-time students (69%);
- Full-time undergraduate students are retained at a higher rate (83%) than part-time students (75%), but this data does not reflect the high frequency of GSC students alternating between full-time and part-time;
- Approximately 45 percent of incoming undergraduate students receive Pell their first term; Pell recipients are retained at a slightly higher rate than non-Pell recipients (81% v 79%).

NCES data for 2017 entering baccalaureate-seeking students in open admissions institutions show that 62.8 percent of full-time and 39.6 percent of part-time students were retained from year one to year two; at GSC these rates were 85.1 percent and 74.9 percent, respectively.

Appraisal

That Granite State College’s retention and graduation rates are consistently at or above those of peer institutions is the result of many interconnected elements, among them the diligence in student support provided by multiple offices, the quality of the curricula and its online delivery, and the dedication of the faculty. There are, however, areas for improvement.

Certain groups consistently underperform compared to the College as a whole, including first-time students and associate degree-seeking students. One-year baccalaureate retention rates—including students who graduated—are solid (as discussed above), but they decrease in subsequent years, particularly between years one and two, as shown in the table below:

Table RE 9: Bachelor's Degree Retention Rates, Years 1-4

Start FY	Number of Students First Enrolled	Retained or Graduated (Yr 1)	Retained or Graduated (Yr 2)	Retained or Graduated (Yr 3)	Retained or Graduated (Yr 4)
2011	501	88.0%	66.5%	58.5%	55.1%
2012	547	85.4%	67.1%	60.5%	55.9%
2013	595	83.4%	62.0%	53.6%	49.1%
2014	626	83.4%	63.1	57.3	53.0
2015	676	82.5	67.9	62.7	56.1
2016	692	85.7	66.0	58.0	55.1
2017	626	81.0	62.6	55.4	
2018	625	81.6	60.5		
2019	649	83.0			

Projection

The work of further disaggregating the data by student status, ethnicity, gender, program, and so forth has begun, both at the institutional level and at the program level (as discussed in Standard Nine). That work will continue, and students will benefit from continued study into the academic and non-academic influencers of retention and completion, with the intent of removing barriers to completion for all student groups.

D. Satisfactory Levels of Student Achievement on Mission-Appropriate Student Outcomes

Area for Special Emphasis: *Developing and assessing the achievement of institution-level learning outcomes at the graduate level.*

Signature Assignment/Embedded Assessment Design Throughout the General Education, Program, and Capstone Levels of Academic Programs

Description

As discussed above, high-quality assignment and course design continue to be essential to accomplishing assessment goals. Signature assignments are designed in courses to enable students to build toward demonstrating their best work as a culmination of learning in a course or major course unit. Common assessment rubrics create a closer link between course outcomes and degree-level learning and help faculty see the relevance of the course they teach to broader learning goals. Designing signature assignments across a series of linked courses or across programs enables faculty to build coherence across the curriculum and address a broader range of learning needs and strategies.

In designing signature assignments, faculty are asked to consider the efficacy of high-impact practices for creating greater engagement in learning and equitable learning opportunities. Criteria for signature assignments are that they embody, at a minimum, the following characteristics:

- Practical - Tie together subject matter with accomplishments that would matter to employers and communities;
- Integrative – multiple learning objectives;

- Engaging – large groups of students find them interesting and can succeed in completing;
- Cross-disciplinary - knowledge/skills/abilities that matter across fields and disciplines (embodied in degree outcomes);
- Equitable – students with varying frames of reference and backgrounds are likely to succeed; and
- Scaffolded – supported learning within the course and from course to course with no “throw-away” assignments and greater levels of self-direction over time.

As these assignments are created, they are reviewed by full-time faculty and at least one member of the instructional design team to ensure that they meet these criteria.

Creation of these assignments across programs and connected course sequences has required conversations between faculty who teach different courses. Many faculty members have found these conversations illuminating, as they realize the degree to which students are prepared for success by prior courses and share resources to support students who might need some level of review. Because these assignments are designed to encourage greater competence in the outcomes over a student’s experience with the curriculum, mapping the entire curriculum to the program and degree outcomes ensures coherence and is now a regular element of program review and new course development.

Appraisal

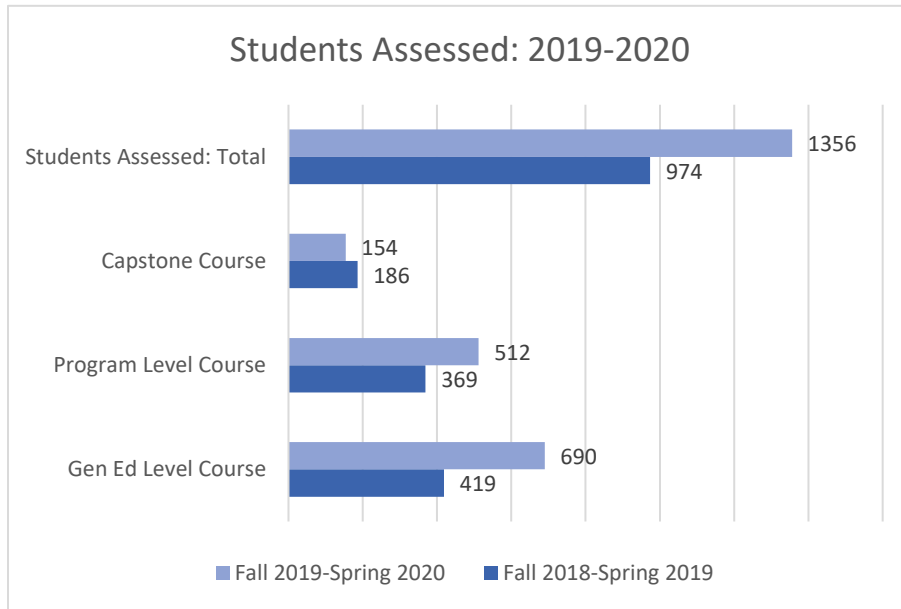
Signature assignments and embedded assessments have been completely built into the following:

- All master’s programs
- Graduate certificates in Nursing, Health Care Management, Leadership, Project Management, and Non-Profit Leadership
- All required courses in the general education program
- The integrative capstone course in each undergraduate program.

Because of this, every masters’ and graduate certificate student is assessed on degree outcomes and related competencies in every course. Bachelor’s degree students would be assessed in at least three courses (one critical inquiry course, one junior level interdisciplinary course, and their integrative capstone).

In addition, signature assignments and embedded assessments have been built throughout four undergraduate health programs (Allied Health Leadership, Health Care Management, Health Information Management, and Health and Wellness) and in six required courses in high-enrollment programs of Psychology and Human Services. Program mapping is completed in Technology Management and History and has started as a part of program reviews in Criminal Justice, Information Technology, and Business Management. The graphic below illustrates the resulting growth in the assessment of degree outcomes in various levels of courses from the first full year of data (AY 2018-2019) to the second (AY 2019-2020):

Figure RE 10: Increase in Students Assessed, 2019-2020



Ultimately, the goal is to show evidence of student learning over time by comparing faculty assessments of students on the same competencies, using standard rubrics, across time in programs. In the cases where that is already complete, the results are encouraging. For example, assessments of students' abilities in the area of Critical and Comprehensive Thinking across the two-course critical inquiry sequence and in paired comparisons show a significant difference between faculty assessments of student performance on four of the six of the competencies shared across the two courses, as shown in the table below:

Figure RE 11: Student Growth in CRIT501 and CRIT502

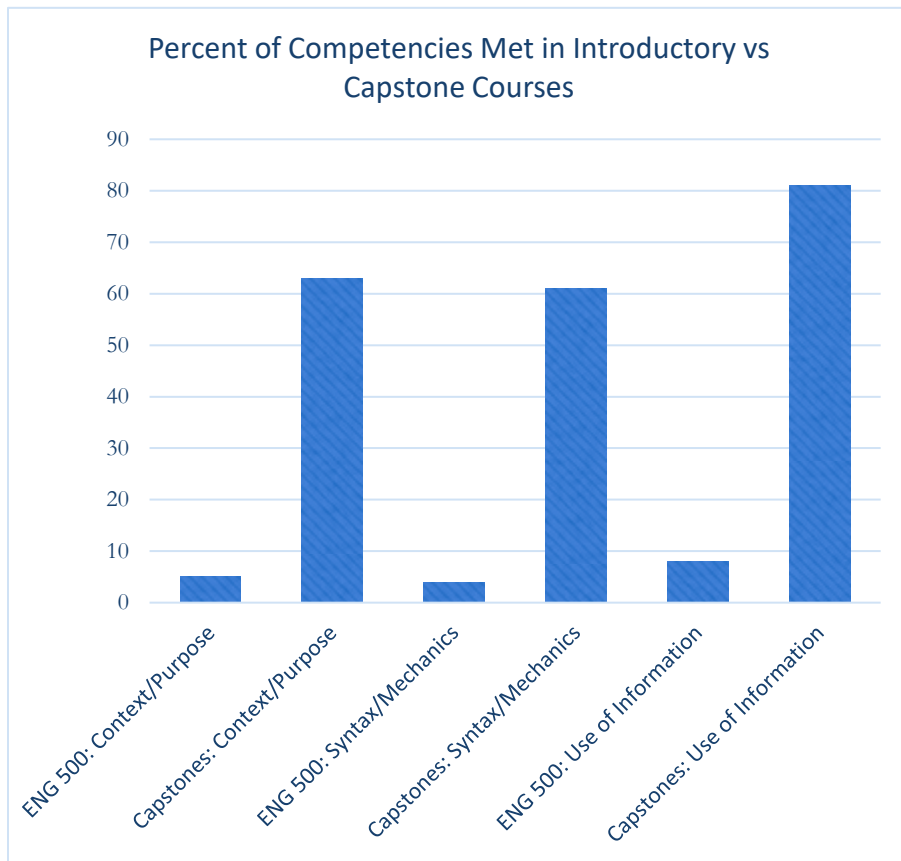
Level of Significance	Competency	Paired Sample (n=32)		
		Mean	T-Test	W-Test
Significant	Analysis	-0.41	0.01	0.01
Significant	Context/Assumptions	-0.53	0.01	0.00
Significant	Conclusions/Implications/Consequences	-0.41	0.00	0.01
Significant	Access and Use Information Ethically/Legally	-0.44	0.02	0.03
Not Significant	Determine Needed Information	0.13	0.38	0.43
Not Significant	Evaluate Information Sources	0.16	0.38	0.35

When the mean differences between student performance in the first and second class were compared, the differences were significant for the first four competencies using both standard tests for this type of data (T-test and W-test). Although the differences were not significant for the final two competencies, there was no significant net loss in performance. When instructors from the two courses saw this information, they stated that they were pleased at the apparent differences on the first four competencies, as growth in those abilities are a strong focus in both courses. The final two competencies (Determining Information Needed and Evaluating Information and Its Sources Critically) are more of a focus in the first of the two-

course sequence and the faculty members were pleased that students (on average) appeared to retain those abilities over time, even if they did not regularly exhibit higher-level skills.

Similarly, comparisons of ratings of students’ writing proficiency in their introductory English composition course and their integrative capstone indicate that twice the percentage of students are rated at Program or Capstone level proficiency on writing outcomes in the integrative capstone courses as compared to the students rated at that level at the end of the introductory writing course, as shown in the graphic below:

Figure RE 12: Increase in Writing Proficiency from Introductory to Capstone Courses



Evidence of student growth is also apparent in graduate programs, where students are assessed on a shared group of competencies for a common assignment in all courses across all programs. The table below shows the average ratings on those competencies across time in all graduate programs, with changes on average of over one-half a level overall. Given the number of students who have been assessed in these programs over time, all the differences shown were found to be statistically significant.

Table RE 13: Graduate Student Increase in Competency Over Time

Graduate Course Level	Competency Rating (scale 1-5)
Beginning Courses (1-3)	3.62
Middle Courses (4-7)	3.95
Final Courses (8+)	4.11

Projection

Over the remainder of this academic year and the next, the goal is to complete the process of mapping signature assignments and embedded assessments across the remaining undergraduate programs, including high-enrollment majors such as Business Management, Nursing, and Education. By the end of this academic year, over 50 percent of program courses will have assignments and rubrics created and implemented and another 25 percent will be added in the next academic year. Anticipating continued financial support for faculty in this work, all relevant courses and programs should have integrated signature assignments and assessments by the end of AY2022-2023.

More data will become available in the next two years to explore how signature assignments produce expected learning outcomes across programs and populations. Specifically, data will be used to analyze equitable opportunities to learn by assessing the assignments using universal design rubrics and by looking at the degree to which various sub-groups of students are rated on the assessments. Migrating the data from learning outcomes assessment into an institutional data warehouse and self-serve reporting platform will enable Granite State to more closely study and monitor progress on these equity priorities.

Institutional Plans

Prior to the emergence of COVID-19, the College’s planning efforts were shaped primarily by a focus on the institutional mission to expand access for adult learners (Standard 1), the University System Board of Trustees’ expectations for a sustainable financial model (Standard 7), the prevailing environmental conditions in New Hampshire and the surrounding region that reflected demographic shifts and heightened competition, and the much broader national dialogue about both the value and the cost of higher education. The global pandemic has introduced a significant measure of uncertainty into the planning process for many colleges and universities, and while Granite State College has not been immune to this uncertainty, as described below, in many respects, the College was better positioned than most institutions to withstand the disruptive impacts of this public health crisis, allowing the public health crisis to serve more as a catalyst for accelerated action than for reconsideration.

The College’s predominantly online model for instruction and student services positioned the institution to transition almost seamlessly to fully remote operations, and the College also benefited from a business model that lessened the institution’s exposure to losses and liabilities associated with auxiliary services and related debt. That said, as part of a predominantly residential public system of higher education—one

of two publicly-supported systems in a small and aging state in the northern tier of New England—the College’s fate is inexorably linked to the health of the University System of New Hampshire and to the capacity of the State of New Hampshire to continue to support public higher education. Perhaps more important than either of these factors, the pandemic has highlighted the vulnerability of adult learners, particularly those pursuing undergraduate degrees, who often occupy the most precarious rungs on the economic and employment ladders, and for whom access to postsecondary education is at the core of the College’s mission. Ultimately, these impacts drive attention back to the long-term trends that were shaping the College’s planning efforts but introduce an even greater measure of urgency to those efforts.

The World Around Us

The rapid pace of discovery and innovation is placing growing pressure on our educational systems—pre-K through postsecondary—to prepare and sustain individuals for productive employment, meaningful civic engagement, and effective agency throughout their lifetimes. This is particularly apparent in employment, with occupations that were barely visible even a decade ago now competing for talent with more established occupations. By 2025, perhaps even these new areas of enterprise will find themselves facing competition from occupations and industries that were only imagined but not yet known in 2020.

With a future that promises to be even more dynamic, postsecondary education must adapt in order to serve and to cultivate lifelong learners, primarily through effective teaching and meaningful assessment. In order to respond to the decreasing shelf life of specialized knowledge, postsecondary education will also need to provide for more integrated, adaptive learning opportunities that will be responsive to changing social, technological, and economic forces and that will be accessible to learners whose participation will need to acknowledge and accommodate students’ concurrent commitments to family, community, and employment.

These were the compelling forces that informed Granite State College’s most recent Strategic Plan (2020-2023), framed by three overarching goals intended to best serve adult learners and the stakeholders who will rely upon them in the future. Taken together, this set of goals challenges the College to:

- Develop high quality academic programs and learning experiences that incorporate the best practices in adult higher education.
- Become more engaged with workforce development in New Hampshire and beyond; and
- Improve the affordability of higher education in New Hampshire and beyond.

Although enumerated as three distinct goals, the planning document reflects awareness that these goals are, in fact, interdependent, such that many of the initiatives required to support each of them actually contribute to all of them. Similarly, as described above (Standard 2), the College is endeavoring to have its commitment to diversity, equity, and inclusion reflected integrally within each of these goals, rather than as a separate goal, believing that the College cannot be deemed successful in demonstrating its commitment to quality and efficacy, engagement with the workforce, or affordability if the measures of success for those efforts are not reflected through equitable and inclusive outcomes.

Areas of Exploration

While many institutions have pivoted to online learning (or emergency remote instruction) and have identified adult learners as a potential market opportunity, within this environment, the College would appear to be well-situated to build on nearly 50 years of work that has focused almost exclusively on meeting the postsecondary needs of adult learners. The College’s academic model is built around a nucleus of assessment, faculty development, and instructional design and supports continuous improvement to improve quality teaching and learning. A small but growing corps of full-time faculty provide discipline-specific and workforce-informed direction to academic programming, enlisting adjunct faculty who are subject matter experts to support course and program review and development processes. This structure allows the College to be nimble in the construction of programs that respond to identified need, and the predominant reliance on academically qualified and professionally engaged adjunct faculty further supports the relevance of the curricula that students and employers expect. These same structural elements—core components to support a consistent focus on quality and optimal flexibility to align content and to adapt delivery to demand—will allow the College to be fluid in the immediate period of turbulence that we face, and the College has identified several areas of exploration that could capitalize on this fluidity.

One potential illustration of this fluidity will be reflected in evolving efforts to “modularize” the College’s curricula to allow students to participate in—and benefit from—smaller units of instruction. This could be reflected in professional development programming with appropriate assessment of learning outcomes, and possibly through programs with shorter duration and more limited instructional engagement than are currently associated with either individual credit-bearing courses or complete degree programs. The intent, if fully implemented, would be to allow students to benefit from both the immediate value of learning, while also pursuing more lasting value through the “stackable” nature of such modules, incorporating them over time to fulfill complete course or program requirements.

This effort reflects a logical extension of the College’s commitment to PLA and also a logical response to the growing needs of adult learners for timely, efficient, meaningful learning, but in both cases—“sub-course” (professional development format) and “sub-degree” (certificates)—such formats raise potential concerns about quality, portability, and alignment with federal financial aid regulations. These will be important for the College to address and to resolve to the satisfaction of the Commission and the College, and because of those concerns and potential barriers, in parallel with this effort to modularize our the institution’s curricula for these purposes, the College also expects to continue to expand the number of industry-recognized (and valued) external certifications that can be embedded in the curricula to support improved post-graduate outcomes and to facilitate more timely and affordable degree completion.

A second area of our planning that will also be of interest to the Commission involves a myriad of possible collaborative opportunities. Among the most basic are ones that involve the potential for expansion of instructional locations. Prior to the pandemic, nearly 95% of the College’s instructional engagement was occurring online. This was a reflection of the priority that the majority of students served by the institution place on asynchronous learning, and prompted the College to pursue a steady reduction in the number of physical campuses that were maintained, thus lessening administrative burden and costs to students; however, the College recognizes that for some of our students (e.g., military-affiliated) and for some learning experiences, there are benefits associated with in-person and hybrid

courses. In order to provide these opportunities when they add value, but without incurring the disproportionate expense associated with maintaining additional campuses or instructional locations, the College anticipates the possibility of offering instruction in other locations that might include facilities associated with sister institutions within the University System of New Hampshire, facilities associated with the Community College System of New Hampshire, and facilities associated with other entities (e.g., employer partners, state and municipal agencies, etc.).

A third area of exploration for the College that will be of interest to the Commission involves efforts to develop more integrated programs of study across multiple institutions. At this time, the idea is nascent, but potentially involves academic collaborations within the University System of New Hampshire (USNH) and perhaps with the Community College System of New Hampshire (CCSNH). While the College has already developed pathway programs with CCSNH that allow students to map out coursework across the two Systems, those pathway programs are characterized by sequential enrollment and sequential degrees. In the future exploration, still in its earliest stages, the College plans to investigate opportunities for students to pursue a single degree through what could be concurrent enrollment at two or more USNH institutions or between CCSNH institutions and Granite State College. Conceivably, this could involve sequential enrollment by term at a different USNH institution or at a CCSNH institution with credits earned at a host institution transferred back to the home institution (and treated as defined by each institution's policies on transfer credit); however, an alternative under consideration is for genuinely concurrent enrollment within a given term, allowing students to benefit from unique curricular opportunities (likely enabled by technology) to optimize and to fully personalize the student learning experience, while simultaneously broadening the classroom to support more diverse perspectives. This approach has clear potential benefits for students, and in a world of constrained resources, this approach also has the potential to benefit USNH institutions (or other institutions), not only by allowing them to provide their students with these optimized learning experiences, but also by allowing the institutions to reduce duplication of effort within the System (or between Systems) and to allocate resources most efficiently. Examples of this type of concurrent enrollment do exist and provide possible models for navigating the complexities associated with, among other factors, financial aid administration and institutional policies related to degree completion, but identifying the approach that makes the most sense for the College, within USNH or with CCSNH, and that is acceptable to the Commission will be essential to this exploration.

Naturally, in the aftermath of the pandemic, there are likely to be other issues that could arise that result from changes in the needs of adult learners (and those who rely upon them) for postsecondary education. Likewise, the pandemic is almost certainly going to have bearing on the competing pressures that the State of New Hampshire and the federal government have for the allocation of scarce resources, resulting in cascading decisions that the University System will need to make that could also require the College to pivot. As noted previously, it is helpful that the College begins with a strong foundation, a consistent record of effectively managing through changing circumstances and new challenges, and a predisposition to plan carefully.

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. (NECHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	https://faculty.granite.edu/index.php/faculty-resources/expectations-of-gsc-faculty/
Print Publications	Student Handbook; Faculty Handbook
Self-study/Fifth-year report Page Reference	Page 25

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

URL	https://www.granite.edu/why-gsc/transfer-credits/
Print Publications	Undergraduate Catalog
Self-study/Fifth-year Report Page Reference	Page 25

- 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	https://www.granite.edu/current-students/advising-support/student-affairs/conduct-policy/
Print Publications	Undergraduate and Graduate Catalogs
Self-study/Fifth-year Report Page Reference	Page 25

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

Method(s) used for verification	Unique account and student-generated password required to access College resources
Self-study/Fifth-year Report Page Reference	Page 25

- 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. (NECHE Policy 77.)

URL	
Print Publications	
Self-study Page Reference	

The undersigned affirms that Granite State College (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: 

Date: 1-21-2021

THE UNIVERSITY SYSTEM OF NEW HAMPSHIRE IS



The four institutions of the University System open doors to opportunity, strengthen communities and graduate prepared talent into our workforce.

THE PRIDE OF THE GRANITE STATE

2 0 2 0 A N N U A L R E P O R T

Granite State College

Keene
STATE COLLEGE

Plymouth State
UNIVERSITY

 University of
New Hampshire

University System
of New Hampshire



The University System of New Hampshire is YOURS



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The University System of New Hampshire belongs to all of us. It’s an invaluable state resource that’s yours. Yours to open doors to affordable higher education. To conduct essential research for our communities and our state. Yours to create opportunity. To develop talent that strengthens our state’s workforce. Faced with international realities in 2020, the University System embraced long-standing relationships with state and regional partners to innovate and collaborate. Together with many partners, we overcame daunting barriers, delivered on our mission to New Hampshire, and mitigated the impact of the pandemic. The University System of New Hampshire is yours. And it’s the pride of the Granite State.

University System of New Hampshire

Chancellor looks back and to the future



Todd Leach, *Chancellor*

We celebrate in this annual report the triumphs, challenges, pure ingenuity and collective efforts that left us standing proudly as we closed our 2020 academic year at near break-even levels while doing the right thing for our students and their families. To that end, \$42M in housing and related expenses were returned to students on our residential campuses after the decision was made to close facilities, however, we cared for our residential students who could not return home, providing safe housing, meals and services. This financial performance was the result of numerous rapid response steps that reduced spending by over \$20M. We were also very fortunate to receive strong support from the Governor and state legislators providing \$19M for COVID-19 mitigation efforts and \$10M to enhance remote learning, all in an effort to provide high-quality educational experiences to our students and support larger state economic and workforce needs. Our federal legislators also importantly assisted us in obtaining another \$9M of institutional support and \$9M in direct student support.

Throughout all of our response efforts, our Board of Trustees, the campus Presidents and my office have kept the safety of our students, faculty, staff and the communities we reside in paramount. The successful reopening of our residential campuses in August is a testament to how inextricably linked our decades-old partnerships are as we rose together to surmount the challenges presented by the unyielding pandemic. Without all of you, we could not continue to fulfill our mission to our state. Thank you!

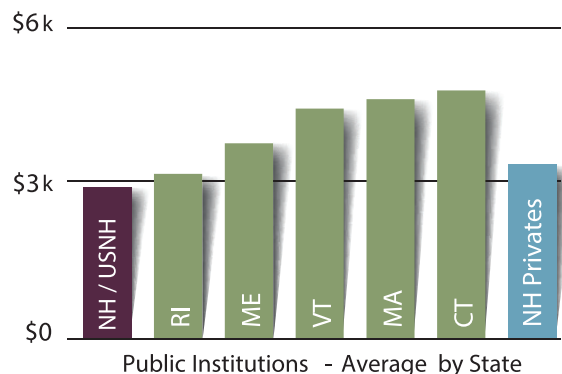
State, regional, local public safety Students
Community leaders Student landlords Faculty Staff
National Guard Legislature USNH Board of Trustees
HHS **Collaboration** Quest
Community residents Local and regional healthcare partners
NH Attorney General's Office GOFERR Commission
Federal Legislators Convenient MD Business owners

This has been a year unlike any other faced by institutions of higher education. In addition to the pandemic, campuses have been working with our students and faculty to address social injustice issues and existential threats resulting from declining demographics, intense competition, emerging alternatives and an unsustainable trend of rising tuition levels.

Fortunately, USNH had already begun addressing these comprehensive threats by embarking on a multi-year effort to make, what was already one of the most efficient systems in the Northeast, even more efficient. This effort involved obtaining outside expertise to help streamline system-wide and individual campus operations that include centralizing operations including procurement, information technology and financial administrative functions. We had already begun streamlining both system-wide and individual campus operations. We are fortunate to have been on a path towards significant cost restructuring prior to the arrival of COVID-19.

The goal of these initiatives is not just to reduce expenses, but to support an enhanced learning experience and identify resources that can be reinvested in mission-critical areas. Our institutions will maintain faculty strength, expand learning technologies, modernize laboratories and student services and ensure the best education possible. USNH proudly serves as an innovation hub for new and emerging business activity, as the largest provider of an educated workforce, and is one of the state's greatest resources for social mobility. We are an economic engine in our state and a proud partner to businesses big and small.

Administrative expense per student



U.S. Department of Education, National Center for Education Statistics, IPEDS, FY16-FY18, 3-year average. Institutional support expense per 12-month FTE.

While the second half of FY 2020 may have been dominated by COVID-19 issues, there were many successes and important achievements realized across USNH this past year aside from addressing the pandemic. We launched the “Aspire” initiative which leveraged *“The University System is Yours”* campaign and our plan to freeze tuition as a means to keep more New Hampshire students right here at home and begin reversing the exporting of college-going students. Research funding reached record levels at UNH. The Community College System opened a colocation site on the Keene State campus. Plymouth State University continued to build strength with its cluster model, ultimately bucking enrollment trends for 2021 and achieving growth. These accomplishments were all achieved while simultaneously supporting broader state pandemic needs that included the creation of surge space by the National Guard at all of our residential campuses; the establishment of quarantine space for emergency responders and healthcare workers; the addition of healthcare workers into the workforce; the adaptation of labs and maker spaces to help create PPE and even ventilator parts; and building a testing lab at UNH. These collective efforts and partnerships are what makes public institutions distinctive and so vital.



Dr. Deborah Birx (far right), U.S. Coronavirus Response Coordinator and Ambassador, toured UNH's on-campus testing lab and was welcomed by (from left) Marc Sedam, Vice Provost for Innovation and New Ventures, and Managing Director, UNH Innovation; Marian McCord, Senior Vice Provost for UNH Research, Economic Engagement and Outreach; Gov. Chris Sununu; Chris Clement, Chief Operating Officer and Vice President for Administration and UNH President James W. Dean Jr.

As USNH moves forward, being true to our public mission will be more important than ever to the ability of our state to recover. The future presents us with an opportunity to incorporate the lessons of pandemic modified operations and rethink how we serve our students. While our residential students overwhelmingly prefer to live on campus than study remotely from home, we can assess how the remote capabilities we have built can provide flexibility so there is no longer a one-size-fits-all approach. We have moved many services online which gives us the opportunity to re-engineer how our students and staff might be better served by maintaining or improving upon remote access to services and processes moving forward.

While USNH led the Northeast in cost efficiencies among public systems even before restructuring was underway, we have an opportunity to be a national leader in what a public system can be post COVID-19. We will need to continue to put mission first and continue to rely heavily on collaboration, partnerships, innovation and a dedication of faculty and staff. We have mobilized every available resource across our system to be of service to the State during this past year. Our unwavering partners have done the same. This is the true spirit of *your* University System and our state.

Todd Leach
Todd Leach, Chancellor



Founded in 1866, UNH is the state's flagship public research university, with campuses in Durham and Manchester and the UNH Franklin Pierce School of Law in Concord. More than 15,500 students, representing 50 states and 71 countries, attend UNH, which offers more than 200 academic degree programs. UNH received more than \$129 million in competitive external research funding in FY20, and is a Carnegie Classification R1 research university, putting it among the top 130 universities in the nation for research productivity. More than 5,000 NH businesses receive direct, one-on-one assistance from UNH every year. The university also holds the nation's largest undergraduate conference of its kind, featuring some 2,000 students who present their projects each spring. UNH Extension provides research, expertise and outreach programming throughout the state. Nearly 5,000 Extension volunteers reached more than 66,000 residents in 2019, donating time valued at more than \$5 million.

FAST FACTS

- \$1.5 billion generated for NH's economy each year
- 18 NCAA Division 1 teams
- 96% of 2019 graduates were employed or pursuing advanced education
- Top 5 in US for intellectual property law
- 84% of first-time, full-time students receive financial aid
- \$200 million awarded annually in financial aid and scholarships



Wisdom to make a difference.

Keene State College is New Hampshire's public liberal arts college, offering more than 40 majors in the arts and sciences, professional programs and selected graduate degrees. For its 3,500 students, the college provides rigorous academic programs and a tradition of small classes, faculty-student collaborative research and service learning. Chief among the college's priorities are preparing students for global citizenship and meaningful work and catalyzing economic development through institutional partnerships across the region and state.

FAST FACTS

- 49% of undergraduates are first-generation college students
- 86% of 2019 graduates participated in at least one high-impact educational practice outside of the classroom*
- 97% of students received financial aid in 2018-19
- Within a year following graduation, 98% of 2018 graduates were employed or in graduate study, and 86% said that their Keene State education had prepared them well for what they are doing now**
- Keene State College received high marks from U.S. News and World Report in its 2021 rankings among regional colleges in the North. Rankings include #9 in Best Schools, #6 in Best Undergraduate Teaching, #6 in Top Public Schools, #3 in Best Colleges for Veterans and #9 in Best Value Schools

*2019 Graduating Senior Survey

** Class of 2018 One-Year-Out Alumni Survey



Plymouth State UNIVERSITY

The Plymouth State Learning Model is organized around seven theme-based hubs called “Integrated Clusters,” which emphasize open, integrative, project-based experiences. It connects with community and business partners for economic development, technological advances, healthier living and cultural enrichment with a commitment to the NH North Country and Lakes Region. With an enrollment of approximately 4,000 undergraduate and 2,000 graduate students, the university confers BA, BFA and BS degrees; master’s degrees; certificates of advanced graduate studies (CAGS); and doctoral degrees in higher education; learning, leadership and community; and physical therapy. Students choose from 53 undergraduate majors (including a new Robotics discipline), 60 minors and 68 graduate degree and certification programs, with studies in the arts, business, education humanities and the natural and social sciences.

FAST FACTS

- PSU awarded the most degrees/certificates (1,300) since 2015.
- The Doctor of Physical Therapy program awarded its first DPT degrees (25)
- PSU saw the highest Fall-to-Spring Freshman retention (87%) in four years
- Student-to-faculty ratio reduced to 16:1 for more individualized attention
- The Ascent program, (helping first-year, often first-generation) students build academic, social and financial skills, expanded out-of-state (representing 13 states and 28 majors)
- Fall Showcase of Student Engagement won praise from State Legislators—nearly 1,000 students/47 instructors tackled over 250 projects from pollinator loss and food insecurity to sustainability and tourism

Granite State College

With a focus on adult students and other individuals who seek a flexible learning environment, GSC provides comprehensive access to higher education. This commitment to access is best illustrated through its 365/24/7 online courses and student support services. The ability for GSC to meet students where they are presents the opportunity to achieve an affordable college education while balancing life’s other responsibilities such as work, family and community obligations. With associate, bachelor’s and graduate programs, post-baccalaureate teacher certification, credit for prior learning and a variety of transfer opportunities, GSC emphasizes practical and relevant areas of study that are responsive to the workforce development needs of New Hampshire’s economy.

FAST FACTS

- Ranked #1 in New Hampshire and #11 in U.S. for 2019 Best Colleges for Adult Learners, Washington Monthly
- 87% of enrollments are online
- #106 in U.S. for 2020 Best Online Bachelor’s Programs, U.S. News & World Report
- #65 in U.S. for 2020 Best Online Bachelor’s Programs for Veterans, U.S. News & World Report
- 77% of students live in New Hampshire
- 92% of students work in full- or part-time jobs

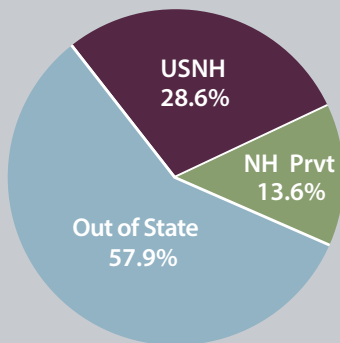


The Fifty Percent Ascent: your opportunity is here

New Hampshire is losing nearly 60 percent of its four-year college-bound students to out-of-state schools; year in and year out. Many of these young adults – brimming with energy, ambition and smarts – may never return to live and work in our state.

To address the challenge, USNH is calling on educators, business leaders and government agencies to encourage at least half of our college-bound seniors to choose from the many high-caliber colleges and universities in this great state (a state which happens to be ranked second in the country overall as best state in the nation).

Just in the last year, the number of departing high schoolers has decreased from 61 percent to 58 percent. It's a start. But it's not enough. By focusing on the immediate goal of 50 percent, and clearly communicating the educational, professional and social opportunities that surround all of us right here, we can achieve success and retain 600+ additional students per year.





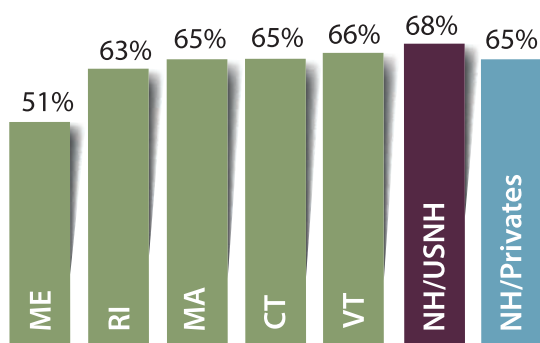
Brother and sister find family in TRIO

Since 1983, Plymouth State University's TRIO Student Support Services (SSS) program has helped hundreds of students find their footing on campus. More than half of all Plymouth State students are either first-generation, low-income or have a disability. This "trio" comprises the three key factors in determining eligibility for TRIO, a federally funded student support service and the primary component of the University's Plymouth Academic Support Services (PASS) program. TRIO links first-year students with more experienced peers who can relate to their concerns, help them overcome challenges and ultimately lead them to success. The program provides hands-on, holistic support to help these students succeed. Despite the challenges faced by many students, an impressive graduation rate provides compelling evidence of the program's effectiveness.

Myles Gomes-Boisvert '20 received his bachelor's degree in communications and is working in Hooksett, NH, while his sister, Maya Gomes-Van Pelt, is enrolled and will graduate in 2024. TRIO has been a true family affair.

Bachelor's 6-year graduation rate

Public Institutions - Average by State



U.S. Department of Education, National Center for Education Statistics, IPEDS. Provisional data, FY18 most recent available.

UNH Manchester named a 2021 "hidden gem" by College Raptor

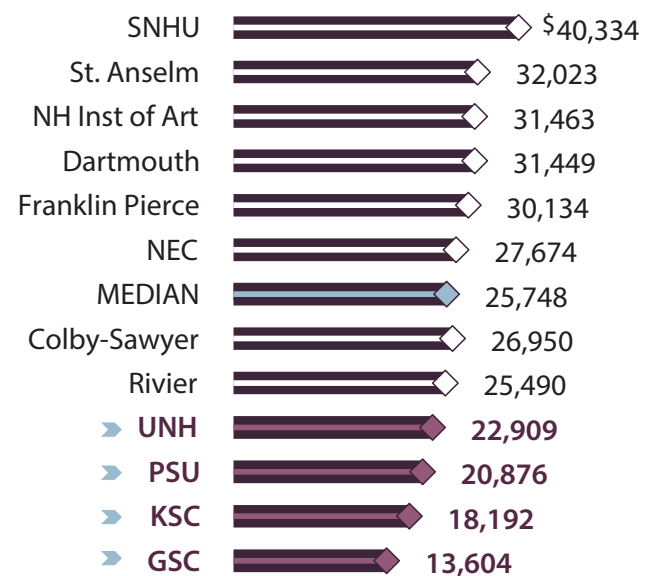
UNH-Manchester has been named a 2021 "Hidden Gem in the New England Region" and an "Urban Hidden Gem" by College Raptor, a leading college planning platform driven by AI algorithms that help families discover the best college matches at the best price.



The rankings are based on the most recent statistical data from the National Center for Education Statistics, which includes surveys and trends from the Integrated Postsecondary Education Data System and College Navigator. In addition to statistical data, the ranking methodology also included graduation rates, acceptance rates, campus diversity, affordability and other metrics.

Average in-state cost of attendance

New Hampshire Undergrads



U.S. Department of Education, College Scorecard, 3/2020. FY18 most recent available. Average total annual price for first-time, full-time, in-state freshmen receiving federal aid, after all grant and scholarship aid.



Innovation

UNH ecosystem makes COVID-19 lab a reality

The University of New Hampshire has been testing students for the coronavirus in a newly created cutting-edge laboratory using self-swabbing home kits developed at UNH. The lab has played a key role in the university's commitment to extensively monitor the student population every four days to quickly identify and prevent the spread of the virus and help provide a safe environment for students, faculty, staff and the community.

Completed in the span of 100 days, the clinical testing lab is equipped with state-of-the-art instrumentation and robotics that can screen for COVID-19 on at least 4,000 samples a day. Tests results can be generated in less than 48 hours. A team of skilled lab technicians work two shifts, six days per week. The facility has been certified by the Clinical Laboratory Improvement Amendments. Although it was designed to meet the university's current testing protocols, it incorporates flexibility to shift if technology or needs change in the future.

"We knew early on that we wanted to be aggressive in our testing, to make it easy for students and to get test results quickly," said Marian McCord, senior vice provost for research, economic engagement and outreach. "With the delays in national testing, it became clear to ensure a quick turnaround and a safe campus we needed to do our own testing, so we tapped into the extensive expertise at UNH to find the right resources and help establish our own testing lab."

"The logistics behind organizing, tracking and testing more than 15,000 people multiple times a week was challenging, to say the least," said Marc Sedam, vice provost for innovation and new ventures. "Our staff onboarded a number of employees, ordered over 350,000 test kits, worked with dozens of colleagues to install a lab management system and printed hundreds of thousands of labels in preparation for the launch."



U.S. coronavirus response coordinator Deborah Birx, M.D. visits Plymouth State University

Ambassador Deborah Birx, M.D., the United States Coronavirus Response coordinator visited Plymouth State University on October 12, 2020. Ambassador Birx met with University officials, including her brother, PSU President Donald Birx, Ph.D., and PSU's Coronavirus Response team. Ambassador Birx offered remarks on the progression of the pandemic and provided thoughts on how many of our college students on campuses, across the nation, are modeling behavioral safety changes that, if adopted nationwide, could enable lower rates of infection across the country. She added that not all universities trusted their students enough to open while others spent their summers planning for educational and behavioral safety campaigns, preparing for weekly testing and tracing processes, and built adaptable feedback mechanisms to adjust as needs change. She reiterated that many students are finding ways to remain physically distanced yet socially engaged and still doing things that they enjoy but in new ways. Finally, Ambassador Birx observed that when universities were closed down, the country deeply missed the brain trust and the collective impact of behavioral scientists, health communicators, lab facilities and work of grad students to help stem the spread of the virus. Quickly, universities rebounded and answered the call with their resources and have since had tremendous results.

PSU Makerspace responds to pandemic

The Draper and Maynard Makerspace at Plymouth State University opened for business in the fall of 2019 and quickly became just one of the ways PSU marshalled forces to combat the pandemic. State-of-the-industry equipment includes plasma and laser cutters, a Computer Numerical Control (CNC) table, a pipe bender, and 3D printers, among other high-tech machines. The range of equipment and capabilities is comparable to those of the nation's top technology institutions. The pandemic prompted an intensive study of personal protective equipment (PPE) that frontline medical workers depend on. In little more than a month's time, the Makerspace had quickly developed and produced face shields and filter masks. In collaboration with Plymouth's Spear Memorial Hospital, members of the local and Boston medical communities and donors, it produced ventilator branching devices and flow limiters, so multiple patients could use the same ventilator.





Keene State College and City of Keene analyze wastewater to forecast potential threat of COVID-19

Gathering data about the prevalence of COVID-19 is critical. Even more effective is having data that forecasts the potential threat of the virus in the near future. To do this forecasting, Keene State and the City of Keene are collaborating to analyze wastewater from sewage collection systems where the virus will show up, when it is present. Samples from the Keene State campus and in the city are collected in two locations, and the samples are analyzed for how much of the virus is present per liter of wastewater. In close partnership, Keene State and the City of Keene review data on a weekly basis to look for trends in data that could lead to additional steps for the health and safety of the community.



KSC geography alumnus on frontlines of COVID-19 research

Keene State 2014 graduate Michael R. Desjardins is at the forefront of studying COVID-19 using geographical methods. In December, Michael earned his Ph.D. in geography, specializing in medical geography and spatial epidemiology from the University of North Carolina at Charlotte. As a post-doctoral fellow in the Johns Hopkins Bloomberg School of Public Health's department of epidemiology, he is lead author of what is thought to be the first scholarly article published on using spatial science techniques to study the initial outbreak of the novel coronavirus. The Johns Hopkins Center for Systems Science and Engineering data is publicly available, so researchers and public health departments can now use the model Michael established to track and predict clusters of COVID-19.



PSU and UNH nursing grads on the front lines

PSU

Plymouth State University senior nursing students graduated a full month ahead of schedule allowing them to work on the front lines in the state's hospitals and other health care settings during the pandemic. 70% of PSU's 2020 nursing graduates were expected to become licensed in New Hampshire. Many begin working at the hospitals where they completed their senior capstone semesters. PSU's nursing program is a four-year degree program in which students may graduate with a Bachelor's Degree in Nursing (BSN).

UNH

This May, UNH graduated 70 nurses early as the COVID-19 pandemic began to impact NH. One of them was Laura Howard, UNH '20, who had planned to spend spring break picking up extra shifts at the hospice house where she worked as a licensed nursing assistant. However, the coronavirus hit and everything changed. She and her mother made face masks to help keep healthcare workers safe and then Howard, who was named Nursing Student of the Year by the New Hampshire Nurses Association, was hired by Exeter Hospital. "I love being a nurse. I love that it doesn't end when I leave my shift. I can care for my loved ones and community in and out of the professional setting," says Howard.

KSC senior Emma James jumps into the virtual classroom

Emma James' student teaching practicum moved online in mid-March, but that didn't dampen her enthusiasm – or shorten her workday. Helping teach fourth-graders via the Google Classroom learning site wasn't what the KSC senior elementary education and communication double-major signed up for when she started student teaching in Nicki Crank's classroom at the Symonds School in Keene, but she's adjusted quickly and enjoyed the new experience.





USNH provides facilities and dining service for first responders and patients if needed during the COVID-19 pandemic

From March through June, the University System embraced our communities and hospital partners surrounding Keene, Plymouth, and Durham by serving as alternate care sites for first responders and patients as needed. Thanks to the dedication and drive of our National Guard men and women, gymnasiums and ice arenas were transformed into care centers with hundreds of beds, respirators and medical equipment in the event that the pandemic overwhelmed the capacity of our surrounding medical centers. Residence halls and dining halls were opened to medical providers and first responders for respite time; places where they could rest and recuperate from round-the-clock rigor of care. The University System also quickly enabled our Makerspaces, 3D Printers, and reached into stockpiles from labs to share out more than 45,000 pairs of gloves, 11,000 surgical masks, 4,800 N-95 respirators, 216 protective gowns, 38 Tyvek suits, and built face shields and parts for respirators. The University System was proud to offer our resources to care for our partners and provide preemptive solutions during this time of uncertainty.



Sununu proclaims 'USNH – NH National Guard Accord Day'

Last December, Governor Chris Sununu signed a proclamation in recognition of the longstanding partnership between the University System of New Hampshire (USNH) and the New Hampshire National Guard.

"The University System of New Hampshire has been one of our staunchest allies. For more than 20 years, university trustees have given our citizen soldiers and airmen in pursuit of higher education a generous and reliable path toward a degree and ultimately their chosen career field, whether they are currently serving or after they become a veteran. They understand the return on investment, and appreciate the perspective students with military experience bring to a classroom or lecture."

– NH Adjutant General David Mikolaities

USNH and New Hampshire's National Guard

Since 1996, New Hampshire Guardsmen have been able to attend USNH institutions — Granite State College, Keene State College, Plymouth State University and the University of New Hampshire — tuition-free. **In the past decade, USNH has provided more than 5,000 tuition waivers worth nearly \$20 million for Guardsmen to receive post-secondary educations at USNH institutions.**

NH National Guard soldier makes mission happen with a smile

When Spc. Jacob Barrington enlisted in the New Hampshire Army National Guard in 2018, he never thought he'd be called up for state active duty to support a worldwide pandemic.



Despite the health crisis, the 20-year-old medic smiles through the difficult tasks and faces each challenge head-on. Initially, Barrington was a part of the operations section for TF 197. However, in light of his combat medic background, he was pulled to support COVID-19 swab testing at a field-testing site in Plymouth.

Keene State College was ranked #3 in Best Colleges for Veterans by U.S. News and World Report

Granite State College earned the Bronze distinction, scoring within 30% of the 10 best schools for the 2020-2021 Military Friendly® Cycle



UNH President James W. Dean Jr. accepts a New Hampshire wall clock presented to UNH by House Speaker Steve Shurtleff.

Making history: NH House convenes unprecedented sessions at UNH Durham

For the first time since the Civil War, the NH House of Representatives met outside of the State House when it convened sessions in June and September at The Whittemore Center at UNH, one of the few indoor arenas in the state large enough to host the 400 lawmakers and provide healthy social distancing. “We looked at several options, and I really liked the idea of hosting it at the state’s largest public university,” said House Speaker Steve Shurtleff. “With UNH being a land grant college and everything that all the schools in the University System of New Hampshire have done for our state, I think it’s great that we’re able to hold the session at The Whit.”

“While some legislative activities, including committee and commission meetings, have resumed work remotely, we understand it is important for the Legislature to resume session to complete the work that the people of New Hampshire elected us to do as well as provide important checks and balances to the state government during this crisis,” wrote Shurtleff and Senate President Donna Soucy, in a joint statement.



UNH Extension supports NH through COVID-19 with new partnerships for businesses and families in crisis

UNH Extension responded quickly to serve people and small businesses across the state as COVID-19 arrived, with staff and specialists identifying critical needs and adapting to address them. Working with food pantries across the state, Extension created an interactive, online food access map to share up-to-date information on food resources for those in need.

Extension also created engaging, online science activities for parents and teachers to share with their K-12 students. Working with the NH Department of Business and Economic Affairs and NH Small Business Development Center, Extension provided vital resources to help employers, small business owners and communities to address immediate challenges and plan for long-term recovery.



Announcing NASA's largest ever contract to UNH are (from left) UNH President James W. Dean Jr.; Harlan Spence, director of the UNH Institute for the Study of Earth, Oceans and Space; NASA Administrator Jim Bridenstine; and U.S. Sen. Jeanne Shaheen.

Grants and Research

Historic NASA contract supports coastal ecosystem research

In August 2019, UNH received its largest contract ever from NASA: \$107.9 million to develop a space-based instrument that will greatly increase the understanding of ocean biology, chemistry and ecology throughout the Gulf of Mexico, the southeastern U.S. coastline and Amazon River plume that stretches to the Atlantic Ocean. The satellite-based instrument, called the Geosynchronous Littoral Imaging and Monitoring Radiometer (GLIMR), will help scientists to identify various phytoplankton species — the base of the marine food chain — and how they respond to changes in the environment. Scientists will also be able to track the plankton that contribute to harmful algal blooms and to monitor and project the movement of those blooms, along with the spread of sediments, oil spills or other pollutants. GLIMR is slated for launch in 2026-2027, but the team has been laying the groundwork for this project for years.

Improving STEM Education: major NSF grant to UNH supports NH teachers

UNH received a major National Science Foundation grant to improve science and mathematics education for middle and high school students in Manchester, Nashua and Rochester schools. The five-year grant will support 15 science, technology, engineering and mathematics (STEM) teachers to build their leadership skills, equity pedagogies and STEM content knowledge and instruction. Principal investigator Lara Gengarely, UNH Extension specialist and affiliate associate professor for science education in UNH's Joan and James Leitzel Center for Mathematics, Science and Engineering Education said in a statement, "...supporting teachers as leaders in STEM and equity education is essential work that UNH is well-suited to lead."



PSU students and professors awarded prestigious grants

PSU students and faculty received several prestigious grants over the past year. The Plymouth State Meteorology Program was awarded a \$528,000 grant from the National Science Foundation (NSF) to support the four-year continuation of an undergraduate research program exploring atmospheric and related sciences; Sarah Parrish, Ph.D., Assistant Professor of Art History, received a \$30,000 Humanities Connections Planning Grant from the National Endowment for the Humanities to work with faculty across multiple disciplines to design art history courses around specific themes; and PSU graduate student Hannah Vollmer was awarded a prestigious NSF Graduate Research Fellowship, the first PSU student to achieve this honor. Vollmer was recognized for her promise as an early-career scientist and her research on two rare alpine plants in the NH White Mountains.

NH BioMade

Several University System institution projects were awarded funding by NH BioMade. NH BioMade is managed by NH EPSCoR, which advances NH's competitiveness in science and engineering, and is led by UNH. NH BioMade is supported by the National Science Foundation to advance the design and manufacture of biomaterials used in medical applications such as orthopedic implants, trauma fixation hardware, scaffolding for tissue engineering, and biomedical sensors and to address industry and clinical needs.



"In situ hybrid electrode assembly for brain machine interface" is led by Young Jo Kim, assistant professor of chemical engineering, UNH. Brain-machine interfaces are an important emerging tool that could revolutionize neuroscience, therapeutic approaches and rehabilitation technologies. Brain-machine interfaces enable communication between the human nervous system and computing systems, serving as tools to accelerate progress in neuroscience and to repair, replace or augment neuromuscular function. This project will investigate the use of a naturally occurring biopolymer as the ideal charge-conducting material for brain-machine interfaces.



"Establishing Bio-Ink Design Parameters for Extrusion-Based-Bio-Printing Processes" is led by Md. Ahasan Habib, assistant professor of Sustainable Product Design and Architecture, Keene State College. Bio-printing is an emerging technology using a computer-controlled layer-by-layer deposition of biomaterials along with high precision positioning of cells to reproduce a 3D functional living tissue. The bio-printing process can manufacture highly intricate and porous 3D constructs that serve as a temporary structural support (known as a scaffold) for growing the isolated cells, providing nutrients to new tissues, facilitating the healing process, restoring the tissue function and minimizing the wound scar. This project will advance the development of materials that are compatible with the human body to support tissue regrowth in large scale.

UNH sets record of \$130 million for competitive research funding

UNH closed fiscal year 2020 with a record \$129,815,354 in new grants and contracts, supporting projects ranging from improving NH preschool education to sustainable seafood. The Institute for the Study of Earth, Oceans, and Space (EOS), received \$60.2 million, the largest share of external funding in FY20. Other awards: the College of Health and Human Services (\$23.6 million); the College of Life Sciences and Agriculture (\$11.7 million); the College of Engineering and Physical Sciences (\$9 million); the College of Liberal Arts (\$5.3 million); the Extension (\$4.8 million); and Paul College (\$3.1 million).



UNH: Sixth among US peers for turning research into social and economic impact

UNH is the sixth most productive mid-sized university in the U.S. when it comes to converting research funding into economic impact, according to a 2020 report from the George W. Bush Institute and the Opus Faveo Innovation Development consulting firm. UNH ranked just behind Princeton and Carnegie Mellon universities in the mid-sized category and ranked in the top 100 of all U.S. universities for innovation impact regardless of size or research budget.

"As New Hampshire's R1 public research university, we have a responsibility to extend the knowledge we generate into societal impact," says Marian McCord, UNH senior vice provost for research, economic engagement and outreach. "This ranking is wonderful recognition of our careful stewardship of the public's investment in UNH's research and innovation."



DOE, USNH and CCSNH partnership for NH K-16

Last summer, the New Hampshire Department of Education launched iLearnNH, a statewide Learning Management System (LMS) that is open at no cost to New Hampshire schools. “Teachers can harness digital tools to improve in-class, as well as remote, instruction,” said Education Commissioner Frank Edelblut. “It will allow schools to be nimble should they face disruptions to education like COVID-19.”

“This LMS contract partnership between the DOE, USNH and CCSNH leverages the scale and buying power of the DOE and of our State’s two higher education systems and will provide significant economies and opportunity for innovative collaborations,” said Chancellor Todd Leach, USNH.

For districts who adopt the program, iLearnNH will create a seamless user experience between K-12 and USNH and CCSNH.

Partnerships for GSC

With over 90% of the student population currently employed, Granite State College has a strong legacy of helping students meet their academic and professional goals by offering skills and techniques that employers value most. Through Learning Solutions, a portfolio of training and education-related services, GSC works directly with employers to help strengthen their workforce. From a robust online course delivery platform and validation of college-equivalent skills, to expert instructional designers for customized training, Learning Solutions can support an organization’s professional development, training and college completion goals.



From Left to Right: Mark Rubinstein, President of Granite State College; Dr. Brian Bicknell, Manchester Community College; Stacy Plourde '13 M.S. Leadership 2016, Northeast Delta Dental; Mayor Joyce Craig, City of Manchester; Michelle Harrington '15, City of Manchester; Christine Williams '19, Assistant Vice President of Enrollment Operations at Granite State College.

Growth in FY20 included enrollment partnerships with organizations such as Volunteer NH AmeriCorps, Concord Regional Visiting Nurses Association and Hospice of Southern Maine. Expansion of the professional development portfolio included supporting SOS Recovery Community Center with management and leadership training, and the City of Keene with project management training. Through Team Learning, the college supported Network4Health, Connections for Health, Riverbend Community Center and Easterseals together creating the Human Services and Addiction Studies team cohort. Additionally, Learning Solutions assisted NAMI-NH with additional customizations to their online training module, Suicide Prevention and Response.

Management's Discussion and Analysis

June 30, 2020 and 2019 (Unaudited)

I. Introduction

The following Management's Discussion and Analysis summarizes the financial condition and results of activities of the University System of New Hampshire (USNH) for the fiscal years ended June 30, 2020 and 2019. 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 services for the state. These institutions include the University of New Hampshire (UNH), 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 Durham or UNHD, PSU and KSC). UNH-Manchester and UNH Franklin Pierce School of Law (UNHM and UNHL), the UNH Cooperative Extension and Small Business Development Centers located throughout the state and the six regional sites of GSC. 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. (See Note 1 to the Financial Statements for additional information on affiliated entities.)

II. Economic Outlook

The COVID-19 outbreak in the United States has caused business disruption through mandated and voluntary closings of operations and activities. On March 13, 2020, the Governor of the State of New Hampshire declared a state of emergency related to COVID-19. Shortly after the declaration, the USNH Board of Trustees voted to close the institutions' residential and dining halls and shift to remote learning for its entire student body to protect the health of its students, staff, and faculty while staying true to its core mission of academics and research by transitioning all undergraduate and graduate course instruction to an online format through the end of the academic year. Additionally, in collaboration with the State and local hospitals, USNH residential institutions established Alternate Care Sites and utilized available resources to support the community needs.

USNH faces these challenging times with a solid balance sheet and liquid resources (\$224 million in cash and operating investments available at both June 30, 2020 and 2019), which management believes will help USNH offset near-term pressures arising due to this pandemic. The strength of management and governance at USNH is reflected in changes made across all units to reduce administrative and other expenses in response to the closing of residential and dining halls, which included furloughs, service agreement re-negotiations, and other action. The implementation of these measures allowed USNH to limit its losses to \$4 million, notwithstanding COVID-19 mitigation costs of \$39 million net of recoveries.

The USNH Board of Trustees and Management continue to address both the immediate and long-term financial challenges related to the outbreak with a focus on safety as well as cost containment efforts. USNH leadership has adopted plans for a multi-year cost restructuring program designed to address the combined impact of COVID-19 and the other economic challenges facing higher education. The primary elements of the cost restructuring program include the establishment of shared services models across several functions along with campus-specific initiatives. Also, the Board of

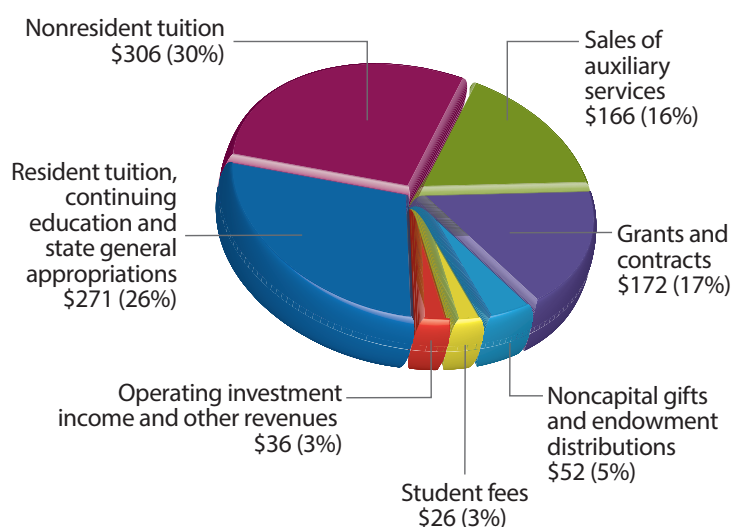
Trustees approved voluntary separation incentive programs for reduction of force for 2021. Working closely with the state and local communities, USNH institutions have reopened for the fall 2020 under a Hybrid Model with a blend of in-person and online learning and continue to focus on meeting both local and regional demands for quality education while protecting the health of its community members.

The remainder of this report describes the results of financial operations for the year ended June 30, 2020, with comparisons to prior years.

Chart 1: 2020 Gross Revenues by Source

Total = \$1+ Billion

(\$ in millions)



III. Financial Highlights

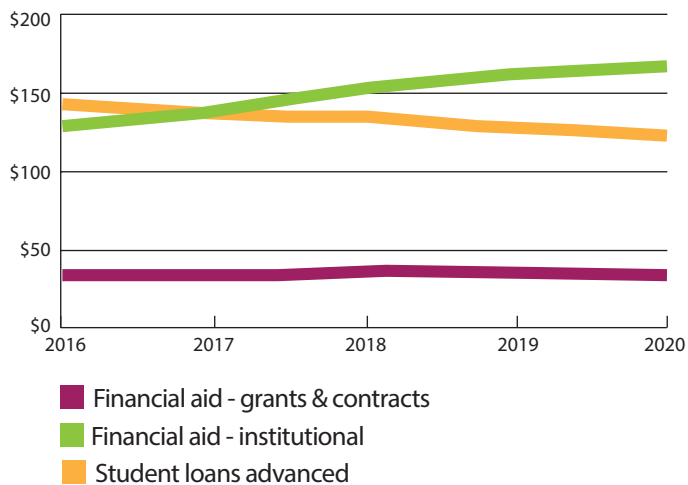
A. Revenues

Chart 1 above shows USNH's revenue streams including those classified as non-operating revenues per GASB standards, which totaled approximately \$1 billion in both fiscal years 2020 and 2019. Given our tri-fold mission of instruction, research and public service, the vast majority of USNH revenues are generated by the provision of educational and auxiliary services. The portion of auxiliary services revenue decreased from 20% in fiscal year 2019 to 16% in fiscal year 2020 due to campus closure of residential and dining halls in response to the COVID-19 pandemic. The grants and contracts revenue portion increased by 2% (\$17 million) from the federal Cares Act for Higher Education Emergency Relief Fund (HEERF) and the State of NH Governor's Office for Emergency Relief and Recovery awards to mitigate cost related to COVID-19. For 2020, USNH received \$9 million in the institutional portion of the HEERF award, of which \$4 million were unearned as of June 30, 2020 and expected to be used during 2021.

As shown in Chart 2 below, institutional financial aid expenditures continue to surpass aid provided by grants and student loans issued.

Chart 2: Student Aid Trends

(\$ in millions)



USNH has provided over \$1.6 billion in direct financial aid to students over the past ten years. Approximately \$332 million (21%) of this total was from grants and contracts. Over \$1 billion (72%) came from campus general funds, and the remaining 7% (\$114 million) was provided by gifts and athletics programs. USNH continues to focus on this area with the goal of limiting student and family loan debt for our students. Also, for 2020 students received \$5.6 million in direct aid relief for COVID-19 pandemic.

As seen in Table 1 below, enrollment at the flagship campus has remained stable over the past five years at an average of over 15,500 FTE students for all UNH

Table 1: Full-Time Equivalent Credit Enrollment

For the Fall of Each Fiscal Year

	2016	2017	2018	2019	2020
UNH (all campuses)	15,657	15,473	15,669	15,629	15,141
PSU	4,674	4,641	4,694	4,772	4,409
KSC	4,250	4,160	3,758	3,487	3,434
GSC	1,658	1,584	1,446	1,468	1,444
Total USNH FTEs	26,239	25,858	25,567	25,356	24,428
NH Resident	13,742	13,240	12,940	12,842	12,413
Nonresident	12,497	12,618	12,627	12,514	12,015
Total USNH FTEs	26,239	25,858	25,567	25,356	24,428

locations combined. UNH's Durham campus had stable freshmen applications over the past three years as shown in Table 2. Their enrollment strategy remains focused on attracting exemplary students. Approximately 49% of new UNHD students in the fall of 2019 ranked in the top 25% of their high school class reflecting the continued quality of the population. UNH continues to work on four strategic principles to drive UNH to become one of the top 25 public universities in the US. These include enhancing student success and well-being, expanding excellence, embracing New Hampshire, and building financial strength.

For 2020 the residential campuses limited tuition rate increases for NH students to 2.5%, and GSC did not increase tuition for their NH-residents. Nonresident tuition revenues increased 0.6% (\$1.8 million) over the prior year. For the past three years approximately 51% of USNH students were NH residents when calculated on a full-time equivalency basis. New England has historically been known as a premier location for the pursuit of higher education, whether at a public or private institution. While that is still true, regional school age populations are expected to decrease over time, resulting in more competition for the smaller number of NH students.

USNH is working to ensure New Hampshire students are prepared to meet the needs of the State's workforce. While financial aid from grants has remained stagnant for the past several years, institutional financial aid grew 3.1% (\$5.0 million) in 2020 after a 6.1% (\$9.4 million) increase in 2019. USNH has also made significant changes in the way it awards financial aid. During 2018, UNH launched the Granite Guarantee program which covers the cost of tuition for all federal Pell-Grant eligible New Hampshire students. The sister USNH residential campuses were quick to follow suit. This program is funded with restricted gifts as well as unrestricted sources. The State is also partnering in this area by renewing its Governor's Scholarship Fund for NH resident students. A review of New Hampshire's school population data by age grouping suggests that our enrollment challenges will increase in future years. Planning for this possibility includes more programs for adult-learners currently in place at all campuses, and future capital project plans now include consideration of these impacts as well.

Table 2: Freshman Applications, Acceptances and Enrollees at UNH Durham*

For the Fall of Each Fiscal Year

	2016	2017	2018	2019	2020
Freshmen applications received	18,267	19,076	18,397	18,474	18,040
Acceptances as % of applications	83%	80%	83%	84%	84%
Enrolled as % of acceptances	21%	19%	20%	20%	18%

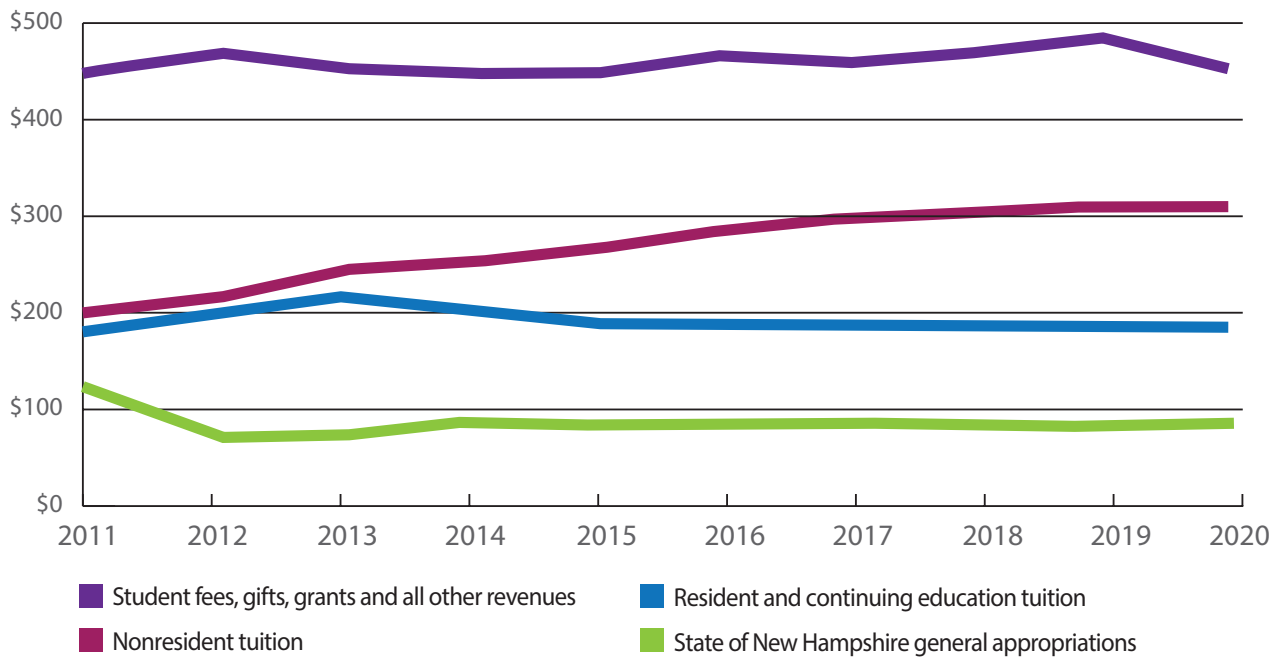
* Comparable data for other campuses is available upon request.

Chart 3 below shows USNH's major revenue stream trends for the past ten years. As seen in the graph, state appropriation revenues were cut by 50% in 2012, which resulted in a significant increase in resident tuition rates for fiscal years 2012 and 2013. USNH then held resident tuition rates flat through 2015 as the appropriation was partially restored. Inflationary increases in the resident tuition rates were added for 2016 through 2020. During 2020, auxiliary revenue decreased by \$48 million (22%) compared to 2019. The decrease was due to room and board refunds to students when residential campuses closed their dorms and dining facilities in response to the COVID-19 pandemic. USNH revenues included one-time federal and state grant revenue of \$16 million, including \$5.6 million in student refund recoveries. As evidenced by the financial aid growth shown in Chart 2, USNH is committed to working with the State to ensure that New Hampshire's students have access to a quality education at an affordable price.

Chart 3: Ten Year Revenue History

Before Application of Student Financial Aid

(\$ in millions)



B. Expenditures

USNH's expenses (including expenses classified as nonoperating per GASB standards) decreased \$8.2 million or 1% over the 2019 level; and 2019 expenses decreased by \$3.4 million or 0.4% over 2018. The largest reduction over the prior year was in nongrant supplies and services \$19.5 million (11%). The reduction was mainly driven by \$6.4 million in rentals and service contracts, \$5.6 million related to the travel ban, \$4.4 million in food service reductions, and the remainder from other tighter spending controls put into place to mitigate the effects of COVID-19 pandemic. This is offset by COVID expense of \$9 million incurred in 2020, the employee compensation costs increase of \$3.3 million (1%), and the depreciation charges for buildings and equipment increase of \$3.6 million due to completion of several construction projects during 2020.

USNH recently restructured its purchasing activities to have all campus Procurement personnel report centrally. This model of local delivery with central oversight is designed to contain costs by combining our purchasing volumes across the state. As part of this initiative USNH contracted for a system-wide online purchasing system during 2018. This new system is designed to streamline business processes and provide tools needed for data driven procurement decision making. The tool is currently live at Granite State College and is expected to go live in the fall of 2020 for the rest of USNH institutions.

Chart 4: Expenses by Functional Classification

(\$ in millions)

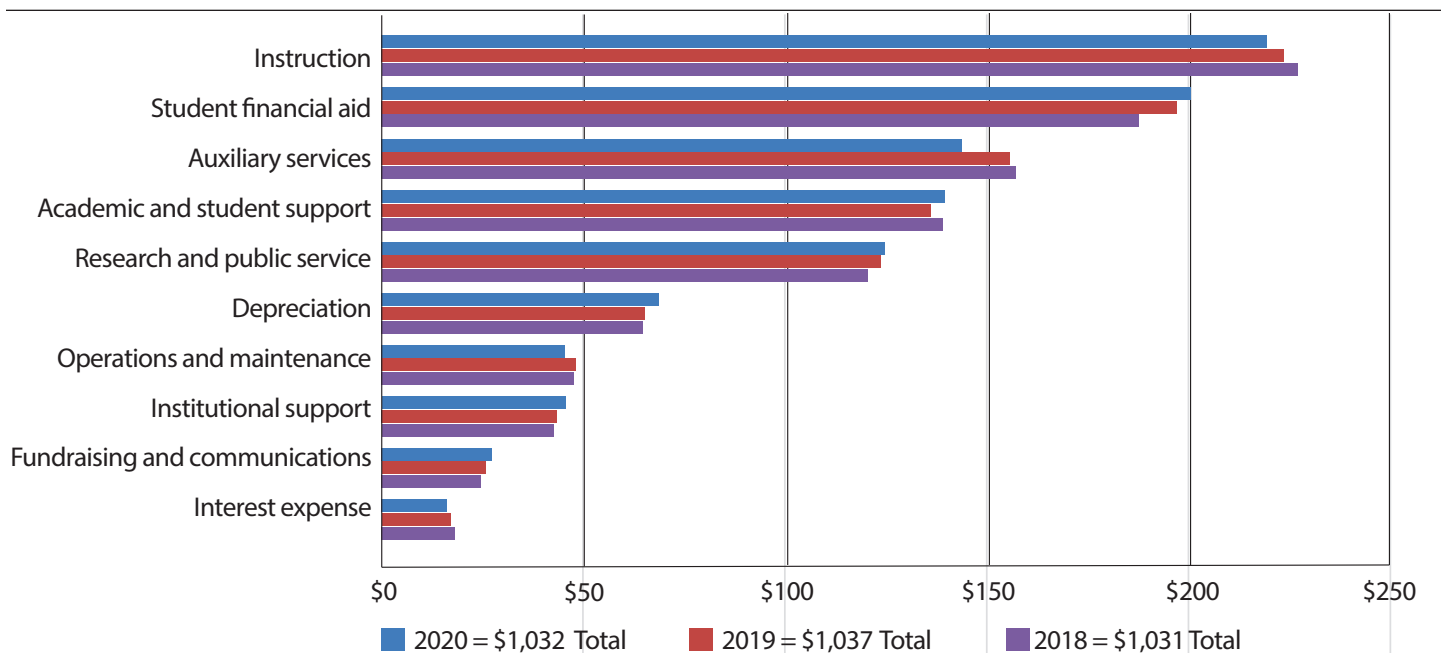


Chart 4 displays USNH's expenses for the past three years by functional, rather than natural, classification. The increases in financial aid discussed on the previous page are clearly depicted in the graph. That is the only cost category with such significant growth. (Additional detail on operating expenses by function can be found in Note 13 to the Financial Statements.)

C. Capital spending

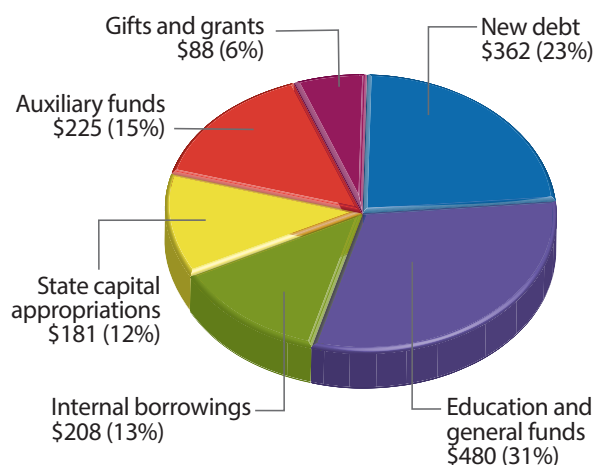
The campuses had several major capital projects completed during 2020 which included the Physical Education Center renovation (\$10 million) at PSU, the Bio-Manufacturing Innovation Center (\$4 million) at UNH Manchester, KSC's Mason Library expansion for Holocaust study materials funded primarily with gift proceeds (\$5 million), and the new water treatment plant that UNH shares with the town of Durham (\$17 million).

From 2002 to 2013, USNH received significant state capital appropriations to renovate specific academic buildings on each campus. During the past ten years operating and internal funds totaling \$141 million were used to supplement the state appropriations. Effective July 1, 2020, the State of New Hampshire appropriated \$42 million in capital funds for the Biological Sciences Spaulding Hall at UNH, PSU's Hyde Hall Innovation and Entrepreneurship Center renovation, and KSC's Elliot Student Service Success Center and Joslin Hall Classroom renovation to be spent through June 30, 2025. For 2020, \$10 million of the state capital appropriation were used for the Biological Sciences Spaulding Hall at UNH. UNH also received an additional state appropriation of \$9 million to add nursing program capacity with additional specializations in acute care and psychiatric mental health. The nursing program construction project was still under the predesign phase as of June 30, 2020. However, even with the additional state capital appropriation, there are still several buildings in need of improvement at each campus. USNH campuses must strategically prioritize the available limited funding for capital assets, while at the same time not allowing deferred maintenance needs to escalate. This work is needed to ensure USNH can meet the education and experiential needs of its students. In addition, USNH is only authorized to issue debt for self-supporting, auxiliary projects. The related debt service is then funded by student fees for each type of auxiliary service (housing, dining, or recreation). For 2020 and 2019, no new debt was issued.

Chart 5 below shows the funding sources for USNH's capital spending over the past fifteen years. USNH spent over \$1 billion during this time to construct and renovate buildings and infrastructure at all campuses. One of the largest sources of funding for the related projects was debt issuances of \$362 million. Plant and equipment depreciation expenses of \$593 million were recorded during the same period. (See Notes 5 and 8 to the Financial Statements for additional information on property and equipment, and debt balances.)

Chart 5: Capital Funding Sources, 2006-2020 Total \$1.5 Billion

(\$ in millions)



D. Investing Activities

Cash and short-term investment balances totaled approximately \$224 million on June 30, 2020 and June 30, 2019. (See Note 2 to the Financial Statements 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 select 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 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 Consolidated Endowment Pool holds funds for the benefit of all campuses. The UNHF endowment pool holds funds for the benefit of UNH only, and the KEA pool holds funds for the benefit of KSC only. 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. Below is a summary of USNH's endowment and similar investment values for the past three years.

Table 3: Endowment and Similar Investments Market Value Summary

(\$ in millions)

	As of June 30,		
	2020	2019	2018
USNH Pool	\$534	\$542	\$527
UNHF Pool	236	236	225
KEA Pool	14	10	9
Funds held in trust	15	16	16
Life Income/Annuity Funds	4	5	4
	<u>\$803</u>	<u>\$809</u>	<u>\$781</u>

While the two larger pools are primarily invested in funds, the KEA pool primarily holds individual stock and bond investments. As shown in Table 4 to the right, the KEA pool net gains over the past three years averaged 9.4% and the USNH and UNHF pools averaged 5.2% and 4.7%, respectively, before distributions. During fiscal year 2019, the Investment Committee of the USNH Board of Trustees voted to change the target asset allocations for investments in the USNH Endowment pool. The changes included increasing the targets for public and private global equities, while also reducing the targeted level of flexible capital investments. These changes will be incorporated over several years to ensure prior fund commitments are met. All three pools' returns were impacted by the financial market disruption and volatility during 2020.

Distributions from the endowment and trust funds totaled approximately \$35 million in fiscal year 2020. This compares to \$34 million for fiscal year 2019. The difference is primarily due to USNH beginning to payout on a quasi-endowment created several years ago to support debt service payments made by the campuses.

Distributions of approximately \$23 million were made from the USNH pool and trusts, along with \$12 million from the UNHF pool and \$419,000 from the KEA pool. Distributions represent a smaller percentage of the USNH pool because USNH holds several quasi-endowment funds for future, rather than current use. Volatility in returns has resulted in a limited number of endowment funds having market values less than the original gift value ("underwater" funds). The net negative returns for 2020 resulted in an increase in these underwater funds. Of the 1,525 endowment funds maintained in the various endowment pools, 123 remained underwater at June 30, 2020. This compares to 31 underwater endowment funds at June 30, 2019. The endowment funds were underwater by \$2 million at June 30, 2020, compared to \$710,000 at June 30, 2019. (See Notes 4 and 12 for further information on endowment and similar investments.)

Table 4: Pooled Endowment Returns

	Year - Ended June 30,			Three Year Average
	2020	2019	2018	
USNH Pool				
Gross return	1.9%	6.3%	8.4%	5.5%
<i>Investment management fees</i>	<u>(0.5%)</u>	<u>(0.5%)</u>	<u>(0.4%)</u>	<u>(0.5%)</u>
Net return	1.4%	5.8%	8.0%	5.0%
<i>Distributions</i>	<u>(4.2%)</u>	<u>(4.1%)</u>	<u>(3.2%)</u>	<u>(3.8%)</u>
Net reinvested	<u>(2.8%)</u>	<u>1.7%</u>	<u>4.8%</u>	<u>1.2%</u>
UNHF Pool				
Gross return	1.9%	5.6%	8.6%	5.4%
<i>Investment management fees</i>	<u>(0.8%)</u>	<u>(0.6%)</u>	<u>(0.7%)</u>	<u>(0.7%)</u>
Net return	1.1%	5.0%	7.9%	4.7%
<i>Distributions</i>	<u>(5.2%)</u>	<u>(3.8%)</u>	<u>(5.3%)</u>	<u>(4.8%)</u>
Net reinvested	<u>(4.1%)</u>	<u>1.2%</u>	<u>2.6%</u>	<u>(0.1%)</u>
KEA Pool				
Gross return	4.8%	10.9%	14.7%	10.1%
<i>Investment management fees</i>	<u>(0.7%)</u>	<u>(0.7%)</u>	<u>(0.7%)</u>	<u>(0.7%)</u>
Net return	4.1%	10.2%	14.0%	9.4%
<i>Distributions</i>	<u>(4.3%)</u>	<u>(4.5%)</u>	<u>(3.7%)</u>	<u>(4.2%)</u>
Net reinvested	<u>(0.2%)</u>	<u>5.7%</u>	<u>10.3%</u>	<u>5.2%</u>

IV. Using the Financial Statements

A. Statements of Net Position

The Statements of Net Position depict all USNH assets, liabilities, and deferred inflows/outflows of resources on June 30 each year, along with the resulting net financial position. An increase in net position over time is a primary indicator of an institution's financial health. Factors contributing to future financial health as reported on the Statements of Net Position include the value and liquidity of financial and capital investments, and balances of related obligations.

Table 5 below shows condensed information from the Statements of Net Position at June 30 for the past five years. Note that we have also included certain condensed information as of June 30, 2020 by campus herein as required by regional accreditation agencies.

Table 5: Condensed Information from the Statements of Net Position as of June 30,
(\$ in millions)

	2016	2017	2018*	2019**	2020
Cash and short-term investments	\$ 228	\$ 213	\$ 206	\$ 224	\$ 224
Endowment and similar investments	655	730	781	809	803
Property and equipment, net	1,077	1,120	1,122	1,117	1,120
Other assets and deferred outflows of resources	<u>162</u>	<u>106</u>	<u>95</u>	<u>92</u>	<u>107</u>
Total Assets and Deferred Outflows of Resources	<u>2,122</u>	<u>2,169</u>	<u>2,204</u>	<u>2,242</u>	<u>2,254</u>
Derivative instruments - interest rate swaps	37	26	18	23	29
Postretirement medical benefits	56	56	90	83	91
Long-term debt	519	501	488	465	439
Other liabilities and deferred inflows of resources	<u>169</u>	<u>152</u>	<u>160</u>	<u>173</u>	<u>198</u>
Total Liabilities and Deferred Inflows of Resources	<u>781</u>	<u>735</u>	<u>756</u>	<u>744</u>	<u>757</u>
Net investment in capital assets	630	651	665	685	709
Restricted financial resources	405	454	481	495	497
Unrestricted financial resources	<u>306</u>	<u>329</u>	<u>302</u>	<u>318</u>	<u>291</u>
Total Net Position	<u>\$1,341</u>	<u>\$1,434</u>	<u>\$1,448</u>	<u>\$1,498</u>	<u>\$1,497</u>

*Beginning net position restated to reflect the adoption of GASB 75 related to postretirement medical obligations

**Beginning net position restated to reflect the adoption of GASB 83 related to asset retirement obligations

As shown above, cash and short-term investment balances have been relatively stable over the past five years. In 2017, endowment returns rebounded after net losses in the prior two years. The endowment gains were more moderate in 2018 and 2019, and slightly decreased in 2020, but overall increased \$148 million (23%) since 2016. The other assets balances above include investments of \$57 million, \$11 million, and \$4 million, held by our bond trustee related to our Series 2015 and 2016 bond issuances for 2016 through 2018, respectively. As of June 30, 2019, USNH no longer had any debt proceeds held by bond trustees.

Deferred inflows and outflows of resources include changes in the fair value of USNH's interest rate swap derivatives, as well as accounting gains and losses related to refinancing certain bonds outstanding. The impacts of changes in actuarial assumptions, differences between projected and actual earnings, and benefit payments made after the measurement dates of USNH benefit plans are also included in deferred inflows and outflows beginning in 2017 depending on the type of plan. Beginning in 2019, additional deferred inflows and outflows were recorded related to asset retirement obligations.

In 2020, USNH completed a biennial actuarial valuation according to the provisions of GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other than Pensions*, for our postretirement medical obligations. The result was an increase of \$7 million in deferred outflows of resources due to a decrease of the discount rate used. The fair value of interest rate swap obligations resulted in an additional \$6 million increase in deferred outflows.

In 2018, the UNH Foundation also adopted the provisions of GASB Statement No. 81, *Irrevocable Split-Interest Agreements*, which resulted in recording deferred inflows of approximately \$1 million and \$2 million in 2017 and 2018, respectively.

USNH has large liabilities related to long-term debt and postretirement medical benefits. Bond and capital lease principal payments ranged from \$19 million to \$24 million for fiscal years 2018 through 2020. The postretirement obligations represent the actuarially determined value of medical benefits provided to certain current and former employees for various periods, including the remaining life of the participants in some cases. (See Notes 7 and 8 to the Financial Statements for additional information in this regard.) The other liabilities balance above include accounts payable, accrued employee benefits, government advances refundable under the Perkins Loan Program, interest rate swap liabilities related to derivative instruments and unearned revenue. The increase in unearned revenue in 2020 is mainly due to \$18 million of credits refunds related to COVID-19 campus closures that students elected to apply to the subsequent semester.

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 for certain auxiliary buildings. Restricted financial resources include balances of current and prior year gifts for specified purposes such as scholarships or academic programs, as well as campus endowment balances which were required to be invested in perpetuity by the original donors (\$296 million and \$282 million at June 30, 2020 and 2019, respectively). Unrestricted financial resources represent net assets that are available for any future use without legal restriction. (See Note 14 to the Financial Statements for further details on the components of net position.) A breakdown of asset, liability, and net position balances by campus as of June 30, 2020 is shown below.

**Table 5A: Condensed Information from the Statement of Net Position as of June 30, 2020
Presented by Campus**

(\$ in millions)

	University of New Hampshire Campuses & Foundation	Plymouth State University	Keene State College & Endowment Association	Granite State College	Chancellor's Office	Total University System of New Hampshire
Cash and short-term investments	\$ 187	\$ 22	\$ 37	\$22	\$ (44)	\$ 224
Endowment and similar investments	406	30	44	8	315	803
Property and equipment, net	753	186	168	7	6	1,120
Other assets and deferred outflows of resources	<u>48</u>	<u>5</u>	<u>7</u>	<u>1</u>	<u>46</u>	<u>107</u>
Total Assets and Deferred Outflows of Resources	<u>1,394</u>	<u>243</u>	<u>256</u>	<u>38</u>	<u>323</u>	<u>2,254</u>
Derivative instruments - interest rate swaps	–	–	–	–	29	29
Postretirement medical benefits	64	12	11	2	2	91
Long-term debt	174	95	93	–	77	439
Other liabilities and deferred inflows of resources	<u>108</u>	<u>16</u>	<u>11</u>	<u>2</u>	<u>61</u>	<u>198</u>
Total Liabilities and Deferred Inflows of Resources	<u>346</u>	<u>123</u>	<u>115</u>	<u>4</u>	<u>169</u>	<u>757</u>
Net investment in capital assets	575	90	75	7	(38)	709
Restricted financial resources	416	26	46	9	–	497
Unrestricted financial resources	<u>57</u>	<u>4</u>	<u>20</u>	<u>18</u>	<u>192</u>	<u>291</u>
Total Net Position	<u>\$1,048</u>	<u>\$ 120</u>	<u>\$141</u>	<u>\$34</u>	<u>\$154</u>	<u>\$1,497</u>

B. Statements of Revenues, Expenses and Changes in Net Position

This statement reports total operating revenues, operating expenses, other revenues and expenses, and other changes in net position, as prescribed and defined by the Governmental Accounting Standards Board (GASB). There are three major components which management considers separately when analyzing the increase (decrease) in total net position: increase (decrease) in Net Position Before Other Changes (also referred to as operating margin); capital appropriations and other plant changes; and endowment gifts and net returns. The increase (decrease) in Net Position Before Other Changes is further broken down into operating and nonoperating as prescribed by GASB reporting standards which require that certain USNH recurring revenues be shown as nonoperating. This includes state general appropriations, federal Pell grants, noncapital gifts, operating investment income, the portion of endowment returns used to fund the related programs, and other revenue sources that are defined as nonoperating revenues by GASB. These revenue streams are important sources of funds used to supplement tuition and fees revenue. Accordingly, operating and nonoperating revenue and expense, together, constitute the indicator of recurring revenues and expenses for USNH.

Table 6 shows condensed information from the Statements of Revenues, Expenses and Changes in Net Position for the five years ended June 30, 2020.

The net tuition and fees revenue in these statements reflects the size and type of student enrollments, as well as student financial needs and academic achievement. Auxiliary services reflect revenues from student housing, dining, and other facility programs. Grants and contracts revenues reflect amounts reimbursed by USNH sponsors including the US government, State of New Hampshire, and other entities. These revenues may also come from awards to other institutions that are later contracted out to USNH campuses. Total operating and nonoperating revenues were down \$35 million in 2020, primarily due to decreases in auxiliary services. Expenses were down \$8 million in 2020, after a decrease of \$3 million in 2019.

The increase(decrease) in net position before other changes reflects USNH's operating margin each year. USNH's operating margin for 2020 was (0.4%) of net revenues. This is primarily due to room and board refunds and costs related to COVID-19 pandemic as discussed previously.

Endowment gifts totaled \$15 million in 2020, \$18 million in 2019, and \$16 million in 2018. The investment return after distributions resulted in losses of \$24 million in 2020 after gains of \$9 million in 2019 and \$29 million in 2018. The volatility of endowment returns is a significant driver of the change in total net position each year. Table 6A on the following page provides condensed information from the Statements of Revenues, Expenses and Changes in Net Position presented by campus for the year ended June 30, 2020.

Table 6: Condensed Information from the Statements of Revenues, Expenses and Changes in Net Position for the Years Ended June 30,

(\$ in millions)

	2016	2017	2018	2019	2020
OPERATING REVENUES					
Tuition and fees	\$ 491	\$501	\$514	\$ 522	\$517
Less: student financial aid	<u>(162)</u>	<u>(172)</u>	<u>(188)</u>	<u>(197)</u>	<u>(200)</u>
Net tuition and fees	329	329	326	325	317
Grants and contracts	123	121	127	129	131
Sales of auxiliary services	211	216	215	215	166
Other operating revenue	<u>29</u>	<u>30</u>	<u>30</u>	<u>32</u>	<u>29</u>
Total Operating Revenues	<u>692</u>	<u>696</u>	<u>698</u>	<u>701</u>	<u>643</u>
OPERATING EXPENSES					
Employee compensation	528	520	533	535	538
Supplies and services	203	210	208	204	191
Utilities, depreciation and amortization	<u>80</u>	<u>81</u>	<u>84</u>	<u>84</u>	<u>87</u>
Total Operating Expenses	<u>811</u>	<u>811</u>	<u>825</u>	<u>823</u>	<u>816</u>
<i>Operating loss</i>	<i>(119)</i>	<i>(115)</i>	<i>(127)</i>	<i>(122)</i>	<i>(173)</i>
NONOPERATING REVENUES (EXPENSES)					
State of New Hampshire general appropriations	81	81	81	81	86
Other nonoperating grant revenue	25	25	26	26	41
Noncapital gifts, investment income and other revenues	50	41	44	56	59
Interest expense, net	<u>(19)</u>	<u>(20)</u>	<u>(18)</u>	<u>(17)</u>	<u>(16)</u>
Total Nonoperating Revenues (Expenses)	<u>137</u>	<u>127</u>	<u>133</u>	<u>146</u>	<u>170</u>
Increase (Decrease) in Net Position Before Other Changes	<u>18</u>	<u>12</u>	<u>6</u>	<u>24</u>	<u>(3)</u>
OTHER CHANGES IN NET POSITION					
Endowment gifts and returns, net	(30)	70	45	27	(10)
State capital appropriations and other changes	<u>3</u>	<u>11</u>	<u>5</u>	<u>2</u>	<u>12</u>
Total Other Changes in Net Position	<u>(27)</u>	<u>81</u>	<u>50</u>	<u>29</u>	<u>2</u>
Effect of adoption of new accounting standards	<u>-</u>	<u>-</u>	<u>(42)</u>	<u>(2)</u>	<u>-</u>
Total Increase (Decrease) in Net Position	<u>\$ (9)</u>	<u>\$ 93</u>	<u>\$ 14</u>	<u>\$ 51</u>	<u>\$ (1)</u>

Table 6A: Condensed Information from the Statement of Revenues, Expenses and Changes in Net Position for the Year Ended June 30, 2020 Presented by Campus

(\$ in millions)

	University of New Hampshire Campuses & Foundation	Plymouth State University	Keene State College & Endowment Association	Granite State College	Chancellor's Office	Total University System of New Hampshire
OPERATING REVENUES						
Tuition and fees	\$367	\$ 73	\$ 61	\$16	\$ –	\$517
Less: student financial aid	(140)	(29)	(25)	(6)	–	(200)
Net tuition and fees	227	44	36	10	–	317
Grants and contracts	122	3	3	3	–	131
Sales and auxiliary services	114	25	27	–	–	166
Other operating revenue	19	2	4	–	4	29
Total Operating Revenues	<u>482</u>	<u>74</u>	<u>70</u>	<u>13</u>	<u>4</u>	<u>643</u>
OPERATING EXPENSES						
Employee compensation	394	58	60	14	12	538
Supplies and services	146	21	25	4	(5)	191
Utilities, depreciation and amortization	60	14	13	–	–	87
Total Operating Expenses	<u>600</u>	<u>93</u>	<u>98</u>	<u>18</u>	<u>7</u>	<u>816</u>
Operating loss	(118)	(19)	(28)	(5)	(3)	(173)
NONOPERATING REVENUES (EXPENSES)						
State of New Hampshire general appropriations	59	12	12	3	–	86
Other nonoperating grant revenue	20	7	6	3	5	41
Noncapital gifts, investment income and other revenues	42	3	4	1	9	59
Interest expense, net	(7)	(3)	(4)	–	(2)	(16)
Total Nonoperating Revenues (Expenses)	<u>114</u>	<u>19</u>	<u>18</u>	<u>7</u>	<u>12</u>	<u>170</u>
Increase (Decrease) in Net Position Before Other Changes	<u>(4)</u>	<u>–</u>	<u>(10)</u>	<u>2</u>	<u>9</u>	<u>(3)</u>
OTHER CHANGES IN NET POSITION						
Endowment gifts and returns, net	(7)	1	4	–	(8)	(10)
State capital appropriations and other changes	9	(2)	(2)	–	7	12
Total Other Changes in Net Position	<u>2</u>	<u>(1)</u>	<u>2</u>	<u>–</u>	<u>(1)</u>	<u>2</u>
Total Increase (Decrease) in Net Position	<u>\$ (2)</u>	<u>\$ (1)</u>	<u>\$ (8)</u>	<u>\$ 2</u>	<u>\$ 8</u>	<u>\$ (1)</u>

C. Statements of Cash Flows

The Statements of Cash Flows summarize transactions affecting cash and cash equivalents. Table 7 below shows summary information from the Statements of Cash Flows for the five years ended June 30, 2020.

Table 7: Condensed Information from the Statements of Cash Flows for the Years Ended June 30,

(\$ in millions)

	2016	2017	2018	2019	2020
Cash flows from:					
Receipts from tuition and fees, net	\$331	\$332	\$328	\$327	\$348
Receipts from sales of auxiliary services	208	217	214	216	165
Receipt of state general appropriations	81	81	81	81	86
Noncapital gifts, grants and other receipts	193	188	203	198	212
Payments to and on behalf of employees	(518)	(543)	(537)	(532)	(532)
Payments for supplies, services and utilities	(222)	(227)	(227)	(222)	(211)
Net Cash Provided by Operating and Noncapital Financing Activities	73	48	62	68	68
Net Cash Used in Capital Financing Activities	(110)	(120)	(83)	(78)	(90)
Net Cash Provided by Investing Activities	26	69	10	30	12
Increase/(Decrease) in Cash and Cash Equivalents	<u>\$ (11)</u>	<u>\$ (3)</u>	<u>\$ (11)</u>	<u>\$ 20</u>	<u>\$ (10)</u>

These statements provide information about cash collections and cash payments made by USNH each year. The statements are designed to help readers assess our ability to generate the 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. The decrease in cash flows from operating and noncapital financing activities is primarily related to refunds of room and board and other fees due to COVID-19 pandemic. The net cash used in capital financing activities for 2020 increased primarily due to construction of the Biological Sciences Spaulding Hall at UNH, 2018 and 2019 were lower since most of the 2016 and 2017 investments generated by USNH's recent bond issuances had already been liquidated in prior years. The cash provided by investing activities in 2020 is lower because endowment investment transactions were volatile in 2020.

D. Financial Indicators

Historically, USNH has used unrestricted financial resources to external debt outstanding (UFR to Debt) as the primary indicator of its financial health. In October 2019, USNH Financial Affairs Committee of the Board of Trustees replaced this ratio with the Spendable Cash and Investments to Debt (SCI to Debt) as a measure of liquidity to align with Moody's new methodology. The UFR to Debt ratio uses the unrestricted net position balance as the numerator and the total long-term debt balance outstanding as the denominator. The SCI to Debt ratio uses wealth that can be accessed over time or for a specific purpose to repay bondholders. USNH's targeted unrestricted financial resources to debt ratio is 50% or above, and the targeted SCI to Debt ratio is 1.3 or above. The average of UFR to Debt over the past five years was 64.2%, and 1.49 for the SCI to Debt ratio. Both ratios reflect sufficient available support for ongoing initiatives. (See Notes 8 and 14 to the Financial Statements for additional information in this regard).

Chart 6: Unrestricted Financial Resources to Total Debt

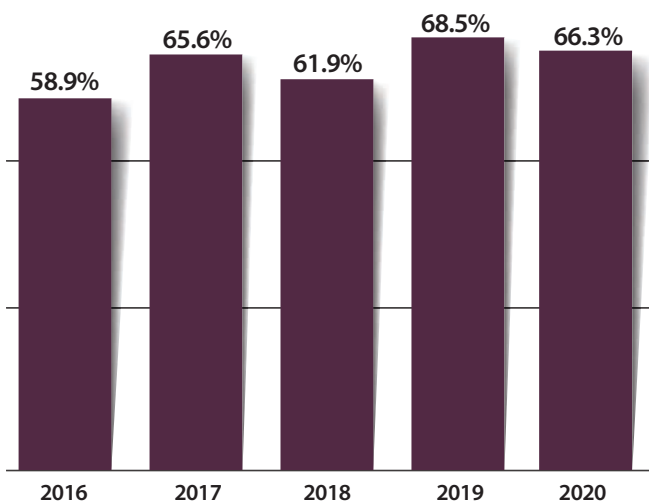
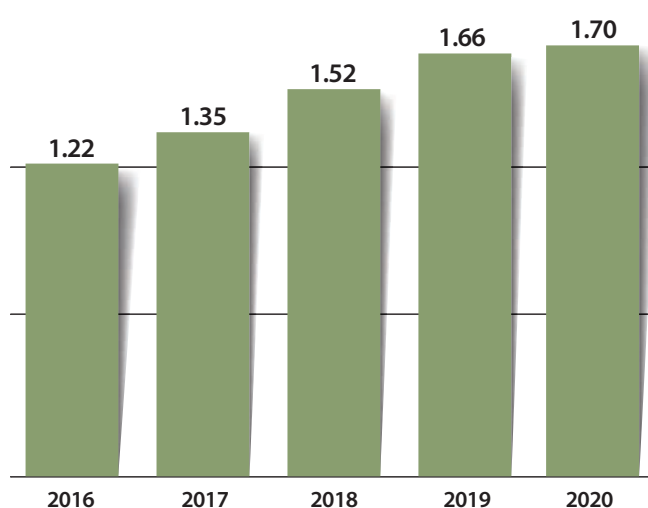


Chart 7: Spendable Cash to Debt



University System of New Hampshire

Statements of Net Position

(\$ in thousands)

	Balance at June 30,	
	2020	2019
ASSETS		
Current Assets		
Cash and cash equivalents	\$ 65,339	\$ 75,422
Short-term investments	158,907	148,166
Accounts receivable, net	31,298	22,031
Pledges receivable - current portion	2,537	3,292
Notes receivable - current portion	2,070	2,196
Prepaid expenses and other current assets	7,415	9,230
Total Current Assets	267,566	260,337
Noncurrent Assets		
Endowment and similar investments - campuses	549,393	557,984
Endowment and similar investments - affiliated entities	253,526	251,249
Pledges receivable, net of current portion	3,936	4,810
Notes receivable, net of current portion	11,070	14,293
Pension assets, net of obligations	432	311
Property and equipment, net of accumulated depreciation	1,119,925	1,117,361
Total Noncurrent Assets	1,938,282	1,946,008
TOTAL ASSETS	2,205,848	2,206,345
DEFERRED OUTFLOWS OF RESOURCES	48,775	35,977
LIABILITIES		
Current Liabilities		
Accounts payable and accrued expenses	64,113	65,231
Deposits and unearned revenues	68,879	40,242
Accrued employee benefits - current portion	6,673	6,760
Postretirement medical benefits - current portion	4,412	5,331
Long-term debt - current portion	27,315	26,203
Total Current Liabilities	171,392	143,767
Noncurrent Liabilities		
Asset retirement and other obligations	10,646	5,787
Refundable government advances	13,229	17,513
Accrued employee benefits, net of current portion	24,467	24,702
Postretirement medical benefits, net of current portion	86,131	77,515
Derivative instruments - interest rate swaps	29,262	22,976
Long-term debt, net of current portion	411,678	439,016
Total Noncurrent Liabilities	575,413	587,509
TOTAL LIABILITIES	746,805	731,276
DEFERRED INFLOWS OF RESOURCES	10,474	12,500
NET POSITION (see Note 14)		
Net investment in capital assets	709,337	685,015
Restricted		
Nonexpendable	296,353	281,701
Expendable	200,667	213,337
Unrestricted	290,987	318,493
TOTAL NET POSITION	\$1,497,344	\$1,498,546

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,	
	2020	2019
OPERATING REVENUES		
Resident tuition	\$ 166,003	\$ 166,236
Nonresident tuition	305,555	307,332
Continuing education tuition	19,222	19,574
Student fees revenue	26,148	28,514
Total tuition and fees	516,928	521,656
Less: student financial aid - grants and contracts	(31,922)	(33,460)
Less: student financial aid - all other	(168,333)	(163,308)
Net tuition and fees	316,673	324,888
Grants and contracts - direct revenues	108,488	107,258
Grants and contracts - facilities & administrative recovery	22,363	21,718
Sales of auxiliary services	166,370	214,511
Other operating revenues	28,921	32,266
TOTAL OPERATING REVENUES	642,815	700,641
OPERATING EXPENSES		
Employee compensation - grants and contracts	64,791	62,965
Employee compensation - all other	473,209	471,763
Supplies and services - grants and contracts	35,738	30,010
Supplies and services - all other	154,823	174,369
Utilities	18,059	18,583
Depreciation and amortization	69,015	65,349
TOTAL OPERATING EXPENSES	815,635	823,039
Operating loss	(172,820)	(122,398)
NONOPERATING REVENUES (EXPENSES)		
State of New Hampshire general appropriations	85,500	81,000
Federal Pell grants	24,440	25,968
Other nonoperating grant revenue	16,429	-
Noncapital gifts	17,411	13,510
Endowment and investment income	41,667	42,024
Interest expense, net	(16,330)	(17,154)
Other nonoperating revenue	137	252
TOTAL NONOPERATING REVENUES (EXPENSES)	169,254	145,600
INCREASE (DECREASE) IN NET POSITION BEFORE OTHER CHANGES	(3,566)	23,202
OTHER CHANGES IN NET POSITION		
State of New Hampshire capital appropriations	10,082	-
Plant gifts, grants and other changes, net	1,693	2,722
Endowment and similar gifts	14,719	17,793
Endowment return, net of amount used for operations	(24,130)	8,895
TOTAL OTHER CHANGES IN NET POSITION	2,364	29,410
INCREASE (DECREASE) IN NET POSITION	(1,202)	52,612
Net Position at Beginning of Year	1,498,546	1,445,934
NET POSITION AT END OF YEAR	\$1,497,344	\$1,498,546

See accompanying notes to the financial statements.

University System of New Hampshire

Statements of Cash Flows

(\$ in thousands)

	For the year ended June 30,	
	2020	2019
CASH FLOWS FROM OPERATING ACTIVITIES		
Receipts from tuition and fees, net of student financial aid	\$ 348,306	\$ 327,183
Receipts from sales of auxiliary services	164,603	216,302
Receipts from grants, contracts and other operating revenues	154,421	158,173
Payments to employees	(401,392)	(391,815)
Payments for employee benefits	(130,909)	(140,449)
Payments for supplies, services and utilities	(210,722)	(222,225)
NET CASH USED IN OPERATING ACTIVITIES	(75,693)	(52,831)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES		
State general appropriations	85,500	81,000
Federal Pell and other nonoperating grants	39,318	26,221
Noncapital gifts	18,488	13,300
NET CASH PROVIDED BY NONCAPITAL FINANCING ACTIVITIES	143,306	120,521
CASH FLOWS FROM CAPITAL FINANCING ACTIVITIES		
State appropriations for plant projects	10,052	1,237
Plant gifts and grants	5,199	4,774
Endowment gifts	14,720	18,878
Proceeds from issuance of debt and sale of property	–	234
Debt principal payments	(24,292)	(21,057)
Interest payments	(17,870)	(18,419)
Purchases and construction of property	(77,823)	(63,178)
NET CASH USED IN CAPITAL FINANCING ACTIVITIES	(90,014)	(77,531)
CASH FLOWS FROM INVESTING ACTIVITIES		
Proceeds from sales of investments	445,894	481,725
Purchases of investments	(440,107)	(462,430)
Investment income	6,531	10,840
NET CASH PROVIDED BY INVESTING ACTIVITIES	12,318	30,135
Increase (Decrease) in cash and cash equivalents	\$ (10,083)	\$ 20,294
Beginning cash and cash equivalents	75,422	55,128
ENDING CASH AND CASH EQUIVALENTS	\$ 65,339	\$ 75,422
RECONCILIATION OF OPERATING LOSS TO NET CASH USED IN OPERATING ACTIVITIES		
Operating loss	\$(172,820)	\$(122,398)
Adjustments to reconcile operating loss to net cash used in operating activities:		
Depreciation and amortization	69,015	65,349
Changes in assets and liabilities:		
Accounts receivable, net	(3,689)	(2,641)
Notes receivable	(935)	5,127
Prepaid expenses and other current assets	1,815	(1,640)
Accounts payable and accrued expenses	7,976	6,574
Deposits and unearned revenues	24,787	472
Accrued employee benefits	(1,842)	(3,674)
NET CASH USED IN OPERATING ACTIVITIES	\$ (75,693)	\$(52,831)
SIGNIFICANT NONCASH TRANSACTIONS		
Endowment return, net of amount used for operations	\$ (24,131)	\$ 8,895
Loss on disposal of capital assets	(2,962)	(1,237)
Construction services payable balance	5,681	9,147

See accompanying notes to the financial statements.

Notes to the Financial Statements

June 30, 2020 and 2019

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.”

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 blended 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 inflows, deferred outflows and net position of UNHF and KEA are fully consolidated with those of the campuses in the accompanying financial statements, and all associated inter-entity activity has been eliminated.

UNHF, 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. The University of New Hampshire funds a portion of the operating expenses of UNHF. UNHF is governed by its own Board of Directors, the membership of which includes the President of the University of New Hampshire and up to three other members of the USNH Board of Trustees. UNHF has a separate financial statement audit each year. Condensed financial information for UNHF is included in Note 16. The KEA 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. The Statement 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. These 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. These amounts 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.

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 \$50,000 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 4 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, except for 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 U.S. Government for Federal Perkins Loans to students are reported as government advances refundable. Federal Direct Loan proceeds are posted to student accounts as approved and drawn weekly.

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 agreements are signed and are presented at net present value at year end. In 2020, the operating expenses also included the use of federal Cares Act for Higher Education Emergency Relief Fund and the State of New Hampshire Governor's Office for Emergency Relief and Recovery awards. 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 regarding 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 expected to be received over the next ten years, totaling \$7,317,000 and \$11,094,000 at June 30, 2020 and 2019, respectively, 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.

Endowment return used for operations per application of the Board-approved endowment spending policy is reported as nonoperating revenue. Net realized and unrealized gains/losses and interest/dividend income earned on endowment and similar investments, together with the excess (deficiency) of these earnings over the return used for operations, are reported as other changes in net position.

The System's financial statements include comparative financial information. Certain prior year amounts have been reclassified to conform to the current year presentation.

New reporting standards

As allowed under GASB Statement No 95, *Postponement of the Effective Dates of Certain Authoritative Guidance*, the System postponed by one year the adoption of certain provisions in GASB Statements and Implementation Guides that first became effective or are scheduled to become effective for fiscal year ended June 30, 2020, and later.

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 AA/Aa 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 equivalents represent amounts invested to satisfy current operating liabilities and include repurchase agreements, money market funds and other mutual funds. Repurchase agreements are limited to overnight investments only. Short-term investments are highly liquid amounts held to support specific current liabilities. Cash, cash equivalents and short-term investments are generally uninsured and uncollateralized against custodial credit risk, and the related mutual funds are not rated. Cash and cash equivalents totaled \$65,339,000 and \$75,422,000 at June 30, 2020 and 2019, respectively, and short-term investments totaled \$158,907,000 and \$148,166,000 at June 30, 2020 and 2019, respectively. See Note 4 for additional information on fair value classifications.

The components of cash, cash equivalents and short-term investments are summarized below (*\$ in thousands*):

	Balances and Terms as of June 30, 2020				Balances and Terms as of June 30, 2019			
	Level 1	Level 2	Total	Weighted Average Maturity	Level 1	Level 2	Total	Weighted Average Maturity
Cash balance	\$ 13,969	\$ –	\$ 13,969	Less than 1 year	\$ 29,431	\$ –	\$ 29,431	Less than 1 year
Repurchase agreements	–	7,166	7,166	Less than 1 year	–	7,625	7,625	Less than 1 year
Money market funds	44,204	–	44,204	Less than 1 year	38,366	–	38,366	Less than 1 year
Subtotal cash and cash equivalents	<u>58,173</u>	<u>7,166</u>	<u>65,339</u>		<u>67,797</u>	<u>7,625</u>	<u>75,422</u>	
Money market funds	35,287	–	35,287	Less than 1 year	34,046	–	34,046	Less than 1 year
Domestic equity	643	–	643	Less than 1 year	338	–	338	Less than 1 year
Mutual funds	95,072	–	95,072	1-5 years	86,372	–	86,372	1-5 years
Corporate bonds	–	14,419	14,419	1-5 years	–	14,312	14,312	1-5 years
US government and agencies	–	11,880	11,880	1-5 years	–	11,987	11,987	1-5 years
Municipal bonds	–	1,573	1,573	1-5 years	–	1,085	1,085	1-5 years
Convertible note	–	33	33	1-5 years	–	26	26	1-5 years
Subtotal short-term investments	<u>131,002</u>	<u>27,905</u>	<u>158,907</u>		<u>120,756</u>	<u>27,410</u>	<u>148,166</u>	
Total cash, cash equivalents and short-term investments	<u>\$189,175</u>	<u>\$35,071</u>	<u>\$224,246</u>		<u>\$188,553</u>	<u>\$35,035</u>	<u>\$223,588</u>	

3. Accounts, pledges, and notes receivable

Accounts receivable at June 30 consisted of the following (*\$ in thousands*):

	2020	2019
Grants and contracts	\$25,117	\$17,185
Student and general	8,988	7,751
State of NH capital projects	30	–
Allowance for doubtful accounts	<u>(2,837)</u>	<u>(2,905)</u>
Total accounts receivable, net	<u>\$31,298</u>	<u>\$22,031</u>

Pledges receivable at June 30 consisted entirely of unconditional nonendowment promises to pay as follows (*\$ in thousands*):

	2020	2019
Pledges receivable	\$8,651	\$11,223
Discounts and allowance for doubtful pledges	<u>(2,178)</u>	<u>(3,121)</u>
Total pledges receivable, net	6,473	8,102
Less: noncurrent portion	<u>(3,936)</u>	<u>(4,810)</u>
Current portion	<u>\$2,537</u>	<u>\$ 3,292</u>

Notes receivable at June 30 consisted primarily of student loan funds as follows (*\$ in thousands*):

	2020	2019
Perkins loans	\$13,528	\$17,157
Other loans, restricted and unrestricted	1,031	751
Allowance for doubtful loans	<u>(1,419)</u>	<u>(1,419)</u>
Total notes receivable, net	13,140	16,489
Less: noncurrent portion	<u>(11,070)</u>	<u>(14,293)</u>
Current portion	<u>\$ 2,070</u>	<u>\$ 2,196</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. Illiquid 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. Except in unusual circumstances, no more than 15% of total portfolio assets may be invested in any one actively managed strategy. If an investment manager is retained to manage more than one strategy, that manager will be limited to 20% of total portfolio assets. Passively managed investment strategies will not be limited within the portfolio; however, any one manager of passive strategies will be limited to 20% of total portfolio assets. Any manager positions exceeding these limits will be reviewed by the Finance Committee for Investments and this committee will decide the appropriate course of action to bring active manager exposures back in line with the concentration limit. Private global equity investments are limited to 20% of the endowment pool. No USNH endowment investments were denominated in foreign currencies as of June 30, 2020 or June 30, 2019.

GASB Statement No. 72, *Fair Value Measurement and Application*, requires that USNH categorize assets measured at fair value using a three-tiered hierarchy based on the valuation methodologies employed. The hierarchy includes the following:

Level 1 — Value based on quoted prices (unadjusted) in active markets for identical assets that are accessible at the measurement date

Level 2 — Value based on inputs other than quoted prices that are observable for an asset either directly or indirectly; and

Level 3 — Value based on unobservable inputs for an asset

In determining fair value of investment assets, USNH utilizes valuation techniques that maximize the use of observable inputs and minimize the use of unobservable inputs to the extent possible. As a practical expedient to estimate the fair value of USNH's interests, certain investments in commingled funds and limited partnerships are reported at the net asset value (NAV) determined by the respective fund managers, without adjustment when assessed as reasonable by USNH, unless it is probable that all or a portion of the investment will be sold for an amount different from NAV. Because these investments are not readily marketable, their estimated fair values may differ from the values that would have been assigned had a ready market for such investments existed, and such differences could be material. As of June 30, 2020 and 2019, USNH had no plans or intentions to sell such investments at amounts different from NAV. Investments reported at NAV as a practical expedient are not categorized in the fair value hierarchy.

The endowment and similar investment holdings of the campuses and affiliated entities as of June 30, 2020 and 2019, respectively, are summarized below (*\$ in thousands*):

	Campuses		Affiliated Entities	
	2020	2019	2020	2019
Pooled endowments:				
Campuses	\$533,687	\$541,633	\$ –	\$ –
UNH Foundation	–	–	235,797	236,326
Keene Endowment Association	–	–	13,585	9,643
Life income and annuity funds	81	86	4,144	5,280
Funds held in trust	<u>15,625</u>	<u>16,265</u>	–	–
Total	<u>\$549,393</u>	<u>\$557,984</u>	<u>\$253,526</u>	<u>\$251,249</u>

The majority of USNH's investments are units of institutional commingled funds and limited partnerships invested in equity, fixed income, hedge, natural resources, private equity, or real estate strategies. Hedge strategies involve funds whose managers have the authority to invest in various asset classes at their discretion, including the ability to invest long and short. Funds with hedge strategies generally hold securities or other financial instruments for which a ready market exists and may include stocks, bonds, put or call options, swaps, currency hedges and other instruments which are valued by the investment manager. To the extent quoted prices exist the manager would use those; when these are not available, other methodologies maximizing observable inputs would be used for the valuation, such as discounted cash flow analysis, capitalization of current or stabilized net operating income, replacement costs, or sales contracts and recent sales comparable in the market. Private equity funds employ buyout, growth, venture capital, and distressed security strategies. Real asset funds generally hold interests in private real estate. Fixed income securities had maturities up to 15 years and 28 years at June 30, 2020 and 2019, respectively, and carried ratings ranging from AAA to Baa2 as of June 30, 2020 and 2019. The mutual fund investments held in the endowment pools are not rated.

The following table summarizes the fair value of USNH's investments by type ordered alphabetically (\$ in thousands):

	Balances as of June 30, 2020					Balances as of June 30, 2019				
	Investments Classified in Fair Value Hierarchy			Investments Measured at NAV	Total	Investments Classified in Fair Value Hierarchy			Investments Measured at NAV	Total
	Level 1	Level 2	Level 3			Level 1	Level 2	Level 3		
Endowment and similar investments – campuses										
Domestic equity	\$117,869	\$ –	\$ –	\$ 72,443	\$190,312	\$ 145,635	\$ –	\$ –	\$ 64,745	\$210,380
Global fixed income	54,321	–	–	–	54,321	18,553	38,740	–	–	57,293
Hedge funds:										
Distressed/Restructuring	–	–	–	18,297	18,297	–	–	–	20,273	20,273
Equity Hedge	–	–	–	33,365	33,365	–	–	–	26,138	26,138
Event-Driven	–	–	–	61,501	61,501	–	–	–	39,422	39,422
Fund of Funds	–	–	–	5,755	5,755	–	–	–	36,904	36,904
Inflation hedging assets	8,090	–	–	9,523	17,613	–	8,602	–	11,117	19,719
International equity	21,330	–	–	53,440	74,770	31,192	–	–	58,046	89,238
Money market	36,012	–	–	–	36,012	4,790	–	–	–	4,790
Private equity & non-marketable real assets	–	–	–	41,822	41,822	–	–	–	37,561	37,561
Trust funds	–	15,625	–	–	15,625	–	16,266	–	–	16,266
Total endowment and similar investments – campuses	\$237,622	\$15,625	\$ –	\$296,146	\$549,393	\$200,170	\$63,608	\$ –	\$294,206	\$557,984
Endowment and similar investments – affiliated entities										
Domestic equity	\$ 17,824	\$ –	\$ –	\$ 44,849	\$ 62,673	\$ 38,803	\$ –	\$ –	\$31,491	\$ 70,294
Global fixed income	14,744	1,915	4,242	1,662	22,563	19,162	2,134	4,176	1,883	27,355
Hedge funds:										
Distressed/Restructuring	–	–	–	39,546	39,546	–	–	–	32,064	32,064
Diversified	–	–	–	4,900	4,900	–	–	–	241	241
Equity Hedge	–	–	–	21,612	21,612	–	–	–	20,931	20,931
Inflation hedging assets	3,337	6,691	–	274	10,302	2,664	9,575	–	197	12,436
International equity	16,579	–	–	39,100	55,679	17,336	–	–	41,231	58,567
Money market	10,921	–	–	–	10,921	8,083	–	–	–	8,083
Private equity & non-marketable real assets	–	–	–	25,330	25,330	–	–	–	21,278	21,278
Total endowment and similar investments – affiliated entities	\$ 63,405	\$ 8,606	\$4,242	\$177,273	\$253,526	\$ 86,048	\$11,709	\$4,176	\$149,316	\$251,249
Total endowment and similar investments	\$301,027	\$ 24,231	\$4,242	\$473,419	\$802,919	\$ 286,218	\$75,317	\$4,176	\$443,522	\$809,233

As of June 30, 2020, USNH had one equity hedge fund in a lock-up period set to expire in nine months. As of June 30, 2020, UNHF had no remaining lock up periods within its hedge funds. Fixed income, private equity and real estate funds classified as illiquid have no ability to be redeemed at this time. For USNH, of the 37 funds classified as illiquid, twelve are currently in liquidation; one is expected to start liquidation within the next year; fifteen are expected to start liquidation in 2 to 15 years, and nine currently have no expected liquidation dates. For UNHF, 18 funds are classified as illiquid and are expected to be liquidated over the next one to 11 years.

As of June 30, 2020, USNH has one outstanding investment liquidation request which has been limited by the respective fund managers. As of June 30, 2019, USNH had two outstanding investment liquidation requests, of which one was fully liquidated in 2020. USNH's estimated fair values of these investments at June 30, 2020 and 2019 are \$63,000 and \$78,000, respectively. It is uncertain when, or if, the funds will be fully collected at the NAV recorded.

Unfunded commitments with various private equity and similar alternative investment funds totaled \$44,251,000 for USNH and \$22,749,000 for UNHF at June 30, 2020. This compares to \$30,957,000 and \$16,878,000, respectively, at June 30, 2019.

Investment liquidity for the past two years is aggregated below based on redemption terms or availability (\$ in thousands):

Liquidity Terms as of June 30, 2020								
	Daily	Monthly	Quarterly	Semi-Annual	Annual	illiquid	Total	Redemption Notice Period
Endowment and similar investments – campuses								
Money market	\$ 36,012	\$ –	\$ –	\$ –	\$ –	\$ –	\$ 36,012	Daily
Global fixed income	54,321	–	–	–	–	–	54,321	Daily
International equity	21,330	53,440	–	–	–	–	74,770	1-10 days
Inflation hedging assets	8,090	9,523	–	–	–	–	17,613	1-15 days
Domestic equity	117,869	–	72,443	–	–	–	190,312	1-60 days
Hedge funds:								
Equity Hedge	–	–	32,908	–	457	–	33,365	60 days
Event-Driven	–	–	24,867	36,634	–	–	61,501	60-90 days
Distressed/Restructuring	–	–	–	–	18,297	–	18,297	90 days
Fund of Funds	–	–	–	–	–	5,755	5,755	illiquid
Private equity & non-marketable real assets	–	–	–	–	–	41,822	41,822	illiquid
Funds held in trust	–	–	–	–	–	15,625	15,625	illiquid
Total endowment and similar investments – campuses	<u>\$237,622</u>	<u>\$62,963</u>	<u>\$130,218</u>	<u>\$36,634</u>	<u>\$18,754</u>	<u>\$ 63,202</u>	<u>\$549,393</u>	
Endowment and similar investments – affiliated entities								
Money market	\$ 10,921	\$ –	\$ –	\$ –	\$ –	\$ –	\$ 10,921	Daily
Inflation hedging assets	10,302	–	–	–	–	–	10,302	Daily
Global fixed income	17,232	1,089	–	–	1,540	2,702	22,563	Daily, annually, illiquid
Domestic equity	23,667	5,000	34,006	–	–	–	62,673	1-60 days
International equity	30,614	16,859	8,206	–	–	–	55,679	1-90 days
Hedge funds:								
Equity Hedge	–	–	21,612	–	–	–	21,612	30-90 days
Diversified	–	–	–	4,804	96	–	4,900	60 days
Distressed/Restructuring	–	–	7,580	10,487	21,479	–	39,546	60-90 days
Private equity & non-marketable real assets	–	–	–	–	–	25,330	25,330	illiquid
Total endowment and similar investments - affiliated entities	<u>\$ 92,736</u>	<u>\$22,948</u>	<u>\$ 71,404</u>	<u>\$15,291</u>	<u>\$23,115</u>	<u>\$ 28,032</u>	<u>\$ 253,526</u>	
Total endowment and similar investments	<u>\$330,358</u>	<u>\$85,911</u>	<u>\$201,622</u>	<u>\$51,925</u>	<u>\$41,869</u>	<u>\$91,234</u>	<u>\$802,919</u>	

Liquidity Terms as of June 30, 2019								
	Daily	Monthly	Quarterly	Semi-Annual	Annual	illiquid	Total	Redemption Notice Period
Endowment and similar investments – campuses								
Money market	\$ 4,790	\$ –	\$ –	\$ –	\$ –	\$ –	\$ 4,790	Daily
Global fixed income	57,293	–	–	–	–	–	57,293	Daily
Inflation hedging assets	8,602	11,117	–	–	–	–	19,719	1-30 days
International equity	31,192	58,046	–	–	–	–	89,238	1-30 days
Domestic equity	145,635	–	64,745	–	–	–	210,380	1-60 days
Hedge funds:								
Equity Hedge	–	–	24,986	–	1,153	–	26,139	50-60 days
Event-Driven	–	–	19,795	19,626	–	–	39,421	60-65 days
Distressed/Restructuring	–	–	–	–	20,273	–	20,273	90 days
Fund of Funds	–	–	–	–	–	36,904	36,904	illiquid
Private equity & non-marketable real assets	–	–	–	–	–	37,561	37,561	illiquid
Funds held in trust	–	–	–	–	–	16,266	16,266	illiquid
Total endowment and similar investments – campuses	<u>\$247,512</u>	<u>\$69,163</u>	<u>\$109,526</u>	<u>\$19,626</u>	<u>\$21,426</u>	<u>\$ 90,731</u>	<u>\$ 557,984</u>	
Endowment and similar investments – affiliated entities								
Money market	\$ 8,083	\$ –	\$ –	\$ –	\$ –	\$ –	\$ 8,083	Daily
Inflation hedging assets	12,436	–	–	–	–	–	12,436	Daily
Global fixed income	22,126	1,053	–	–	1,585	2,591	27,355	Daily, illiquid
Domestic equity	39,902	–	30,392	–	–	–	70,294	1-60 days
International equity	32,327	18,192	8,048	–	–	–	58,567	1-90 days
Hedge funds:								
Diversified	–	–	–	–	241	–	241	45-60 days
Distressed/Restructuring	–	–	20,011	–	12,053	–	32,064	45-90 days
Equity Hedge	–	–	15,465	5,466	–	–	20,931	60-90 days
Private equity & non-marketable real assets	–	–	–	–	–	21,278	21,278	illiquid
Total endowment and similar investments - affiliated entities	<u>\$114,874</u>	<u>\$19,245</u>	<u>\$ 73,916</u>	<u>\$ 5,466</u>	<u>\$13,879</u>	<u>\$ 23,869</u>	<u>\$ 251,249</u>	
Total endowment and similar investments	<u>\$362,386</u>	<u>\$88,408</u>	<u>\$183,442</u>	<u>\$25,092</u>	<u>\$35,305</u>	<u>\$114,600</u>	<u>\$809,233</u>	

5. Property and equipment

Property and equipment activity for the years ended June 30, 2020 and 2019 is summarized as follows (\$ in thousands):

	Balance June 30, 2018	2019		Balance June 30, 2019	2020		Balance June 30, 2020
		Additions	Retirements & Changes		Additions	Retirements & Changes	
Land	\$ 15,588	\$ 62	\$ (24)	\$ 15,626	\$ 1,508	\$ 828	\$ 17,962
Buildings and improvements	1,801,107	38,405	(5,239)	1,834,273	38,948	(14,351)	1,858,870
Equipment	138,587	13,527	(11,303)	140,811	20,556	(9,041)	152,326
Construction in progress, net	42,862	48,425	(38,467)	52,820	53,789	(40,457)	66,152
Total property and equipment	1,998,144	100,419	(55,033)	2,043,530	114,801	(63,021)	2,095,310
Less: accumulated depreciation	(876,133)	(65,257)	15,221	(926,169)	(68,831)	19,615	(975,385)
Property and equipment, net	<u>\$1,122,011</u>	<u>\$ 35,162</u>	<u>\$ (39,812)</u>	<u>\$1,117,361</u>	<u>\$ 45,970</u>	<u>\$(43,406)</u>	<u>\$1,119,925</u>

Contractual obligations for major construction projects totaled approximately \$50,014,000 and \$20,538,000 at June 30, 2020 and 2019, respectively.

6. Accrued employee benefits

Accrued employee benefit obligations at June 30 are summarized below (\$ in thousands):

	Balance June 30, 2018	2019		Balance June 30, 2019	2020		Balance June 30, 2020	Current Portion
		Payments to/ on Behalf of Participants	Expenses & Other Changes		Payments to/ on Behalf of Participants	Expenses & Other Changes		
Additional retirement contribution	\$ 2,294	\$ (200)	\$ 77	\$ 2,171	\$ (217)	\$ 105	\$ 2,059	\$ 217
Employee separation incentives	3,169	(1,661)	759	2,267	(1,447)	1,284	2,104	1,740
Long-term disability	2,087	(429)	386	2,044	(455)	443	2,032	455
Workers' compensation	3,291	(1,216)	1,148	3,223	(952)	600	2,871	952
Compensated absences	20,847	(2,088)	2,004	20,763	(2,074)	2,168	20,857	2,193
Other benefits	965	—	29	994	—	223	1,217	1,116
Total accrued employee benefits	<u>\$32,653</u>	<u>\$(5,594)</u>	<u>\$4,403</u>	<u>\$31,462</u>	<u>\$(5,145)</u>	<u>\$4,823</u>	<u>\$31,140</u>	<u>\$6,673</u>

The **Additional Retirement Contribution** program is a single employer plan administered by USNH and offered 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 post-retirement medical benefits. Employees meeting certain service guidelines prior to July 1, 1994 are also eligible for a guaranteed minimum employer retirement contribution of \$10,000 plus an additional \$1,000 for each year of service in excess of 20 less 1% of the participant's salary account. There were 295 and 307 active employees meeting the requirements for the guaranteed minimum employer contribution as of June 30, 2020 and 2019, respectively.

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, December 31, 2019, and were developed using the Entry Age Normal Actuarial Cost Method. The discount rate used in determining the accrued liabilities was 2.74% and 4.09% for 2020 and 2019, respectively, based on Bond Buyer 20-Bond General Obligation index rate as of the measurement date. Inflation rates of 2.5% and salary increase rates of 3% were used to determine the liability along with the PubG.H-2010 General Employee Headcount-weighted Mortality Table projected generationally with Scale MP-2019. USNH accrued \$2,059,000 and \$2,171,000 at June 30, 2020 and 2019, respectively, for the related obligations. If the discount rate were to increase by 1%, the total liability at June 30, 2020 would be \$1,990,000. Similarly, if the discount rate were to decrease by 1%, the total liability at June 30, 2020 would be \$2,129,000. The Additional Retirement Contribution program expense was (\$55,000) and (\$52,000) for fiscal years 2020 and 2019, respectively.

USNH had designated cash assets to fully fund the Additional Retirement Contribution obligations at June 30, 2020 and 2019. These assets are not administered through a trust. The Additional Retirement Contribution program is 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. Retirement contributions by USNH for employees enrolled in the defined contribution plans range from 4% to 10% of eligible salaries for enrolled participants. USNH additions to the defined contribution plans totaled \$28,385,000 and \$27,923,000 in 2020 and 2019, respectively. Retirement contributions by plan members totaled \$28,183,000 and \$28,048,000 in 2020 and 2019, respectively.

Early retirement and employee separation incentive programs were provided to various faculty and staff during 2020 and 2019. Such incentives include stipends, as well as medical, educational, and other termination benefits. The future costs associated with these incentive options is accrued as of the date of acceptance into the program. The liability balances of \$2,104,000 and \$2,267,000 at June 30, 2020 and 2019 represent obligations for 66 and 65 participants, respectively, which will be remitted in fiscal years 2021 through 2024.

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, and 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 \$66,106,000 and \$65,632,000 for fiscal year 2020 and 2019, respectively. These amounts include \$4,212,000 and \$4,192,000 for estimated claims incurred but not reported as of June 30, 2020 and 2019, 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 third party claim administrators and based on historical claims data. Management reviewed the calculations for reasonableness and believes the liabilities are sufficient to cover the actual claims incurred.

In addition to the benefits accruals included above, USNH created and fully funded a trust to hold assets set aside for its **Operating Staff Retirement Plan** on June 29, 2017. The related asset and liability values are not included in the financial statements. The related investment balances as of June 30, 2020 and 2019 are summarized below (*\$ in thousands*):

Trust Investment Components	2020	2019
Cash and equivalents	\$ 206	\$ 274
Fixed income	2,862	2,641
Equities	2,720	3,193
Real assets	75	78
Total including accrued income	<u>\$5,863</u>	<u>\$6,186</u>

The plan has been closed to new participants since 1987. At June 30, 2020 there were approximately 165 current annuitants and 27 participants with deferred benefits, all fully vested. This compares to 176 current annuitants and 32 participants with deferred benefits as of June 30, 2019. The determination of total pension liabilities for this program was based on actuarial calculations completed by the plan trustee as of June 30, 2020 and 2019. The calculations were developed using the Entry Age Normal Actuarial Cost Method and the PubG-2010 Total Dataset with MP-2019 mortality tables. The 2019 valuation used Scale MP-2019. The discount rate used was 5.5% in both years based on the long-term expected rate of return on the related investments. The plan fiduciary net position was \$5,863,000 as of June 30, 2020 and \$6,186,000 as of June 30, 2019 which resulted in the recording of a net pension asset of \$432,000 and \$311,000 for fiscal years 2020 and 2019, respectively. The actuarially determined liability for the program was \$5,430,000 as of June 30, 2020 and \$5,875,000 as of June 30, 2019. If the discount rate were to increase by 1%, the net pension asset at June 30, 2020 would be \$812,000. Similarly, if the discount rate were to decrease by 1%, the net pension liability at June 30, 2020 would be \$2,000. The plan expense was \$129,000 and \$193,000 for fiscal years 2020 and 2019, respectively.

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 December 31, 2019 and 2018, respectively, there were 943 and 946 former employees receiving benefits under this program along with their eligible dependents. As of December 31, 2019 and 2018, there were 133 and 155 active employees, respectively, 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 benefits-eligible 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 plan at then-current employee medical rates during the bridge period. As of December 31, 2019 and 2018, respectively, there were 68 and 128 retirees receiving benefits under this program along with their dependents. As of December 31, 2019 and 2018, respectively, there were also 3,563 and 3,570 active employees who, along with their dependents, may eventually be eligible to receive benefits under this program. The primary postretirement medical plan holds no assets. Together, the above offerings constitute the primary postretirement medical plan. This is an Other Post-Employment Benefits (OPEB) 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. Such calculations involve estimates and, by definition, are subject to revision. The healthcare cost trend and discount rate assumptions have a significant effect on the amounts reported.

The components of postretirement medical liability as of June 30, 2020 and 2019 were as follows (*\$ in thousands*):

Postretirement Medical Plan Liability	2020	2019
Service costs	\$ 1,247	\$ 1,359
Interest	3,339	3,024
Benefit payments	(5,085)	(6,381)
Changes of benefit terms	(318)	-
Difference between expected and actual experience	850	-
Changes in assumptions	7,664	(4,968)
Net change	7,697	(6,966)
Liability at beginning of year	<u>82,744</u>	<u>89,710</u>
Liability at end of year	<u>\$90,441</u>	<u>\$82,744</u>
Current portion	<u>\$ 4,412</u>	<u>\$ 5,331</u>

The total postretirement benefit obligation is measured at December 31, 2019 for the June 30, 2020 financial statements based on the last biennial actuarial valuation, December 31, 2019, developed using the Entry Age Normal Actuarial Cost Method and the PubT.H-2010 mortality tables with Scale MP-2019. A rollforward calculation was performed for the December 31, 2018 measurement date based on the biennial actuarial valuation to calculate postretirement benefit obligation for the June 30, 2019 financial statements using the Entry Age Normal Cost Method and the RP-2014 employee mortality tables with Scale MP-2016. For measurement purposes the 2020 and 2019 initial rate of increase in the cost of healthcare services was assumed to be 6.5% for participants, reduced by 0.25% each year thereafter until reaching an ultimate rate of 4.5% per year. The initial increase in the cost of prescriptions was assumed to be 8.5%, reduced by 0.25% each year thereafter until reaching an ultimate rate of 4.5% per year for 2020 and 9.5% decreasing 0.5% each year thereafter until reaching an ultimate rate of 4.5% per year for 2019. Salary increases of 3.0% were included in the calculations for fiscal year 2020 and 2019. A single discount rate of 2.74% and 4.10% was used based on the Bond Buyer 20-Bond General Obligation index rate as of December 31, 2019 and 2018, respectively. The actuarially determined postretirement medical expense for the plan for the years ended June 30, 2020 and 2019 were \$4,237,000 and \$3,183,000, respectively.

The following presents the sensitivity of the postretirement medical plan liability to changes in the discount rate and healthcare cost trend rates (*\$ in thousands*):

OPEB Liability as of December 31, 2020	Sensitivity to change in discount rate			Sensitivity to change in health care costs		
	1% increase	Current rate	1% decrease	1% increase	Current rate	1% decrease
OPEB Liability as of December 31, 2020	\$82,273	\$90,441	\$100,037	\$99,444	\$90,441	\$82,734
OPEB Liability as of December 31, 2019	\$76,074	\$82,744	\$ 90,470	\$90,895	\$82,744	\$75,736

USNH also accrued \$102,000 as of June 30, 2020 and 2019, for potential obligations related to postretirement care of certain USNH police personnel. The USNH Board of Trustees holds the authority to change these benefit plans at any time. Further information on the Additional Retirement Contribution, Operating Staff Retirement Plan, and Postretirement Medical Plan can be found in the Required Supplemental Information on page 49 of the publication.

8. Long-term debt

USNH long-term debt activity, exclusive of deferred losses or gains on refunding, for the years ended June 30, 2020 and 2019 is summarized below (*\$ in thousands*):

	Balance June 30, 2018	2019		Balance June 30, 2019	2020		Balance June 30, 2020	Current Portion
		Additions & Other Changes	Retirements		Additions & Other Changes	Retirements		
NHHEFA bonds								
Series 2005A	\$ 48,200	\$ –	\$ (1,950)	\$ 46,250	\$ –	\$ (1,850)	\$ 44,400	\$ 2,100
Series 2005B	68,955	–	(4,595)	64,360	–	(4,760)	59,600	4,905
Series 2011A	6,000	–	–	6,000	–	–	6,000	–
Series 2011B	32,275	–	(2,015)	30,260	–	(2,110)	28,150	2,210
Series 2012	9,520	–	(3,050)	6,470	–	(3,170)	3,300	3,300
Series 2014	15,705	–	(2,110)	13,595	–	(2,155)	11,440	2,200
Series 2015	113,260	–	(2,730)	110,530	–	(2,855)	107,675	2,990
Series 2016	52,215	–	(2,390)	49,825	–	(2,515)	47,310	2,640
Series 2017A	53,805	–	–	53,805	–	(1,760)	52,045	1,850
Series 2017B	49,020	–	(1,100)	47,920	–	(1,950)	45,970	1,990
Unamortized discounts/premiums, net	30,319	–	(1,915)	28,404	–	(1,938)	26,466	1,915
Capital leases	8,913	–	(1,113)	7,800	–	(1,163)	6,637	1,215
Total bonds and leases	<u>\$488,187</u>	<u>\$ –</u>	<u>\$(22,968)</u>	<u>\$465,219</u>	<u>\$ –</u>	<u>\$(26,226)</u>	<u>\$438,993</u>	<u>\$27,315</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, student 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 Bond indentures have a provision that in an event of default resulting from a payment default by USNH the principal may be accelerated and become immediately due and payable, at par, with interest payable thereon to the accelerated payment date. USNH is in compliance with all covenants specified in the NHHEFA bond, as well as capital lease agreements, the most restrictive of which is maintenance of a debt-service coverage ratio, as defined, of at least 1.0 to 1.0.

USNH's bond portfolio at June 30, 2020 consisted of fixed rate and variable rate issues. The variable rate demand bonds (Series 2005A, 2005B, 2011B) are fully hedged via interest rate swap agreements (see Note 9 below), with all three issues supported by standby bond purchase agreements as of June 30, 2020 and 2019. The variable interest rates for the Series 2005A and 2005B Bonds at June 30, 2020 and 2019 were 0.13% and 1.95%, respectively. The 2011B Bonds variable interest rates at June 30, 2020 and 2019 were 0.14% and 1.97%, respectively.

Maturity dates and interest terms of outstanding debt issues 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 2011A	7/1/2021	Fixed at 3.5%
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 2.1%
Series 2015	7/1/2045	Fixed at 3.8%
Series 2016	7/1/2046	Fixed at 2.7%
Series 2017A	7/1/2037	Fixed at 3.1%
Series 2017B	7/1/2037	Fixed at 3.4%

Capital leases

On April 30, 2004, USNH entered into a capital lease agreement in the amount of \$18,292,000 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 assets was \$4,777,000 and \$5,641,000 as of June 30, 2020 and 2019, respectively.

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

Other long-term obligations

In addition to the long-term debt presented above, postretirement medical benefits liability in Note 7 and employment benefits liabilities in Note 6, USNH had the following changes in other long-term obligations (*in thousands*):

	Balance June 30, 2018	2019		Balance June 30, 2019	2020		Balance June 30, 2020	Current Portion
		Additions & Other Changes	Retirements		Additions & Other Changes	Retirements		
Asset retirement and other obligations*	\$ 2,310	\$4,121	\$(331)	\$ 6,100	\$5,575	\$ (746)	\$10,929	\$283
Refundable government advances	16,679	834	—	17,513	(575)	(3,709)	13,229	—
Total other long-term obligations	<u>\$18,989</u>	<u>\$4,955</u>	<u>\$(331)</u>	<u>\$23,613</u>	<u>\$5,000</u>	<u>\$(4,455)</u>	<u>\$24,158</u>	<u>\$283</u>

*The current portion of these obligations is reported under accounts payable and accrued expenses.

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, 2020 and 2019 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,	
					2020	2019	2020	2019
Series 2005A swap	October 29, 2008	July 1, 2035	3.6%	67% LIBOR	\$ 44,400	\$ 46,250	\$ (12,003)	\$ (9,185)
Series 2005B swap	August 1, 2005	July 1, 2033	3.1%	63% LIBOR+0.29%	59,600	64,360	(9,688)	(7,263)
Series 2011B swap	July 1, 2011	July 1, 2033	4.5%	67% LIBOR	28,150	30,260	(7,571)	(6,528)
Total					<u>\$132,150</u>	<u>\$140,870</u>	<u>\$(29,262)</u>	<u>\$(22,976)</u>

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.

Maturity of long-term debt obligations

USNH 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, 2020 over the remaining terms of the individual issuances (*\$ in thousands*):

Fiscal Year	Principal	Interest	Total
2021	\$ 25,400	\$ 16,384	\$ 41,784
2022	28,760	15,320	44,080
2023	23,902	14,277	38,179
2024	24,598	13,350	37,948
2025	25,675	12,381	38,056
2026-2030	94,132	49,733	143,865
2031-2035	102,090	29,729	131,819
2036-2040	53,310	11,946	65,256
2041-2045	26,840	4,757	31,597
2046-2047	7,820	217	8,037
Plus: unamortized discounts/premiums, net	<u>26,466</u>	<u>—</u>	<u>26,466</u>
Total	<u>\$438,993</u>	<u>\$168,094</u>	<u>\$607,087</u>

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 Bondholders as of		Interest Rate Received by USNH from Swap Counterparties as of		Effective Interest Rate Through		All-in Synthetically Fixed Interest Rate
		6/30/2020	6/30/2019	6/30/2020	6/30/2019	6/30/2020	6/30/2019	
Series 2005A swap	Aa2/AA-	0.1%	1.9%	0.1%	1.6%	4.1%	4.4%	4.1%
Series 2005B swap	A1/A+	0.1%	1.9%	0.4%	1.8%	3.3%	3.7%	3.6%
Series 2011B swap	A3/BBB+	0.1%	2.0%	0.1%	1.6%	5.0%	5.3%	5.0%

USNH utilizes interest rate swap agreements with counterparties to effectively convert its variable rate debt to fixed rates. The swaps' fair values and changes therein are recognized in USNH's financial statements. Differences between the fixed and variable rates in effect at each interest due date are settled net under each swap, increasing or decreasing interest expense. The fair value of the swap instruments is determined using option pricing models that consider interest rates and other market factors, the credit risks of the parties to the agreements, and the estimated benefit or cost to the USNH to cancel the agreements as of the reporting dates. Interest rate volatility, remaining outstanding principal, and time to maturity will affect the swaps' fair values at subsequent reporting dates. The values were estimated using the zero-coupon discounting method. This method calculates the future payments required by the swap, assuming 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. Because the swap fair values are based predominantly on observable inputs corroborated by market data, they are classified in Level 2 of the GASB fair value hierarchy. 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, 2020 and 2019 and, therefore, their accumulated changes in fair value are reflected as deferrals on the Statements of Net Position (see Note 10). 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, 2020, 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. The effective rate on the debt will vary depending on the magnitude and duration of any basis risk shortfall or surplus. Based on current and historical experience, USNH's financial advisors expect payments received under the agreements to approximate the related 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 varying 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 has the option to terminate a swap at the fair market value at any time 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, employing strategic indicator targets to maintain financial strength, monitoring swap market values and counterparty credit ratings, and diversifying swap counterparties.

Swap Cash Flows

Actual interest payments on the swaps vary as market rates vary. The table below shows estimated annual future cash flows of the derivative instruments if interest rates remain unchanged from June 30, 2020 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
2021	\$ 9,215	\$ (301)	\$ 4,553	\$ 4,252
2022	9,385	(275)	4,206	3,931
2023	9,975	(249)	3,838	3,589
2024	10,170	(221)	3,462	3,241
2025	10,665	(193)	3,067	2,874
2026-2030	38,855	(685)	11,134	10,449
2031-2035	40,235	(176)	3,315	3,139
2036	3,650	–	–	–
Total	\$132,150	\$(2,100)	\$33,575	\$31,475

10. Deferred inflows and outflows of resources

The components of Deferred Inflows and Outflows of Resources as of June 30, 2020 and 2019 were as follows (\$ in thousands):

	2020	2019
Deferred Outflows of Resources		
Accumulated decrease in fair value of hedging derivatives	\$29,262	\$22,976
Accounting loss on debt refinancing	7,646	8,708
Changes of assumptions:		
Operating Staff Retirement Plan	250	471
Postretirement Medical Plan	6,613	–
Additional Retirement Contribution Program	69	18
Net difference between projected and actual earnings:		
Operating Staff Retirement Plan	168	60
Difference between expected and actual experience:		
Postretirement Medical Plan	733	–
Benefit payments subsequent to the measurement date:		
Postretirement Medical Plan	2,558	2,053
Additional Retirement Contribution Program	168	199
Asset retirement obligations	1,308	1,492
Total Deferred Outflows of Resources	\$48,775	\$35,977
Deferred Inflows of Resources		
Accounting gain on debt refinancing	\$ 150	\$ 357
Annuities unconditional remainder interest	1,348	2,139
Changes of assumptions:		
Operating Staff Retirement Plan	12	58
Postretirement Medical Plan	7,231	8,271
Additional Retirement Contribution Program	31	4
Net difference between projected and actual earnings:		
Operating Staff Retirement Plan	44	–
Difference between expected and actual experience:		
Operating Staff Retirement Plan	145	6
Postretirement Medical Plan	1,031	1,191
Additional Retirement Contribution Program	482	474
Total Deferred Inflows of Resources	\$10,474	\$12,500

The accumulated decrease in fair value of hedging derivatives is recorded to offset the value of USNH's interest-rate swap liabilities which qualify for treatment as an effective hedge based on historic interest flows. USNH does not currently expect to terminate any of the swap agreements. The accounting gain on debt refinancing relates to the Series 2012 and 2016 bond issuances while the accounting loss on debt refinancing relates to the Series 2005B, 2011B, 2015 and 2017A bond issuances. These costs will be amortized as a component of interest expense over the remaining terms of the new debt.

Amounts reported as deferred outflows of resources related to benefit payments subsequent to the measurement date will be recognized as a reduction of the respective benefit liability in the year ended June 30, 2020.

Other amounts reported as deferred outflows and inflows of resources which are related to retirement programs will be recognized as a component of pension and OPEB expense over the next eight years as summarized below (\$ in thousands):

Fiscal Year	Operating Staff Retirement Plan	Additional Retirement Contribution Program	Post-retirement Medical Plan
2021	\$138	\$(183)	\$ (32)
2022	13	(183)	(32)
2023	29	(44)	(32)
2024	37	(34)	(32)
2025	–	–	(32)
2026	–	–	(32)
2027	–	–	(489)
2028	–	–	(236)
Total	\$217	\$(444)	\$(917)

11. Pass-through grants

USNH distributed \$160,788,000 and \$169,091,000 of student loans through the US Department of Education Federal Direct Lending program during 2020 and 2019, respectively. These distributions and related funding sources are not included as expenses and revenues, or cash disbursements and cash receipts, in the accompanying financial statements. The Statements of Net Position include receivables of \$182,000 and \$141,000 as of June 30, 2020 and 2019, respectively, for direct loans disbursed in excess of US Department of Education receipts.

12. Endowment return used for operations

The objective of 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. For the USNH pool, the distribution rate is established annually by the USNH Board of Trustees. Starting in fiscal year 2019, the USNH pool calculated the distribution as a percentage of the average market value per unit for the previous twelve quarters with a rate of 5.1% and 4.7% as of December 31, 2018 and 2017, respectively. For the UNHF primary pool, the distribution rate was 5.3% for both 2020 and 2019 calculated as a percentage of the average market value per unit for the previous twelve quarters.

The components of endowment return used for operations for 2020 and 2019 are summarized below (\$ in thousands):

Components of Endowment Payout	2020	2019
Pooled endowment yield - campuses	\$ 3,916	\$ 7,412
Pooled endowment yield - affiliates	1,834	2,492
Trusts, life income and annuities yield, net of gains utilized	668	643
Gains utilized to fund distribution - pooled campuses	18,162	14,094
Gains utilized to fund distribution - pooled affiliates	10,350	9,138
Endowment return used for operations	\$34,930	\$33,779

13. Operating expenses by function

The following tables summarize USNH's operating expenses by functional classification for the past two years (\$ in thousands):

	Compensation	Supplies & Services	Utilities	Internal Allocations	Depreciation & Amortization	2020 Total
Campuses – current funds						
Instruction	\$201,484	\$ 17,701	\$ 8	\$ –	\$ –	\$ 219,193
Auxiliary services	53,565	33,022	213	57,241	–	144,041
Research and sponsored programs	76,197	33,290	59	–	–	109,546
Academic support	70,747	16,814	60	–	–	87,621
Student services	34,734	17,643	11	(97)	–	52,291
Institutional support	46,554	17,524	62	(18,484)	–	45,656
Operations and maintenance	24,279	29,912	17,603	(38,946)	–	32,848
Fundraising and communications	11,438	7,248	1	4,158	–	22,845
Public service	11,914	3,389	3	1	–	15,307
Subtotal – current funds	530,912	176,543	18,020	3,873	–	729,348
Campuses - other funds	129	12,547	39	–	69,015	81,730
Affiliated entities	6,959	1,471	–	(3,873)	–	4,557
Total	<u>\$538,000</u>	<u>\$190,561</u>	<u>\$18,059</u>	<u>\$ –</u>	<u>\$69,015</u>	<u>\$815,635</u>

	Compensation	Supplies & Services	Utilities	Internal Allocations	Depreciation & Amortization	2019 Total
Campuses – current funds						
Instruction	\$202,333	\$ 21,055	\$ 15	\$ –	\$ –	\$ 223,403
Auxiliary services	54,115	51,152	2,602	48,670	–	156,539
Research and sponsored programs	74,937	34,564	85	–	–	109,586
Academic support	68,821	18,791	37	–	–	87,649
Student services	33,363	15,131	12	(95)	–	48,411
Institutional support	48,336	18,761	79	(23,679)	–	43,497
Operations and maintenance	23,575	17,962	15,724	(25,181)	–	32,080
Fundraising and communications	11,562	6,826	–	2,872	–	21,260
Public service	11,240	3,125	–	–	–	14,365
Subtotal – current funds	528,282	187,367	18,554	2,587	–	736,790
Campuses - other funds	333	15,888	28	–	65,349	81,598
Affiliated entities	6,113	1,124	1	(2,587)	–	4,651
Total	<u>\$534,728</u>	<u>\$204,379</u>	<u>\$18,583</u>	<u>\$ –</u>	<u>\$65,349</u>	<u>\$823,039</u>

14. Net position

It is USNH's policy to use restricted funds before accessing unrestricted balances. The table below details USNH's net position as of June 30, 2020 and 2019 (*\$ in thousands*):

Components of Net Position	2020	2019
Net investment in capital assets	\$ 709,337	\$ 685,015
Restricted financial resources		
Nonexpendable		
Historic gift value of endowment - campuses	131,196	124,287
Historic gift value of endowment - affiliated entities	<u>165,157</u>	<u>157,414</u>
Total restricted nonexpendable resources	296,353	281,701
Expendable		
Held by campuses:		
Accumulated net gains on endowment	51,082	56,559
Fair value of restricted funds functioning as endowment	14,628	15,032
Gifts, grants and contracts	40,527	41,443
Life income and annuity funds	12	15
Loan funds	2,853	3,585
Held by affiliated entities:		
Accumulated net gains on endowment	36,991	43,192
Fair value of restricted funds functioning as endowment	45,913	44,054
Other	<u>8,661</u>	<u>9,457</u>
Total restricted expendable resources	200,667	213,337
Unrestricted financial resources		
Held by campuses:		
Educational and general reserves	(14,910)	6,521
Auxiliary enterprises	34,651	45,721
Internally designated reserves	45,478	20,879
Unrestricted loan funds	1,438	1,487
Unexpended plant funds	136,073	144,841
Fair value of unrestricted funds functioning as endowment	173,025	185,442
Other	650	779
Less: postretirement medical liability ⁽¹⁾	<u>(88,800)</u>	<u>(90,153)</u>
Held by affiliated entities:		
Fair value of unrestricted funds functioning as endowment	1,321	1,308
Other	<u>2,061</u>	<u>1,668</u>
Total unrestricted financial resources	<u>290,987</u>	<u>318,493</u>
Total Net Position	<u>\$1,497,344</u>	<u>\$1,498,546</u>

⁽¹⁾ As discussed in Note 7, the 2020 and 2019 postretirement medical liability is shown net of the related deferred inflows and outflows of resources. See Note 10 for additional information in this regard.

15. Commitments and contingencies

On March 13, 2020, the Governor of the State of New Hampshire declared a state of emergency related to the spread of COVID-19. The declaration remains in effect as of the date the financial statements were issued. COVID-19 impacted various parts of USNH's 2020 operations and financial results including, but not limited to, the temporary closing of most of its institutions' residential and dining halls and shifting to remote learning for its entire student body, costs for emergency preparedness, and reduced investment valuations. USNH expects to incur significant additional costs in testing, personal protective equipment, cleaning, and technology costs. While the significant business disruption is currently expected to be temporary there is considerable uncertainty about the long-term implications of this pandemic on higher education and the ultimate financial impact and duration cannot be estimated at this time.

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 number 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 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.

16. Component units

Condensed information from the audited financial statements of the University of New Hampshire Foundation, Inc. (UNHF) is presented below (*\$ in millions*):

	2020	2019
Condensed information from the Statements of Net Position as of June 30,		
Endowment investments	\$240	\$241
Other assets	<u>11</u>	<u>14</u>
Total Assets	<u>251</u>	<u>255</u>
Annuities payable	3	3
Other liabilities and deferred inflows of resources	<u>2</u>	<u>5</u>
Total Liabilities and Deferred Inflows of Resources	<u>5</u>	<u>8</u>
Total Net Position	<u>\$246</u>	<u>\$247</u>
	2020	2019
Condensed information from the Statements of Revenues, Expenses and Changes in Net Position for the years ended June 30,		
Gifts and other support	\$ 30	\$ 29
Investment income	<u>4</u>	<u>11</u>
Total Revenues	<u>34</u>	<u>40</u>
Distributions to UNH	26	23
Administrative and other expenses	<u>9</u>	<u>8</u>
Total Expenses	<u>35</u>	<u>31</u>
(Decrease)/ Increase in Net Position	<u>\$ (1)</u>	<u>\$ 9</u>
	2020	2019
Condensed information from the Statements of Cash Flows for the years ended June 30,		
Receipts from gifts and other sources	\$ 27	\$ 19
Payments to UNH and suppliers	<u>(36)</u>	<u>(29)</u>
Net Cash Used in Operating Activities	(9)	(10)
Net Cash Provided By/(Used in) Investing Activities	4	(1)
Net Cash Provided by Noncapital Financing Activities	<u>3</u>	<u>12</u>
Change in Cash and Equivalents	<u>\$ (2)</u>	<u>\$ 1</u>

A copy of the complete financial statements for UNHF can be obtained on its website at <https://www.unh.edu/give/financial-reports> or by contacting the Advancement Finance and Administration Office at (603) 862-1584.

17. Subsequent events

Management has evaluated the impact of subsequent events through the date that the financial statements were available for issuance October 23, 2020, and concluded that no material events have occurred which would require recognition or disclosure.

Required Supplemental Information

(Unaudited)

Postretirement Medical Plan

Schedule of Changes in Total OPEB Liability and Related Ratios for the years ended June 30,
(\$ in thousands):

	2020	2019	2018
Service costs	\$ 1,247	\$ 1,359	\$ 1,416
Interest	3,339	3,024	3,627
Benefit payments	(5,084)	(6,381)	(6,923)
Differences between expected and actual experience	849	–	(1,511)
Changes in benefit terms	(318)	–	–
Changes in assumptions ⁽¹⁾	<u>7,664</u>	<u>(4,968)</u>	<u>(4,857)</u>
Net Change in Postretirement Medical Liability	7,697	(6,966)	(8,248)
Total Postretirement Medical Plan Liability - beginning of year	<u>82,744</u>	<u>\$ 8,9710</u>	<u>97,958</u>
Total Postretirement Medical Plan Liability - end of year	<u>\$ 90,441</u>	<u>\$ 82,744</u>	<u>\$ 89,710</u>
Current portion	<u>\$ 4,412</u>	<u>\$ 5,331</u>	<u>\$ 5,837</u>
Covered portion	<u>\$298,040</u>	<u>\$290,287</u>	<u>\$290,107</u>
Total Liability as a Percentage of Covered Payroll	30.3%	28.5%	30.9%

Additional Retirement Contribution (ARC) Program

Schedule of Changes in Total Pension Liability and Related Ratios for the years ended June 30,
(\$ in thousands):

	2020	2019	2018	2017
Service costs	\$ 37	\$ 31	\$ 41	\$ 103
Interest	91	66	88	118
Benefit payments ⁽²⁾	(111)	(123)	(95)	(518)
Differences between expected and actual experience	(200)	–	(89)	(328)
Changes in assumptions	<u>70</u>	<u>(97)</u>	<u>26</u>	<u>(5)</u>
Net Change in ARC Liability	(113)	(123)	(29)	(630)
Total ARC liability at beginning of year	<u>2,171</u>	<u>2,294</u>	<u>2,323</u>	<u>2,953</u>
Total ARC liability at end of year	<u>\$ 2,058</u>	<u>\$ 2,171</u>	<u>\$ 2,294</u>	<u>\$ 2,323</u>
Current portion	<u>\$ 217</u>	<u>\$ 200</u>	<u>\$ 95</u>	<u>\$ 455</u>
Covered payroll	\$22,275	\$24,369	\$26,646	\$29,409
Total Liability as a Percentage of Covered Payroll	9.2%	8.9%	8.6%	7.9%

Operating Staff Retirement Plan

Schedule of Changes in Net Pension Assets and Related Ratios for the years ended June 30,
(\$ in thousands):

	2020	2019	2018	2017 ⁽³⁾
Plan Fiduciary Net Position				
Beginning balance	\$6,186	\$6,376	\$6,700	\$ –
Employer contributions	–	–	–	6,700
Plan administrative costs	–	(13)	(13)	–
Net investment income	173	407	274	–
Benefit payments	<u>(496)</u>	<u>(584)</u>	<u>(585)</u>	<u>–</u>
Fiduciary net position	\$5,863	\$6,186	\$6,376	\$6,700
Total Pension Liability at end of year	<u>(5,431)</u>	<u>(5,875)</u>	<u>(5,652)</u>	<u>(5,707)</u>
Net Pension Asset	<u>\$ 432</u>	<u>\$ 311</u>	<u>\$ 724</u>	<u>\$ 993</u>
Plan Net Position as a Percentage of Total Pension Liability	108.0%	105.3%	112.8%	117.4%

	2020	2019	2018	2017 ⁽³⁾
Plan Pension Liability				
Beginning balance	\$(5,875)	\$(5,652)	\$(5,707)	\$(6,345)
Service costs	(7)	(3)	–	(20)
Interest, net of actuarial gain/loss	(65)	(290)	(292)	(298)
Benefit payments	496	584	585	956
Changes in assumptions	<u>20</u>	<u>(514)</u>	<u>(238)</u>	<u>–</u>
Net Change in Total Pension Liability	<u>\$ 444</u>	<u>\$ (223)</u>	<u>\$ 55</u>	<u>\$ 638</u>
Total Pension Liability at end of year	<u>(5,431)</u>	<u>(5,875)</u>	<u>(5,652)</u>	<u>(5,707)</u>
Covered payroll	<u>\$ (815)</u>	<u>\$ (850)</u>	<u>\$ (961)</u>	<u>\$1,007</u>
Net Pension Asset as a Percentage of Covered Payroll	53.0%	36.6%	75.3%	98.6%

Notes to Schedules:

⁽¹⁾ Changes in assumptions relate to discount rate changes. The rates were 2.7% for FY20, 4.1% for 2019, and 3.4% for 2018 based on a change in the related index. See Note 7 for additional information.

⁽²⁾ Fiscal year 2017 benefit payments included separation costs in larger amounts.

⁽³⁾ Reflects payments and adjustments made before the establishment of the related trust on June 29, 2017.

See accompanying independent auditor's report.



University System of New Hampshire

The University System of New Hampshire (USNH) includes the University of New Hampshire (UNH), with campuses in Durham, Manchester and Concord, Plymouth State University (PSU), Keene State College (KSC) and Granite State College (GSC). KSC, PSU and UNH Durham are the three residential campuses of USNH. The system enrolls 32,000 students and is committed to providing access to affordable, high-quality education and to creating a talented workforce to serve the state's businesses and communities. A 29-member board of trustees is responsible for overseeing the system. The Chancellor is the chief executive and academic officer of USNH and is responsible for developing, recommending and implementing the board's policies and decisions.

University System of New Hampshire

- | | |
|---|--|
| 1. University of New Hampshire, Durham | 6. Granite State College, Concord |
| 2. University of New Hampshire, Manchester | 7. Granite State College, Lebanon (Colocation) |
| 3. UNH Franklin Pierce School of Law, Concord | 8. Granite State College, Manchester |
| 4. Plymouth State University | 9. Granite State College, Nashua (Colocation) |
| 5. Keene State College | |



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Granite State College

Keene
STATE COLLEGE

Plymouth State
UNIVERSITY

 University of
New Hampshire

University System
of New Hampshire





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 financial statements of the business-type activities of the University System of New Hampshire (the System), a component unit of the state of New Hampshire, as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the System's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

The Board of Trustees
University System of New Hampshire

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities of the System as of June 30, 2020, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

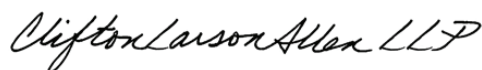
The 2019 financial statements of the System were audited by other auditors whose report dated October 30, 2019, expressed unmodified opinions on those statements.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis and the required supplementary information – retirement and OPEB plans, as listed in the table of contents, 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.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 23, 2020 on our consideration of the System's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the System's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the System's internal control over financial reporting and compliance.



CliftonLarsonAllen LLP

Quincy, Massachusetts
October 23, 2020

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS GRANITE STATE COLLEGE 2020

CATEGORY	(1)	(2)	(3)	(4)	(5)	(6)
Behavioral Sciences and Human Services - UG	Have formal learning outcomes been developed?	Where are these learning outcomes published? (please specify) Include URLs where available	Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	What changes have been made as a result of using the data/evidence?	Date of most recent program review (for general education and each degree program)
Degree: Behavioral Science (A.S.) with Concentrations in: - Addictions Studies - Counseling Foundations - Court Advocacy - Criminal Justice - Education Advocacy - Emergency Management - Family Studies - Human Services - Psychology - Wellness & Prevention <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Associate 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* URL's Catalog Website	<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 Other:	<input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Dean/Academic Administrator <input type="checkbox"/> Curriculum Committee <input type="checkbox"/> Academic Governance or Advisory Board <input checked="" type="checkbox"/> Program Reviewers 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: - 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	<input checked="" type="checkbox"/> Curriculum/ instruction changes Please specify: As a result of the joint review with Human Services in 2018, the curriculum was redesigned to include a set of five-course concentrations that align with the concentrations in the B.S. Human Services and Psychology programs. This redesign also refocused the program to prepare students for a wider range of behavioral science bachelor's programs rather than just psychology. To this end, the program now consists of general education courses, one introductory course (chosen from three behavioral science areas), and the chosen concentration five-course sequence. (KH) <input checked="" type="checkbox"/> Changes in student recruitment or support Please specify: Communication among the Center Director, Behavioral Sciences and Human Services advisors, and the Director of Career Services occurs regularly, with monthly meetings held to coordinate information and career advice for students in Behavioral Sciences. (KH) Other:	First offered: 1998 Most recent review: 2018 (Conducted in conjunction with the program review for B.S. Human Services) Next scheduled review: 2024

*Curriculum Maps are not public-facing documents; they are used for advising and internal planning purposes only.

CATEGORY Behavioral Sciences and Human Services - UG	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where available	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(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)
Degree: Criminal Justice (B.S.) <input type="checkbox"/> Certificate <input type="checkbox"/> Associate 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* URL's Catalog Website	<input checked="" 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 Other:	<input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Dean/Academic Administrator <input type="checkbox"/> Curriculum Committee <input type="checkbox"/> Academic Governance or Advisory Board <input checked="" type="checkbox"/> Program Reviewers 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: - 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	<input checked="" type="checkbox"/> Curriculum/ instruction changes Please specify: 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. <input checked="" type="checkbox"/> Changes in student recruitment or support Please specify: Stopped mentioning specific careers in the catalog to broaden the base of students who might consider this major. Other:	First offered: 2002 Most recent review: 2015 Next scheduled review: 2021

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<p>CATEGORY Behavioral Sciences and Human Services - UG</p>	<p>(1) Have formal learning outcomes been developed?</p>	<p>(2) Where are these learning outcomes published? (please specify) Include URLs where available</p>	<p>(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?</p>	<p>(4) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)</p>	<p>(5) What changes have been made as a result of using the data/evidence?</p>	<p>(6) Date of most recent program review (for general education and each degree program)</p>
<p>Degree: Human Services (B.S.) with Concentrations in: - Addictions Studies - Adult Court Advocacy - Child Court Advocacy - Counseling Foundations - Education Advocacy - Family Studies - Psychology - Wellness & Prevention</p> <p><input type="checkbox"/> Certificate <input type="checkbox"/> Associate degree <input checked="" type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree</p>	<p><input checked="" type="checkbox"/> Yes <input checked="" 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>URL's Catalog Website</p>	<p><input checked="" 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> <p>Other:</p>	<p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Dean/Academic Administrator <input type="checkbox"/> Curriculum Committee <input type="checkbox"/> Academic Governance or Advisory Board <input checked="" type="checkbox"/> Program Reviewers</p> <p>Other:</p> <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 - Student Satisfaction Survey - Student focus group - 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><input checked="" type="checkbox"/> Curriculum/ instruction changes Please specify: The B.S. Human Services curriculum was redesigned to incorporate a series of concentration options, all of which correspond to the concentrations added to the B.S. Psychology and A.S. Behavioral Science degree. These concentration areas were also developed into minors, most of which were new to GSC. Additionally, core requirements in the B.S. Human Services program were revised to remove IDIS501 Research Methods, change some course choice options, and add new courses HMSV501 Case Management, HMSV 540/541 Field-Based or Project-Based Practicum, and HMSV651/651 Capstone Internship or Project.</p> <p>A concentration and minor in Gerontology was recommended to address the aging population, particularly in New England. We plan to propose this concentration/minor in the next academic year.</p> <p>The B.S. in Applied Studies: Human Services and Early Childhood Development (all tracks) and the Human Development minor began the teach-out process as a result of the enrollment analyses and the redesign of the Human Services program with concentrations. (KH)</p> <p><input checked="" type="checkbox"/> Changes in student recruitment or support Please specify: Communication among the Center Director, Behavioral Sciences and Human Services advisors, and the Director of Career Services occurs regularly, with monthly meetings held to coordinate information and career advice for students in Human Services. (KH)</p>	<p>First offered: 2014</p> <p>Most recent review: 2018</p> <p>Next scheduled review: 2024</p>

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CATEGORY Behavioral Sciences and Human Services - UG	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where available	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(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)
Degree: Psychology (B.S.) with Concentrations in: - Addictions Studies - Adult Court Advocacy - Child Court Advocacy - Counseling Foundations - Education Advocacy - Emergency Management - Family Studies - Human Services - Organizational Psychology - Wellness & Prevention <input type="checkbox"/> Certificate <input type="checkbox"/> Associate 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* URL's Catalog Website	<input checked="" 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 Other:	<input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Dean/Academic Administrator <input type="checkbox"/> Curriculum Committee <input type="checkbox"/> Academic Governance or Advisory Board <input checked="" type="checkbox"/> Program Reviewers 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: - 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.	<input checked="" type="checkbox"/> Curriculum/ instruction changes Please specify: The B.S. Psychology curriculum was redesigned to incorporate a series of concentration options, all of which correspond to the concentrations added to the B.S. Human Services and A.S. Behavioral Science degree. These changes were based on the review of the Psychology program conducted in conjunction with the official B.S. Human Services program review. (KH) <input checked="" type="checkbox"/> Changes in student recruitment or support Please specify: Communication among the Center Director, Behavioral Sciences and Human Services advisors, and the Director of Career Services occurs regularly, with monthly meetings held to coordinate information and career advice for students in Psychology. (KH) Other:	First offered: 1990 Most recent review: 2018 (Conducted in conjunction with the program review for the B.S. Human Services program) Next scheduled review: 2024

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CATEGORY Behavioral Sciences and Human Services - UG	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where available	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(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)
Degree: Public Service Management (B.S.) <input type="checkbox"/> Certificate <input type="checkbox"/> Associate 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* URL's Catalog Website	<input checked="" 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 checked="" type="checkbox"/> Alumni Surveys <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Course rubrics 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.	<input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Dean/Academic Administrator <input type="checkbox"/> Curriculum Committee <input type="checkbox"/> Academic Governance or Advisory Board <input checked="" type="checkbox"/> Program Reviewers 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: - 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.	<input type="checkbox"/> Curriculum/ instruction changes Please specify: <input checked="" type="checkbox"/> Changes in student recruitment or support Please specify: Changes will be guided by review data and recommendations by committee. Changes in curriculum/instruction will be approved through shared governance as appropriate. Other:	First offered: 2014 Most recent (Initial) review: 2017 Next scheduled review (first full review): 2021

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CATEGORY Business, Mgmt & Finance - UG	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where available	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(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)
Degree: Accounting & Finance (B.S.) <input type="checkbox"/> Certificate <input type="checkbox"/> Associate 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* URL's Catalog Website	<input checked="" 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 checked="" type="checkbox"/> Alumni Surveys <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Course rubrics Other: Review used 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	<input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Dean/Academic Administrator <input type="checkbox"/> Curriculum Committee <input type="checkbox"/> Academic Governance or Advisory Board <input checked="" type="checkbox"/> Program Reviewers 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: - 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.	<input checked="" type="checkbox"/> Curriculum/ instruction changes Please specify: <ul style="list-style-type: none"> Include a Governmental and Not-For-Profit accounting course. These courses would cover the accounting concepts specific to local cities and towns, and non-profit entities. Based upon the increasing weight on the CPA exam on this topic and the competitive advantage that this knowledge provides to our students looking for this type of accounting work this would be a strong addition to the program. (Approved by Academic Council in February/March 2017.) Include an advanced accounting course to the curriculum. This course would cover such topics as foreign currency translations, accounting for consolidations, and partnerships. This course could be either required or an accounting elective. This would keep us on par with SNHU in terms of offering this type of course. (Approved by Academic Council in February/March 2017.) <input type="checkbox"/> Changes in student recruitment or support Please specify: Other:	First offered: 2012 Most recent review: 2017 Next scheduled review (first full review): Over the 2022-2023 school year

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CATEGORY Business, Mgmt & Finance - UG	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where available	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(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)
Degree: Human Resource Administration (B.S.) <input type="checkbox"/> Certificate <input type="checkbox"/> Associate 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* URL's Catalog Website	<input checked="" 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 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 type="checkbox"/> Curriculum Committee <input type="checkbox"/> Academic Governance or Advisory Board <input checked="" type="checkbox"/> Program Reviewers 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: - 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.	<input checked="" type="checkbox"/> Curriculum/ instruction changes Please specify: 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. <input type="checkbox"/> Changes in student recruitment or support Please specify: Other:	First offered: 2013 Most recent review: 2016 Next scheduled review: 2021

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CATEGORY Business, Mgmt & Finance - UG	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where available	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(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)
Degree: Business (A.S.) with Concentrations in: - Accounting - Business Administration - Emergency Management - Entrepreneurship - Leadership - Management - Marketing - Professional Sales <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Associate 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* URL's Catalog Website	<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 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 type="checkbox"/> Curriculum Committee <input type="checkbox"/> Academic Governance or Advisory Board <input checked="" type="checkbox"/> Program Reviewers 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: - 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.	<input checked="" type="checkbox"/> Curriculum/ instruction changes Please specify: Changed the A.S. to include a business core curriculum and eight concentrations. This new curriculum was designed to be more customizable for the student. Students take MGMT 500 Principles of Management and select two courses from the core business curriculum, including: ACCT 511 Financial Accounting, MGMT 518 Human Resource Administration, MKTG 514 Marketing, ECO 512 Principles of Economics. Each concentration includes three courses. <input checked="" type="checkbox"/> Changes in student recruitment or support Please specify: Added more tutoring options for ACCT 511 Other:	First offered: Pre-2006 Most recent review: 2020 Next scheduled review: 2025

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CATEGORY Business, Mgmt & Finance - UG	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where available	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(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)
Degree: Marketing (B.S.) <input type="checkbox"/> Certificate <input type="checkbox"/> Associate 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* URL's Catalog Website	<input checked="" 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 checked="" type="checkbox"/> Alumni Surveys <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Course rubrics Other: Review was conducted by a faculty- led team and recommendations were 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.	<input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Dean/Academic Administrator <input type="checkbox"/> Curriculum Committee <input type="checkbox"/> Academic Governance or Advisory Board <input checked="" type="checkbox"/> Program Reviewers 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: - 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.	<input checked="" type="checkbox"/> Curriculum/ instruction changes Please specify: <ul style="list-style-type: none"> Revised program outcomes Development of Social Media Marketing course. Formative/summative assessments be identified in each course (signature assignments) to ensure that proper assessment is being conducted going forward Removed MGMT 626-Project Management Strategies, MGMT 624 – Managing Information Technology from the Marketing Minor <input checked="" type="checkbox"/> Changes in student recruitment or support Please specify: Expand the APA Style support system for students Other:	First offered: 2013 Most recent (initial) review: 2018 Next scheduled (first full) review: 2021

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CATEGORY Business, Mgmt & Finance - UG	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where available	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(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)
Degree: Public Service Management (B.S.) <input type="checkbox"/> Certificate <input type="checkbox"/> Associate 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* URL's Catalog Website	<input checked="" 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 checked="" type="checkbox"/> Alumni Surveys <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Course rubrics Other: Review was conducted by a faculty- led team and recommendations were 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.	<input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Dean/Academic Administrator <input type="checkbox"/> Curriculum Committee <input type="checkbox"/> Academic Governance or Advisory Board <input checked="" type="checkbox"/> Program Reviewers 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: - 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.	<input checked="" type="checkbox"/> Curriculum/ instruction changes Please specify: The program outcomes and requirements were changed to better align with the employment goals of students in the program and current competency expectations in the field of public service management. (Approved by Academic Council in Feb/Mar 2017) Add the content to existing courses in the curriculum to address the following topics: a. The basics of American state and local government. (in POL 550) b. Where, how and why operational transparency/public right to know impacts public officials and bodies. (NH RSA 91-a, the Right to Know statute, and the federal Freedom of Information Act [FOIA]) c. Basic elements of administrative law/due process (it's different in the public sector) d. Managing elected and appointed boards and officials, and volunteers <input checked="" type="checkbox"/> Changes in student recruitment or support Please specify: Encourage faculty to create additional requirements for the use of GSC library resources within their courses. Consider specifically expanding the requirements for a research paper in MGMT 501. Other:	First offered: 2014 Most recent review: 2017 Next scheduled review: 2021-2022

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CATEGORY Business, Mgmt & Finance - UG	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where available	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(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)
Degree: Operations Management (B.S.) <input type="checkbox"/> Certificate <input type="checkbox"/> Associate 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* URL's Catalog Website	<input checked="" 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 checked="" type="checkbox"/> Alumni Surveys <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Course rubrics 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.	<input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Dean/Academic Administrator <input type="checkbox"/> Curriculum Committee <input type="checkbox"/> Academic Governance or Advisory Board <input checked="" type="checkbox"/> Program Reviewers 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: - 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.	<input type="checkbox"/> Curriculum/ instruction changes Please specify: <input type="checkbox"/> Changes in student recruitment or support Please specify: Changes will be guided by review data and recommendations by committee. Changes in curriculum/instruction will be approved through shared governance as appropriate. Other:	First offered: 2013 Most recent (initial) review: 2018 Next scheduled (first full) review: 2021

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CATEGORY Business, Mgmt & Finance - UG	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where available	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(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)
<p>Degree: Business Management (B.S.) with Concentrations in: - Accounting - Business Administration - Economics - Emergency Management - Entrepreneurship - Finance - Global Business - Hotel, Restaurant & Travel - Leadership - Management - Marketing - Nonprofit Management - Organizational Psychology - Professional Sales - Supply Chain Management</p> <p><input type="checkbox"/> Certificate <input type="checkbox"/> Associate 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>URL's Catalog Website</p>	<p><input checked="" 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 checked="" type="checkbox"/> Alumni Surveys <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Course rubrics</p> <p>Other:</p>	<p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Dean/Academic Administrator <input type="checkbox"/> Curriculum Committee <input type="checkbox"/> Academic Governance or Advisory Board <input checked="" type="checkbox"/> Program Reviewers</p> <p>Other:</p> <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 - Student Satisfaction Survey - Student focus group - 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><input type="checkbox"/> Curriculum/ instruction changes Please specify: Redesigned the B.S. Business Management program to include a business core curriculum and concentrations. The goal of the curriculum is to allow students more flexibility in their education, while still providing the core business education. The core requires all students to take MGMT 500 Principles of Management, MGMT 502 Excel, ACCT 511 Financial Accounting, MATH 504 Statistics, APST 505 Career Development and Life Planning and MGMT 650 Integrative Capstone: Project in Strategic Management OR MGMT 651 Integrative Capstone: Internship in Strategic Management. MGMT 651 is a new course added to the curriculum as a way of offering students more experiential learning. Students then have 15 concentrations to choose from based on their interests.</p> <p><input type="checkbox"/> Changes in student recruitment or support Please specify: We included Excel as a part of the Business Core Curriculum because employers stated that it was a required skill for all business students. We have also added the requirement of APST 505 Career Development and Life Planning. This course teaches students about applicant tracking systems, resumes, cover letters and the use of LinkedIn.</p> <p>Other:</p>	<p>First offered: Pre-2006</p> <p>Most recent review: 2020</p> <p>Next scheduled review: 2025</p>

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CATEGORY Liberal Arts - UG	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where available	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(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)
Degree: General Studies (A.A.) <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Associate 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 type="checkbox"/> Curriculum Maps* URL's Catalog Website	<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 checked="" type="checkbox"/> Alumni Surveys <input checked="" type="checkbox"/> Employment <input checked="" type="checkbox"/> Course rubrics Other:	<input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Dean/Academic Administrator <input type="checkbox"/> Curriculum Committee <input type="checkbox"/> Academic Governance or Advisory Board <input checked="" type="checkbox"/> Program Reviewers 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: - 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.	<input checked="" type="checkbox"/> Curriculum/ instruction changes Please specify: <ul style="list-style-type: none"> • Creation of first year seminar IDIS502 • Complete change of degree outcomes for AA & AS degrees • Recommended changes to course learning outcomes within AA degree (currently being implemented) <input type="checkbox"/> Changes in student recruitment or support Please specify: Other:	First offered: 2010 Most recent review: 2017 Next scheduled review: 2023

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CATEGORY Liberal Arts - UG	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where available	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(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)
Degree: Applied Studies - Option in Education & Training (B.S.) <input type="checkbox"/> Certificate <input type="checkbox"/> Associate 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* URL's Catalog Website	<input checked="" 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 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 type="checkbox"/> Curriculum Committee <input type="checkbox"/> Academic Governance or Advisory Board <input checked="" type="checkbox"/> Program Reviewers 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: - 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.	<input checked="" type="checkbox"/> Curriculum/ instruction changes Please specify: 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. <input checked="" type="checkbox"/> Changes in student recruitment or support Please specify: The review recommended greater support for students' experiential learning. With the hiring of an experiential learning coordinator in Spring 2016, this was made possible. Other:	First offered: 2010 Most recent review: 2016 Next scheduled review: 2021

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CATEGORY Liberal Arts - UG	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where available	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(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)
Degree: Applied Studies – Option in Management (B.S.) <input type="checkbox"/> Certificate <input type="checkbox"/> Associate 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* URL's Catalog Website	<input checked="" 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 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 type="checkbox"/> Curriculum Committee <input type="checkbox"/> Academic Governance or Advisory Board <input checked="" type="checkbox"/> Program Reviewers 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: - 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.	<input checked="" type="checkbox"/> Curriculum/ instruction changes Please specify: Revised program description and outcomes (approved by Academic Council in Feb/Mar 2017). Changed the program curriculum (program major requirements) to assure that essential business knowledge and competencies are addressed in the program requirements. (Approved by Academic Council in Feb/Mar 2017) <input type="checkbox"/> Changes in student recruitment or support Please specify: Other:	First offered: 2008 Most recent review: 2017 Next scheduled review: 2022

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CATEGORY Liberal Arts - UG	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where available	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(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)
Degree: History (B.A.) <input type="checkbox"/> Certificate <input type="checkbox"/> Associate 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"/> Curriculum Maps* URL's Catalog Website	<input checked="" 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 checked="" 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 type="checkbox"/> Academic Governance or Advisory Board <input type="checkbox"/> Program Reviewers 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: - 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.	<input checked="" type="checkbox"/> Curriculum/ instruction changes Please specify: <ul style="list-style-type: none"> The review resulted in 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. 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. <input type="checkbox"/> Changes in student recruitment or support Please specify: Other:	First offered: 2012 Most recent (Initial) review: 2016 Next scheduled review: 2021

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CATEGORY Liberal Arts - UG	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where available	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(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)
Degree: Individualized Studies (B.A.) & (B.S.) <input type="checkbox"/> Certificate <input type="checkbox"/> Associate 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"/> Curriculum Maps* URL's Catalog Website	<input checked="" 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 checked="" 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 type="checkbox"/> Academic Governance or Advisory Board <input type="checkbox"/> Program Reviewers 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: - 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.	<input checked="" type="checkbox"/> Curriculum/ instruction changes Please specify: <ul style="list-style-type: none"> 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. Naming convention standardization and CIP code implementation for diploma Student creates a personal learning mission in CRIT602 to reflect and clarify career, Capstone, and academic goals. <input checked="" type="checkbox"/> Changes in student recruitment or support Please specify: <ul style="list-style-type: none"> Greater collaboration and communication with advisors were 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. Improved access to Career services- most IS students are referred to Career Support before major is approved. Other: Title of major was changed from "Self-Design" to Individualized Studies to reflect consistency of program outcomes, regardless of disciplinary content. <ul style="list-style-type: none"> Better data tracking was designed for Individualized Studies majors in BANNER. 	First offered: 2008 Most recent review: 2017 Next scheduled review: 2020-2022

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CATEGORY Health & Wellness - UG	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where available	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(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)
Degree: Allied Health Leadership (B.S.) <input type="checkbox"/> Certificate <input type="checkbox"/> Associate 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 checked="" type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Website <input checked="" type="checkbox"/> Curriculum Maps* URL's Catalog Website	<input checked="" 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 checked="" type="checkbox"/> Alumni Surveys <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Course rubrics 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.	<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 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: - 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. - Program review includes stakeholder input from industry and GSC Health Care Advisory Group Report submitted to the Provost, along with summary of recommendations for review and action.	<input checked="" type="checkbox"/> Curriculum/ instruction changes Revised Leadership courses were added to include: <ul style="list-style-type: none"> LD 600 Becoming an Effective Leader MGMT 566 Organizational Behavior or LD 602 Leadership Theory LD 605 Leading Teams Added required courses: Statistics (MAT504) HLTC 637-Informatics for Health Professionals-this was also revised to represent an inter-professional model-mix of AHL, Health Care Management and Nursing Students Learning outcome improvement include revised PSLO (2018), Institutional Degree Outcomes (DO) for specific courses/ assignments in curriculum and targeted Course Learning Outcomes (LO) revised as part of the 2018 review. Eligible feeder AHL Programs were updated in our crosswalk <input checked="" type="checkbox"/> Changes in student recruitment or support Allied Health Professionals a part of Hospital Partnership recruitment Other: Monthly AOI advising meetings ensure we are capturing student needs and communicating resources and themes around programs. Working with Marketing and Careers for targeted messaging around programs	First offered: 2014 Most recent review: 2018 Next scheduled review: 2023

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<p>CATEGORY Health & Wellness - UG</p>	<p>(1) Have formal learning outcomes been developed?</p>	<p>(2) Where are these learning outcomes published? (please specify) Include URLs where available</p>	<p>(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?</p>	<p>(4) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)</p>	<p>(5) What changes have been made as a result of using the data/evidence?</p>	<p>(6) Date of most recent program review (for general education and each degree program)</p>
<p>Degree: Health Care Management (B.S.)</p> <p><input type="checkbox"/> Certificate <input type="checkbox"/> Associate 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 checked="" type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Website <input checked="" type="checkbox"/> Curriculum Maps*</p> <p>URL's Catalog Website</p>	<p><input checked="" type="checkbox"/> Capstone Course Outcomes <input type="checkbox"/> Portfolio Review <input checked="" 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</p> <p>Other:</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</p> <p>Other:</p> <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 - Student Satisfaction Survey - Student focus group - 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><input checked="" type="checkbox"/> Curriculum/ instruction changes Please specify: Based on the program review, the Degree Completion 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: Apply general management or human resource management skills to realistic situations in the field of health care; 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.</p> <p>HLTC 637-Informatics for Health Professionals-this was also revised to represent an inter-professional model-mix of AHL, Health Care Management and Nursing Students</p> <p>Learning outcome improvement include addition of Institutional Degree Outcomes (DO) (2019) for specific courses/assignments in curriculum and targeted Course Learning Outcomes (LO) revised as part of ongoing QI.</p> <p>Undergraduate and graduate programs working together for a novice to expert model in curriculum delivery-experimenting with case</p>	<p>First offered: 2012</p> <p>Most recent review: 2016</p> <p>Next scheduled review: 2021</p>

					<p>analysis for skill development (2019-HLTC 550/HLTC 800)-adding others</p> <p><input checked="" type="checkbox"/>Changes in student recruitment or support</p> <p>Please specify: A recommendation for an alumni/student mentoring program is under consideration.</p> <p>Other: Monthly AOI advising meetings ensure we are capturing student needs and communicating resources and themes around programs.</p> <p>Working with Marketing and Careers for targeted messaging around programs</p>	
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<p>CATEGORY Health & Wellness - UG</p>	<p>(1) Have formal learning outcomes been developed?</p>	<p>(2) Where are these learning outcomes published? (please specify) Include URLs where available</p>	<p>(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?</p>	<p>(4) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)</p>	<p>(5) What changes have been made as a result of using the data/evidence?</p>	<p>(6) Date of most recent program review (for general education and each degree program)</p>
<p>Degree: Health & Wellness (B.S.)</p> <p><input type="checkbox"/> Certificate <input type="checkbox"/> Associate 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 checked="" type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Website <input checked="" type="checkbox"/> Curriculum Maps*</p> <p>URL's Catalog Website</p>	<p><input checked="" type="checkbox"/> Capstone Course Outcomes <input type="checkbox"/> Portfolio Review <input checked="" 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</p> <p>Other:</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</p> <p>Other:</p> <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 - Student Satisfaction Survey - Student focus group - Faculty retention tracking - Review of course- level assessments - Competitive Environment Analysis. - Program review includes stakeholder input from industry and GSC Health Care Advisory Group <p>Report submitted to the Provost, along with summary of recommendations for review and action.</p>	<p><input checked="" type="checkbox"/> Curriculum/ instruction 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.</p> <p>Some of the electives were deemed to be less relevant to current practice in the field and were eliminated from the program.</p> <p>In fall 2019 a new, 4-year HW program was rolled out as a result of the 2018 program review (Parts I and II). New courses were developed to reflect the HW industry with the intent to expand these offerings with tracks or concentrations over the next few years. New health science offerings also can be used in our new general education science category and as open electives. A new Wellness and Prevention Minor was developed for the college and new Wellness and Prevention concentrations were added to AS Human Services, BS Human Services and BS Psychology</p> <p>Learning outcome improvement include revised PSLO (2019), addition of Institutional Degree Outcomes (DO) (2019) for specific courses/assignments in curriculum and revised Course Learning Outcomes (LO) (2019) to reflect current industry and theoretical applications.</p>	<p>First offered: 2014</p> <p>Most recent (Initial) review: 2018</p> <p>Next scheduled review: 2023</p>

					<p>Developed OER resources for targeted courses</p> <p><input checked="" type="checkbox"/> Changes in student recruitment or support</p> <p>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. The 4-year option increases accessibility to the program and the degree still remains transfer friendly to a variety of associate degrees and transfer credit.</p> <p>Other:</p> <p>Monthly AOI advising meetings ensure we are capturing student needs and communicating resources and themes around programs.</p> <p>Working with Marketing and Careers for targeted messaging around programs</p>	
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CATEGORY Writing & Communications - UG	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where available	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(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)
Degree: Professional Communication (B.S.) with Concentrations in: - Business & Strategic Communication - Interpersonal & Organizational Communication - Visual Communication & Social Media <input type="checkbox"/> Certificate <input type="checkbox"/> Associate 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* URL's Catalog Website	<input checked="" 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 checked="" 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 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: - 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.	<input checked="" type="checkbox"/> Curriculum/ instruction changes Please specify: <ul style="list-style-type: none"> Revised outcomes in several courses to better align with program outcomes and workforce needs Designed and created six new courses to support new concentration areas Incorporated a stronger emphasis on presentation skills (in synchronous face-to-face environments as well as asynchronous, virtual spaces) throughout program in response to workforce demands <input checked="" type="checkbox"/> Changes in student recruitment or support Please specify: <ul style="list-style-type: none"> Work with advising to ensure that students choose the concentration area that best aligns with their professional goals and personal interests Other:	First offered: 2012 Most recent review: 2020 Next scheduled review: 2025-26

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CATEGORY Writing & Communications - UG	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where available	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(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)
Degree: Digital Media (B.S.) <input type="checkbox"/> Certificate <input type="checkbox"/> Associate 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* URL's Catalog Website	<input checked="" 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 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 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: - 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.	<input checked="" type="checkbox"/> Curriculum/ instruction changes Please specify: <ul style="list-style-type: none"> • Revision of Program Description to more closely reflect the nature and intent of the program; • Revision of Program Student Learning Outcomes to assure that competencies are adequately addressed in the curriculum; • Revision of curriculum to more closely align program with workforce needs. <input type="checkbox"/> Changes in student recruitment or support Please specify: Other:	First offered: 2013 Most recent (Initial) review: 2017 Next scheduled review: 2021

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CATEGORY Nursing - UG	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where available	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(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)
Degree: Nursing (RN to BSN) <input type="checkbox"/> Certificate <input type="checkbox"/> Associate 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* URL's Catalog Website	<input checked="" 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 checked="" type="checkbox"/> Alumni Surveys <input checked="" type="checkbox"/> Employment <input type="checkbox"/> Course rubrics Other:	<input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Dean/Academic Administrator <input type="checkbox"/> Curriculum Committee <input type="checkbox"/> Academic Governance or Advisory Board <input checked="" type="checkbox"/> Program Reviewers Other: CCNE Accreditation requires use of data to guide decision making and a systematic plan of evaluation Process: Faculty-led program review team, acting under the guidance of the Undergraduate Curriculum Committee, formed recommendations based on data from the following sources: - 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.	<input checked="" type="checkbox"/> Curriculum/ instruction changes Please specify: <ul style="list-style-type: none"> NUR 600 added as a curricular change based on inconsistent writing competencies and feedback from faculty. Course was developed in 2017 for all students to better align competencies and expectations for BS in Nursing Program. <input checked="" type="checkbox"/> Changes in student recruitment or support Please specify: <ul style="list-style-type: none"> Student and Alumni survey in 2016 demonstrated inconsistent satisfaction with advising model and confusion for the student. Nursing model at the time was that the Program Director was advisor. Proposal and implementation of specialty advising team in 2017 has been extremely successful and since implemented for other programs. Other: <ul style="list-style-type: none"> Program Mission, Vision and Goals updated in 2018 to align with current expectations of nursing education. Substantive Change submitted to CCNE. 	First offered: 2013 Most recent review: 2017* Next scheduled review: 2022 *CCNE Site visit conducted. *Ongoing systematic plan of evaluation as required by accreditation.

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CATEGORY Techonology - UG	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where available	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(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)
Degree: Information Technology (B.S.) <input type="checkbox"/> Certificate <input type="checkbox"/> Associate 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 checked="" type="checkbox"/> Syllabus <input type="checkbox"/> Website <input checked="" type="checkbox"/> Curriculum Maps* URL's Catalog Website	<input checked="" type="checkbox"/> Capstone Course Outcomes <input type="checkbox"/> Portfolio Review <input type="checkbox"/> Internship; Co-op; fieldwork; project <input checked="" type="checkbox"/> Licensure/ Industry Exam <input type="checkbox"/> Employer Surveys <input checked="" type="checkbox"/> Student Satisfaction Surveys <input checked="" type="checkbox"/> Alumni Surveys <input checked="" type="checkbox"/> Employment <input checked="" type="checkbox"/> Course rubrics 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.	<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 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: - 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.	<input checked="" type="checkbox"/> Curriculum/ instruction changes Please specify: <ul style="list-style-type: none"> • Changed programming language in Visual Programming I to be current in the field. <input checked="" type="checkbox"/> Changes in student recruitment or support Please specify: <ul style="list-style-type: none"> • Articulation of transfer credit policy to ensure that students were coming in with current industry-aligned knowledge. Other:	First offered: 2010 Most recent review: 2015 Next scheduled review: In Progress 2020-2021

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CATEGORY Techonology - UG	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where available	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(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)
Degree: Technology Management (B.S.) <input type="checkbox"/> Certificate <input type="checkbox"/> Associate 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 checked="" type="checkbox"/> Syllabus <input type="checkbox"/> Website <input checked="" type="checkbox"/> Curriculum Maps* URL's Catalog Website	<input checked="" type="checkbox"/> Capstone Course Outcomes <input type="checkbox"/> Portfolio Review <input type="checkbox"/> Internship; Co-op; fieldwork; project <input checked="" type="checkbox"/> Licensure/ Industry Exam <input type="checkbox"/> Employer Surveys <input type="checkbox"/> Student Satisfaction Surveys <input checked="" type="checkbox"/> Alumni Surveys <input checked="" type="checkbox"/> Employment <input checked="" type="checkbox"/> Course rubrics 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.	<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 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: - 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.	<input checked="" type="checkbox"/> Curriculum/ instruction changes Please specify: The program requirements were changed to include a new Capstone course (CMPL 650) mapped to program outcomes. (Approved in Feb/March 2017 by Academic Council) Course design and content in the new Capstone courses were reviewed to ensure a high level of relevance to all three majors served by these courses. Include "hands-on" labs and assignments to emulate real-world application, case studies and projects to enhance analysis and problem-solving skills, and application of theory and concepts to real-life situations whenever possible. <input type="checkbox"/> Changes in student recruitment or support Please specify: Other:	First offered: 2012 Most recent (Initial) review: 2017 Next scheduled review: In Progress 2020-2021

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CATEGORY Business - Grad	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where available	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(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)
Degree: M.S. in Leadership <input type="checkbox"/> Certificate <input type="checkbox"/> Associate degree <input type="checkbox"/> Bachelor's degree <input checked="" 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* URL's Catalog Website	<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 type="checkbox"/> Academic Governance or Advisory Board <input checked="" type="checkbox"/> Program Reviewers 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: - 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.	<input checked="" type="checkbox"/> Curriculum/ instruction changes Please specify: - Development of e- portfolios within Chalk and Wire platform. - Changed Cultivating Your Leadership Capabilities (LD 820) syllabi and other courses to include annotated bibliography -Research paper assignment in many courses to prepare for capstone. -Student Check in with competencies three times in the program and then complete assignment associated with check in. <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 Developed graduate admissions rubric to determine where students may require assistance and build student scaffolding as part of the advisor's role. Other: Collaborated on APA tutorial to support student writing. Students who were enrolled in courses 820 and then 821 were more apt to drop out (even if they received an A); modified our advising to support retention. Modified class delivery and assignments to support diverse population of students. Changed elective model to allow for students to enroll in courses that best fit their needs.	First offered: 2012 Most recent (Initial) review: 2018 Next scheduled review: 2022-2023

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CATEGORY Business - Grad	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where available	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(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)
Degree: Non-Profit Leadership <input type="checkbox"/> Certificate <input type="checkbox"/> Associate degree <input type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Graduate Certificate <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* URL's Catalog Website	<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 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 type="checkbox"/> Academic Governance or Advisory Board <input checked="" type="checkbox"/> Program Reviewers 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: - 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.	<input type="checkbox"/> Curriculum/ instruction changes Please specify: <input type="checkbox"/> Changes in student recruitment or support Please specify: Other:	First offered: 2020 Most recent review: n/a Next scheduled review: 2023-2024

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CATEGORY Nursing - Grad	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where available	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(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)
Degree: Nursing – Health Care Leadership <input type="checkbox"/> Certificate <input type="checkbox"/> Associate degree <input type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Master's degree	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input type="checkbox"/> Website <input checked="" type="checkbox"/> Curriculum Maps* Nursing Student Handbook URL's Catalog Website	<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 type="checkbox"/> Academic Governance or Advisory Board <input checked="" type="checkbox"/> Program Reviewers 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: - 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.	<input type="checkbox"/> Curriculum/ instruction changes Please specify: <input type="checkbox"/> Changes in student recruitment or support Please specify: Other: New Program – 2018 CCNE Accreditation in 2019	First offered: 2018 Most recent review: n/a First scheduled review: 2025

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CATEGORY Nursing - Grad	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where available	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(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)
Degree: Nursing – Nurse Educator <input type="checkbox"/> Certificate <input type="checkbox"/> Associate degree <input type="checkbox"/> Bachelor's degree <input checked="" 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* URL's Catalog Website	<input checked="" type="checkbox"/> Capstone Course Outcomes <input checked="" type="checkbox"/> Portfolio Review <input checked="" 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 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 type="checkbox"/> Academic Governance or Advisory Board <input checked="" type="checkbox"/> Program Reviewers 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: - 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.	<input type="checkbox"/> Curriculum/ instruction changes Please specify: <input type="checkbox"/> Changes in student recruitment or support Please specify: Other: New Program – Launch 2021 Substantive Change to be submitted upon launch	First offered: 2021 Most recent review: n/a Next scheduled review: 2025

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CATEGORY BUSINESS - GRAD	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where available	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(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)
Degree: Project Management <input type="checkbox"/> Certificate <input type="checkbox"/> Associate degree <input type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Master's degree	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Catalog <input checked="" type="checkbox"/> Syllabus <input type="checkbox"/> Website <input checked="" type="checkbox"/> Curriculum Maps* URL's https://www.granite.edu/degree-programs/catalog/	<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 type="checkbox"/> Alumni Surveys <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Course rubrics Other: Competence assessment conducted by knowledgeable faculty, using profession's competence framework.	<input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Dean/Academic Administrator <input checked="" type="checkbox"/> Curriculum Committee <input type="checkbox"/> Academic Governance or Advisory Board <input checked="" type="checkbox"/> Program Reviewers Other: Process: Faculty-led program review team, acting under the guidance of the Graduate Curriculum Committee, formed recommendations based on data from the following sources: - Curriculum mapping - Enrollment over past three years - Retention and completion statistics - Student Satisfaction Survey - Professional trends - 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.	<input checked="" type="checkbox"/> Curriculum/ instruction changes Please specify: Changes made throughout the curriculum to support alignment to current professional standards. Three foundational courses were consolidated into two courses by removing redundant materials and reorganizing the remainder. Competence assessments were expanded to include all competences within profession's framework. Additional electives were made available to program participants. <input type="checkbox"/> Changes in student recruitment or support Please specify: Other:	First offered: Fall 2011 Most recent review: June 2019. Next scheduled review: 2025-2026

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CATEGORY Business - Grad	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where available	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(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)
Degree: Project Management <input type="checkbox"/> Certificate <input type="checkbox"/> Associate degree <input type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Graduate Certificate <input type="checkbox"/> Master's degree	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Catalog <input checked="" type="checkbox"/> Syllabus <input type="checkbox"/> Website <input checked="" type="checkbox"/> Curriculum Maps* URL's Catalog Website	<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 Other:	<input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Dean/Academic Administrator <input checked="" type="checkbox"/> Curriculum Committee <input type="checkbox"/> Academic Governance or Advisory Board <input checked="" type="checkbox"/> Program Reviewers Other: Process: The courses within this graduate certificate are contained within the MSPM degree program and reviewed as part of that degree program's review.	<input checked="" type="checkbox"/> Curriculum/ instruction changes Please specify: Reference information reported for the MSPM degree changes. <input type="checkbox"/> Changes in student recruitment or support Please specify: Other:	First offered: September 2020 Most recent review: n/a Next scheduled review: 2025-2026.

<p>CATEGORY Health and Wellness - Grad</p>	<p>(1) Have formal learning outcomes been developed?</p>	<p>(2) Where are these learning outcomes published? (please specify) Include URLs where available</p>	<p>(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?</p>	<p>(4) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)</p>	<p>(5) What changes have been made as a result of using the data/evidence?</p>	<p>(6) Date of most recent program review (for general education and each degree program)</p>
<p>Degree: Health Care Management</p> <p><input type="checkbox"/> Certificate <input type="checkbox"/> Associate 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>Note: Program and Course outcomes</p>	<p><input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus (course) <input checked="" type="checkbox"/> Website <input checked="" type="checkbox"/> Curriculum Maps*</p> <p>URL's Catalog Website Program Website</p>	<p><input checked="" type="checkbox"/> Capstone Course Outcomes <input type="checkbox"/> Portfolio Review <input checked="" 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</p> <p>Other: Chalk & Wire ePortfolio reviewed for professional competencies skill level</p>	<p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Dean/Academic Administrator <input checked="" type="checkbox"/> Curriculum Committee <input type="checkbox"/> Academic Governance or Advisory Board <input checked="" type="checkbox"/> Program Reviewers</p> <p>Other:</p> <p>Process: Faculty-led program review team, acting under the guidance of the Graduate 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 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>First offered: 2018</p> <p>Most recent review: n/a</p> <p>Next scheduled review: 2023-2024</p>

<p>CATEGORY Health and Wellness - Grad</p>	<p>(1) Have formal learning outcomes been developed?</p>	<p>(2) Where are these learning outcomes published? (please specify) Include URLs where available</p>	<p>(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?</p>	<p>(4) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)</p>	<p>(5) What changes have been made as a result of using the data/evidence?</p>	<p>(6) Date of most recent program review (for general education and each degree program)</p>
<p>Degree: Health Care Management</p> <p><input type="checkbox"/> Certificate <input type="checkbox"/> Associate degree <input type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Graduate Certificate <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 type="checkbox"/> Website <input checked="" type="checkbox"/> Curriculum Maps*</p> <p>URL's Catalog Website Program Website</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 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> <p>Other: Chalk & Wire ePortfolio reviewed for professional competencies skill level</p>	<p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Dean/Academic Administrator <input checked="" type="checkbox"/> Curriculum Committee <input type="checkbox"/> Academic Governance or Advisory Board <input checked="" type="checkbox"/> Program Reviewers</p> <p>Other:</p> <p>Process: Faculty-led program review team, acting under the guidance of the Graduate 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 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>First offered: 2020</p> <p>Most recent review: n/a.</p> <p>Next scheduled review: 2023-2024</p>

CATEGORY Education - Grad	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where available	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(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)
Degree: Administration of Online Education for Adult Learners <input type="checkbox"/> Certificate <input type="checkbox"/> Associate degree <input type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Graduate Certificate <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* URL's Catalog Website	<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 Other:	<input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Dean/Academic Administrator <input checked="" type="checkbox"/> Curriculum Committee <input type="checkbox"/> Academic Governance or Advisory Board <input checked="" type="checkbox"/> Program Reviewers 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: - 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.	<input type="checkbox"/> Curriculum/ instruction changes Please specify: <input type="checkbox"/> Changes in student recruitment or support Please specify: Other:	First offered: 2020 Most recent review: n/a Next scheduled review: 2024-25

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

<p style="text-align: center;">(1) Professional, specialized, State, or programmatic accreditations currently held by the institution by agency or program name.</p>	<p style="text-align: center;">(2) Date of most recent accreditation action by each listed agency.</p>	<p style="text-align: center;">(3) List key issues for continuing accreditation identified in accreditation action letter or report.</p>	<p style="text-align: center;">(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *</p>	<p style="text-align: center;">(6) Date and nature of next scheduled review.</p>
<p>The College is approved to offer the following licensure programs by New Hampshire Department of Education:</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 Certifications: • 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) 	<p>The review scheduled for April 2020 was deferred until February 2021 due to COVID concerns.</p> <p>Approval was extended until August 2021.</p>	<p>None</p>	<p>Most recent report noted compliance with State of NH standards.</p>	<p>A virtual site review is scheduled for February 4, 2021.</p>

(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>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) • MS Programs: • Instruction and Leadership School Leadership, School Librarian Certification • School Leadership, School Principal Certification <p>State of New Hampshire - Department of Education</p>				
<p>Education (AS, BS, Post-Baccalaureate, MS as designated above)</p> <p>Teacher Education Accreditation Council (TEAC)</p>	<p>September 2015 - Response to Inquiry Brief from TEAC staff (Director of Inquiry Brief Pathway)</p>	<p>None</p>	<p>3 claims from Claims and Rationale section of TEAC brief</p>	<p>Accreditation term expires December 31, 2023.</p> <p>No site visit date has been established yet.</p>

(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	(6) Date and nature of next scheduled review.
Nursing (RN to BSN) Commission on Collegiate Nursing Education (CCNE)	October 2019 - Continued accreditation	None	Most recent site visit noted compliance with CCNE standards.	Accreditation term expires June 30, 2030. Next on-site evaluation: Fall 2029
Nursing (MSN) Commission on Collegiate Nursing Education (CCNE)	October 2019 - Initial accreditation	The program must demonstrate that the chief nurse administrator of the nursing unit holds a doctoral degree.	Most recent site visit noted compliance with CCNE standards.	Compliance report due June 1, 2021. Accreditation term expires June 30, 2025. Next on-site evaluation: Fall 2024.
Project Management (MS) Project Management Institute Global Accreditation Center for Project Management Education Programs (GAC)	October 2015 - Initial accreditation	No compliance concerns noted. Visiting team made 15 suggestions.	Most recent site visit noted compliance with GAC standards.	Accreditation term expires October 31, 2022. Next on-site evaluation: TBA

*Record results of key performance indicators in form S3.



New England Commission of Higher Education
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<http://neche.org>

INTERIM REPORT FORMS

Revised October 2018; Effective December 1, 2018

General instructions:

Data First forms provide evidence to support the institution's comprehensive self-study. Each of the 35 forms is on a separate spreadsheet of this Excel workbook. Much of the information requested is readily available on audited financial statements (e.g., 7.2-7.5a), yearly IPEDS surveys (7.1, 8.1), College Scorecard (5.3), National Student Clearinghouse reports (8.2), and other institutional reports and publications. Institutions that do not submit IPEDS or participate in the Clearinghouse should contact Commission staff for guidance about how to complete these sections of the forms.

When entering financial data, please round to the nearest thousand. If your institution tabulates data in a different way from what is requested on the form, clearly explain your methodology on the form and report the data in the way that is consistent with your institution's normal practices.

In the following forms, the column "**Current Year**" refers to the year in which the report is submitted to the Commission. On the Revenues and Expenses form, please make sure the information is consistently presented from year to year, including the "Current Year" and the "Next Year Forward" columns. For example, if depreciation is allocated in the "Most Recently Completed Year" column, it should also be allocated in the "Current Year" column.

Cells shaded **green** indicate where data should be entered. Cells with a dash ("-") or a zero (\$0) indicate where figures will be calculated automatically based on data entered in other cells.

Interim Report forms are protected to ensure that they are not inadvertently changed, and cells containing certain formulas are locked. However, you are encouraged to **add rows to insert additional information as needed or adjust column widths**. To do so, unprotect the spreadsheet by selecting the "Protection" option from the "Tools" menu. **The required password is "ark" (lower case, no quotation marks).**

Instructions and definitions are embedded in each form. To see the instructions, move the mouse on top of red boxes with a **?**. This version of the Interim Report forms has been formatted to print the forms only. If you wish to print the forms with their accompanying instructions, you can find a specially formatted version of Interim Report forms on the Commission website: <http://neche.org>.

Additional guidance about completing the forms for Standard 8, *Educational Effectiveness*, can be found in the Statement on Student Achievement and Success Data Forms, available on the NECHE website.

If you have questions about completing the Interim Report forms, please call a member of the Commission staff for assistance.

INTERIM REPORT FORMS GENERAL INFORMATION

Institution Name:

OPE ID:

		Annual Audit	
		Certified:	Qualified
Financial Results for Year Ending:	06/30	Yes/No	Unqualified
	2020	Yes	Unqualified
	1 Year Prior 2019	Yes	Unqualified
	2 Years Prior 2018	Yes	Unqualified

Fiscal Year Ends on: (month/day)

Budget / Plans

Current Year	2021
Next Year	2022

Contact Person:

Title:

Telephone No:

E-mail address:

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website Location	Date Approved by the Governing Board
Institutional Mission Statement	http://www.granite.edu/about/mis	USNH Policy Manual August 8, 2016

Standard 2: Planning and Evaluation

PLANNING		Year approved by governing board	Effective Dates	Website location
Strategic Plans				
Immediately prior Strategic Plan		2016	2016-2019	https://www.granite.edu/wp-content/uploads/human-resources/2016-2019_strategic_plan_june_update.pdf
Current Strategic Plan		2020	2020-2023	https://www.granite.edu/wp-content/uploads/human-resources/2020-2023-strategic-plan.pdf
Next Strategic Plan		2023	2023-2026	n/a
Other institution-wide plans*		Year completed	Effective Dates	Website location
Master plan				
Academic plan	Annual			
Financial plan				
Technology plan				
Enrollment plan				
Development plan				
Plans for major units (e.g., departments, library)*				

EVALUATION

	Website location
Academic program review Program review system (colleges and departments). System last updated:	2016; currently updating now. 3-5 years for new programs; 5-7 years for continuing programs. See E-Series Part A. Inventory of Educational Effectiveness Indicators Granite State College 2020.
Program review schedule (e.g., every 5 years)	

*Insert additional rows, as appropriate.

Standard 3: Organization and Governance (Board and Internal Governance)

Please attach to this form:

- 1) A copy of the institution's organization chart(s).

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the sponsoring entity	n/a
Website location of documentation of relationship	n/a
Governing Board	Website location
By-laws	https://www.usnh.edu/policy/bylaws

Board members' names and affiliations

<https://www.usnh.edu/trustees>

Please enter any explanatory notes in the box below

Note: Granite State College shares a governing board with all University System of New Hampshire institutions

^aRather than a formal approval by the Board of Trustees, the Executive Council and its committees check yearly plans to ensure that they further the College's mission and strategic plan.

**Standard 3: Organization and Governance
(Locations and Modalities)**

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

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior (FY2018)	1 year prior (FY 2019)	Current year (FY 2020)
Main campus	Concord, NH	"1972"	3,125	3,082	3,069
Other principal campuses	n/a	n/a			
Branch campuses (US)	n/a	n/a			
Other instructional locations (US)	Conway, NH	"1980"			
	Lebanon, NH (co-location)	"1980"			
	Manchester, NH	"1978"			
	Nashua, NH (co-location)	"2012"			
	Portsmouth, NH	"1978"			
Branch campuses (overseas)	n/a	n/a			
Other instructional locations (overseas)	n/a	n/a			

Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior (FY2018)	1 year prior (FY 2019)	Current year (FY 2020)
Distance Learning Programs					
Programs 50-99% on-line	n/a	n/a	n/a	n/a	n/a
Programs 100% on-line			3,125	3,082	3,069
Correspondence Education	n/a	n/a	n/a	n/a	n/a
Low-Residency Programs	n/a	n/a	n/a	n/a	n/a
Competency-based Programs	n/a	n/a	n/a	n/a	n/a
Dual Enrollment Programs	n/a	n/a	n/a	n/a	n/a
Contractual Arrangements involving the award of credit	n/a	n/a	n/a	n/a	n/a

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

Please enter any explanatory notes in the box below

Although Granite State College does have the remote locations listed above, none qualify as "instructional locations," as none offer the opportunity to complete 50% of any degree program. For these Data First Forms, all enrollment is 100% on-line.

Source: IPEDS 12-month Enrollment

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

Fall Enrollment 2020 by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Post-Bacc	Master's (Includes Grad Cert)	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT	111	663	9	28					811
Main Campus PT	117	619	103	104					943
Other Principal Campus FT									0
Other Principal Campus PT									0
Branch campuses FT									0
Branch campuses PT									0
Other Locations FT									0
Other Locations PT									0
Overseas Locations FT									0
Overseas Locations PT									0
Distance education FT									0
Distance education PT									0
Correspondence FT									0
Correspondence PT									0
Low-Residency FT									0
Low-Residency PT									0
Unduplicated Headcount Total	228	1,282	112	132	0	0	0	0	1,754
Total FTE	180.00	1,042.00	62.80	80.50					1,365.30
Enter FTE definition:	Total UG credits/8; Total Grad credits/6 Total post-bacc credits/8								
Degrees Awarded, Most Recent Year	100	358	33	73					564

Notes:

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

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

Please enter any explanatory notes in the box below

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

Fall Enrollment 2020 by location and modality, as of Census Date

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT		23		23		23
Main Campus PT		115		115		115
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations FT				0		0
Distance education FT				0		0
Distance education PT				0		0
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	0	138	0	138		138
Total FTE		86.80		87		86.80
Enter FTE definition:	Total UG credits/8; Total Grad credits/6 Total post-bacc credits/8					
Certificates Awarded, Most Recent Year						

Notes:

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

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

Please enter any explanatory notes in the box below

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

	3 Years Prior (Fall 2017)	2 Years Prior (Fall 2018)	1 Year Prior (Fall 2019)	Current Year (Fall 2020)	Next Year Forward (goal) (Fall 2021)
For Fall Term, as of Census Date					
Certificate					
Associate	274	254	245	228	233
Baccalaureate	1402	1373	1382	1282	1314
UG Non-Degree	81	108	102	111	113
Total Undergraduate	1,757	1,735	1,729	1,621	1,660

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

	3 Years Prior (Fall 2017)	2 Years Prior (Fall 2018)	1 Year Prior (Fall 2019)	Current Year (Fall 2020)	Next Year Forward (goal) (Fall 2021)
For Fall Term, as of Census Date					
Post-Baccalaureate	132	128	120	112	114
Master's	113	139	134	132	135
Master's Non-Degree	17	24	22	27	28
Doctorate					
First Professional					
Other					
Total Graduate	262	291	276	271	277
Grand Total	2,019	2,026	2,005	1,892	1,937

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

	3 Years Prior (Fall 2017)	2 Years Prior (Fall 2018)	1 Year Prior (Fall 2019)	Current Year (Fall 2020)	Next Year Forward (goal) (Fall 2021)
Undergraduate	10871	11095	10962	10329	10587
Post-Baccalaureate	605	609	533	502	514
Graduate	482	607	539	588	602
Total	11,958	12,311	12,034	11,419	11,703

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

Main campus					
Sessions embedded in a class	n/a	n/a	n/a	n/a	n/a
Free-standing sessions	n/a	n/a	n/a		n/a
Branch/other locations					
Sessions embedded in a class	n/a	n/a	n/a	n/a	n/a
Free-standing sessions	n/a	n/a	n/a	n/a	n/a
Online sessions	10	10	n/a	4	6
URL of Information Literacy Reports	n/a				

Please enter any explanatory notes in the box below

Source: WEBI IPEDS Fall Enrollment

Fall 2019 saw a transition between College Librarians and the data was not recorded. Between Fall 2019 and Fall 2020 a new information literacy strategy was pursued. The three prongs are 1- building synchronous online information literacy sessions into online classes, 2- offering on-demand recordings of info lit sessions, and 3- building just-in-time information literacy tutorials. These numbers reflect only the first prong.

Standard 5: Students
(Admissions, Fall Term)

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

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (Fall 2017)	2 Years Prior (Fall 2018)	1 Year Prior (Fall 2019)	Current Year (Fall 2020)	Goal (specify year) (FY 2021)
Freshmen - Undergraduate					
Completed Applications	184	183	202	153	157
Applications Accepted	184	183	202	153	157
Applicants Enrolled	49	50	49	45	46
% Accepted of Applied	100.0%	100.0%	100.0%	100.0%	100.0%
% Enrolled of Accepted	26.6%	27.3%	24.3%	29.4%	29.3%
Percent Change Year over Year					
Completed Applications	na	-0.5%	10.4%	-24.3%	2.6%
Applications Accepted	na	-0.5%	10.4%	-24.3%	2.6%
Applicants Enrolled	na	2.0%	-2.0%	-8.2%	2.2%
Average of statistical indicator of aptitude of enrollees: (define below)					
Transfers - Undergraduate					
Completed Applications	411	445	519	369	378
Applications Accepted	411	445	519	369	378
Applications Enrolled	167	186	223	148	152
% Accepted of Applied	100.0%	100.0%	100.0%	100.0%	100.0%
% Enrolled of Accepted	40.6%	41.8%	43.0%	40.1%	40.2%
Master's Degree					
Completed Applications	32	44	39	29	30
Applications Accepted	29	44	35	27	28
Applications Enrolled	21	36	26	20	21
% Accepted of Applied	90.6%	100.0%	89.7%	93.1%	93.3%
% Enrolled of Accepted	72.4%	81.8%	74.3%	74.1%	75.0%
Post-Baccalaureate					
Completed Applications	49	40	34	30	31
Applications Accepted	49	40	34	30	31
Applications Enrolled	22	25	22	16	17
% Accepted of Applied	100.0%	100.0%	100.0%	100.0%	100.0%
% Enrolled of Accepted	44.9%	62.5%	64.7%	53.3%	54.8%
Graduate Certificate					
Completed Applications	n/a	n/a	n/a	15	16
Applications Accepted	n/a	n/a	n/a	12	13
Applications Enrolled	n/a	n/a	n/a	5	6
% Accepted of Applied	#VALUE!	#VALUE!	#VALUE!	80.0%	81.3%
% Enrolled of Accepted	#VALUE!	#VALUE!	#VALUE!	41.7%	46.2%

Please enter any explanatory notes in the box below

Graduate Certificate new as of 202001
Fall Terms only

**Standard 5: Students
(Enrollment, Fall Term)**

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

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (Fall 2017)	2 Years Prior (Fall 2018)	1 Year Prior (Fall 2019)	Current Year (Fall 2020)	Goal (specify year) (Fall 2021)
UNDERGRADUATE						
First Year	Full-Time Headcount	191	188	189	178	182
	Part-Time Headcount	166	137	142	113	116
	Total Headcount	357	325	331	291	298
	Total FTE	275	256	260	236	241
Second Year	Full-Time Headcount	167	184	180	161	165
	Part-Time Headcount	150	133	116	108	110
	Total Headcount	317	317	296	269	275
	Total FTE	243	252	242	217	222
Third Year	Full-Time Headcount	209	252	265	234	239
	Part-Time Headcount	240	216	242	226	231
	Total Headcount	449	468	507	460	470
	Total FTE	333	362	388	350	358
Fourth Year	Full-Time Headcount	238	210	187	201	206
	Part-Time Headcount	315	307	306	289	296
	Total Headcount	553	517	493	490	502
	Total FTE	403	369	343	349	357
Unclassified	Full-Time Headcount	6	20	10	21	22
	Part-Time Headcount	75	88	92	90	92
	Total Headcount	81	108	102	111	114
	Total FTE	43	64	56	66	68
Total Undergraduate Students						
	Full-Time Headcount	811	854	831	795	814
	Part-Time Headcount	946	881	898	826	845
	Total Headcount	1,757	1,735	1,729	1,621	1,659
	Total FTE	1,297	1,303	1,289	1,218	1,246
	% Change FTE Undergraduate	na	0.5%	-1.1%	-5.5%	2.3%
Post-Baccalaureate						
	Full-Time Headcount	15	19	9	9	9
	Part-Time Headcount	117	109	111	103	106
	Total Headcount	132	128	120	112	115
	Total FTE	74	75	66	62	63
	% Change FTE Graduate	na	1.4%	-12.0%	-6.1%	1.6%
GRADUATE						
	Full-Time Headcount	28	34	21	30	30
	Part-Time Headcount	102	130	135	129	132
	Total Headcount	130	164	156	159	162
	Total FTE	79	101	90	98	100
	% Change FTE Graduate	na	27.8%	-10.9%	8.9%	2.0%
GRAND TOTAL						
	Grand Total Headcount	2,019	2,027	2,005	1,892	1,936
	Grand Total FTE	1,450	1,479	1,445	1,378	1,409
	% Change Grand Total FTE	na	2.0%	-2.3%	-4.6%	2.2%

Please enter any explanatory notes in the box below

**Standard 5: Students
(Financial Aid, Debt, Developmental Courses)**

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

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

<https://www.granite.edu/>

? Three-year Cohort Default Rate

(FY 2015)	(FY 2016)	(FY 2017)
11.30%	9.70%	10.20%

? Three-year Loan repayment rate
(from College Scorecard)

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)

? Student Financial Aid

Total Federal Aid	\$10,923,864	\$9,930,851	\$10,008,623	\$9,498,454	\$9,131,905
Grants	\$3,445,054	\$3,094,624	\$3,418,428	\$3,096,025	\$2,947,869
Loans	\$7,400,144	\$6,761,989	\$6,527,634	\$6,301,401	\$6,083,009
Work Study	\$78,666	\$74,238	\$62,561	\$101,027	\$101,027
Total State Aid	\$186,138	\$157,986	\$159,995	\$187,000	\$187,000
Total Institutional Aid	\$1,059,298	\$1,227,247	\$1,349,416	\$1,324,057	\$1,322,289
Grants	\$1,059,298	\$1,227,247	\$1,349,416	\$1,324,057	\$1,322,289
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$0	\$25,625	\$61,250	\$62,000	\$62,000
Grants	\$0	\$25,625	\$61,250	\$62,000	\$62,000
Loans	\$0	\$0	\$0	\$0	\$0

Student Debt

Percent of students graduating with debt (include all students who graduated in this calculation)

Undergraduates	64%	61%	60%	59%	60%
Graduates	52%	46%	29%	29%	30%
First professional students					

For students with debt:

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

Undergraduates	\$17,776	\$18,511	\$17,924	\$17,500	\$17,500
Graduates	\$15,296	\$20,951	\$18,009	\$18,000	\$18,000
First professional students					

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

Undergraduates	\$9,043	\$9,348	\$9,113	\$9,000	\$9,000
Graduate Students	\$9,733	\$9,127	\$6,801	\$6,800	\$6,800
First professional students					

Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)

English as a Second/Other Language	n/a	n/a	n/a	n/a	n/a
English (reading, writing, communication skills)	n/a	n/a	n/a	n/a	n/a
Math	n/a	n/a	n/a	n/a	n/a
Other	n/a	n/a	n/a	n/a	n/a

Please enter any explanatory notes in the box below

The College does not offer Developmental Courses

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

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

? Number of Faculty by category

Full-time	11	11	13	13
Part-time				
Adjunct	164	148	153	157
Clinical				
Research				
Visiting				
Other; specify below:				
Total	175	159	166	170

Percentage of Courses taught by full-time faculty

2.00%	5.00%	4.00%	4.00%
-------	-------	-------	-------

? Number of Faculty by rank, if applicable

Professor	n/a			
Associate	n/a			
Assistant	n/a			
Instructor	n/a			
Other; specify below:				
Total	0	0	0	0

? Number of Academic Staff by category

Librarians	1	1	1	1
Advisors				
Instructional Designers	4	4	4	4
Other; specify below:				
Institutional Effectiveness	1	1	1	1
Academic Engagement/Facul	1	2	2	2
Prgram Specialist/Coordinato	2	2	2	2
Academic Support	1	1	1	1
Total	10	11	11	11

Please enter any explanatory notes in the box below

Source: IPEDS Human Resources
 Includes only faculty teaching "exclusively credit" courses
 Granite State College does not assign faculty rank

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

3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
(FY 2017)		(FY 2018)		(FY 2019)		(FY 2020)	
FT	PT	FT	PT	FT	PT	FT	PT

1. Number of Faculty Appointed

- Professor
- Associate
- Assistant
- Instructor
- No rank
- Other
- Total

n/a									
0	0	0	0	0	0	0	0	0	0

2. Number of Faculty in Tenured Positions

- Professor
- Associate
- Assistant
- Instructor
- No rank
- Other
- Total

n/a									
0	0	0	0	0	0	0	0	0	0

3. Number of Faculty Departing

- Professor
- Associate
- Assistant
- Instructor
- No rank
- Other
- Total

n/a									
0	0	0	0	0	0	0	0	0	0

4. Number of Faculty Retiring

- Professor
- Associate
- Assistant
- Instructor
- No rank
- Other
- Total

n/a									
0	0	0	0	0	0	0	0	0	0

Please enter any explanatory notes in the box below

Granite State College does not assign academic rank.

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

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

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

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

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	(Fall 2017)			(Fall 2018)			(Fall 2019)			(Fall 2020)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	11	164	175	15	148	163	16	153	169			0
Research Staff	0	0	0	0	0	0	0	0	0			0
Public Service Staff	0	0	0	0	0	0	0	0	0			0
Librarians	0	0	0	0	0	0	1	0	1			0
Library Technicians	0	0	0	0	0	0	0	0	0			0
Archivists, Curators, Museum staff	0	0	0	0	0	0	0	0	0			0
Student and Academic Affairs	12	0	12	18	0	18	19	0	19			0
Management Occupations	31	0	31	27	0	27	29	0	29			0
Business and Financial Operations	15	1	16	15	0	15	13	0	13			0
Computer, Engineering and Science	9	0	9	10	0	10	11	1	12			0
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	12	0	12	5	0	5	4		4			0
Healthcare Practitioners and Technical	0	0	0	0	0	0	0	0	0			0
Service Occupations	0	0	0	0	0	0	0	0	0			0
Sales and Related Occupations	0	0	0	0	0	0	0	0	0			0
Office and Administrative Support	22	15	37	20	17	37	20	10	30			0
Natural Resources, Construction, Maintenance	0	0	0	0	0	0	0	0	0			0
Production, Transportation, Material Moving	0	0	0	0	0	0	0	0	0			0
Total	112	180	292	110	165	275	113	164	277	0	0	0

Please enter any explanatory notes in the box below

Source: IPEDS Human Resources.
 Fall 2017 and 2018 IPEDS included category "Library and Student and Academic Affairs and other Education Services Occupations." The FT librarian is included here.
 IPEDS FT Faculty also includes faculty who teach non-credit courses through the College's Child Welfare Education Partnership. These faculty are not included in the Interim Report.

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

Fiscal Year ends - month & day: (6 / 30)	2 Years Prior (FY 2018)	1 Year Prior (FY 2019)	Most Recent Year (FY2020)	Percent Change	
				2 yrs-1 yr prior	1 yr-most recent
ASSETS (in 000s)					
☒ Cash and Short Term Investments	\$17,776,003	\$19,897,890	\$21,632,396	11.9%	8.7%
☒ Cash held by State Treasurer	\$0	\$0	\$0	-	-
☒ Deposits held by State Treasurer	\$0	\$0	\$0	-	-
☒ Accounts Receivable, Net	\$507,374	\$562,123	\$656,575	10.8%	16.8%
☒ Contributions Receivable, Net	\$0	\$0	\$0	-	-
☒ Inventory and Prepaid Expenses	\$308,253	\$225,301	\$107,650	-26.9%	-52.2%
☒ Long-Term Investments	\$7,460,117	\$8,040,308	\$8,325,887	7.8%	3.6%
☒ Loans to Students	\$0	\$0	\$0	-	-
☒ Funds held under bond agreement	\$0	\$0	\$0	-	-
☒ Property, plants, and equipment, net	\$7,565,206	\$7,253,941	\$7,065,253	-4.1%	-2.6%
☒ Other Assets	\$0	\$0	\$0	-	-
Total Assets	\$33,616,953	\$35,979,563	\$37,787,761	7.0%	5.0%
LIABILITIES (in 000s)					
☒ Accounts payable and accrued liabilities	\$582,796	\$815,485	\$530,955	39.9%	-34.9%
☒ Deferred revenue & refundable advances	\$482,022	\$488,075	\$549,405	1.3%	12.6%
☒ 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 investments	\$0	\$0	\$0	-	-
☒ Refundable government advances	\$0	\$0	\$0	-	-
☒ Other long-term liabilities	\$2,955,663	\$2,727,168	\$2,621,790	-7.7%	-3.9%
Total Liabilities	\$4,020,481	\$4,030,728	\$3,702,150	0.3%	-8.2%
NET ASSETS (in 000s)					
Unrestricted net assets					
Institutional	\$21,783,782	\$23,498,208	\$25,286,835	7.9%	7.6%
☒ Foundation	\$0	\$0	\$0	-	-
Total	\$21,783,782	\$23,498,208	\$25,286,835	7.9%	7.6%
Temporarily restricted net assets					
Institutional	\$1,036,999	\$1,348,744	\$1,526,042	30.1%	13.1%
☒ Foundation	\$0	\$0	\$0	-	-
Total	\$1,036,999	\$1,348,744	\$1,526,042	30.1%	13.1%
Permanently restricted net assets					
Institutional	\$6,775,691	\$7,101,884	\$7,272,734	4.8%	2.4%
☒ Foundation	\$0	\$0	\$0	-	-
Total	\$6,775,691	\$7,101,884	\$7,272,734	4.8%	2.4%
Total Net Assets	\$29,596,472	\$31,948,836	\$34,085,611	7.9%	6.7%
TOTAL LIABILITIES and NET ASSETS	\$33,616,953	\$35,979,564	\$37,787,761	7.0%	5.0%

Please enter any explanatory notes in the box below

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

Fiscal Year ends - month& day: (6 / 30)	3 Years Prior (FY2018)	2 Years Prior (FY2019)	Most Recently Completed Year (FY 2020)	Current Year (FY 2021)	Next Year Forward (FY 2022)	
OPERATING REVENUES (in 000s)						
?	Tuition and fees	\$14,975,306	\$15,253,377	\$15,393,853	\$14,715,224	\$15,112,837
?	Room and board	\$0	\$0	\$0	\$0	\$0
?	Less: Financial aid	-\$5,500,660	-\$5,472,591	-\$5,907,200	-\$5,761,287	-\$5,611,363
	Net student fees	\$9,474,646	\$9,780,786	\$9,486,653	\$8,953,937	\$9,501,474
?	Government grants and contracts	\$4,945,935	\$5,339,261	\$5,849,970	\$6,127,483	\$5,929,104
?	Private gifts, grants and contracts	\$26,179	\$20,844	\$52,961	\$27,000	\$27,000
?	Other auxiliary enterprises	\$0	\$0	\$0	\$0	\$0
	Endowment income used in operations	\$273,410	\$318,728	\$408,833	\$459,222	\$463,814
?	Other revenue (specify):	\$409,783	\$456,399	\$162,941	\$257,915	\$262,720
	Other revenue (specify):	\$0	\$0	\$0	\$0	\$0
	Net assets released from restrictions	\$0	\$0	\$0	\$0	\$0
	Total Operating Revenues	\$15,129,952	\$15,916,018	\$15,961,358	\$15,825,557	\$16,184,112
OPERATING EXPENSES (in 000s)						
?	Instruction	\$3,113,250	\$3,183,278	\$3,065,581	\$3,449,548	3,492,355.61
?	Research	\$66,008	\$0	\$0	\$0	\$0
?	Public Service	\$0	\$0	\$0	\$0	\$0
?	Academic Support	\$4,927,333	\$5,249,839	\$5,707,417	\$5,129,898	5,193,557.42
?	Student Services	\$5,069,309	\$4,810,314	\$4,845,047	\$4,779,108	4,838,414.37
?	Institutional Support	\$3,067,540	\$2,765,460	\$2,780,816	\$3,962,034	4,011,201.36
	Fundraising and alumni relations	-\$139,849	\$34,687	\$9,917	\$15,350	15,540.49
?	Operation, maintenance of plant (if not allocated)	\$1,184,852	\$1,287,441	\$1,116,498	\$584,789	592,046.09
?	Scholarships and fellowships (cash refunded by public institution)	\$0	\$0	\$0	\$0	\$0
?	Auxiliary enterprises	\$0	\$0	\$0	\$0	\$0
?	Depreciation (if not allocated)	\$363,868	\$388,403	\$261,432	\$386,091	\$386,091
?	Other expenses (specify):	\$0	\$0	\$0	\$313,199	
	Other expenses (specify):	\$0	\$0	\$0	\$0	\$0
	Total operating expenditures	\$17,652,312	\$17,719,422	\$17,786,708	\$18,620,018	\$18,529,206
	Change in net assets from operations	-\$2,522,360	-\$1,803,405	-\$1,825,349	-\$2,794,460	-\$2,345,094
NON OPERATING REVENUES (in 000s)						
?	State appropriations (net)	\$3,212,071	\$3,212,071	\$3,390,519	\$3,590,519	\$3,590,519
?	Investment return	\$233,419	\$115,374	-\$228,169	\$184,585	\$196,583
?	Interest expense (public institutions)	\$0	\$0	\$0	\$0	\$0
	Gifts, bequests and contributions not used in operations	\$523,019	\$464,817	\$513,748	\$0	\$0
?	Other (specify):	\$383,054	\$426,294	\$331,633	\$376,043	\$400,486
	Other (specify):	\$0	\$0	\$0	\$0	\$0
	Other (specify):	\$0	\$0	\$0	\$0	\$0
	Net non-operating revenues	\$4,351,563	\$4,218,556	\$4,007,731	\$4,151,147	\$4,187,588
	Income before other revenues, expenses, gains, or losses	\$1,829,203	\$2,415,151	\$2,182,382	\$1,356,687	\$1,842,493
?	Capital appropriations (public institutions)	\$0	\$0	\$0	\$0	\$0
?	Other (specify):	-\$63,740	-\$54,787	-\$45,606	\$0	\$0
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$1,765,463	\$2,360,364	\$2,136,775	\$1,356,687	\$1,842,493

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

FISCAL YEAR ENDS month & day (/)		3 Years Prior (FY2018)	2 Years Prior (FY2019)	Most Recently Completed Year (FY 2020)	Current Year (FY 2021)	Next Year Forward (FY 2022)
	Long-term 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	Aa3	Aa3	Aa3	
	Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
	Debt to Net Assets Ratio Long-tem Debt / Total Net Assets	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
	Debt to Assets Ratio Long-term Debt / Total Assets	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.						
Not applicable						
Line(s) of Credit: List the institutions line(s) of credit and their uses.						
Not applicable						
Future borrowing plans (please describe).						
Not applicable						

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

FISCAL YEAR ENDS month & day (/)		3 Years Prior (FY2018)	2 Years Prior (FY2019)	Most Recently Completed Year (FY 2020)	Current Year (FY 2021)	Next Year Forward (FY 2020)
NET ASSETS						
	Net assets beginning of year	\$27,831,009	\$29,588,472	\$31,948,836	\$34,085,611	\$35,755,497
	Total increase/decrease in net assets	\$1,765,463	\$2,360,364	\$2,136,775	\$1,669,886	\$1,842,493
	Net assets end of year	\$29,596,472	\$31,948,836	\$34,085,611	\$35,755,497	\$37,597,991
FINANCIAL AID						
	Source of funds					
	Unrestricted institutional	1,222,379	1,426,760	1,582,273	\$1,518,278	1,478,768
	Federal, state and private grants	4,089,660	3,826,419	4,105,828	\$3,965,214	3,862,028
	Restricted funds	188,621	219,413	219,099	\$277,795	270,566
	Total	\$5,500,660	\$5,472,591	\$5,907,200	\$5,761,287	\$5,611,363
	% Discount of tuition and fees	9.3%	10.7%	11.6%	12.6%	13.7%
?	% Unrestricted discount	8.1%	9.3%	10.2%	10.8%	11.4%
	Net Tuition Revenue per FTE	\$5,371	\$5,660	\$5,538	\$5,378	\$5,646
?	FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE					
Please indicate your institution's endowment spending policy:						
Please enter any explanatory notes in the box below.						

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

FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY2018)	2 Years Prior (FY2019)	Most Recently Completed Year (FY 2020)	Current Year (FY 2021)	Next Year Forward (FY 2022)
CASH FLOW					
Cash and Cash Equivalents beginning of year	\$19,490,352	\$20,065,270	\$21,808,898	\$21,545,238	\$22,677,857
Cash Flow from Operating Activities	\$804,502	\$1,333,568	\$1,156,788	\$297,354	\$721,163
Cash Flow from Investing Activities	\$133,445	\$280,205	\$226,719	\$835,265	\$885,265
Cash Flow from Financing Activities	(\$363,029)	\$129,855	(\$1,647,167)	\$0	
Cash and Cash Equivalents end of year	\$20,065,270	\$21,808,898	\$21,545,238	\$22,677,857	\$24,284,285
LIQUIDITY RATIOS					
Current Assets	\$18,591,629	\$20,685,314	\$22,396,620	23,954,813.49	\$22,396,620
Current Liabilities	\$1,064,818	\$1,303,560	\$1,080,359	1,080,359.41	\$1,080,359
Current Ratio	17.46	15.87	20.73	22.17	20.73
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses]) / 365)	424.00	459.00	449.00	454.00	489.00
Please enter any explanatory notes in the box below that may impact the institution's cash flow.					
Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the stat's authority.					
Not applicable					
Please enter any explanatory notes in the box below.					

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

Student Success Measures/ Prior Performance and Goals		3 Years	2 Years	1 Year	Current Year	Next Year Forward (goal)
		Prior	Prior	Prior		
		(FY 2017)	(FY2018)	(FY 2019)	(FY 2020)*	(FY 2021)
IPEDS Retention Data						
	Entering Year	FY2016	FY2017	FY2018	FY2019	FY2020
	Associate degree students (1 year rate)	61%	68%	66%	72%	72%
	Bachelors degree students (1 year rate)	78%	75%	77%	83%	83%
?	IPEDS Graduation Data (150% of time)					
	Entering Year	FY2014	FY2015	FY2016	FY2017	FY2017
	Associate degree students (3 year rate)	18%	17%	24%	21%	21%
	Entering Year	FY2011	FY2012	FY2013	FY2014	FY2014
	Bachelors degree students (6 year rate)	47%	45%	41%	47%	47%
?	IPEDS Outcomes Measures Data					
	Entering Year	FY2009	FY2010	FY2011	FY2012	FY2012
	First-time, full time students					
	Awarded a degree within six years	24%	23%	29%	19%	19%
	Awarded a degree within eight years	24%	31%	30%	21%	21%
	Not awarded within eight years but still enrolled	0%	0%	1%	2%	2%
	First-time, part-time students					
	Awarded a degree within six years	21%	31%	26%	24%	24%
	Awarded a degree within eight years	21%	33%	28%	27%	27%
	Not awarded within eight years but still enrolled	0%	0%	2%	5%	5%
	Non-first-time, full-time students					
	Awarded a degree within six years	59%	59%	53%	57%	57%
	Awarded a degree within eight years	60%	60%	54%	59%	59%
	Not awarded within eight years but still enrolled	0%	0%	0%	0%	0%
	Non-first-time, part-time students					
	Awarded a degree within six years	54%	56%	48%	41%	41%
	Awarded a degree within eight years	59%	59%	51%	43%	43%
	Not awarded within eight years but still enrolled	2%	0%	0%	2%	2%
?	Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
1						
2						
3						
4						
5						
?	Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
1						
2						
3						
4						
5						
Definition and Methodology Explanations						
1	*FY2020 data is based upon GSC graduation and retention rates. IPEDS data not complete at time of submission					
2						

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

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

Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
	6 years ago	(FY2016)	6 years ago	4 years ago
First-time, Full-time Students	FY2014	FY2016	FY2014	FY2016
Degree from original institution	3%	2%	3%	5%
Not graduated, still enrolled at original institution	0%	0%	0%	1%
Degree from a different institution	0%	0%	1%	1%
Transferred to a different institution	1%	2%	6%	5%
Not graduated, never transferred, no longer enrolled	3%	5%	20%	14%
First-time, Part-time Students				
Degree from original institution	0%	0%	3%	2%
Not graduated, still enrolled at original institution	0%	0%	0%	1%
Degree from a different institution	0%	0%	1%	1%
Transferred to a different institution	0%	1%	3%	3%
Not graduated, never transferred, no longer enrolled	2%	1%	11%	11%
Non-first-time, Full-time Students				
Degree from original institution	35%	33%	12%	9%
Not graduated, still enrolled at original institution	0%	1%	0%	1%
Degree from a different institution	3%	3%	2%	1%
Transferred to a different institution	5%	5%	7%	8%
Not graduated, never transferred, no longer enrolled	13%	15%	13%	13%
Non-first-time, Part-time Students				
Degree from original institution	16%	15%	6%	10%
Not graduated, still enrolled at original institution	1%	2%	1%	0%
Degree from a different institution	2%	1%	1%	1%
Transferred to a different institution	4%	2%	3%	2%
Not graduated, never transferred, no longer enrolled	11%	11%	8%	10%

Measures of Student Achievement and Success/Institutional Performance and Goals

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2017)	(FY2018)	(FY 2019)	(FY 2020)	(FY 2021)

Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)

1					
2					
3					
4					

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

1					
2					
3					
4					

Definition and Methodology Explanations

1	
2	

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

	3-Years Prior	2 Years Prior	1 Year Prior	Most Recent Year
	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)

? State Licensure Examination Passage Rates								
Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1 Praxis 2/Pearson Foundations of Reading	31	29	37	36	46	44	n/a	n/a
2								
3								
4								
5								

? National Licensure Passage Rates								
Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1								
2								
3								
4								
5								

? Job Placement Rates									
Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1									
2									
3									
4									
5									

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

Web location of gainful employment report (if applicable)

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

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

? Completion Rates					
1	n/a				
2					
3					
4					
5					

? Placement Rates					
1	n/a				
2					
3					
4					
5					

Please enter any explanatory notes in the box below

FY 2020 pass rates will be available in Spring 2021

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

Student Success Measures/ Prior Performance and Goals	3 Years	2 Years	1 Year	Current Year	Next Year Forward (goal)
	Prior	Prior	Prior		
	(FY 2017)	(FY2018)	(FY 2019)	(FY 2020)	(FY 2021)

? Master's Programs (Add definitions/methodology in #1 below)						
	Entering Year	FY2017	FY2018	FY2019	FY2020	FY2021
Retention rates first-to-second year		83%	88%	90%	n/a	90%
	Entering Year	FY2014	FY2015	FY2016	FY2017	FY2018
Graduation rates @ 150% time		60%	54%	64%	n/a	65%
Average time to degree		2.3 yrs	2.3 yrs	2.2 yrs	n/a	2.2 yrs
Other measures, specify:						

? Doctoral Programs (Add definitions/methodology in #2 below)						
Retention rates first-to-second year		n/a				
Graduation rates @ 150% time		n/a				
Average time to degree		n/a				
Other measures, specify:						

? First Professional Programs (Add definitions/methodology in #3 below)						
Retention rates first-to-second year		n/a				
Graduation rates @ 150% time		n/a				
Average time to degree		n/a				
Other measures, specify:						

Distance Education (Add definitions/methodology in #4 below)						
Course completion rates						
Retention rates						
Graduation rates						
Other measures, specify:						

Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)						
Course completion rates						
Retention rates						
Graduation rates						
Other measures, specify:						

Definition and Methodology Explanations					
1	Retention rate=Retained or graduated within the next four terms of enrolling				
2	For this report, all GSC courses are considered distance education courses.				
3					
4					
5					

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

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty		https://catalog.granite.edu/undergraduate/academic-policies/	Academic Affairs
Intellectual property rights	12/24/2014	https://www.usnh.edu/policy/unh/viii-research-policies/d-intellectual-property-policy	USNH
Conflict of interest	July 2019 (USNH)	https://www.usnh.edu/policy/usy/	USNH
Privacy rights	Current catalog	https://www.granite.edu/about/legal-notice/	Academic Affairs
Fairness for students	Current catalog	https://catalog.granite.edu/undergraduate/student-support-campus-resources/	Academic Affairs
Fairness for faculty	Nov 2012	https://www.usnh.edu/policy/bot/v-personnel-policies/employee-benefits	Academic Affairs
Fairness for staff	Nov 2012	https://www.usnh.edu/policy/bot/v-personnel-policies/employee-benefits	Human Resources
Academic freedom	Sept 2020	https://faculty.granite.edu/index.php/faculty-resources/expectations-of-gsc-faculty/	Academic Affairs
Research	Current catalog	https://catalog.granite.edu/undergraduate/academic-policies-procedures/	IRB Committee
Title IX	Sept. 2020	https://catalog.granite.edu/undergraduate/academic-policies-procedures/	Director of Student Affairs
Other; specify			
Conduct	Sept. 2020	https://catalog.granite.edu/undergraduate/academic-policies-procedures/	Conduct Team
Non-discrimination policies			
Recruitment and admissions	Current catalog	https://www.granite.edu/about/legal-notice/	Admissions
Employment	Current catalog	https://www.granite.edu/about/legal-notice/	Human Resources
Evaluation	Current Faculty Handbook	https://faculty.granite.edu/index.php/faculty-resources/expectations-of-gsc-faculty/	Academic Affairs
Disciplinary action	Dec-05	https://catalog.granite.edu/undergraduate/academic-policies-procedures/	Conduct Team
Advancement	7/2/2019	https://www.usnh.edu/policy/usy/v-personnel-policies/e-	USNH
Other; specify			
Affirmative Action Statement	7/31/2018	https://www.granite.edu/about/legal-notice/	Human Resources

Resolution of grievances

Students	7/11/2018	https://catalog.granite.edu/under	Academic Affairs
Faculty	3/27/2018	https://www.usnh.edu/policy/unh	Academic Affairs
Staff	3/27/2018	https://www.usnh.edu/policy/unh	Human Resources
Other; specify			

Other	Last Updated	Website location or Publication	Responsible Office or Committee
Amorous Relationship	8/29/2018	(USNH Online Policy Manual)	Human Resources
Campus Security Policy	Reviewed annually	https://www.granite.edu/media/annual-security-report	Facilities
Computer and Acceptable Use Policy	2/2/2016 per doc	https://it.granite.edu/sites/it.granite.edu/files/media/pdfs/compute	IT
International Student Admissions	9/21/2018	https://www.granite.edu/become	Academic Affairs
Mobile Communication Policy	6/6/2018	Financial Affairs internal document	Finance
Protection of Minors Policy	10/30/2019	Facilities and Student Affairs internal	Academic Affairs
Residency Domicile Policy aka Full USNH Classification of Students	8/15/2017	USNH Online Policy Manual	Finance
VA Benefits Payment revised	8/21/2019	Internal Veterans Benefits document	Finance
Senior Tuition Waiver Policy	8/1/2017	https://catalog.granite.edu/under	Advising
Posthumous Degree Policy	2/26/2020	Internal Academic Affairs policy	Academic Affairs
Appeal to enroll with past due balance	2/19/2020	Internal Finance Department policy	Finance

Please enter any explanatory notes in the box below

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

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	https://www.granite.edu/contact/
Notice of availability of publications and of audited financial statement or fair summary	https://www.granite.edu/about/#usnh
Processes for admissions	Online catalogs (Undergraduate and Graduate)
Processes for grading	https://faculty.granite.edu/index.php/faculty-resources/expectations-of-gsc-faculty/
Processes for assessment	https://catalog.granite.edu/graduate/general-information/
Processes for student discipline	https://catalog.granite.edu/undergraduate/registrat
Processes for consideration of complaints and appeals	https://catalog.granite.edu/undergraduate/academic-policies-procedures/
Processes for consideration of complaints and appeals	https://catalog.granite.edu/undergraduate/academ
List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	Website location and/or publication where valid documentation can be found
Student Satisfaction Survey Results	https://www.granite.edu/about/student-consumer-information/
Retention and Graduation Rates	https://www.granite.edu/about/facts-and-figures/#retention ; Source GSC Office of Institutional Effectiveness
Teacher Licensure Pass Rates	https://www.granite.edu/about/facts-and-figures/#licensure Source: NH Department of Education
US News Best Online Programs Bachelor's 2020	https://www.usnews.com/education/online-education/granite-state-college-183257

Date of last review of:	
Print publications	
Digital publications	

Please enter any explanatory notes in the box below

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

Information		Website location
Institutional catalog		https://www.granite.edu/degree-institution
Information on admission and attendance	Enrollment:	https://www.granite.edu/about/facts-and-figures/#institution
Institutional mission and objectives		https://www.granite.edu/about/mission/
Expected educational outcomes	and Institutional Learning	Outcomes-Based Learning and Institutional
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation		https://www.granite.edu/about/facts-and-figures/#institution
Requirements, procedures and policies re: admissions	Undergraduate: Graduate: Post-Baccalaureate Teacher Certification:	https://catalog.granite.edu/undergraduate/admission/ https://catalog.granite.edu/graduate/admission/ https://catalog.granite.edu/graduate/admission/
Requirements, procedures and policies re: transfer credit	Transfer Credits: Catalog, Transfer Credits: Portal:	https://www.granite.edu/why-gsc/transfer-credits/ https://catalog.granite.edu/undergraduate/admission/transfer-credits/ https://www.granite.edu/why-gsc/transfer-credits/
A list of institutions with which the institution has an articulation agreement		https://www.granite.edu/degree-programs/bachelors-degrees/csenh-nursing/ https://www.granite.edu/become-a-student/
Student fees, charges and refund policies	Undergraduate: Graduate:	https://catalog.granite.edu/undergraduate/tuition-fees/ https://catalog.granite.edu/graduate/tuition-fees/
Rules and regulations for student conduct		https://www.granite.edu/current-students/conduct/
Procedures for student appeals and complaints	Grade Appeals, Academic Petitions and Appeals: Grievance Policy and Procedures:	https://catalog.granite.edu/undergraduate/academic-policies-procedures/ https://catalog.granite.edu/undergraduate/academic-policies-procedures/
Other information re: attending or withdrawing from the institution	Degree Status:	https://catalog.granite.edu/undergraduate/academic-policies-procedures/
Academic programs		https://catalog.granite.edu/programs/
Courses currently offered		https://catalog.granite.edu/course-descriptions/
Other available educational opportunities	Community Partnerships: Employer Programs:	https://catalog.granite.edu/undergraduate/community-partnerships/ https://www.granite.edu/employers/
Other academic policies and procedures		https://catalog.granite.edu/undergraduate/academic-policies-procedures/
Requirements for degrees and other forms of academic recognition	Academic Standing, Honor Society and Dean's List, and Graduation/Conferral:	https://catalog.granite.edu/undergraduate/academic-policies-procedures/
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them		https://catalog.granite.edu/graduate/faculty/
Names and positions of administrative officers		https://catalog.granite.edu/graduate/trustees-granite-state-college-executive-administration/
Names, principal affiliations of governing board members		https://catalog.granite.edu/graduate/trustees-granite-state-college-executive-administration/
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	Locations: Class Schedule Search:	https://www.granite.edu/contact/locations/ https://www.granite.edu/become-a-student/course-schedule/
Programs, courses, services, and personnel not available in any given academic year.	Course Schedule: Class Schedule Database:	https://www.granite.edu/become-a-student/course-schedule/ https://webrock.unh.edu/sllp/bwckschd.p_disp_dyn_sche
Size and characteristics of the student body		https://www.granite.edu/about/facts-and-figures/
Description of the campus setting		https://www.granite.edu/contact/locations/
		https://www.granite.edu/current-students/advising-support/

Availability of academic and other support services	Student Handbook, p. 11:	https://www.granite.edu/current-students/academics/academic-resources/student-handbooks/
Range of co-curricular and non-academic opportunities available to students		Not applicable
Institutional learning and physical resources from which a student can reasonably be expected to benefit		https://catalog.granite.edu/undergraduate/student-support-campus-resources/
Institutional goals for students' education	Mission, Vision, Core Values:	https://www.granite.edu/about/mission/
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	Retention: Graduation: Licensure:	https://www.granite.edu/about/facts-and-figures/#retention https://www.granite.edu/about/facts-and-figures#graduation https://www.granite.edu/about/facts-and-figures#licensure
Total cost of education and net price, including availability of financial aid and typical length of study		https://www.granite.edu/tuition-aid/cost-of-attendance/
Expected amount of student debt upon graduation and loan payment rates	Average Bachelor's Debt at Graduation, under Cost of Attendance:	https://www.granite.edu/tuition-aid/cost-of-attendance/
Statement about accreditation		https://www.granite.edu/about/legal-notices/