

INTERIM REPORT

Plymouth State University

17 High Street

Plymouth, NH 03264

Submitted to the

New England Association of Schools and Colleges (NEASC)

Commission on Institutions of Higher Education

on August 17, 2018



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Tala Khudairi
Vice President
Commission on Institutions of Higher Education
New England Association of Schools and Colleges
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514

Dear Dr. Khudairi, and members of the Commission,

Enclosed please find the fifth-year interim report of Plymouth State University for your review. As requested in the letter dated June 4, 2014 from Jean A. Wyld, Chair of the Commission on Institutions of Higher Education to then PSU President Steen, this report emphasizes our continued success in addressing the areas specified as well as the information included in all fifth-year reports and our transformation over the last three years to an integrated cluster-based university.

We appreciate this opportunity to provide this report and look forward to your response.

Sincerely,

A handwritten signature in blue ink, appearing to read "Donald L. Birx".

Donald L. Birx
President

Introduction

This 5th Year Interim Report reviews how Plymouth State University (PSU) continues to meet NEASC's Commission on Institutes of Higher Education (CIHE) Standards for Accreditation, has and will continue to address areas of emphasis outlined in the Commission's report dated 6/04/14, demonstrates educational effectiveness, and identifies areas of focus for the next five years.

The timeline for developing this report was as follows:

5/10/2017: Gail Mears was appointed by President Birx as the CIHE Accreditation Liaison Officer for PSU.

Fall 2017: Institutional Research began compiling data and Gail Mears and Marcia Schmidt Blaine assumed the role of Report Project Managers of the 5th Year Interim Report.

10/24/17: Project Managers participated in CIHE 5th Year Interim Report Orientation Workshop.

11/17: Identification of NEASC Working Groups and NEASC Moodle Workroom updated for Interim Report.

12/5/17: NEASC Interim Report Kick-off Meeting held.

2/9/18: Drafts for Area of Emphasis and Standards 1-7 & 9 submitted.

3/11/18: Draft of Standard 8 submitted.

4/15/18: Senior Commission VP Pat O'Brien visited campus and met with Project Managers, Report Team and Cabinet, and provided subgroup consultations.

5/15/18: Project Managers met with President Birx to review report draft.

6/5/18: Report posted in SharePoint for review team review (review team: Julie Bernier, Annette Holba, Robyn Parker, Pat Bahr).

6/24/18: Report draft sent to Senior Commission VP Pat O'Brien for review.

7/13/18: Call with Senior Commission VP Pat O'Brien with Project Managers to review her draft feedback.

7/14/18: Report opened in SharePoint to President and Cabinet for review.

8/7/18: Report posted to the PSU community.

8/17/18: Final report submitted to CIHE.

Report Team: Gail Mears, Marcia Schmidt Blaine, Paula Lee Hobson, Pat Cantor, Linda Carrier, Christie Sweeney, Julie Bernier, David Zehr, Wendy Palmquist, Cathie LeBlanc, Jason Moran, Jeff Furlone, Janette Wiggett, Annette Holba, Josh Perks, Karolyn Kinane, Tracy Claybaugh, Rich Grossman, Caryn Ines, Corey Hoyt, Marlin Collingwood, Cynthia Vascak, Robyn Parker, Cheryl Baker, Mary Earick, Pat Bahr

Institutional Overview

PSU was established in 1871 as Plymouth Normal School, became Plymouth Teachers College in 1939, Plymouth State College in 1963, and adopted its current name in 2003. A founding member of the University System of New Hampshire (USNH), PSU serves New Hampshire and the New England region.

Situated in a state with the lowest per capita support for higher education and the highest expected decline in the number of high school graduates in the nation, the University has reinvented itself to better meet the needs of twenty-first century students by focusing on high-impact experiential education. In AY2018, 4,088 undergraduates and 754 graduate students were enrolled in undergraduate, masters, Certificate of Advanced Graduate Study (CAGS), professional certification, and doctoral programs.

PSU is breaking new ground in higher education. When President Donald Birx arrived at PSU in 2015, he brought the vision of Integrated Clusters (Clusters), an innovative and integrated approach to learning that reconnects communities and businesses with teaching and learning. No matter their passion, students will receive an education that spans the disciplines: synthesizing, validating, and visualizing knowledge to further explore, teach, create, and built ideas and concepts within collaborative teams. Students will leave PSU with the abilities, tools, and experiences they need to thrive in an ever-changing future. This vision intends to address the challenges facing higher education, especially students' degree completion and post-graduate success.

The institutional [mission and vision](#) have been updated to focus on experiential education, which prepares students to develop ideas and solutions for a connected world. PSU's mission and vision, approved by the USNH Board of Trustees, provide the campus community with a comprehensive focus on the future. Modes of learning, information management, the relationship between higher education and external entities, and the best use of higher education are all under discussion and being acted upon.

Clusters are transformative learning communities that promote critical thinking, collaboration, and career preparation by valuing innovation, entrepreneurship, engaged teaching and learning, and interdisciplinary scholarship. Clusters will enhance the University's existing strengths related to experiential education and create an environment where ideas may flourish across programs, disciplines, and communities on and off campus.

Through campus-wide discussions, the following seven Clusters were adopted in AY2016:

- Arts and Technologies
- Education, Democracy, and Social Change
- Exploration and Discovery
- Health and Human Enrichment
- Innovation and Entrepreneurship
- Justice and Security
- Tourism, Environment, and Sustainable Development

In AY2016, the University went through a comprehensive institutional review process of all programs and services, the University Review and Strategic Allocation ([URSA](#)), to guide future resource allocation decisions. [URSA](#) provided a foundation for structural and organizational changes. A second phase of campus review, the AY2018 University Reinvention Initiative ([URI](#)), focused on academic programs, Clusters, and financial sustainability. Both URSA and URI inform the development and implementation of the Cluster initiative.

The University's implementation of Clusters focuses on [five goals](#): (1) Movement to a flatter, Cluster-based organizational structure with implementation of the [Four Tools](#) of Clusters, (2) retention and persistence, (3) sustainability/thriving: financially, academically, and reputationally, (4) recruitment and enrollment, and (5) equipping students to lead and thrive in the 21st-century global economy. To achieve these goals and the PSU mission, the University emphasizes quality teaching and high-impact learning pedagogy, application of theory to external concerns, service to others to enhance the greater good, and effective collaborations among internal and external constituencies.

Area of Emphasis: Graduate Partnership Programs

The 2014 accreditation confirmation letter stated that PSU needed to provide assurance that *“its partnership programs and courses are offered in a manner consistent with the Standards for Accreditation and Commission policies, align with the University's educational objectives, and set expectations of student achievement appropriate for the award of graduate-level credit.”*

The January 2016 Progress Report reviewed the PSU model for oversight of graduate credit-bearing partnerships, and in response, NEASC indicated satisfaction with the level of oversight for these partnerships. In the report, PSU noted its continuing review of partnership courses and termination of four partnerships (American Museum of Natural History, Virtual High School, Seacoast Center Montessori Teacher Education Program, and Upper Valley Educators Institute).

Since the 2016 report, PSU has continued to review partnerships and closed nine additional graduate partnerships. Decisions were based on limited student demand that did not support the partnership and/or lack of alignment with the University's reorganization into Clusters. The elimination of partnerships has allowed graduate programs to reallocate resources to better meet programmatic and institutional goals.

PSU continues the partnership between Project Adventure and the Adventure Education program. The program coordinator works closely with Project Adventure, reviews workshop syllabi, and serves as the faculty member overseeing the academic aspects of these courses.

PSU graduate programs may incorporate appropriate professional development events as experiential components of special topics graduate courses under the following conditions: the program faculty agree to them, the course meets the program's course requirements, and a program faculty member has the capacity to oversee the learning experience and assessment of student learning.

As outlined in the 2016 progress report, all PSU graduate partnerships are under the direct oversight of the associated academic program. Thus, these partnerships receive the same level of curricula program and institutional vetting, faculty oversight, and assessment of student learning

required of all PSU courses and programs.

Area of Emphasis: General Education Program Assessment

The 2014 NEASC Report outlined General Education (Gen Ed) assessment as an area of emphasis. A progress report was requested in 2015 and 2017. The January 2017 report requested a specific analysis of the results of the Gen Ed pilot assessment plan.

As noted in the 2017 progress report, the reorganization of the University into a Cluster model presented an opportunity to re-vision the Gen Ed Program and its associated assessment model. Clusters and the four tools outlined by President Birx provide a clear pathway to modify Gen Ed Assessment.

The four tools of Clusters include Project-based First Year Seminar (FYS), Open Labs, Themed Gen Ed, and an Integrated Capstone (INCO). The assessment model outlined in the 2017 Progress Report called for developing program outcomes in alignment with the vision for Clusters and assessing student progress based on outcomes in the FYS and the INCO. These two courses serve as bookends for assessments of the Gen Ed Program (see Standard 8), comparing students' levels of development to program outcomes at the beginning of the FYS and the end of the INCO.

The Four Tools of Clusters are described below:

1) FYS provides the orientation for the Gen Ed Experience. While the course is not new, the Cluster model provided inspiration to rethink the seminar. In spring 2017 the FYS was revised so that each section focused on engaging students in project-based learning to address some aspect of a wicked problem. A wicked problem is a social or cultural problem that is too complex for a one-dimensional or singular resolution and requires the issue be addressed through multiple lenses with an eye to unintended consequences. From a design thinking framework, students use critical thinking and information literacy skills to develop projects with an external focus related to an aspect of the wicked problem.

2) Open laboratories are physical or virtual spaces beyond the traditional classroom where students, faculty, staff, and community partners interact as they address real-world challenges from multi-disciplinary lenses. Working on authentic projects connects students to a professional network, lowers the walls between the University and the community, and provides rich learning experiences for students as they collaborate with and provide services to their neighbors. These kinds of experiences will continue to be available to students throughout their curriculum.

3) Themed Gen Ed organizes courses around common concepts (ie. sustainability, creativity, ethical reasoning) so that students recognize interconnections and articulate the skills they have developed in the experiences. This provides students a more coherent educational experience. Gen Ed Directions courses organized around common themes will be the basis of themed gen ed and affords opportunities for students to work together across courses in open lab or incubator environments.

4) The INCO course is being redesigned as the capstone of the Gen Ed Experience. Teams of students across multiple disciplines will address a complex program in collaboration with

external partners. The course will require students to integrate knowledge and skills from their major area of study with the knowledge and skills from their Gen Ed program to address an authentic issue.

Developments since January 2017 Progress Report:

- Using the AAC&U Essential Learning Outcomes and VALUE Rubrics as a model, a faculty Gen Ed Outcomes Task Force recommended a set of [Habits of Mind](#) (HoM): Purposeful Communication, Integrated Perspective, Self-Regulated Learning, and Problem Solving) as Gen Ed Program outcomes, along with a set of developmental assessment benchmarks. (See Standard 8). An external advisory group composed of business leaders, K-12 school administrators, and a behavioral health administrator vetted the HoM and benchmarks, focusing on their alignment with postgraduate success and workforce needs. The faculty unanimously endorsed the Gen Ed Program Outcomes and benchmarks in November 2017.
- Academic Affairs developed a FYS Fellows program for faculty teaching FYS. The FYS Fellows began revising the course in spring 2017 and continued its work through the summer. The FYS Fellows began teaching the revised version of the FYS in fall 2017. The FYS Fellows participated throughout the fall 2017 semester in reflective practice groups to engage in ongoing professional and pedagogical development.
- At the end of the semester, all FYS students engaged in a public poster session to explain their projects and share their results. Students rated their incoming levels of competencies associated with the redesigned FYS at the beginning and the end of the course. The responses to competencies aligned with the HoM were compared in the pre- and post-surveys, with students reporting significant gains (see standard 8).
- In fall 2017, at the recommendation of the Outcomes Task Force, a Gen Ed Assessment Task Force was created to outline a plan for using the HoM and the developmental benchmarks to assess the Gen Ed program. They worked in conjunction with FYS and INCO Fellows. The Task Force mapped HoM benchmarks to the student pre- and post-survey used in fall/spring AY2018 FYS sections. In the pre- and post-survey, based on student perceptions, students reported gains across 23 of the 24 HoM questions (see results standard 8). The Assessment Task Force is working with the FYS Fellows to phase in FYS assessment based on HoM benchmarks, using actual samples of student work as evidence of the level of development.
- In summer 2018 a new set of 35 faculty FYS fellows were appointed to teach the AY 2018 FYS and a five-member subgroup identified as the FYS Steering Committee. This steering committee will lead efforts to ensure continued course revisions and to align assessment with Gen Ed outcomes. All fellows agreed to participate in professional development, FYS planning meetings, and reflective practice relevant to FYS.
- An INCO Task Force was created in fall 2017. It presented a report to the faculty in May 2018, recommending an INCO Fellows Program similar to the FYS Fellows Program. The INCO Fellows are working through fall 2018 to develop course outcomes and assessment processes. Initial courses will be launched in spring 2019 with full implementation by AY2021. Many programs have embedded the current INCO into their required curriculum. Therefore, program curriculum revisions are necessary to disentangle the INCO from unique program requirements so that INCO students enrolled in multiple majors may engage in complex problems in collaboration with community or external stakeholders in multidisciplinary teams.
- A Gen Ed coordinator was appointed at the request of the Gen Ed Committee. This is a full-

time faculty position beginning in summer 2018 (part-time in summer; full-time in fall 2018) responsible for coordinating INCO and FYS Fellows; promoting themed directions courses, implementing and evaluating program assessment; promoting continued revisions based on innovations in the field and feedback from students and faculty; identifying faculty development needs; and developing and facilitating the ongoing external Gen Ed Advisory Group.

- Professional development and assessment resources were allocated to support Gen Ed:
 - Professional development was provided to the full community during University Days (August 2017) and Jamboree days (January 2018) related to Gen Ed and project-based learning, with faculty professional development planned throughout the year.
 - The University contracted with the [Center for Project-Based Learning](#) at Worcester Polytechnic Institute to provide a [two-day workshop](#) in July 2018 focused on project-based learning. Forty FYS Fellows, faculty, and teaching lecturers attended, discussing past practice, new ideas, and integrating project-based learning and team work into Gen Ed courses. Workshop evaluations indicate that participants appreciated the tools and strategies shared, noting that a common language can enhance advocacy efforts. Ninety-eight percent shared that the workshop advanced their plans to include project-based learning in their work, and 94% agreed that the workshop helped them understand how to better support student teams.
 - Teams of faculty attended AAC&U Assessment conferences in spring 2017 and 2018 and expressed a continued commitment to attend future national Gen Ed conferences.
 - A team was selected by AAC&U to attend AAC&U/Boston workshop in spring 2018 on signature pedagogy. The PSU team focused on the INCO Gen Ed experience.
 - An Academic Assessment and Accreditation Director was appointed in Fall 2017.
 - The University purchased and is implementing Taskstream, an Academic Data Management System, with support from the newly appointed Academic Assessment and Accreditation Director.

Gen Ed revisions have garnered a high level of positive faculty attention. Participating in FYS and INCO development, considering themed Gen Ed courses, working on assessment, and participating in Gen Ed professional development around project-based learning and high-impact pedagogy has allowed faculty to collaborate in professional learning communities and engage in professional development and dialogs regarding high-impact learning practices.

Administration and faculty have made progress in all elements outlined in the 2017 Progress Report; however, it was necessary to revise the implementation outlined in the 2017 progress report. In AY2019, the University will focus on developing the parameters of Themed Gen Ed to strengthen links between courses while preserving the program's broad disciplinary scope, as required by NEASC.

Area of Emphasis: Enrollment Management and Student Affairs Assessment

The 2013 NEASC report identified assessment in Enrollment Management and Student Affairs as one of the challenge areas for PSU. Specifically, the report cited the *lack of a cyclical program review process for Enrollment Management and Student Affairs*. Following the 2013 report, Student Affairs began the implementation of an assessment plan that included an annual program review with presentations by unit, as outlined in the 2016 Progress Report.

The transition to Clusters and University reorganization resulted in changes to the structure of Enrollment Management and Student Affairs and to assessment plans outlined in the 2016 Progress Report. Structural changes are outlined in Standard 3 and included in the University [Organizational Chart](#). Enrollment Management and Student Affairs are now distinct units. Student Affairs reports to the Provost and Enrollment Management reports to the President with a dotted line report to the Provost. The intention is to ensure strong collaboration among Academic Affairs, Student Affairs, and Enrollment Management.

The Dean of Enrollment Management oversees recruitment, admission, and success coaches. Student Affairs is led by the Interim Director of Student Engagement and the Dean of Students. The Interim Director of Student Engagement oversees student activities including Student Orientation and Panther Days, Student Accessibility Services, Title IX, as well as other student-related facilities and recreation. The Dean of Students oversees non-academic student concerns and conduct violations, Campus Ministry, and the Counseling Center. Student Affairs leaders and staff collaborate actively with Enrollment Management, Residential Life, and Academic Affairs.

Enrollment Management

Recruitment efforts are the primary responsibility of the Dean of Enrollment Management, who determines recruitment strategies to enroll new undergraduate student cohorts attracted to the Cluster learning model. The Admitted Student Survey is administered to admitted students prior to decision in March to gauge students' likelihood of enrollment. Students who apply but withdraw are surveyed to evaluate PSU with competitor institutions in multiple areas (some of which include academic program quality, financial aid, academic facilities, quality of faculty, ranking and reputation, distance from home, and city/town in which the school is located). Admissions also administers a Deposited Student Survey in mid-summer to assess academic preparedness, along with social and financial confidence in enrolling at the institution. At the end of each recruitment cycle, the leadership reviews progress toward recruitment goals in each territory, gauging staff performance accordingly, and setting future goals.

The University partners with Ruffalo Noel Levitz on student search and financial aid, incorporating the following tools:

- Smart Approach – A qualification process of purchased names and predictive modeling that informs targeted recruitment communications. The aim is to help move students through the recruitment funnel in an effort to enroll the highest number of students who align with institutional fit. This advanced predictive modeling tool shows the enrollment probabilities of millions of student leads. Both the model and communication channels/vehicles are assessed for effectiveness twice a year – at the middle and end of each recruitment cycle – to inform future strategy. Performance monitoring and assessments occur weekly between January to June and an on-site two-day review session takes place in July to set future goals. Through its partnership with Ruffalo Noel Levitz, PSU has exceeded its inquiry-cultivation goals and enrolled record numbers of first-year student classes, an increase of more than 1,100 students since fall 2015. During the last three recruitment cycles, new student inquiries have exceeded the benchmark of 17,000.
- Advanced FinAid Solutions – A financial aid modeling tool that provides the analytics and

insights needed for successful awarding strategies. This tool allows the institution to balance affordability and resources by calculating the aid packages needed to enroll specific populations of students; develop a strategic financial aid plan that addresses enrollment goals and optimizes financial aid awards; and maximize net tuition revenue to maintain and improve the quality of academic programs and campus services. As above, performance monitoring and assessments occur weekly between the months of January to June and an on-site two-day review session takes place in July to set future goals. In the past two years, PSU has been able to achieve its financial aid tuition discounting goals (the process by which the institution offsets its published tuition price with institutional grant aid for enrolling students). In the 2015-2016 academic year, Enrollment Management reduced the discount rate three points (35% to 32%) from the previous year and, in 2016-2017, maintained the discount rate at 32%. To help balance the discounting goals and revenue, President Birx has a commitment to students that financial reasons will not be a barrier to any student who wishes to attend PSU. If a student has exhausted all sources of financial assistance (including accessing all available loans), the institution will make up the difference. For the fall 2018 semester Enrollment Management, Student Account Services, and Financial Aid reviewed 176 requests for additional financial resources. Eighty-one new incoming and returning enrolled student requests were granted. Those not granted additional funding were provided counseling and education on how to pursue and exhaust other available funding options.

Student Affairs

Student Affairs has adopted the Gen Ed HoM Outcomes to support an integrated, cohesive experience for students that augments the Gen Ed curriculum. Student Affairs leadership has engaged in a series of exercises across all departments to ensure alignment between the HoM and students' co-curricular activities and service-outcome goals. Related assessment models are under development. A fall 2018 adoption of [CampusLabs](#) solutions, software that tracks student engagement in co-curricular programming, will assist program assessment and enable students to access transcripts of their co-curricular activities at the culmination of their PSU education.

Retention. Retention is a primary area of focus for Student Affairs and Enrollment Management, and a shared responsibility across campus. Student Affairs collaborates with the Retention-Persistence Working Group (RPWG), a cross-divisional team formed in fall 2017, to review metrics and identify initiatives and policies to support retention and persistence through a campus-wide lens. Additionally, a smaller group called the Frontlines Retention Team meets weekly to address individual time-sensitive issues.

After several years of low- to mid-70 percentages, the retention rate fell to 70% in fall 2016 (68% reported IPEDs retention rate of students from first to third semester; 70% retention rate based on all the students who arrived one year and returned for the fall. The latter is used for financial modeling). National Survey of Student Engagement (NSSE) data show that PSU students in their senior year reported strong community engagement, while first-year students reported less engagement with the PSU community. (See NSSE data in Standard 8)

The RPWG carefully reviewed external research and ideas (such as [Complete College America](#) initiatives and EAB research) to determine which retention strategies would work best for PSU. The group identified strategies for implementation in AY2019 and AY2020, including the

following: first-year residential cohorting; professional development for student workers; creation of developmental career services; new student orientation/on-boarding processes; ways to increase faculty understanding; and involvement in retention and persistence, including new advising processes. A new [retention plan](#) will be implemented in AY2019.

Student withdrawal surveys (N=378) provide insights into student-retention issues. During AY2018, 17% of those surveyed cited academic reasons for their departure, with the majority expressing dissatisfaction with their major and many indicating a transfer to majors not offered at the University. Fifteen percent cited financial reasons as important factors for students who withdrew: 43% indicated a need for more financial aid to support their expenses while 39% cited the need to work full time. The majority of withdrawals (68%) indicated personal reasons, with 37% noting that PSU was not a good fit for them, citing changes in their career paths and a need to be closer to home.

Below are Student Affairs programs (either primary or shared responsibility) put in place to enhance stronger connections with the PSU community in the first year and improve retention:

- A summer bridge program called *Summer Ascent* is designed for first-year students at risk of withdrawal. Curricular and co-curricular elements are combined with the overarching goal to support successful transition from high school to college and to begin building students' senses of community at PSU. A pilot was offered to 28 students in summer 2017 the week before classes started. The program has expanded in summer 2018 to 75 incoming students. The experience will include a one-credit course, *Introduction to the Cluster Experience*, and a choice of one of four special-interest courses to help students learn more about each other, tell their own stories, and introduce the HoM skills.
- Panther Days, overseen by Student Engagement, occurs in the first three days that first-year students move onto campus. The goal is to orient students to campus and to form a sense of connection to the campus community. Activities include recreational options, community-building activities, and informational sessions regarding student services and curricular and co-curricular opportunities. Last year, students were asked to complete a survey regarding Panther Days. Of the 256 students responding to the anonymous fall 2017 survey (25% response rate), 94% agreed with the statement: "Panther Days provided me information that will enable me to find the services I need at PSU." 85% agreed "Panther Days created a strong sense of community amongst incoming students"; and 90% agreed "Panther Days prepared me to successfully transition into PSU." Panther Days and Orientation planners will continue focusing on better means of communication, increased career/clubs/majors/minors activities, and the important role of academic-oriented events.
- PSU is instituting a new First-Year Residential Experience (FYRE), including residential cohorting, FYS connections between academics and co-curricular life, and additional programming around finances, social life, as well academics. The program embeds the Gen Ed HoM in an accessible way for students to apply to their life outside of the classroom.

Student Affairs programs to support retention and persistence:

- The Counseling Center has moved to a full-time counseling staff model based on its ongoing assessment. Historically, the Center relied on part-time counselors to augment full-time staff in response to increasing student requests for counseling services. There were six full-time

clinicians in AY2018 and there will be nine in AY2019. It is anticipated that full-time staff will handle 90% of counseling appointments in AY2019 compared to 65% in AY2018. Routine assessment of student utilization of counseling services showed an increase in appointments from 5,370 (AY2016) to 6,547 (AY2018). Counselors who are available five days per week at the Counseling Center provide greater flexibility and accessibility to students than did counselors who worked there one or two days per week. The Counseling Center evaluates symptom improvement using the Distress Index. Improvement scores are consistent with national college counseling centers benchmarks and students in higher distress at intake show the most improvement. Student satisfaction surveys administered at the end of treatment indicate that 97.6% agree or strongly agree that they are satisfied with the quality of their counseling.

- Community Advisors are charged with implementing programming aligned with the HoM through social events, and other informal interactions, all with the goal of increasing students' sense of community, belonging, and purpose. The assessment model is under development and will include an annual quality of life survey, as well as focus groups to further address areas of success and concern. Programs, events, and touch points with student and professional staff all aligned with HoM. Learning outcomes are associated with each.
- In AY2018, 437 educational/social events were hosted, involving 8884 individual student experiences. Tracking numbers is the first step in the development of assessment model for Student Affairs.
- The Concerns, Awareness, Referral, Education ([CARE](#)) Program, developed in response to shootings at Virginia Tech, is an initiative that provides a process for identifying students who are emotionally and/or academically at risk and alerting the Dean of Students. Early CARE program assessment efforts included monitoring withdrawals, tracking the number of counseling center referrals, and categorizing CARE reports by nature of concern as perceived by reporting party. These efforts, while effective in establishing a baseline, had limited proactive application in predicting which students may benefit from outreach prior to a concern being reported. Connecting CARE report information to the upgraded EAB Student Success Collaborative will allow for systematic tracking to identify usage, trends, and emerging student needs.
- Conduct: Analysis of conduct outcomes and sanctions indicated inconsistency of practices which diminished effectiveness of the adjudication process on both individuals and the greater community. Additionally, an examination of the human resource capacity among residential life staff demonstrated a disproportionate amount of time dedicated to adjudication, a reactive measure, rather than proactive, intentionally-designed community development. As a result, a student conduct process reorganization in AY2018 streamlined and centralized student conduct adjudication. This action reframed the purpose of the Community Director as a support resource and increased the quality and impact of the student conduct process. Early program analysis indicates a reduction in recidivism for alcohol- and drug-related violations by 60% and 75% respectively from fall 2016 to fall 2017. This organizational change also reduced time from incident to adjudication by half (a seven-day average for non-critical incidents). Further, Residential Life staff have increased capacity to create and facilitate outcomes-aligned residential life programming.
- The University has decided to recognize fraternities and sororities again. They will better connect Greek alums to the University and assist in retention and persistence efforts. Assessment of Greek organizations will include participation rates, student withdrawal,

academic progress, conduct and behavioral intervention needs among Greek organizations compared to other student organizations, and resident housing/live-on rates among Greek organizations.

- Student Affairs is responsible for providing recreational opportunities for students. Sports Clubs, Intramural Sports, and Group Exercise participation has increased by 10% between FY2016 and FY2018. Student use of the Fitness Room has also increased by 10%. This increase in activity informed space upgrades.

The following metrics/assessments will be used to determine the effectiveness of these and other campus-wide retention and persistence efforts:

- Recruitment, Retention, and Persistence/graduation metrics: The University's five-year goals include an 80% retention rate and a 65% six-year graduation rate.
- Bi-annual NSSE surveys: The tool explores perceptions of first-year and fourth-year students regarding advising, high-impact learning practices, and community connection. NSSE results inform and influence the work of Academic Affairs, Student Affairs, and Residential Life.
- The University will administer the Beginning College Survey of Student Engagement (BCSSE) for first-year students for the first time in fall 2019. The BCSSE website "results, especially when linked with NSSE data, may be used to shape initiatives that align the first-year experience of students with recognized effective educational practices."
- Assessment of *Summer Ascent* students: In the first year of implementation, the experience was contained to the week before the fall semester began. The program was successful in reducing summer melt for these students and in improving retention (this high-risk group appears to be retained at 89%). In AY2019, the program will be extended into the fall to better support these students' successful transition into PSU. GPA analysis and retention rates will be monitored to assess program impact.
- Assessment of AY2019 Panther Days will include:
 - Student Survey: designed to gauge program effectiveness in building community, disseminating information, and defining campus culture; as well as measuring student comprehension of the Gen Ed Program's four HoM.
 - Staff/Faculty/Student Worker survey: designed to seek feedback on operational effectiveness, program design, and program learning outcome.

Future Plans

Student Affairs will evaluate the following initiatives, in addition to those outlined earlier, with the objective of developing goals for the next three-to-five years that are aligned with the University's broader goals and in conjunction with those of Academic Affairs.

- In addition to FYRE, an enhanced residential experience for upper-division students is also being developed for fall 2019. Full program and assessment plan are under development.
- Area of growth to link social/education events with HoM, retention/persistence, and qualitative data of students' perceived connection to the PSU community.
- Student Involvement: Establish baseline data for club and organization membership and program/event assessment through CampusLabs.
- Continue to assess recreational facility and program usage; evaluate signature programs for increased evidence-based foundation and academic program alignment.
- Continue Orientation and Panther Days participation surveys to inform program content and design improvements; establish and implement evaluation of communication strategy and

Summer Deposited Student Survey effectiveness.

Standard 1: Mission and Purpose

In the spring of 2016, USNH Board of Trustees approved a new PSU [mission](#): *Plymouth State University serves the state of New Hampshire and the world beyond by transforming our students through advanced practices where engaged learning produces well-educated undergraduates and by providing graduate education that deepens and advances knowledge and enhances professional development. With distinction, we connect with community and business partners for economic development, technological advances, healthier living, and cultural enrichment with a special commitment of service to the North Country and Lakes Region of New Hampshire.*

The values shaping the environment in which PSU campus community members learn, teach, and serve were also modified. PSU values guide our decision making, provide clarity in determining priorities, and influence relationships and behaviors.

PSU values the following:

- Our alumni, heritage, and future as a transformative and highly engaged university with innovative and creative approaches to learning and problem solving;
- Service to others, exemplifying PSU's motto, *Ut prosim* (That I may serve), and working across disciplines to ensure deeper levels of learning and better outcomes;
- Entrepreneurial partnerships that enrich learning and benefit the region focused on sustainable, environmentally connected work that enhances sense of place and purpose;
- The rights and dignity of all people;
- Free speech, diversity of opinion, and supported opportunities to learn from one another;
- Collective responsibility for the health, safety, and well-being of our community;
- Accountability for decisions, actions, performance, and conduct;
- Continuous improvement in programs, policies, and practices; and
- Responsible stewardship of finite environmental, financial, and human resources.

PSU's purpose reflects its mission: to provide a quality, real-world education for its students. Students, faculty, and staff engage the local, regional, national, and international communities in relevant, practical, and mutually beneficial ways.

Standard 2: Planning and Evaluation

A new Strategic Plan was developed in 2014: [Focus 2020](#). While the University's mission has changed, Focus 2020 aligns with its revised mission and goals. The following goals: (1) movement to a flatter, Cluster-based organizational structure with implementation of the [Four Tools](#) of Clusters, (2) retention and persistence, (3) sustainability/thriving: financially, academically, and reputationally (4) recruitment and enrollment, and (5) equipping students to lead and thrive in the twenty-first century global economy; will be incorporated into a revised strategic plan in 2020.

PSU's reorganization into Clusters allows for greater collaboration among faculty, staff, students, and external partners while flattening the overall institutional structure. Team-based

leadership/management continues to be implemented across campus. The academic colleges were discontinued as of June 30, 2018 with the transition out of departments into Clusters to be fully completed by June 30, 2019. Vision discussions that began across all campus constituencies in fall 2015 continue to the present. As strategic plans are outlined, opportunities for community feedback occur during regularly scheduled Town Halls.

The President developed a Transitional Leadership Team (TLT) with equal representation from faculty; professional, administration, and technology staff (PAT); and operating staff (OS) to assist with communications across campus (see Standard 3). The Planning, Budget, Leadership Group (PBLG) was discontinued after overseeing the completion of the URSA process and was replaced by an expanded President's Cabinet (Cabinet), Provost Council, and TLT.

In 2015-2016, the campus underwent the URSA process with a full review of credit- and noncredit-bearing programs in which all academic programs operating for more than three years conducted an in-depth review and analysis. This substituted for the standard five-year program review for programs without external specialty accreditation. This process revealed institutional redundancies, concerns related to resource allocation and data, and the need for organizational restructuring. With full support of the USNH Board of Trustees, institutional leaders undertook a thorough personnel review in 2015-2016 that resulted in a 10% reduction in staff (see Standard 7), which was accomplished through Reductions in Force and expanded SIP offered to staff and faculty.

Building on [URSA](#), Academic Affairs is currently working through a University Reinvention Initiative ([URI](#)). The goals are to support Cluster development, recruitment, student engagement, and retention/persistence in ways that promote financial stability. Faculty reviewed program enrollment, financial and workforce needs, and marketing data to inform the creation of innovative programs and courses synergistic to their Cluster approach. Academic Affairs is focused on the process of vetting 254 ideas generated through the URI initiative, anticipating course and program revisions over the next two years. These ideas ranged from interdisciplinary curricular revisions, shared courses across majors, collapsing majors into new innovative majors, program retirement, cluster introductory and Gen Ed courses, 4+1 graduate programs, themed Gen Ed pathways, and partnerships with external stakeholders.

Institutional Research was moved under the umbrella of Information Technology Services (ITS) in support of a more efficient reporting system that serves the entire campus. The Director of Academic Assessment and Accreditation, housed in the Provost's Office, supports academic assessment across programs and is overseeing the implementation of [Taskstream](#), an academic data management system. This position collaborates closely with Institutional Research.

PSU uses a variety of methods to evaluate student academic and co-curricular success including the following: enrollment, retention, and persistence data; post-graduation surveys; campus climate surveys; National Survey of Student Engagement (NSSE); Beginning College Survey of Student Engagement (BCSSE – to be added Fall 2018), the Collegiate Learning Assessment (CLA+); and Gen Ed assessment (in process) and academic program review.

The Cluster reorganization is intended to increase revenues through effective recruitment, student retention, and persistence strategies. Expenses were reduced by eliminating redundancies and more effective management of faculty workload, as well as by simplification of the structure of Academic Affairs, from three colleges and 22 departments to seven Clusters. In this time of major transition, the University will incur additional operating expenses as it makes the necessary investments to implement the new model while remaining operational in the existing model. Financial planning and forecasting is used to create five-year operating and capital plans. These are reviewed and updated (as needed) quarterly and shared with the Board of Trustees. As such, and with the approval of the USNH Board of Trustees, PSU expects weaker operating margins in the next three to five years. This change has been incorporated into the multi-year budget planning for PSU and USNH.

In addition to operating reinvestments, PSU continues to make significant reinvestments in its facilities by drawing on its Reserve Fund. Projects include construction of open laboratory and project spaces that support interdisciplinary learning as well as deferred maintenance in housing and other student spaces. The ability for PSU to reinvent itself and make the necessary strategic investments (operating and capital) is predicated on its successful financial performance in the past. While financial indicators may appear less favorable in the next few years due to these important investments, this vision and strategy is intended to ensure PSU's long-term financial sustainability.

Anticipated outcomes of the campus reorganization include more efficient administrative structures, greater engagement among students, faculty, staff, and external partners of all types, and a team-based culture across the University aligned with the new University mission. The University [timeline](#) provides an overview of the actions associated with the transition to Clusters from spring 2017 to fall 2024, noting those already accomplished, in process, and anticipated. This [timeline](#) is available to the campus and the public and is regularly reviewed/revised by the President's Cabinet.

Standard 3: Organization and Governance

The revised mission of PSU the implementation of Clusters, and financial challenges faced by the University required a review of all units across the University. Units were reorganized, merged, or eliminated to reduce redundancies, increase efficiencies, and to promote collaboration and ease of navigation for students, faculty and staff. The [organizational chart](#) outlines the new organizational structure.

The composition of the President's Cabinet (Cabinet) has expanded to promote enhanced communication and strategic planning across University divisions. It currently includes the Provost, Associate Provost, Vice President for Finance and Administration, Vice President for University Advancement, Director of Human Resources, Dean of Enrollment, Chief Information Officer, Executive Director of Government Relations and Special Projects, Interim Director of Student Engagement and Success, and Director of Athletics.

In May 2017, the President called for the creation of the Transition Leadership Team (TLT), to enhance campus communications and provide recommendations to the President. The TLT is currently composed of three elected faculty members (one of whom serves as chair), three

operating staff (OS), and three professional, administrative, technical staff (PAT). The TLT's activities include inventorying transition activities, identifying gaps and needs, recommending direction and strategies, bringing together various groups, promoting communication about transition activities, and considering indicators of effectiveness and success.

The reorganization of Academic Affairs is the heart of the Cluster initiative. Three colleges and 22 departments have been reorganized into seven Clusters, each in the process of developing a leadership team from within the Cluster. A new Provost began work at PSU in late June 2018. The new Provost Council, constituted in May 2018, is comprised of the Provost, Associate Provost, Cluster and TLT representatives, and the Vice President of Finance & Administration. Additional members will be added as needed. The Council will spend fall 2018 outlining strategic and operational needs for full implementation of Clusters. Academic deans, in light of emerging Cluster leadership teams, have transitioned out.

University Relations (UR) and the Division of Online and Continuing Education (DOCS) no longer exist. University Advancement and the Executive Director of Government Relations now serve the functions served by UR. Academic programs, the Registrar's Office, and Enrollment Management absorbed the functions served by DOCS, and PSU no longer offers online undergraduate degrees.

Prior to AY2017, graduate programs were administered separately from undergraduate programs, resulting in parallel and redundant processes and limiting visibility of graduate programs within the University and opportunities for collaboration across levels. Previously, concerns specific to graduate education had no representation in the Faculty Steering Committee (comprised of the Faculty Speaker, Speaker-Elect, and the Chairs of principal policy making committees) until the decision by faculty on May 3, 2017 to adopt the Graduate Council as a Faculty Principal Policy Making Committee with representation on the Steering Committee. In 2016, the Office of Graduate Studies was closed, and its functions were integrated into existing campus structures.

The Office of Undergraduate Studies also closed in AY2017 and its functions were distributed among the Registrar's Office, Admissions, and a new position: [Academic Student Advocate and Policy Advisor](#). This change has provided students with more direct support and streamlined processes related to student requests and appeals.

With the integration of undergraduate and graduate and processes, the committees that oversaw curriculum for these areas have merged into one. The new Curriculum Committee has expanded its membership from six to nine members in anticipation of increasing workload due to (1) the integration of graduate and undergraduate programs; (2) the transition from 3- to 4-credit courses and programs; (3) large-scale curricular revision under the URI initiative; and (4) supporting curricular needs of the Clusters. The Curriculum Committee streamlined approval processes for curriculum proposals to continue the work of integrating graduate and undergraduate programs.

Over the past two years, principal policy-making committees updated their bylaws to clarify mission, function, and composition to reflect the new organizational structure. The bylaws were updated to reflect changes in titles and positions of administrators who serve on two committees.

University Centers have been recently reorganized to better support programs, Clusters, accreditation, funded projects, and community collaboration:

- The Office of Educator Preparation has been reorganized as The Holmes Center for School Partnerships and Educator Preparation. Under the leadership of the new director, the Center is actively creating partnerships with 12 districts across the state to support PSU pre-service interns and P-12 students and to engage with district educators and administrators to address educational challenges across the state.
- The Center for the Environment, the Center for Sustainability, and the Center for Business & Community Partnerships have been subsumed under a broader new Center for Research and Innovation (CRI). The goal of the CRI is to offer better support for research and funded projects across all disciplines; to support cross-campus collaboration; and to increase organizational efficiencies.
- The University is in the process of developing a Center of Allied Health and Medical Science to support accreditation requirements for the Health and Human Enrichment Cluster and to promote comprehensive partnerships with external health organizations.

Structural changes in Student Affairs and Enrollment Management include the following:

- Enrollment Management now oversees Student Success Coaches and Admissions at the undergraduate and graduate levels.
- Student Affairs oversees Campus Accessibility Services (formerly Disability Services), Title IX, Counseling, CARE, Student Conduct, Student Engagement and Success (formerly Student Activities), and Student Orientation.
- Financial Affairs has absorbed certain functions previously associated with Student Affairs, including University Police, Residential Life, Dining Services, Health Services, and PASS/TRIO (given TRIO grant funding).
- The Dean of Students, Interim Director of Student Engagement and Success, and Director of Residential Life and Dining Services form a management team that collaborates closely with the Dean of Enrollment Management.
- The Dean of Enrollment Management and Interim Director of Student Engagement and Success sit on President's Cabinet (Cabinet) and are part of the Transition Leadership Team.
- As noted earlier in the document, Student Affairs reports to the Provost and Enrollment Management continues to report to the President but with a dotted line to the Provost to support easier collaboration among Academic Affairs, Enrollment Management and Student Affairs.

Financial Affairs created three [Financial Service Centers](#) that support Academic Affairs and Administration; Student Affairs, Enrollment Management, Athletics; Information Technology Services, and Facilities. The Financial Service Center teams are cross-trained and organized into centralized teams, focused on ensuring consistent and accurate processing, operational transparency, standardized financial reporting, employee cross training, compliance, and supporting resource management.

The University continues to update its [organizational chart](#) and [timeline](#) to reflect campus reorganization. Parallel department and Cluster structures continue for one more year. Organizational efficiencies will be better realized once departments give way to the Cluster

structure. While currently unchanged, governance structures for OS, PAT, and faculty remain intact but will require review in light of the reorganization.

Standard 4: The Academic Program

The internal and external collaboration between faculty, staff, students, and the community inherent in the Cluster model allows for innovative programming that aligns with the PSU [Mission](#) to meet students’ interests and needs, as well as the region’s workforce development needs. The Curriculum Committee requires that each [new program proposal](#) include a feasibility study of student, community, and employer demand, along with an analysis of comparable programs. All academic programs are required to have assessment plans in addition to published learning outcomes, as noted in Series E forms.

Additions to PSU’s academic degree programs since 2013 include the following: Doctor of Physical Therapy (DPT) (2016); BS in Allied Health Sciences (2017); and BS in Electromechanical Technology and Robotics (2018). The development of these new programs is supported by the *Occupational Outlook Handbook’s* estimates for expected growth through 2026 as follows: DPT (28%); healthcare occupations (18%), information security analysts (28%), and computer and information technology (13%).

Since 2013, PSU has added four new undergraduate majors and three undergraduate options in its BS, BA, and BFA degree programs. In addition to majors, options and concentrations, seven new undergraduate academic minors and three undergraduate certificate programs with career-related orientations have been added. Two of the new minors, Cybersecurity and Child Welfare, are the result of cross-Cluster program innovations.

At the graduate level, the Certificate of Advanced Study (CAGS) program added one major and two concentrations. The University also created four new majors and five new concentrations at the master’s level. Seven professionally-oriented graduate certificates were instituted since 2013, including: Accounting; Addictions Treatment; Couples & Family Therapy; Hospitality & Tourism Management; Middle Level Leadership; Online Instructional Design; and Reading & Writing.

These additions are balanced by elimination of programs that were either no longer financially viable, lacked sufficient student interest or faculty resources, or were redundant to other programs. PSU has eliminated five majors, eight minors, 18 options, and one undergraduate-level certificate. Additionally, the University has discontinued two Certificate of Advanced Graduate Study (CAGS) programs, two master’s degree majors with two concentrations, seven master’s level-concentrations, and four professional certificates. Every program termination requires a teach-out plan to ensure students may continue their academic progress until program completion.

Degree Major Additions and Deletions since 2013	
<p>Added: BS, Biochemistry BS, Cellular & Molecular Biology BS, Allied Health Science</p>	<p>Terminated: BS, Biotechnology BA, Humanities BS, Biological Science Education</p>

BS, Electromechanical Technology & Robotics MEd, Online Instructional Design MEd, Reading & Writing MS, Accounting CAGS, School Psychology	BA, Modern Languages BS, Athletic Training MEd, English MEd, Elementary Education MAT, Science Education CAGS, Clinical Mental Health Counseling CAGS, Higher Education
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The Undergraduate Programs

The Gen Ed Program and the [Four Tools of Clusters](#) are key to Clusters vision. Gen Ed outcomes were identified and approved unanimously by faculty in November 2017. The outcomes include Four HoM: Purposeful Communication, Problem Solving, Integrated Perspective, and Self-Regulated Learning. The Gen Ed Assessment Task Force is developing a Gen Ed Program assessment model for student progress on outcomes from FYS through the INCO (See Gen Ed Area of Emphasis).

One of the learning outcomes for the FYS is information literacy. A librarian is assigned as a liaison to the FYS and FYS faculty to help students achieve information literacy competencies that including: selecting, evaluating, and using resources that are appropriate for researching and using a variety of sources. Online information literacy modules, created by a team of librarians, augment face-to-face instruction on information literacy in the FYS and there is a section in the FYS OER (<https://psufys.pressbooks.com>) focused on this outcome. The Research/Reference Desk is staffed by librarians for just-in-time questions, but an appointment may be scheduled for one-on-one consultations. Librarians regularly meet with upper-division and research-based classes to help in their discovery and use of library resources and to support student learning objectives regarding information literacy.

To accommodate the movement of programs to a four-credit model, a structural change in the number of courses/credits was needed for each Directions component in the Gen Ed distribution rules. If the University had kept the two courses (six credits) per Direction rule intact, the size of the Gen Ed component of a degree would have increased significantly, presenting difficulties for many programs. The current requirement includes a minimum of 20 Directions credits and at least three credits in each Directions category. The Gen Ed credit requirement of 40 credits with courses required in all four directions meets the NEASC standards for the scope of disciplines required for Gen Ed.

Athletic Training has closed its undergraduate program in response to the profession's transition to only credential practitioners at the master's level. Provisions are in place to teach out the current undergraduate program (n=19) over the next two years. A new undergraduate major in Allied Health Sciences launched in AY2019 with a 3+2 pathway that allows students to complete three years of course work before and moving into the first year of a two-year graduate program in Athletic Training. The Allied Health Program has 54 incoming undergraduates for fall 2018 and 13 in the current graduate Athletic Training program. Students from outside the University can join the master's program for the full two years of graduate study. This 3+2 program is PSU's first and reflects its intention to provide efficient pathways that allow PSU undergrads to transition into graduate programs.

Developing 4+1 pathways is a University goal, and some graduate programs currently may be completed in one year. Art Education and Special Education have an articulated fifth-year option. All eligible undergraduate students may begin graduate work in their senior year. Typically, six graduate credits may be taken by eligible fourth-year undergraduates. Examples of other programs that can be completed in an additional year include the MBA, MS in Accounting, MEd in Curriculum & Instruction, and professional certification in educator preparation.

PSU students are required to complete 120 credits in order to graduate. As noted on the PSU website, those credits continue to meet or exceed the national definition of the [credit hour](#), described as: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours (CIHE Policy on Credits and Degrees). Faculty are required to teach 12.5 hours/credit.

PSU has clearly articulated transfer policies for undergraduate students [online](#) and in the annual [Academic Catalog](#). Overall transfer policies are noted on pages 37-38 with additional programmatic transfer policies outlined throughout the catalog. PSU participates in the New Hampshire (NH) Transfer Connections Program (p. 29) and the NH College & University Council Student Exchange Program (p. 27). The University maintains active study abroad exchange agreements (p. 19).

PSU continues to expand articulation agreements with the seven institutions within the Community College System of New Hampshire (CCSNH). USNH has dual admission with all CCSNH schools. PSU is currently working on a block transfer model with the CCSNH allowing students to transfer into PSU from CCSNH schools and to optimize credits earned during their associate program. PSU and USNH are working with CCSNH on a reverse transfer program so students transferring from CCSH who arrive with certain credit levels and courses are eligible for reverse transfer credits that results in a degree conferral.

Graduate Programs

The 2018 [Academic Catalog](#) outlines admissions and transfer policies for graduate students (p. 207). Students wishing to pursue graduate work must submit official undergraduate transcripts for evaluation. Candidates must have at least a 3.0 GPA. Up to nine transfer credits showing a grade of B or better are permitted.

The University welcomed its first cohort of 27 students of 190 applicants to the Doctor of Physical Therapy (DPT) program in summer 2017 (NEASC Substantive Change report filed October 2015); and a new cohort of 30 students of 297 applicants began in June 2018. Of the first cohort, 96% were retained. The DPT program is a practitioner-oriented degree program scheduled for NEASC review in November 2018. The Commission on Accreditation in Physical Therapy Education (CAPTE) will review the program for full accreditation the year of the program's first graduating cohort in May 2020.

The EdD program had 56 students enrolled in AY2018 and admitted 22 more for the AY2019 academic cohort. The program has a completion rate of 90%. Students come from across the region and are leaders in education, nonprofit, and business sectors. The program is also successful in attracting an international student base representing 8% of current EdD students.

The graduate curriculum in educational leadership is modifying its curriculum to allow students to apply their professional experience to a limited number of courses as an avenue to recognize graduate-course competencies. This will be accomplished through a portfolio review to be piloted in AY2019 and expanding portfolio options across other programs beginning spring 2020. Relevant NEASC standards regarding prior learning assessments will be adhered to.

The School Psychology, School Counselor, and Clinical Mental Health Programs were awarded three Behavioral Health Workforce Education and Training grants in 2014, 2017, and 2018 totaling \$4,022,522. These grants have or will fund 146 PSU interns (\$10,000 each) who are projected to affect 67,000 children, adolescents, adults, and families. The grants also supported the implementation of the DESSA Comprehensive Social Emotional Learning Assessment and Intervention System at five internship sites, servicing 1438 public school K-8 students, along with the dissemination of information to 125 school administrators. The grants' principal investigator and colleagues presented workshops on social-emotional competencies, Crisis Prevention Intervention and Response Training, and site supervisor professional development opportunities.

Major changes since 2013 NEASC report:

- As noted in its 2013 NEASC report, PSU planned to assess its online programs. Based on that assessment and low enrollments, the University has discontinued its fully online programs at the undergraduate level. The institution continues to offer online courses that support traditional undergraduate students by allowing them more flexibility and the ability-to work while enrolled in classes. PSU also continues robust online offerings at the graduate level. (Note: Online courses and programs may only be accessed through the MyPlymouth portal via secure login.)
- PSU launched internally developed *Cluster Connect* to facilitate interactions among faculty, staff, students, and external partners to foster engaged learning opportunities. The project proposal and review processes happen within *Cluster Connect*. This academic year (AY2018) there were 47 funded projects and open labs engaging 169 faculty, 141 external partners, and 3,525 student experiences. In AY2017, Cluster projects provided significant opportunity for students to engage in community wide project-based learning. In that time, there were 65 Cluster projects in collaboration with 109 faculty members providing more than 3,000 student experiences.
- The faculty have long contemplated and devoted much time to study and debate the question whether to move to a four-credit curriculum. During the 2015-16 academic year, the faculty approved a proposal that allows individual programs and courses to move to four credit courses that meet the minimum of 200 minutes per week.
- Course scheduling was revised for the AY2019 allowing for longer class periods to better align with four-credit courses and open lab experiences.
- The undergraduate and graduate calendars were unified in AY2018. Previously, graduate operated on a four-term model, but the inconsistency between undergraduate and graduate

terms prevented qualified undergraduates from taking graduate courses in the spring term. Continuing these different calendars would discourage the development of 4+1 and 3+2 programs (a desired University direction).

- The University hired four Student Success Coaches devoted exclusively to service first-year students, with two additional coaches devoted to undeclared students. All coaches have master's degrees and receive ongoing supervision and professional development.
- PSU just added updated version EAB Student Success Collaborative (SSC) software at the USNH level, a faculty/staff-facing tool that allows advisors refer students to support services as needed, share notes on a student, and receive reports to close the loop.
- PSU purchased and will soon implement a student- and advisor-facing tool called EduNav. This tool gives students anytime access to their academic progress, as well as informs them about how their choices may impact time to graduation and financial implications. The tool provides ways for students to develop their four-year academic plan and presents relevant career directions.

Standard 5: Students

In Fall 2017, PSU enrolled a four-year average of 3,934 full-time (FTE) undergraduate students, predominantly from the United States (US) (98%), 94% of whom attend full-time. 96% of all undergraduates are traditional age (17-24) and 84% of new undergraduate enrollees are attending college for the first time. Along with international students (2% of total FTE), 9% of undergraduates who report a race/ethnicity are non-white. In addition to undergraduates, the University enrolls a diverse population of graduate students (master's and doctoral), with a four-year average of 644 FTE, drawn from recent undergraduate students and working professionals. Of those graduate students who are US citizens 12% report they are non-white; an additional 5% are international students.

Enrollment Management

Focused on their enrollment mission, leaders within the Division of Enrollment Management collaborate across areas to develop and execute strategies to enroll students. As the Office of Graduate Studies disbanded, Graduate Admissions joined the Enrollment Management Division and integrated with Undergraduate Admissions. The integrated [Admissions](#) team evaluates candidates for admission based on qualitative and quantitative measures/criteria, some of which are unique to their academic program of choice.

Finances are an important factor for applicants. As noted in the overview, New Hampshire (NH) [state support](#) for higher education per capita is the lowest in the nation. Students who attend NH public institutions accumulate the highest student-loan debt in the nation. According to the NH Fiscal Policy Institute (NHFPI), "The Institute for College Access and Success [found](#) NH graduates who had taken out loans had the highest average debt, at \$36,101, of any state's graduates. New Hampshire also had the highest percentage of graduating bachelor's degree students who had debt of any state, at 76 percent." Looking at PSU data: in 2015 (the year the NHFPI used for this study), PSU graduates had an average of \$35,269 in debt. The percentage of students who graduated with debt was 87%. In 2017, the average debt for the 81% of graduates who had debt had risen to \$39,319. While the average amount of debt rose by \$4,050, the percentage of students who graduate with debt dropped by 6%.

PSU is looking at ways to improve debt numbers for students, including increasing internal financial aid (especially for individuals whose incomes are just above the Pell-eligible limit), and seeking to introduce a face-to-face financial literacy program for incoming students.

The University plans to do more to educate state legislators about the value PSU brings to the state and region, as well as the important role higher education plays in the state’s future. The University continues to seek ways to provide access to resources for students and graduates, including the [net price calculator](#) that provides personalized information on grants, scholarships, and other financial aid opportunities available to them. These efforts are already yielding some return: for AY2018, 85% of graduates left with an average debt of \$37,195. It is a small but important directional shift that PSU hopes to continue.

Additionally, as both a retention aid and to help those with financial needs, the University is increasing the employment of student workers on campus. Institutional data shows work study students are retained at PSU at a higher level than are PSU students in general. PSU is adding training on meaningful work experiences through the Center for Transformation, providing student workers possible opportunities for promotions to supervisory positions.

Retention statistics for work study students:

	2013-2014	2014-2015	2015-2016	2016-2017
Work Study	76%	81%	77%	76%
Non-Work Study	74%	76%	69%	67%
Overall	74%	77 %	70%	70%

Over the past two years, the University had underspent the student labor budget. To maximize the budget dollars available, the University is taking a phased approach. In Phase I, effective FY2019, the University has instituted a new pay structure for students. The goal is to fairly pay students for the level of work they are performing at a more competitive rate so that the University becomes an employer of choice. Simultaneously, the institution is looking at new opportunities for creating student employment, partly as a cost containment strategy as students backfill staff positions on a long-term basis. Upon evaluation of the Phase I outcomes, the University will then determine if a next phase is necessary and what steps those may be.

Admissions. In spring 2018, all USNH institutions began offering the [Granite Guarantee](#). All first-year, Pell-eligible NH students who need financial assistance to meet the difference between their grants and scholarships and expected family contribution will receive it. The USNH flagship, University of New Hampshire (UNH), successfully offered the program during AY2017 (which may have led to the PSU drop in NH student enrollment). As of mid-July 2018, PSU is seeing an impact: 19 more new students over last year at this time are attributed to the new initiative. The analysis of impact will continue.

While many factors are considered in the admission process, a student’s high school academic record is regarded as the best predictor of University grades. Therefore, the greatest emphasis is placed on academic rigor of previous courses, taken along with high school grades. PSU dropped the SAT requirement in 2014 because it was perceived as a barrier to application and was not

seen as a predictor of success in higher education. The change resulted in a 38% increase in applications the first year (2013) and the increase continues at 29%. Each year prior to the start of a new recruitment cycle, Enrollment Management reviews various prior academic year student data points (academic performance, student academic interest, and financial aid) to inform future recruitment strategies. The AY2019 admitted pool of committed students' GPA is running higher than the norm for this time in the cycle (AY2017: 2.87; AY2018: 2.93). Nationally, retention is higher for students with higher GPAs. Admissions and the RPWG will follow to see what the R+30 correlation is and if this has a positive impact on retention.

Recruitment. In 2014, the Western Interstate Commission for Higher Education projected the state of NH will experience a severe decline (> 9%) in high school graduates over a ten-year period (2014 to 2024). Ruffalo Noel Levitz [projects](#) an even steeper decline for the state in the same ten-year period: 12.3%. Furthermore, [NH.gov](#) reports the population under age 15 will decline from 232,182 in 2010 to 214,819 in 2040 and fall from 17.6% to 15 % of the total population. Since over 50% of PSU's students are NH residents, these demographic reports present a challenge to PSU.

To overcome the challenges, starting in fall of 2016, Admissions worked to forge academic program partnerships with in-state K-12 schools (e.g., STEAM Ahead with the United Way and Manchester West High School). USNH is working on new transfer student initiatives with the Community College System of New Hampshire while PSU is developing intentional pathways with the same entity. Additionally, PSU established new partnerships with international universities (e.g., Zhengzhou University in Zhengzhou, Henan, People's Republic of China), and launched recruitment efforts in new domestic markets that represent both an academic and social fit to PSU (e.g., northern California, Colorado, and Virginia).

Communications. PSU implemented the Salesforce Customer Relations Management System (CRM) in 2013 to target and personalize communications. Use of the CRM for recruitment and enrollment has helped manage the University's interaction and communication with both newly recruited and current students. The CRM provides data about a student's history to analyze and improve the recruitment relationship. It also provides a suite of communications tools aimed to improve new student enrollment and retention. The same CRM will be used throughout the student's career at PSU and into alumni status. PSU also implemented a text message management platform that empowers both the Recruitment and Student Success Coach teams to have meaningful text conversations with students at all stages of the student lifecycle. The University is employing social media in ways that aim to engage potential students.

Student Services and Co-Curricular Experiences. Post matriculation, the administrative areas that make up Student Affairs aim to educate, develop, retain, and support enrolled students. Student Affairs also manages the [Student Rights and Code of Conduct](#) processes, including grievance resolution. Students are referred to one or more of the following student service departments on an as-needed basis: The Student Success Coaching Team, Plymouth Academic Support Services (PASS), Concerns, Awareness, Referral, & Engagement (CARE), and Campus Accessibility Services. PSU has a network of services and communication tools to support students at risk socially, emotionally, and/or academically.

The CARE form and the recently initiated EAB SSC Campus alert and case system aid in the identification of students requiring additional resources (financial, academic, and interpersonal) to persist. Responsive programs in tutoring, accessibility services, and counseling meet the high and continuously increasing demand for services.

Numbers of Student Appointments/Sessions			
Program	AY2016	AY2017	AY2018
Writing Center	2,284	2,533	2,644
Tutoring through TRIO and PASS	1,225	1,349	1,417
Math Activities Center	1,140	1,303	1,396
Counseling Center	5,370	6,056	6,547

The outlined processes and technological support, effective student referrals, and integration of student services address student safety, but also enhance academic success and reduce emotional distress. Better monitoring of the number and type of CARE reports, the move to full-time counselors, and the introduction of technology are designed to meet the increased need in student services. The University continues to review personnel needs in these service areas.

Key changes from the 2013 Report include the following:

1. Academic and social mentorship for all first-year students has been prioritized with the hiring of four Student Success Coaches. They are professional, front-line staff who guide new students through the transition to university life. They work in collaboration with program faculty, departments, and Clusters. In AY2018, 99 faculty co-advised 464 first-year students with the Student Success Coaches, who had an average caseload of 263 students. After their first year, all undeclared students are advised by PSU's two academic advisors. Academic Affairs is in the process of reviewing the relationship between the Student Success Coaches, faculty, and first-year student advising to identify efficient, effective, and accessible advising processes for student success.
2. First-year students will be paired with an alumni mentor to support successful transition into PSU and developmental career services. This program will be launched in fall 2018 and supported by PeopleGrove software that can store information on alumni areas of interest and match alumni with students with similar interests.
3. PSU created the position of the Academic Student Advocate and Policy Consultant (ASA). The ASA is an independent resource for all students and faculty who need assistance with navigating issues that frequently pertain to University policies. [Students' rights and the policy for grievances](#) are spelled out and readily available on the PSU website. The ASA is available to help students navigate problems that may arise. (See also Standard 9)
4. The University consolidated many key student services into a single physical location with the creation of a one-stop Student Services Center. The offices of Residential Life, Student Account Services, Financial Aid, the Registrar, Accessibility Services, Plymouth Academic Support Services, Undergraduate Advising, and Career Services are co-located in the Speare Student Services Center and is fully operational for fall 2018.
5. Residential Life developed a new First-Year Residential Experience (FYRE) with programming to work with the cohorted first-year students in their residential halls. The associated measures of success will be retention, student satisfaction, and FYS feedback.

6. New and transfer students are provided with multiple on-boarding experiences prior to the start of classes through online modules that are specific to their status: Success Coach outreach, June orientations, Panther Days, and bridge programs.
7. The PSU website includes a [Student Success Guide](#), which references and links to all student services information across campus.

Effective delivery of student services is paramount to a student's success. The University is dedicated to providing student service and support functions throughout students' time at PSU. The goals of Student Affairs include adopting the HoM assessment using Campus Labs assessment, assessing the impact of cohorting first-year students and considering expansion of the model to other years, and improving data tracking of CARE forms.

Standard 6: Teaching, Learning, and Scholarship

The total number of faculty (including adjuncts) has increased by 3% between FY2014 and FY 2018 (440 to 454). Full-time faculty member numbers have decreased by 1% (208 to 206) in this same time period, and adjunct faculty have increased by 8% (224 to 243). The full-time faculty for fall 2018 increased to 211 to support increased student enrollments, faculty sabbaticals, and to fill gaps for anticipated retirements. Academic Affairs is committed to purposefully hiring new faculty who are attracted to the cluster model, interested and working in a cross-disciplinary manner, and dedicated to project-based learning and high-impact practices, collaborative pedagogy.

Faculty professional development has long been a priority at PSU. The methods for providing professional development have evolved over the years. PSU moved faculty professional development from the Frost Center into the Center for Excellence in Teaching and Learning (CETL) in 2013. CETL aimed to enable the academic success of all students by providing faculty with resources, opportunities, and strategies that supported the teacher-scholar model and enhance student-centered learning in the classroom and beyond. In the summer of 2016 and, in response to the University professional development needs emerging from the transition to Clusters, CETL was redesigned and launched as the Center for Transformation (CFT). This redesign resulted in a realignment of staff and responsibilities for the newly created CFT (See Standard 8). The CFT is an integrated center for professional development for faculty, staff, students, and community partners. The whole-community approach integrates instructional resources to offer transformative programming in support of the University's new vision for higher education. The center provides programming that enhances faculty, staff, and student abilities to engage in a robust learning environment that includes interdisciplinary Clusters, open labs, partnerships, entrepreneurial innovation, service, and experiential learning.

Additional Changes since the 2013 NEASC Review include the following:

- The faculty voted to join a labor union, the American Association of University Professors (AAUP), in spring 2016. A [contract](#) was ratified in late June 2018. The University is in the process of implementing the processes agreed to in the contract. University Promotion and Tenure policies apply to all faculty eligible for promotion (Tenure Track, Research, Clinical and Teaching Faculty) and administration is working with faculty to determine faculty needs related to Promotion and Tenure across faculty appointment types.
- A new appointment status of Teaching Faculty, a subset of Contract Faculty, was developed.

This appointment status does not hold rank but allows for promotion. Promotion levels include Teaching Faculty, Senior Teaching Faculty, and Master Teaching Faculty. Teaching Faculty have a higher teaching load than tenure-track faculty (teaching 15-16 credits per semester for a 9-month contract vs. 12 credits for tenure-track faculty) as there is no scholarship requirement. New Contract Faculty are now hired under the Teaching Faculty model while veteran Contract Faculty have the option to transition to the new model. Currently there are 26 Teaching Faculty.

- The Center for Research and Innovation (CRI) was created to aid project development in Academic Affairs. Financial analysis, budget, and post-award support is conducted in Finance and Administration. Between 2015 and the present, 99 grants have been awarded to PSU, providing more than \$6,800,000 for research and projects across campus.
- Of the \$16.7m investment on University restructure, \$2.4m has been directly spent promoting the success of the Cluster model, with another \$1.7m authorized for FY2019. This has allowed PSU to fund many Cluster initiatives related to projects, curriculum redesign, and professional development.

Follow-up on future directions indicated in the 2013 NEASC Review

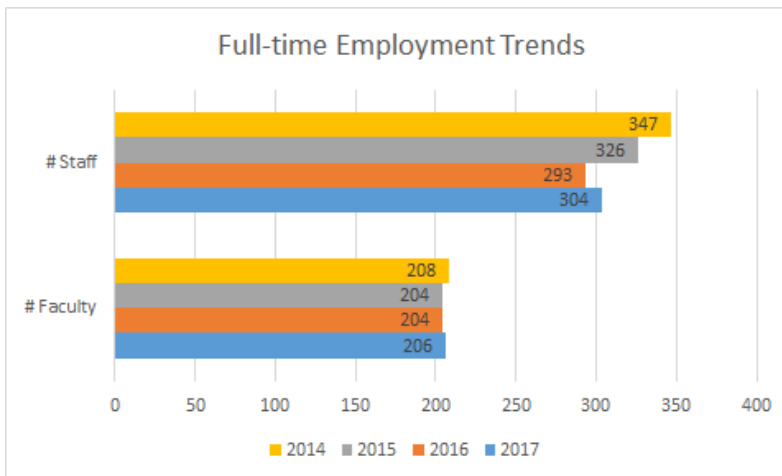
- PSU developed a new course-scheduling model allowing longer class periods to accommodate four-credit courses, open labs, and other experiential learning opportunities. This is phased process with the first phase allowing for longer classes implemented in AY2018. A second phase will be implemented in AY2020 which allows for common open time to better support collaboration and open labs.
- Faculty have developed toolkit courses, one-credit courses focused on skills development. While toolkit courses will serve multiple needs, they can be useful for students who need extra support in areas such as math and writing.
- International recruitment and opportunities for faculty and student experiences have been expanded; with eight general Memoranda of Understanding developed since the NEASC report of 2013. These agreements include faculty exchange and visiting scholar opportunities with [UTAR](#) and [SUNWAY Education Group](#) in Malaysia, the [Education University of Hong Kong](#), Houdegbe North American University in Benin, and the Chinese Universities [ZZU](#), [Henan](#), and [Xiayang Normal](#). PSU has also developed an agreement with International Education Providers (IEP), sponsored through the Center for International Studies (CIS), and has an advisor on campus 20 hours a week to advise and assist students and faculty with student study abroad opportunities offered through CIS. The first faculty-led trip developed with IEP launched in spring 2018. The Global Engagement staff developed [guidelines](#) for designing and planning faculty-led trips along with training videos and workshops to be sponsored through the CFT.

The first administration of a student satisfaction exit survey for those who graduated in spring 2018, yielded a 21% response rate. Lamson Learning Commons was rated highest in satisfaction for both services (90%) and facilities (88%). Among those who provided opinions, 77% were satisfied with the opportunities for independent research/creative work while only 43% were satisfied with Study Abroad Opportunities. Students indicated strong satisfaction with course elements such as course content (89%), faculty interactions (86%), and quality of instruction (85%), faculty accessibility (86%), and faculty responsiveness (84%). Of the respondents, 93% indicated they were very satisfied or somewhat satisfied with their PSU experience.

Standard 7: Institutional Resources

Human Resources

Like almost every university, the largest portion of the budget is devoted to payroll. In the process of reshaping the institution, the entire University workforce was evaluated and, ultimately, decreased. The chart below illustrates the change in full-time PSU employment as reflected in the Data-First forms.



A three-year faculty salary enhancement plan was implemented in FY2013; the funding was approximately \$750,000 over three years. The final year of the salary plan was suspended due to an enrollment downturn and continued financial pressures. As a commitment to faculty, PSU was able to offer a 2% raise over the past three fiscal years. Moving forward, tenured and tenure-track faculty salaries will be determined through union negotiations.

Professional development is important to retain and grow employees. Each August and January the CFT offers ongoing workshops and sessions on teaching, learning, and technology to the entire campus. [Sessions](#) are presented by internal subject-matter experts and external presenters. Tenure-track faculty are allocated a baseline of \$800 annually for professional development per union contract. New tenure-track faculty are awarded a minimum of \$2,000 per year for the first two years of their appointment. Non-tenure track faculty are awarded \$600 annually. All faculty may apply to the Provost for additional funding. The OS and PAT staff councils facilitate an application process in which employees may apply for up to \$650 per year for professional development money as well as Cluster funding. There is a budget of \$25,000 for teaching lecturers for professional development, as well as discretionary funds for non-unionized teaching lecturers. Teams of faculty and staff are frequently sent to conferences that support campus initiatives, funded independently from the above.

Financial Resources

Financial sustainability is also important for the institution and PSU's new structure holds the potential for long-term sustainability in a higher education environment that will continue to experience increasing upheaval and demographic shifts. PSU's major restructuring initiative is intended to ensure not only improved learning outcomes for students but also its future financial sustainability. During this major transition, the University has incurred additional operating

expenses as it makes the necessary investments to implement its new model while remaining operational in its existing one.

While financial indicators appear less favorable for the next few years due to these important investments, this vision and strategy is intended to ensure PSU’s long-term financial sustainability. A return to positive margins will happen largely due to the elimination of the one-time strategic expenses that are no longer necessary once the institution is fully operational in the new flattened structure described in preceding sections.

PSU is leveraging USNH buying power and developing synergies and resource sharing with sister USNH institutions to help achieve these goals. The University System allowed PSU to use reserves to fund the transition to Clusters and the needed physical changes. Finance and Administration aim to return to a positive margin in 2021.

Operating Margin % (including Strategic Investments)

FY2017 Actual	FY2018 Actual	FY2019 Projected	FY2020 Projected	FY2021 Projected	FY2022 Projected
3.8%	1.0%	-3.6%	-1.9%	0.2%	0.4%

While state funding has been flat throughout this period, PSU received \$3 million in capital funding from the State of New Hampshire (NH). That, along with PSU funds, will be used to renovate of home the of the Health and Human Enrichment (HHE) Cluster, its new instructional space, and a state-of-the-art Strength and Conditioning Center. One-time investments to date currently total \$10m (\$5.9m operating and \$4.1m capital). An additional \$6.7m total is planned for fiscal years 2019 and 2020 (\$5.6m operating and \$1.1m capital). Of the total cluster and restructure investment of \$16.7m, PSU funded \$6.1m from one-time operating savings and the rest from a planned use of reserves.

As a University, the community is working together on initiatives to improve finances, including increasing retention and persistence rates, revising majors to meet demand and need, consolidating administration, and closing the PSU’s Concord location. The Cluster reorganization streamlined academic administration with the elimination of college deans and the Offices of Undergraduate Studies and Graduate Studies. Currently, 26 faculty receive 50% release time as department administrators (equal to 13 faculty positions). The transition to clusters will reduce faculty administrative releases to the approximate equivalent of eight full-time faculty releases; release time may be shared among Cluster faculty; external accreditation will require some continued levels of administrative release for some programs. FY2019 is a transitional year with faculty release time savings being fully realized in FY2020. The faculty resources regained from eliminating chairs will be reallocated to instructional resources. Administrative support personnel have been reorganized to align with the Cluster model, supporting Cluster rather than departmental needs.

The University’s chart of accounts has also been revised to reflect Cluster- and program-based data to better inform decision-making. New metrics, including profit-and-loss statements by program and by Cluster, and percentage of low-enrolled courses by course subject code, are being established to measure outcomes. The program-based metrics are the basis of the new

chart of accounts. They will be used from AY2019 forward.

Financial Service Centers have well-organized processes in new centralized locations to best support the Clusters and serve students. Financial Service Center teams are cross-trained and reorganized into centralized, focused teams, ensuring operational transparency, standardized financial reporting, employee cross training, compliance, resource management, and standardization of financial processes.

Advancement efforts have significantly increased to support the Cluster vision and help provide additional financial support, especially for student scholarships. Advancement adds to financial sustainability in the following ways. In fiscal year 2014 (FY2014), total fundraising for PSU was \$1.2 million. A new vice president created and implemented a strategic fundraising plan, which resulted in a steady increase from \$2.6 million in FY2016 to \$5.2 million in FY2017, to \$5.6 million in FY2018. Today the University has a robust frontline fundraising program that includes planned giving, annual giving, and major giving. Alumni and volunteer engagement are being tracked in FY2019 in the newly purchased Raiser's Edge volunteer module.

The University Advancement division has created efficiencies using new technologies including Blackbaud Raiser's Edge (RE) donor and alumni database. PSU invested in a comprehensive wealth screen in third quarter FY2018 that provided detailed analysis on alumni and donor capacity which is directing the work of frontline fundraisers in FY2019. PSU launched four new alumni chapters as well as affinity-based chapters for Football alumni (Panther Gridiron Club), business school alumni (Panther Business Club), and the Greek Advisory Council.

Information, Physical, and Technological Resources

In 2016, Academic Technology staff integrated with Information Technology Services (ITS) staff and has since added an additional academic technologist, making a team of 43. All staff are focused on academic and instructional technology support. Additionally, the reporting functions of Institutional Research has moved into Information Technology Services (ITS), with Academic Assessment remaining in Academic Affairs. Institutional Research serves reporting needs across campus.

In 2014, PSU's ITS group rewrote virtually all of its [policies](#) to update, standardize, and simplify their readability. In addition, ITS is now part of new employee orientation, through which ITS can discuss services provided and explain the University's technology policies. A team of data stewards has been established: they meet regularly and keep abreast of changes in law/policy. Working with the University System, PSU is updating its disaster recovery policy, as well as other data and cyber-security plans to match those of the UNH.

PSU leverages the purchasing power of USNH and uses technical solutions where applicable and practical. In AY2019 year, PSU will complete the upgrading of Banner and has added CourseLeaf, a digital catalog and curriculum documentation management system. Additionally, the University upgraded EAB Student Success Collaborative and added EAB Campus to better support student success. To support better management of academic assessment metrics, the University is implementing Taskstream, and to support better course management, the EAB Academic Performance Solution (APS). The latter uses PSU data to help inform program-specific performance and cost data and allows for bench-marking against peer institutions. PSU

added *Cluster Connect*, a specialized software to help connect faculty, staff, students, and external partners in Cluster projects. The University purchased EduNav to assist students in four-year academic planning and informed decision-making (anticipated full implementation: Spring 2019). Raiser's Edge and Marketing Cloud are being used by Advancement and Marketing.

PSU is making significant and necessary reinvestments in its [facilities](#). It is building open laboratory and project spaces (two in Lamson Library, one in the Museum of the White Mountains, with ten more open labs in planning, including robotics, strength and conditioning, maker spaces, and production studio; along with greater community space within Lamson and in renovated residence halls) to support interdisciplinary learning and address deferred maintenance in student spaces. PSU added a new residential hall and conference space (Merrill Place, 2017). The University renovated 11 buildings, including the state-supported renovation to the former Physical Education building to house Health & Human Performance programs in the Health and Human Enrichment Cluster. In 2014, Samuel Read Hall re-opened as academic space housing Nursing, Social Work, Physical Therapy, Counseling, and School Psychology. Student services are now located in recently renovated space in Speare Hall. Recent renovations to Hyde Hall, the Museum of the White Mountains, Draper & Maynard Hall, Lamson Library, Speare Hall, Mary Lyon and Smith Residence Halls are being accomplished through reserve fund spending. The University will create a production lab that will serve as an interdisciplinary hub for media and content production on campus and provide a clearinghouse for front-facing media promoting the activities of the PSU community, and support the entire production process. PSU will continue to refurbish classrooms and buildings as needed to be responsive to the diverse pedagogies and high-impact learning.

Standard 9: Integrity, Transparency, and Public Disclosure

PSU's mission, values, policies, and procedures identify expectations for integrity, transparency, and responsibility that apply to internal (administration, faculty, students, staff) and external (vendors and members of the public) constituents and guide curricula, services, publications, and communication. Major changes PSU is undertaking require constant communication among many stakeholders.

Over the past two years, the President and his Cabinet have held eight campus-wide Town Hall sessions to share information and provide opportunities for questions and input from campus constituencies. The Town Halls are recorded and shared with all campus constituencies. A change management consultant visited campus three times and discussed the process with different constituencies. There were five campus Cluster forums in the same two-year period. The President also communicates his vision and goals through [blogs](#), several of which were included with the January 2017 Progress Report to NEASC. The President holds an Extended Cabinet meeting at least once per semester, inviting 60 faculty and staff in leadership positions to join them for focused discussions. The Cabinet also meets with Student Government leaders on a regular basis, and a Cabinet member attends their weekly meetings at their request. There are monthly reports to the campus from the President and Academic Affairs and periodic ones from Human Resources. Students, faculty, and staff are all represented on the Retention-Persistence Working Group (RPWG). The Transition Leadership Team (TLT) provides direct communications links between the administration and the faculty and staff.

PSU complies with the Commission on Institutions of Higher Education's standards for honesty and integrity and demonstrates such in its endeavors in academic, research, and service initiatives and in interactions with all constituencies. The University holds appropriate authority from the State of New Hampshire (NH) and accreditation from NEASC, as well as from other agencies to offer the degrees PSU awards. The University also assumes responsibility for all academic, instructional, and enrichment activities as per the [Faculty Handbook](#) and the [accreditation standards](#) from national organizations (CAEP, CCNE, CACREP, CAATE, CAPTE, ACBSP, CSWE), PSU's regional accreditor (NEASC), and the New Hampshire Department of Education, Higher Education Division.

The PSU website has undergone a complete revision in the last two years, in part to support institutional branding, but also to enhance accessibility and transparency of institutional information.

PSU's institutional policies, procedures, rules, and regulations provide the foundation for ethical conduct and integrity related to institutional effectiveness and are communicated through the [Faculty Handbook](#), the [Operating Staff Handbook](#), the [Professional and Technical Staff Handbook](#), the [Department Chairs' Handbook](#), the [Student Handbook](#), the [Academic Catalog](#), the [PSU University Police Department](#), and the [PSU website](#); all sources that provide accurate, relevant, and current information. As a member of USNH, PSU operates under [USNH](#) policies and procedures.

PSU was the first institution in NH [recognized](#) by the Foundation for Individual Rights in Education (FIRE) with a speech [code rating of green](#), the highest rating of free speech support a campus may receive. PSU adheres to [Non-Discriminatory Policy](#) practices in recruitment, admissions, employment, evaluation, disciplinary action, and advancement as demonstrated in the [Non-Discriminatory Policy](#), [External Non-Discriminatory Statement](#), and [Non-Discriminatory Policy](#) in recruitment and admissions.

The [Intellectual Property Policy](#) for PSU was reviewed in AY2018 and an updated draft developed (and is currently awaiting a Faculty Welfare review and campus community discussion before adoption) to better support the innovative pursuits of students, faculty, and staff through transparency, clarity, and fairness. In addition, research and service programs recently updated its [policies](#) to better ensure honesty and integrity.

[The Academic Student Advocate and Policy Advisor](#) (ASA) position was developed in AY2017. The ASA is staffed by a tenured faculty member who works with students, faculty, staff, and administrators to help ensure that student concerns are fairly addressed in alignment with academic policies. The ASA also provides consultation to administration and faculty regarding the development and implementation of academic policies. The ASA is housed jointly with the Dean of Students and Interim Director of Student Engagement and Success who deal with nonacademic student complaints, allowing for cross-division communication and student support. The ASA is critical in the University CARE process and acts as an independent resource for students who need assistance in navigating academic policies, resolving classroom issues, or understanding academic implications of student conduct allegations.

In the past year, a faculty governance body, the Academic Affairs Committee (AAC), reviewed the processes and procedures that pertain to alleged violations of [academic integrity](#). Because of this review, the AAC adopted a substantial revision to the policy. The revisions make the process less adversarial, give greater control of adjudicating cases to individual faculty members, and provide opportunities for remediation rather than punishment, when warranted. Direct reporting of cases to a central office, the office of the Academic Student Advocate (ASA) assures fairness to students and faculty. The ASA reviews all cases for fairness and consistency and maintains a file of cases, evidence, and findings.

Standard 8: Reflective Essay on Educational Effectiveness

A. What Students Gain as a Result of Their Education

The current [mission](#) of PSU emphasizes the connections between theoretical classroom experiences and applied entrepreneurial, innovative, and experiential learning opportunities. As such, students engage in learning that transforms themselves and the region through linkages to real-world experiences with community and business partners in Cluster projects.

As an institution with a primary focus on teaching, student-centered learning has always been a hallmark of PSU. However, the Cluster Model provides more opportunities for students to learn from faculty and local entities of all types; to work on real-world issues collaboratively; to develop critical thinking and writing skills needed for the workplace; and to develop knowledge and skills through problem-based learning. Clusters facilitate innovative programming, provide significant learning experiences, and prepare students for 21st-century life through multi-disciplinary, real-world, problem-based work.

The Clusters were chosen carefully with input from a cross-section of the PSU community to build on the strengths of the University and the region. They are intended to reestablish an integrated perspective of a liberal arts education featuring engaged scholars and transdisciplinary project-based learning, something that had been lost to some extent in the last two centuries of increasing specialization and focus on discipline-based knowledge and skills. The aim is to empower, encourage, and excite students as they tackle problems, seek solutions, and integrate learning in collaborative teams.

Below are three examples of Cluster projects. The projects highlight exciting student learning opportunities, community involvement, and transformational potential, as well as the alignment with learning opportunities and the [PSU Mission and Vision](#). Data for those involved in Cluster work are shared later in this document.

[Bicknell's Thrush project](#) illustrates the broad reach of Cluster projects. Bicknell's Thrush, a rare bird that breeds in the White Mountains, inspired a multi-year, multi-phased international Cluster project and interdisciplinary exhibit. Students and faculty from more than 10 disciplines worked with several external partners (in- and out-of-state) and international connections to create a [conference](#), [exhibit](#), special documentary showings, lesson plans with a [graphic story](#), field trips, and many collaborative experiences for students in national and international political, environmental, economic, and social issues. Within this broad project, students looked at issues as varied as land management, deforestation, visual representations, and New Hampshire (NH) tourism, economic development, and industry. They also examined international, environmental,

social, and political impacts.

[Staging a Clinical Performance](#) is a cross-Cluster, cross-disciplinary collaborative between the Arts & Technology Cluster (Music/Theater/Dance Programs reside within it) and the Health and Human Enrichment Cluster (Physical Therapy, Nursing, Counselor Ed, Social Work, Athletic Training Programs). This project includes faculty and external partners who possess medical and theater experiences to train PSU students to act as standardized, simulated patients. Allied Health Profession programs use the trained actors for assessments with their practitioners in training. The standardized/simulated patient is an actor who performs the role of a patient. Students who train as standardized patients are eligible to be credentialed as such, adding a marketable skill their post graduate resumes. The project was highlighted on ABC's NH news station, [WMUR](#).

Another project highlights PSU's commitment to service. The [Lancaster Project](#) utilized this small NH town as a ready-made open lab. PSU students worked collaboratively with community leaders to strengthen local economic and social conditions in the town. The project involved 65 PSU students and resulted in deliverables in community branding and marketing, small business support, infrastructure development, better understanding of the customer experience, and strategies to attract youth entrepreneurs/professionals to the region. The project expanded to several other North Country towns and resulted in the North Country Community Development Initiative (NCCDI).

NCCDI is unique and entrepreneurial partnership between PSU and rural, socioeconomically challenged communities, through which 175 students in 12+ academic majors have collaborated on eight Cluster projects serving business, nonprofit, and municipal North Country clients. These projects resulted in greater organizational effectiveness, stronger brand identities, greater understanding of community health and well-being, and improvements to regional efforts to attract and retain clients, customers, students, and visitors.

Examples of three collaborative efforts to assist clients as part of the [Lancaster project](#):

- [Bienvenue New Hampshire](#): Developed tools and strategies to attract French-speaking tourists to the region such as mapped pathways in French that connect them to high-value natural, cultural, and commercial venues and provided clients with customer acquisition techniques.
- The Town of Lisbon: Created innovative strategies to stimulate the local economy by promoting potential business opportunities for young entrepreneurs and connect local students to their community through volunteerism in high-impact events and projects.
- The Littleton Studio School: Provided branding/graphic design, forward planning, and an audit of its marketing, operational, and strategic fitness for a school seeking to establish a new identity, change its location, and grow its enrollment.

During University Days, a 2018 alumna returned to campus to explain the impact two years of Cluster learning had on her. "I remember this feeling of dread I felt at my previous college every time I would pass a class, because every class I passed was getting me closer to graduation, closer to the real world, and although I was passing, I wasn't learning. And my fear was that if I continued on this way that I wouldn't be prepared for post grad life or a serious job in the workforce. Which is why I came to Plymouth State to participate in the cluster model of

learning. The cluster model of learning gave me problems to solve in ways that made sense to me, it drew on my strengths, and it celebrated collaborative work. It wasn't an education that was always learned through a book or through the passing of an exam, but it was an education that gave me insight into my future.”

The work of transforming the University into Clusters has led to rethinking how to design and implement courses and approach pedagogy. The sections below highlight the work that has started and will continue through this NEASC accreditation cycle focusing on two areas: Gen Ed and high-impact practices.

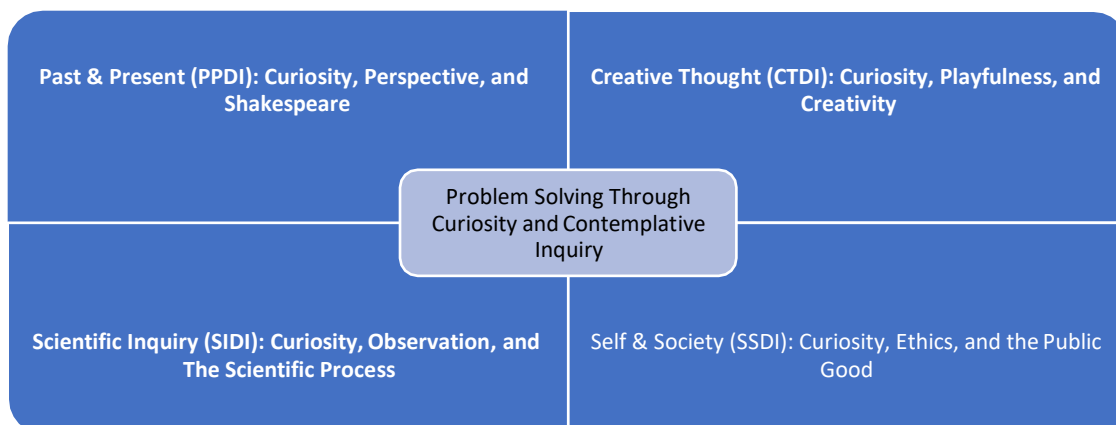
General Education and the Four Tools of Clusters

The focus on the four tools of Clusters provides the University with an opportunity not only to assess the Gen Ed Program, but also to help students understand its role in building their foundation of knowledge and skills, defined as HoM. Gen Ed students benefit from increased opportunities to develop the skills that are needed in today's workforce: oral and written communication skills; the ability to understand multiple perspectives; and bridge theory and application while working in cross-disciplinary teams. The University has been moving toward these goals with deliberate intentionality.

PSU is revising the Gen Ed Program in phases. The first phase focuses on the bookends of Gen Ed: the FYS and INCO. In fall 2017, FYS revisions focused on *wicked problems* and project-based learning aligned with HoM. This phase continues in AY2019 with another iteration of the FYS and a pilot offering of the INCO courses, open lab experiences, and other high-impact practices.

The Gen Ed Committee will focus on developing parameters for themed Gen Ed in AY2019. A pilot, conducted in spring 2018, offered linked Gen Ed courses representing one way that students might derive more meaning from their Gen Ed experiences. The third phase, likely to start in AY2020, includes a revision of the Gen Ed Program structure that simplifies its structure and clarifies its central objective as students' development of HoM through project-based learning while exposing students to course work across the disciplines.

The diagram below depicts a pilot launched in spring 2018 with a central theme of contemplative inquiry and curiosity as an approach to problem solving.



This pilot is one creative example of how faculty might choose to approach the development of mission and Cluster-inspired themed Gen Ed. Students from each course participated in shared classroom experiences in which they examined an idea from four disciplinary perspectives. The process required students to examine the central theme through multiple perspectives.

Below are student comments on the course that suggest the themed courses supported the goals of Cluster and Gen Ed Outcomes:

“I wasn’t expecting to learn about creativity, ethics, or science when I signed up for this class, and at first I resisted. But contemplative approaches helped me look at my own intolerance — which was also surprising because I think I am a tolerant person, but I am not as open minded as I think I am. I actually had to practice curiosity; without it, in all things, life gets boring because I am boring, and I see the world in a new light. It is very useful to be well rounded, and this course provides that possibility. Having several courses that traditionally are very different use the same approach to topics helps build the understanding that multiple problems can be resolved from multiple different perspectives, and together, a common goal can be established. It builds common ground and understanding. Outside of the classroom, this idea translates well to the real world when trying to solve other problems. A contemplative approach makes problem solving easier.”

“These three classes are all so different but are alike in the fact that they all apply the fundamentals of being a mindful person. Through the use of curiosity, we are able to connect biological inquiry, communications & media studies, and reading & writing. All of these things demonstrate the contemplative approach will make you a more mindful individual.”

“What did you learn about from your Shakespeare course? Now, do that to nature. What did you learn about observation in science? Now do that with Shakespeare. Creative writing, etc. Neat idea!”

The Gen Ed Committee and the Gen Ed Coordinator will focus on adding meaningful themed Gen Ed course as their primary focus of their work in AY2019. Clearly, this re-envisioning of Gen Ed aligns with PSU’s mission and correlates with the understanding of what is most important for twenty-first century learning.

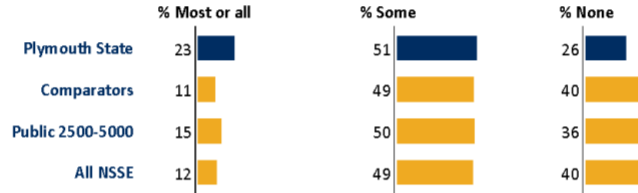
High-impact Practices

The PSU NSSE results illustrated on the next page suggest that students participate in high-impact practices at a higher rate than PSU comparators (with the exception of study abroad).

Seniors

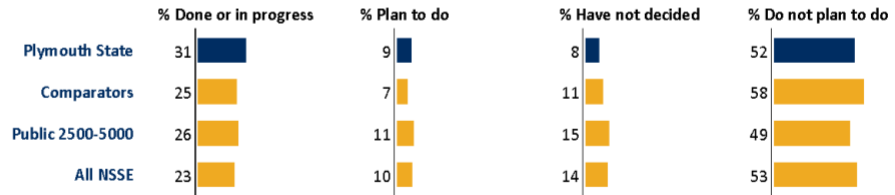
Service-Learning

About how many of your courses at this institution have included a community-based project (service-learning)?



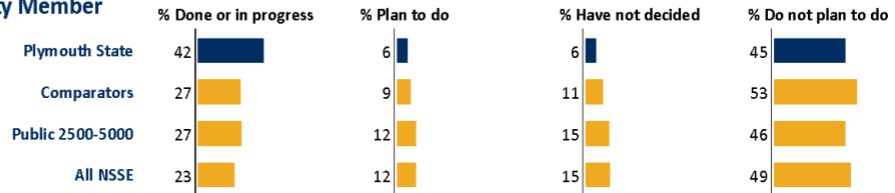
Learning Community

Participate in a learning community or some other formal program where groups of students take two or more classes together.



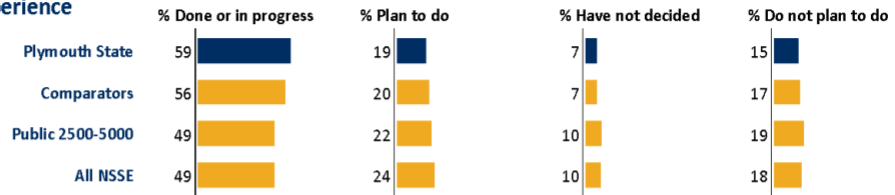
Research with a Faculty Member

Work with a faculty member on a research project.



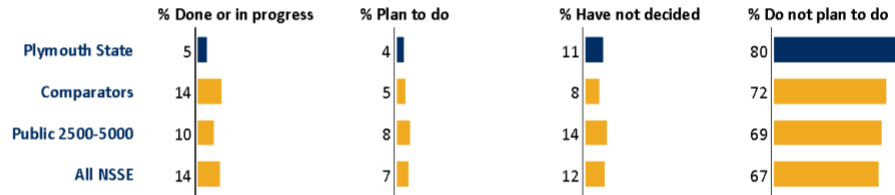
Internship or Field Experience

Participate in an internship, co-op, field experience, student teaching, or clinical placement.



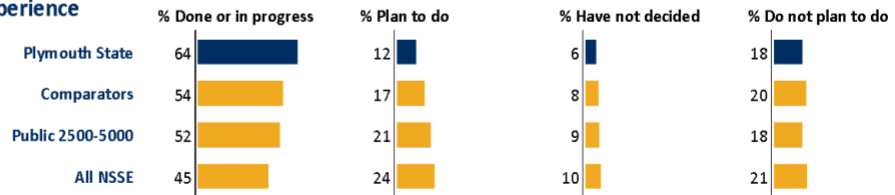
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).



Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

The CFT team works with a variety of campus groups to develop programming to engage faculty and staff in multiple types of professional development. The CFT holds two signature professional development events per year: University Days in August and January Jamboree.

In AY2018, CFT conducted 31 faculty/staff professional development workshops with 203 attendees. The Pedagogical Designer, a member of the CFT, consulted with 20 individual faculty. In addition, to support the implementation of high-yield practices, the new CFT provides workshops, discussions, and readings to guide pedagogical changes needed to help better engage students in high-impact learning practices. PSU's new learning model features integrated, multi-disciplinary Clusters and open laboratories where students, faculty, and partners work together to solve problems. This approach requires an innovative support structure focused on the acquisition of new skill sets for faculty, staff, and students that prepare them as life-long learners.

CFT also worked with students in AY2018. Three hundred students (an increase from 131 students the previous year) were trained and placed by the CFT throughout the broader community: 184 were service-learning placements and youth-development internships; 116 were community-service or community-service/Federal Work Study students (including Alternative Spring Break, an International Service Trip, PSU Volunteers, Student Support Foundation volunteers, and other community service volunteers). AY2019 projections suggest a 66% increase in engagement expecting close to 500 student participants. This planned increase is due, in part, to additional new programming, including two large service days open to the entire campus and the implementation of a student leadership model.

Undergraduate Culminating Experiences

Overall, 91% of the University's undergraduate programs offer culminating experiences. For example, students earning a Computer Science degree work with faculty direction, select a computer science-related problem or task, analyze it, and develop a solution. At the end of the semester, each student makes a formal public presentation in an appropriate format determined by the faculty. The Health Promotion Program requires active publishing to open educational resources (OER), and those earning a degree in History conduct semester-long deep research and analysis of a topic of their choice prior to presenting before new History majors, faculty, and invited guests.

All of the pre-professional programs in education, allied health, and human services are involved in capstone internships, clinicals, or research projects. Educator preparation and allied health programs work with schools, hospitals, and human service providers across the region. In addition to pre-professional internships and practica, PSU has relationships with more than 600 external partners who enrich students' lives through opportunities for experiential learning.

Students have multiple opportunities to share their original research and creative productions. In public presentations of work through juries, recitals, gallery showings, poster sessions, and exhibitions. Additionally, PSU holds an annual spring [Student Showcase of Excellence](#) that provides opportunities for all students to highlight their scholarly achievements. Over the past three years, 516 students have participated in the Showcase. Students also travel to state, regional, and national professional conferences to present work. Both undergraduate and graduate students may apply to the Student Research Advisory Council for competitive research grants and other sources of funding that allow them to attend conferences and participate in other

opportunities in support their research and creative productions.

Graduate programs have a long history of using high-impact practices. All except one program offer internship experiences or culminating capstones, practica, theses, or dissertations. The MS in Accounting is designing a culminating experience for its students. Graduate students routinely conduct research on important issues and participate in the annual Student Showcase of Excellence described above. There are also formal thesis and dissertation presentations. Graduate students are encouraged to share their work with the larger academic community through publications and presentations at state, regional, national, and international conferences.

With the full implementation of Clusters anticipated in AY2020, the University will:

- Continue developing synergistic Cluster curricula including Gen Ed courses, innovative introductory courses to engage students' Cluster-related programs, and other Cluster-shared coursework;
- Phase-in themed Gen Ed courses, as discussed previously;
- Increase opportunities for student/faculty research and work with external partners through Cluster initiatives and internships;
- Continue to explore synergies between graduate and undergraduate programs, increasing 4+1 and 3+2 options, with a clear articulation of undergraduate to graduate pathways; and
- Transition to four-credit courses that provide for high-impact pedagogies and increased opportunities for partner collaboration.

Simultaneously, through the URI process, PSU continues to evaluate the viability of existing majors and to reallocate resources to programs that support student and workforce needs, as well as University goals around recruitment, retention, student engagement, and timely graduation.

B. Assessment of Student Learning

General Education

The Gen Ed Outcomes Task Force identified program outcomes based on four HoM with descriptors that emerged from their study. The four HoM include Purposeful Communication, Integrated Perspective, Self-regulated Learning, and Problem Solving. The group then developed [benchmarks](#) to identify competencies associated with developmental levels for each HoM. The Gen Ed assessment plan compares students' developmental levels from FYS to INCO. Developmental levels include: Base Camp, Climbing, and Summit with indicators for each level. Every student entering PSU is not expected to already be at the Base Camp level in each signpost for a HoM; however, Base Camp should be attainable during a student's first year, and Summit should be achievable by the end of the student's experience at PSU. The assessment plan will be partially launched in fall 2018 with full rollout accomplished by spring 2021; the time frame needed to allow comparisons between students' developmental levels in the FYS and the third-year INCO. (See details in Gen Ed area of emphasis.)

The Four Habits of Mind are described below:

- *Purposeful Communication* is a habit of mind characterized by the construction of meaning through interactions with people and text and the creation of new messages. *Text* refers

broadly to any communicative message, including but not limited to messages that are spoken or written, read or listened to, non-verbal, and/or delivered through any form of media (digital, social, artistic, print, etc.). Construction of meaning and creation of messages are influenced by individuals' prior experiences, as well as cultural and historical contexts. Creation of messages involves the development and purposeful expression of ideas and is designed to increase knowledge, foster understanding, and/or promote change in others' attitudes, values, beliefs, or behaviors. To be effective, messages must engage the perspectives of others and foster dialogue among individuals and the community.

- *Problem Solving* is a habit of mind that involves an iterative process of identifying, explaining, and exploring problems, describing challenges, envisioning possible solutions and their implications, and making decisions about how to proceed based on these considerations. Problems range widely: from small to large, local to global, well defined to ambiguous, and simulated to real world. Problem solving may be undertaken individually or in collaboration with others. In all cases, engaging in problem solving requires the ability to think creatively, adapt and extend one's thinking, and to acknowledge different contexts while incorporating multiple perspectives. It also requires that individuals or groups embrace flexibility and consider the potential implications of a great variety of possible courses of action, adapting and persisting despite disappointments and failures, and emerging with results worthy of discussion and reflection. While the types of problems encountered and the strategies used to grapple with them vary across disciplines, the problem-solving processes and HoM are relevant to all disciplines.
- *Integrated Perspective* is a habit of mind characterized by the recognition that beliefs, ideas, and values are influenced by personal experience, and multiple contextual factors. An integrated perspective recognizes that individual decisions impact the self, the community, and the environment. Students will acknowledge the limitations of singular points of view and recognize the benefits of engaging with and learning from others in order to integrate multiple perspectives for effective communication, problem solving, and collaboration.
- *Self-Regulated Learning* is a habit of mind that encompasses one's desire to learn, ability to set personal goals for learning, and capacity to engage in a self-monitored learning process. Self-regulated learners demonstrate strong commitment to the process of learning and take responsibility for their own learning. They take intellectual risks, persist in the face of challenges, and learn from their mistakes. They are able to organize and reorganize information, interpret information in new ways, and generate their own ideas. Self-regulated learners demonstrate metacognitive awareness and cultivate the skills and confidence they need to be effective learners.

For each signpost, the [benchmark tool](#) indicates three levels of achievement:

- *Base Camp* represents the level that students are reasonably expected to attain by the end of their first year at PSU. It is anticipated that some students will enter with Base Camp-level knowledge and skills for some or all signposts. Other PSU students will have opportunities and experiences during their first year to develop the skills and knowledge they will need to move to higher levels.
- *Climbing* represents the next higher level of skill and understanding in relation to each signpost. Climbing is the process a student undertakes while traveling through Gen Ed; thus, in the benchmarks, the climbing level is depicted as longer than either of the other two levels. Students may find some Climbing level signposts easier to reach than others, just as some

parts of a trail are easier to traverse than others when ascending a mountain.

- *Summit*, by design, represents a sophisticated level of skills and understandings that will be challenging but achievable for students to reach. Gen Ed Capstone courses will provide ideal opportunities for students to demonstrate they have attained the summit. Climbers who ascend to the summit are rewarded with new perspectives. Similarly, Capstone courses will provide opportunities for students to reflect on their progress through Gen Ed and how they plan to apply their skills and understandings in the future.

Faculty have embraced the goal of implementing Gen Ed assessment aligned with HoM. The FYS and INCO fellows and the Assessment Task Force are collaborating on the launch of an assessment model for FYS this fall, while the INCO preliminary assessment model is slated for pilot launch in a spring 2019.

Initial assessments focused on FYS students' self-report on a HoM-aligned survey administered at the beginning and end of the FYS in fall 2018. Students reported improvement in 23 of 24 statements.

T-tests showed that students reported significant improvement ($p < .05$) in the five statements below:

- I apply multiple perspectives or majors to solve problems and change the world.
- I can locate relevant resources of evidence.
- I communicate ideas clearly, concisely and precisely both orally and in writing;
- I engage in self-assessment, self-reflection, and analysis.
- I search for collections of solutions for complex multi-faceted issues.

The newly appointed Gen Ed Coordinator oversees the Gen Ed Program, facilitating the alignment of the program with the Cluster vision and the implementation of the program assessment processes to achieve an impactful student experience. Data addressing student outcomes will be used to inform program development and improvement.

By the fall of 2018:

- All first-year students will engage in FYS in their first semester and participate in project/problem-based learning;
- FYS course outcomes are aligned with the Gen Ed outcomes for fall 2018 with a preliminary assessment model rolled out in 2018 and fully implemented in fall 2019;
- The INCO course will be revised and include student learning outcomes aligned with the HoM included in the Gen Ed Program outcomes. The revised INCO will be phased in spring 2019, with full rollout anticipated in AY2021, the time frame needed for a cohort to progress through FYS and the INCO.

University and Program Outcomes Assessment

The CLA+ was re-introduced to campus in fall 2017 and provides data on three measures: Scientific & Quantitative Reasoning, Critical Reading & Evaluation, and Critique & Argument. Results from the 2013-14 and 2017-2018 administrations indicate that, overall, PSU students progressed from basic to proficient levels during their time at PSU. When comparing data in each of the subcategories, seniors outperformed first-year students in all areas. We will continue

with the CLA+ until Gen Ed Program assessment is fully in place and will then re-evaluate its value in the assessment model.

Each degree major has published learning outcomes (as illustrated in E-series Form Option 1: Part A) and assesses student success based on programmatic learning outcomes. Taskstream allows PSU to better manage, collect, and analyze data in a centralized system.

Programs without external specialty accreditation use professional standards, if available, as guides for curriculum development. For example, the Meteorology Program bases its curriculum on American Meteorological Society ([AMS](#)) guidelines. The Music Program uses standards, competencies, and guidelines derived from the National Association of Schools of Music ([NASM](#)). PSU's Eating Disorder Program bases its curriculum on the International Association for Eating Disorders Programs ([IAEDP](#)).

All programs without discipline-specific external accreditation options conduct regular self-studies with external review to evaluate their programs' effectiveness. Every five years, all such programs create a reflective, outcomes-based self-study report. External evaluators are retained to review the reports, visit campus, and provide critical and evaluative feedback, identifying strengths and weaknesses as well as recommendations for improvements. These self-studies and external reports are used to review these programs and revise curriculum, as needed.

In 2014, the external evaluator for the Communication and Media Studies program illustrated the value of collective responsibility when he wrote: "The program not only takes advantage of institutional and technological resources to facilitate student success, but the curricular reforms anticipate how students move through the program and how they can best take advantage of CMS expertise and resources. The CMS faculty should be recognized for working together to create such an accessible and accommodating program."

That same year, an evaluator for the Political Science program wrote: "I was very impressed with the program's efforts to encourage student and faculty research and collaboration. They appear to have created a highly supportive atmosphere for such work to occur and be valued, an atmosphere that was praised by the students with whom I spoke. Students also commented on how personally committed the faculty were to them, and how the faculty knew them on a personal level. It is clear the ethos of the program's learning environment is one of active engagement between students, faculty, and all the wider communities beyond PSU. This is to be commended. PSU's values of engagement and the opportunity to learn from one another are clearly illustrated in this program evaluation."

Program self-studies require articulated learning outcomes and curriculum mapping to identify program assessment strategies. The implementation of Taskstream facilitates collection, storage and analysis of academic data, supporting evidence-based program revision. In Spring 2018, the new Director of Academic Assessment and Accreditation began meeting with program coordinators to update learning outcomes, review and update program assessment models and provide Taskstream Training. The Director is working with several programs to pilot an updated Program Review Report [Template](#).

Nationally Accredited and Recognized Programs

The E1 Part B Inventory of Specialized and Program Accreditation portion of this report outlines the programs that are accredited and/or recognized by national professional organizations. Six PSU programs are nationally accredited. These include Business, Social Work, Athletic Training, School Psychology, School Counseling, and Clinical Mental Health Counseling. Physical Therapy is in candidacy and is eligible to apply for full accreditation in AY2020. Twelve Educator Preparation programs with the option of specialty recognition are nationally recognized through specialized professional associations.

PSU programs in Nursing, Athletic Training, Educator Preparation, School Psychology, and Physical Therapy have external testing requirements as part of their ongoing accreditation approval. All programs meet national guidelines for successful completion of mandatory testing requirements. For example, The Commission on Accreditation of Athletic Training Education (CAATE) requires a minimum three-year aggregate of a 70% first-time pass rate on the Board of Certification Examination. PSU's 2017 three-year first-time pass rate for the BOC is 73% for undergraduates; the graduate program has a 92% three-year first-time pass rate. Both program levels boast an overall 100% pass rate. Nursing is discussed below and Physical Therapy will not have graduates for another year.

Initial Teacher Certification (ITC)

ITC education programs require all students to take and pass the PRAXIS Core Exam prior to their internship placements, which results in a 100% pass rate. PRAXIS 2 for specialized educational programs show a pass rate of 84% for the 2015-16 academic year and 81% for the 2016-17 academic year, as reported through Title II for programs with 10 or more students.

Student cohort data (2014-2017) shows a consistent increase in student GPAs for consecutive cohorts at initial entrance into candidacy and successful internship completion. These increases over the three cohorts show statistically significant differences ($p < .0001$) in the GPA scores for initial entrance and internship completion. Similarly, an increase in Praxis Core Writing and Praxis Core Reading scores were seen across consecutive cohorts.

In 2014, New Hampshire required all Elementary Education, Early Childhood Education, and Reading and Writing Teacher candidates to take the Foundations of Reading Test. Over three cycles, ITC students have gone from 1% under the state average to 2% above the state average for the Foundations of Reading and Praxis Core tests. Current early completers' passing rates for the Foundations of reading test suggest this trend will continue.

For ITC programs that are not required to take a Praxis II content exam and have gone through a national review, program faculty developed a content exam, and item analyses were computed for each item to ensure validity and reliability of the test item. These programs: Physical Education, Health Education, General Special Education, and Educational Technology, have all met passing target standards outlined, developed, and reviewed by their specialty external accreditors.

The Educator Preparation Unit was previously accredited by NCATE and all educator ITC preparation programs hold national specialty program recognition where available. The Holmes

Center for School Partnerships and Educator Preparation underwent the first full accreditation cycle with CAEP in November 2017. On May 30, 2018 the Center was notified that the unit did not meet two standards and therefore PSU's CAEP accreditation would be rescinded unless appealed. PSU's appeal was accepted for review on July 21, 2018. PSU ITC programs remain fully accredited through this process. National accreditation is not required for state accreditation.

Accreditation issues with CAEP stemmed from the following: (1) Taskstream implementation was in process but not completed at the time of the CAEP site visit and the visiting team did not consider data management systems previously in place (2) a plan for measuring graduates' impact on P-12 students (while included) was not articulated in their required format. It should be noted that a pilot study plan for measuring graduate's impact on P-12 students was accepted by the accrediting team initially and then rejected in the final report, forming one basis of the institution's appeal. (3) the Educator Preparation Unit was in leadership transition and unit data was available but not effectively presented to the visiting team. These issues have been fully addressed. A new Director of Education Preparation started in December 2017 bringing significant experience working with educational regulatory bodies and with program and data management. Taskstream is now fully implemented for Education Preparation Programs meeting the CAEP requirement for full deployment of a technology-based progress monitoring system. The Center is working closely with the NH Department of Education (NHDOE) to ensure ongoing state accreditation. PSU ITC programs are currently accredited through May 2019.

The Educator Preparation Unit has been accepted into the inaugural cohort for national accreditation with the Association for Advancing Quality in Educator Preparation ([AAQEP](#)) with a fall review of the self-study and early spring site visit. AAQEP is a new national accreditation body that emerged from concerns regarding CAEP's shift to a compliance model. AAQEP focuses on ensuring quality through innovation taking cultural and geographical context into consideration. PSU hosted an AAQEP Transition Workshop in July for interested IHEs.

Nursing

The PSU Nursing Program is accredited by the [Commission on Collegiate Nursing Education \(CCNE\)](#) and by the [NH Board of Nursing \(NHBON\)](#). CCNE standards require graduates to achieve a [NCLEX](#) pass rate of 80% for all first-time test-takers. The NH Board of Nursing requires a higher NCLEX pass rate. This is adjusted annually to reflect the national pass rate. Last year's national pass rate (thus the state benchmark) was 86%. The PSU Nursing program was placed in probationary status in 2016 due to not meeting the state benchmark in 2015. The program met the benchmark in 2016 with a 95% first-time pass rate but did not meet it in 2017 with a pass rate of 80% (pass rate percentages are sensitive to cohort size and three of 16 students did not pass). The Program is currently at a 100% pass rate for 2018 with 21 out of 23 nursing students taking and passing the NCLEX. The program anticipates that scores will be well above the state benchmark for 2018. It is important to note the program has an overall NCLEX pass rate of 100% but the NHBON only considers first-time pass rates. PSU is in regular communication with the NHBON regarding the NCLEX test rate improvement plan and have been invited to request a review of accreditation status at the September 2018 Board meeting. Revised curriculum, more rigorous entry and progression standards, and an embedded course for NCLEX supports required NHBON NCLEX pass rate requirements.

The CCNE did a site visit in winter 2018 and the institution is waiting for the final CCNE report due this fall. The exit interview indicated all standards passed and no areas of concern.

It is anticipated that by 2023, the following will occur:

- Taskstream, a program assessment tool, will be fully implemented across all academic programs;
- Gen Ed assessment and analysis strategies will be fully implemented;
- All programs with external accreditation will be fully accredited by relevant national and state accrediting bodies;
- Education Preparation will be nationally and state accredited and will continue to collect data and monitor programming for accreditation purposes;
- The Nursing program will maintain CCNE accreditation and achieve and maintain full NHBON accreditation;
- The Doctor of Physical Therapy program will achieve full CAPTE accreditation.

C. Measures of Student Success including Retention and Graduation

Retention and Graduation rates. Statistics gathered by USNH show that the 2011 graduate-level cohort, which included 504 students, had a four-year completion rate of 59% with 19% continuing. Twenty-two percent of the students were no longer taking classes.

According to the 2017 PSU Fact book and institutional data, the undergraduate incoming cohort of 2011 had the following completion rates:

Time Span	All Students	Transfer Students	First Generation Students
4 or fewer years (2015)	43%	59%	42%
5 years (2016)	53%	63%	53%
6 years (2017)	60%	65%	55%

University personnel are implementing multiple initiatives to support increased student retention and timely graduation. Initiatives include an emphasis on high-impact practices; a summer bridge program for incoming first year students; cohorted first-year student housing by FYS seminar topic; and supportive technologies such as the Student Success Collaborative and EduNav. For a list of retention efforts, [click here](#). PSU is collaborating with Complete College America to bring the Think 30, Math Pathways, and Purpose First initiatives to campus.

The six-year graduation rate for the 2011 cohort was 54%, as reported in IPEDS. The four-year average graduation rate is 42%. There is a consistent gender differential for graduation: a greater percentage of women (60%) than men (50%) persist to graduation which the RPWG will explore in AY2019. Additionally, most students who leave PSU do not go on to other institutions of higher education, leaving them with college loan debt and fewer prospects for the future. (As mentioned earlier, NH students graduate with the highest loan average in the nation.) The

coordinator of the RPWG has scheduled faculty focus groups during University Days and plans to attend Cluster meetings to engage a broader set of the faculty in discussions specific to faculty contributions to retention. The goal is to generate faculty actions that will be added to the retention plan for AY2019.

Alumni surveys indicate student post-graduate success and satisfaction with their PSU experience. However, the 17% response rate was quite limited, thus compromising the reliability of the results. Students graduating in 2013 who responded to a five-year out survey conducted by PSU through the USNH Survey Center indicated that 80% of PSU FY 2013 alumni are employed full time; 13% are employed part-time or are not employed by choice. Additionally, 3% are not employed but are seeking employment or serving in the military or other service organizations. The balance reported other employment arrangements.

Seventy-five percent of the respondents agree they use knowledge and skills they gained at PSU in their current position, and 67% agree that their experience at PSU helped to prepare them for their position. Thirty-three percent of PSU FY2013 alumni have enrolled in an academic degree or certificate program since graduating.

The alumni survey of those who graduated in 2017 indicates that 80% of respondents were employed full time and 10% part-time, and 4% were seeking employment while another 4% were attending graduate school. The rest of the respondents chose *other*. Furthermore, 78% of graduates felt they were using their PSU degrees in their jobs; 70% said their PSU experience prepared them well for their current position; 24% were neutral, and only 6% felt their degrees did not prepare them for their current positions.

To improve alumni data surveys and results, University Advancement contracted with an external vendor, AccuData (Alumni Finder), in September 2018. The vendor will update the University's current alumni and donor database from publicly available sources of information including current contact information and employment. Specifically, for employment, the scope of work states that the vendor will use proprietary, public, and government databases as well as publicly available social media network data to gather the information.

Technologies such as the EAB Student Success Collaborative support student retention and graduation. PSU uses EAB as an advisor-facing tool that allows easy tracking of student progress and encourages communication between faculty and staff involved in supporting student needs. EduNav (implementation in process; expected November 2018) is a student-facing tool that allows students to monitor their own academic progress, register for classes, and informs students of the financial and time-to-degree consequences of various course registration and program change choices.

Two Highlighted Areas of Success

1. *TRIO/PASS*: PSU is the recipient of funding through the [Support Services grant from the USDOE](#). TRIO serves students who are first generation, income eligible, and/or have disabilities. In AY2018, the program assisted 180 students through the TRIO grant. Retention rates for participants are greater than those of the general student population (88% vs. 70% in AY2017). Six-year graduation rates for those taking advantage of services is 81%, far

exceeding the University's current overall graduation rate of 54%.

Plymouth Academic Support Services (PASS) provides tutoring and advising services to any student in need. An additional 680 students were supported through PASS. This program provides tutoring support for the student body at large. PASS also helps students work on problems of daily living in college. There is counseling for financial and economic literacy, assistance in filing FAFSA forms, help applying for scholarships and finding other means of financial support. The staff of the office provides individualized counseling for personal, career, and academic matters. According to the director, this type of mentoring leads to deep relationships between students and staff, which is considered the most important factor in the program's success.

PSU is exploring ways to scale the effective strategies employed by TRIO and PASS for all students. The effort is focused on how to build deeper relationships between students and a faculty/staff advisor or an external mentor; identity communication methods and other means of increasing students' awareness of the support systems available to them; strengthen and expand uses of student cohorts; and increased use of technologies that allow students to make more informed and better choices.

2. *President's Cup*: PSU won this year's Presidents Cup with a 3.13 GPA. Established in the 2009-2010 academic year, the Presidents Cup measures an institution's overall academic performance in the 19 sports sponsored by the Little East Conference. Each institution calculates the cumulative GPA for all of its student-athletes who competed in the league's 19 championship-sponsored sports. The institution with the highest cumulative GPA is awarded the league's highest honors.

The University is currently implementing a systematic process for collecting information from senior students regarding their PSU experience. The information PSU currently collects is informal, anecdotal, and not available system-wide. To that end, a collaborative effort among Admissions, Academic Affairs, Alumni Relations, and Academic Assessment resulted in the creation and administration of the first annual exit survey for graduating students (See Standard 6). Student exit surveys will be distributed and analyzed annually. By the spring of 2019, the University's Director of Academic Assessment and Accreditation will conduct focus groups on campus for program completers to validate and elaborate on exit surveys administered earlier in the same spring.

By 2023, the University expects to:

- Achieve the challenge of our goal of 80% retention and a six-year graduation goal of 65%;
- Established exit and alumni surveys that are used to inform decision-making;
- Evaluate PSU's first-year cohorting model for effectiveness, modify as needed, and expand to other cohorted groups; and
- Implement new technologies, allowing faculty and staff more time and better tools to advise students in a more holistic manner.

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

The PSU Mission calls for “transforming our students through advanced practices where engaged learning produces well-educated undergraduates and by providing graduate education that deepens and advances knowledge and enhances professional development. With distinction, we connect with community and business partners for economic development, technological advances, healthier living, and cultural enrichment with a special commitment of service to the North Country and Lakes Region of New Hampshire.”

The engagement of students, faculty, and external partners in Cluster initiatives is perfectly aligned with the PSU Mission. According to research presented in the Gallup-Purdue Index Reports (especially the 2014 [Great Jobs, Great Lives](#)) and the NSSE results, students’ ability to think critically and to address complex problems by integrating information from multiple perspectives helps to *transform* students in ways that facilitate their successful transition to productive lives and successful careers. Gen Ed and Student Affairs assessment will track students’ development in purposeful communication, problem solving, integrated perspectives, and self-regulated learning; competencies associated with postgraduate success. PSU is actively aligning its learning model to live the mission.

Until Gen Ed assessment is fully developed, the University has re-instituted the CLA+ and, as indicated previously in the document, CLA+ data suggests students leave PSU proficient in critical-thinking skills. Freshman arrive with a basic mean mastery level and leave with a proficient master level through growth in critical thinking and written communication skills. Alumni data (though low in response rate: 17%) suggests graduates are successful in finding employment and satisfied with their PSU experience. After one year, over 80% of survey respondent’s report they are employed in a field related to their study. Eighty-one percent of undergraduates and 100% of graduate students agree with the statement, “In my current position, I use knowledge and skills I gained at PSU” (University of NH Survey Center: PSU Alumni Employment Survey FY 2018). As outlined earlier in this document, we have initiated processes for increased alumni data collection.

External stakeholders have been invited to partner with us in the identification and implementation of projects designed to address real-life issues and they will support assessment efforts in key ways. External partners will provide feedback on students’ skills during Cluster projects, open lab experiences, and as part of the Gen Ed assessment; particularly as part of the INCO course assessment. The Gen Ed Advisory Group will provide ongoing feedback on the Gen Ed curriculum and program goals to ensure that this program continues to support students’ post-graduate success and work force development needs.

The University has 652 active partners, 141 of which were engaged in Cluster projects during AY2018 suggesting that PSU is meeting the mission of connecting students with community and business partners for economic development, technological advances, healthier living, and cultural enrichment, with a special commitment of service to the North Country and Lakes Region of New Hampshire and beyond. As one regional small business partner for a history/graphic arts/town/business Cluster project remarked: “Let me thank you again for your interest and help on this project, and for the enthusiasm shown by your students. I’m looking forward to the coming season when we will share your work with our customers and visitors!” An attendee at an on-campus conference for a multidisciplinary project wrote “Thanks so much

for inviting us. This was a really fantastic conference--well organized from start to finish with outstanding content. The creation of the visuals was critical for maintaining the engagement of my high school students who are not used to sitting and listening to "lectures"-- it got them directly involved and reinforced key concepts." A participant in the Bicknell's Thrush Cluster project wrote, "I'd dare say this *Catharus Bicknell*, as scientists have named this wonder of nature, is more than a mere witness: it's a symbol of connection, a bridge that connects countries and cultures and.... dreams! It is an ambassador of nature with binational duties."

Feedback regarding academic programs, student work and PSU initiatives is provided by discipline-specific and Gen Ed advisory groups, the advisory groups for University Centers (Holmes Center for School Partnerships and Educator Preparation and Center for Research and Innovation) and organizations and supervisors who support cluster projects and internships. This allows PSU to work in concert with external stakeholders to ensure relevant curricula that meets students' twenty-first century learning needs, support assessment of student learning, and to help us identify program needs within the region. This partnership with community stakeholders will form an important aspect of the University assessment to ensure that PSU students graduate well prepared for challenges and opportunities in their lives and work beyond college.



Along with the projects noted throughout Standard 8, by 2023 the University intends to:

- Continue expanding engagement with external partners to further expand learning opportunities for students;
- Provide systematic opportunities for external partners to provide meaningful feedback informing student and program assessment and curricular revisions;
- Enhance the tracking of students' post-graduate success;
- Enhance the tracking of student engagement and learning in service learning and other co-curricular activities that support skills for collaboration and problem solving;
- Increase alumni connections with students to support student academic and post graduate success exemplified by the new alumni and first-year student mentoring program.

Institutional Plans

This section outlines leading initiatives related to each of the five major institutional goals, identifying what PSU plans, its major goals, and assessment strategies. Academic Affairs will continue to revise the curriculum over the next five years but at this time has no specific plans that would require a NEASC substantive change review.

Goal 1. Movement to a flatter, Cluster-based organizational structure and implementation of the Four Tools of Clusters

The full implementation of a Cluster-based organizational structure involves implementing

organizational and physical changes; developing a synergistic Cluster curriculum; and creating expanded partnerships with external constituents to support real-world project-based learning and other programs relevant to student postgraduate success. By 2023 PSU will have fully implemented Clusters; organized program support services to support the Cluster model; and developed ten additional open lab spaces on campus in academic and residential spaces. Gen Ed revisions discussed in the document will have full program assessment tools in place.

Goal 2. Retention and Persistence

PSU's institutional goals of 80% retention and 65% six-year graduation rates in five years require a dedicated focus on high-impact learning strategies and co-curricular opportunities that promote student involvement with the PSU and external communities. Over several years, the University will continue to vet and implement URI proposals, resulting in innovative curriculum development that engages students and supports multidisciplinary, project-based learning.

Cohorted housing, expanded use of alumni as student mentors, summer bridge programs, and increased financial support implemented summer/fall 2018 will be assessed through student surveys, student focus groups, and review of retention persistence metrics. Assessment of these initiatives will be supported by the technology solutions outlined in the narrative, including EduNav, SSC, CampusLabs, and PeopleGrove. Individual units responsible for these retention and persistent activities will review assessments, analyze data, and make adjustments on an annual basis, reporting results and plans to the Retention Persistence Working Group (RPWG).

Goal 3. Sustainability/Thriving Financially, Academically, and Reputationally

The University reorganization into Clusters serves both institutional goals for financial sustainability and a strong academic reputation. The projected financial implications of the reorganization were reviewed earlier and include the following: development of innovative programs, increased revenues associated with increased retention and persistence; reduced faculty release time associated with administration; more efficient delivery of academic programs; increased buying power through USNH; retirement of low-enrolled programs; and implementation of technologies to support student, alumni, and academic data management. This goal is a return to a positive financial margin by 2021.

An improved and dynamic academic and regional reputation will be achieved through program innovations that are attractive to incoming students and include pedagogy that involves students, faculty, and staff with the external stakeholders to address real-world issues. Enhanced relationships with external partners are central to the Cluster vision and provide continuous feedback on the relevance of PSU programs and students' mastery of essential competencies. These partnerships will provide important connections for students seeking post-graduate employment or graduate school recommendations.

Goal 4: Recruitment and Enrollment

The recruitment goal is to achieve and maintain an overall student body of 5,000 FTE students, with 4,200 undergraduate students and 800 FTE graduate students. These metrics are monitored continuously by the Dean of Enrollment Management and reported weekly to the President's Cabinet. PSU is strengthening relationships with New Hampshire (NH) school districts through the admissions recruitment staff, the Holmes Center for School Partnerships and Educator Preparation initiatives described above, and increased engagement with NH external businesses

and organizations. Innovative programs and engaging pedagogy are keys to recruitment and enrollment. (For more specifics on enrollment goals and strategies see Standard 5 and the [enrollment plan](#).)

Goal 5: Equipping students to lead and thrive in the 21st- century global economy

The essence of the Cluster Model is to equip students to lead and thrive in the 21st-century global economy. The four tools of Clusters, the Gen Ed Program revisions, and cluster projects (including curricular and co-curricular aspects) are designed to promote collaborative, multidisciplinary, team-based approaches to problems. [EAB research](#) shows that “While employers still place an emphasis on technical prowess, they want to know that their employees have the interpersonal skills necessary to work collaboratively and thereby grow the business.” These skills are supported by the new Gen Ed HoM outcomes of Purposeful Communication, Problem Solving, Integrated Perspective, and Self-Regulated Learning, and further reinforced by Student Affairs’ intentional focus on the same.

Over the next five years, the University will continue to revise, enhance, and assess students’ achievement on HoM and discipline related outcomes. Curricular and Co-curricular initiatives will be aligned to support student development of skills and dispositions important to post-graduate success. Increased opportunities will be available for students to engage authentically with issues faced by the region and beyond. Our enhanced capacity to survey alumni, along with feedback from our external partners, will allow us to continuously assess and improve the PSU student experience.

Appendix A
Affirmation of Compliance



COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
 3 Burlington Woods, Suite 100, Burlington, MA 01803-4514
 Voice: (781) 425 7785 Fax: (781) 425 1001 Web: <https://cihe.neasc.org>

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

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

URL	https://campus.plymouth.edu/registrar/wp-content/uploads/sites/145/2012/10/Credit-hour-policy.pdf
Print Publications	Online only
Self-study/Interim Report Page Reference	Page 19

- 2. Credit Transfer Policies.** The institution’s policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	https://www.plymouth.edu/prospective/undergraduate/undergraduate/admissions/transfer-students-application-requirements/
Print Publications	p. 58 AY2019 Academic Catalog
Self-study/Interim Report Page Reference	Page 19

- 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://campus.plymouth.edu/dean-of-students/student-rights-and-code-of-conduct/ And https://campus.plymouth.edu/academic-affairs/academic-student-advocate/
Print Publications	For non-academic: Student Handbook (see link above). For academic: Student Academic Advocate. pp. 42 – 65 AY2019 Academic Catalog
Self-study/Interim Report Page Reference	Page 32

- 4. Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	Secure login through my.plymouth.edu
Self-study/Interim Report Page Reference	Page 20

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

URL	
Print Publications	
Self-study Page Reference	

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

Chief Executive Officer: 

Date: August 14, 2018

Appendix B
Most Recent Audited Financial Statement

Plymouth State University's financial statements are not audited separately; only the consolidated [University System of New Hampshire financial statements](#) are audited (pg. 34-36). The full annual report can be found in this appendix.

Supporting financial statements are published along with the annual report and can be found in the [2017 USNH Big Book](#). These statements include a) USNH Schedule of Unrestricted Financial Resources (pg. 56), b) USNH Statement of Net Position (pg. 87), c) USNH Statement of Revenue, Expenses and Changes in Net Position (pg. 94), d) PSU Statement of Net Position (pg. 90), and e) PSU Statement of Revenues, Expenses and Changes in Net Position (pg. 97).

The statements referenced above are included in this appendix in the following order:

- University System of New Hampshire Schedule of Unrestricted Financial Resources
- University System of New Hampshire Statement of Net Position (Balance Sheet)
- University System of New Hampshire Statement of Revenue, Expenses and Changes in Net Position (Activities Statement)
- Plymouth State University Statement of Net Position (Balance Sheet)
- Plymouth State University Statement of Revenues, Expenses and Changes in Net Position (Activities Statement)

The background of the cover is a photograph of a city skyline, likely in New Hampshire, viewed from across a body of water. The sky is a clear, bright blue. The city buildings are silhouetted against the sky, and their reflections are visible in the calm water. A prominent building with a clock tower is visible on the right side of the skyline. The overall mood is serene and forward-looking.

University System *of* New Hampshire

The Pipeline to New Hampshire's Future

2017
Annual 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 33,000 students and is committed to providing access to affordable, high-quality education, and 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.



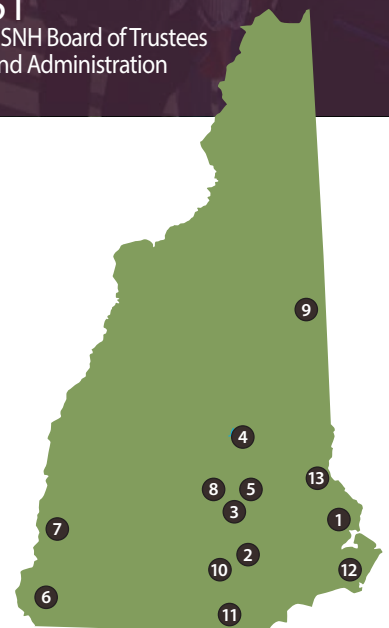


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8	Workforce Development
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University System of New Hampshire

- | | |
|--|---------------------------------------|
| 1. University of New Hampshire, Durham | 7. Granite State College, Claremont |
| 2. University of New Hampshire, Manchester | 8. Granite State College, Concord |
| 3. University of New Hampshire
School of Law, Concord | 9. Granite State College, Conway |
| 4. Plymouth State University | 10. Granite State College, Manchester |
| 5. Plymouth State University, Concord | 11. Granite State College, Nashua |
| 6. Keene State College | 12. Granite State College, Portsmouth |
| | 13. Granite State College, Rochester |



The 2017 Annual Report is a publication of the University System of New Hampshire. Prior year University System annual reports are available online at www.usnh.edu/about/usnh-publications. University System of New Hampshire, 5 Chenell Drive, Suite 301, Concord, NH 03301 603-862-1800.

The pipeline to New Hampshire's future.

Over the past year, the University System of New Hampshire has been working with the state's business community to focus on solving New Hampshire's workforce dilemma. We know that business leaders across New Hampshire are increasingly concerned about a growing shortage of highly-skilled and educated workers, and the consequences it will have on our state's economy.

In our outreach efforts to support the state's businesses, the University System of New Hampshire has been meeting with leaders of influential and innovative companies, including Lonza, Medtronic, Fidelity Investments and Albany International, to learn about their workforce needs. The overwhelming feedback from these businesses is that our state must increase its efforts to develop a highly-skilled workforce that matches the unique needs and opportunities in the state's economy.

As a public institution, USNH — comprising the University of New Hampshire, Keene State College, Plymouth State University and Granite State College -- honors its core mission to provide accessible and affordable higher education to develop the workforce New Hampshire relies on to remain competitive. With more than 33,000 students, USNH awards 59 percent of the state's bachelor's degrees in engineering and science. We have the highest bachelor's degree completion rate in the Northeast for a public, four-year system and the third highest in the country. We are proud to be one of the most fiscally efficient public systems in New England, with lower administrative overhead cost per student than our competitors.

USNH is dedicated to helping New Hampshire companies flourish. Each year, our outreach programs provide valuable, one-on-one assistance to more than 5,000 businesses and entrepreneurs. The state's success relies on its ability to help existing businesses thrive and to attract new companies by supplying them with the outstanding talent they need to compete in a modern economy.

Working to address New Hampshire's workforce needs is a USNH priority. There are no magic solutions to our dilemma. It will require further investment, as well as continued innovation and expanded partnerships. We look forward to continuing our partnership with the state's business community and elected leaders to address these challenges.



Todd Leach
Chancellor

2017 Chancellor's Letter



Report from the University System of New Hampshire



UNH is a land- sea-and space-grant and community engaged public research university, enrolling more than 14,500 undergraduate and 3,500 graduate students. Recognized as a rising star among research universities, UNH retains the atmosphere of a New England liberal arts college with a faculty dedicated to undergraduate teaching and research. Its commitment to engagement and public service serves not only the Granite State through its many outreach offices such as Cooperative Extension, but nationally and internationally through its public policy expertise in areas as diverse as crimes against children, ocean fisheries management, rural poverty, space science and environmental research.



PSU is a regional comprehensive university with a tradition of meeting the educational aspirations of New Hampshire citizens, communities, and organizations. PSU's educational philosophy is based on academic excellence, experiential learning, applied research, regional service, and leadership. While PSU's rich tradition of "place-based" education was established in 1871, today its horizons have expanded substantially with online programs at the undergraduate and graduate levels. Moreover, its development of academic partnerships across the globe has led to a vibrant student body of over 6,500 students coming from 43 states and 34 countries. The University's motto, Ut Prosim (That I may serve), is a credo for faculty, students, and staff, who engage with communities on a local, regional, national, and international scale in ways that are relevant and mutually beneficial. PSU has earned state and national recognition for academic innovation, environmental sustainability, international opportunities, community engagement, and economic partnerships.



Wisdom to make a difference.

KSC 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 4,600 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.

Granite State College

With a focus on adult students, as well as other individuals who seek a flexible learning environment, GSC provides comprehensive access to higher education. This commitment to access is best illustrated through its statewide locations and 365/24/7 online presence. 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 master's degrees, post-baccalaureate programs for teachers, 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.





Public Colleges for Public Benefit

Public institutions of higher education serve as a unique state resource and are committed to leveraging state dollars for state benefit.

Public Partner

USNH institutions serve as state partners on important economic and civic priorities and stand ready to work with state leaders to support existing and emerging industries.

Economic Engine

USNH serves as one of New Hampshire's most significant economic drivers, generating more than \$2 billion each year in direct and indirect economic activity. USNH attracts thousands of long-term visitors to New Hampshire who support businesses across the state and significantly shape several regional economies.

Workforce Generator

USNH is the single largest pipeline of undergraduate prepared workers in the state. Approximately 30% of all four-year college-going high school graduates from New Hampshire choose to attend a USNH institution.

Access for New Hampshire Families

Part of the public mission is to ensure broad access to quality higher education that strengthens our citizenry and provides an opportunity for economic advancement that benefits both New Hampshire families and our state. USNH achieves this mission by being highly focused and directing state investment to drive costs down for our residents.

Public Accountability

USNH is governed by a board that is comprised primarily of individuals in gubernatorial appointments and includes the Governor, Senate President and Speaker of the House. Audited financial information is also provided to lawmakers and USNH is subject to "Right-to-Know" requests as a public system. However, unlike state agencies, USNH does not depend on the state for retirement or health benefits.



UNHInnovation

For businesses across New Hampshire and around the world, UNHInnovation is the university's front door to cutting-edge UNH research and state-of-the-art labs, dedicated to creating success, building partnerships and connecting clients with faculty experts, staff and students. The center advocates for, manages and promotes UNH's intellectual property, working closely with private businesses ranging from small, local start-ups to world tech leaders such as Cisco, Dell, HP and AT&T.

The InterOperability Laboratory, which is housed at the center, is the only full-scale, non-profit test lab in the world that balances industry expertise with the real-world training of future engineers. More than 100 graduate and undergraduate student employees work full-time at the lab, gaining valuable hands-on experience with developing technologies and products. And when they graduate, these students have a 99 percent job placement rate!



“AS WE CONTINUE TO EXPAND, SO WILL OUR NEED FOR TALENTED GRADUATES AND THE IMPORTANCE OF PARTNERSHIPS WITH UNH FACULTY.

WE WILL CONTINUE TO INVEST IN HIRING THE BEST CANDIDATES, AND OUR HOPE IS THAT THESE CANDIDATES CAN BE RECRUITED LOCALLY FROM THE UNIVERSITY SYSTEM OF NEW HAMPSHIRE.”

SUZANNE FOSTER
VICE PRESIDENT, GENERAL MANAGER
MEDTRONIC ADVANCED ENERGY



**5,000+ NH BUSINESSES
AND ENTREPRENEURS GAIN
ONE-ON-ONE ASSISTANCE
FROM USNH OUTREACH
PROGRAMS EACH YEAR.**



UNH Manchester at hub of new biotech industry Institute invests nearly \$300 million, predicts major growth

UNH Manchester is playing a leading role in a national public-private institute that aims to launch a new industry that develops bioengineered human tissues and organs. The effort is backed by an \$80 million grant from the US Department of Defense combined with more than \$214 million from 80 industry, education and nonprofit partners that joined to launch the *Advanced Regenerative Manufacturing Institute* (ARMI), led by chairman Dean Kamen of Manchester-based *DEKA Research & Development*.



“WHAT WILL DETERMINE THE ECONOMIC FUTURE OF NEW HAMPSHIRE IN GENERAL, AND SOUTHERN NEW HAMPSHIRE, IN PARTICULAR, IS THE QUANTITY AND QUALITY OF SCIENCE AND ENGINEERING BASED KIDS WHO ARE COMING OUT OF OUR SYSTEM RIGHT NOW.”

DEAN KAMEN
ENTREPRENEUR, INVENTOR
CHAIRMAN OF \$300 MILLION ADVANCED REGENERATIVE
MEDICINE INSTITUTE (ARMI)

Manchester inventor and innovator Dean Kamen expects the project will bring many companies and new jobs to the city as this new industry develops. Dean Mike Decelle of UNH Manchester is leading the national education and workforce development activities for ARMI, drawing on UNH Manchester’s growing life sciences strength as well as its leadership in creating powerful partnerships with industry.

To promote biotech workforce development in this region, UNH is working closely with the Community College System of New Hampshire, Dartmouth College and Boston University, as well as with the Manufacturing Extension Partnerships in New Hampshire, Maine and Massachusetts, and the state Office of Workforce Opportunity and Department of Resources and Economic Development. The New York Times is among the many media outlets that have featured the project for its potential to transform the city as it creates an entirely new, high-tech industry.

USNH Leads New Hampshire in STEM Education

59%

USNH schools award 59% of NH’s engineering and science degrees

68%

USNH awards more than two-thirds of NH’s K-12 STEM teacher degrees.



4,300

Extension volunteers



107,000

Residents assisted



43

Lakes protected



205,000

Acres improved

UNH Cooperative Extension

UNH Cooperative Extension brings information and education into the communities of the Granite State to help make New Hampshire's citizens, businesses and communities more successful and its natural resources healthy and productive. For 100 years, Extension's specialists and its network of dedicated volunteers have been tailoring contemporary, practical education to regional needs, and helping to create a well-informed citizenry, strengthen the economy and support our first-in-the-nation quality of life.

Extension's statewide outreach programs and experts meet Granite Staters where they are by using effective technologies, online learning platforms and face-to-face interactions that match the ways people learn and engage, while continuing to provide customized, in-person programming and assistance.

In 2016, for every \$1 a county spent, UNH provided \$1.98 of statewide resources.

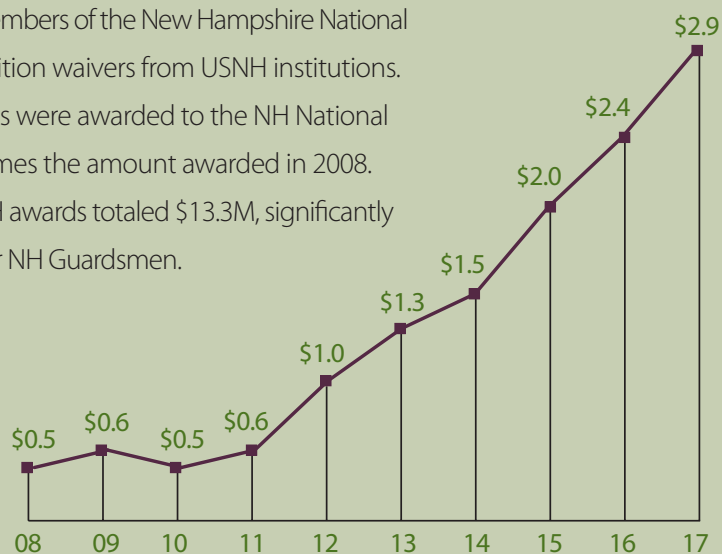


USNH supports New Hampshire's National Guard

For the past two decades, members of the New Hampshire National Guard have been offered tuition waivers from USNH institutions.

Nearly \$3M in tuition waivers were awarded to the NH National Guard in FY17 - close to 6 times the amount awarded in 2008.

Over the past 10 years, USNH awards totaled \$13.3M, significantly expanding college access for NH Guardsmen.



USNH saves millions through health benefits management

The University System of New Hampshire has realized \$2 million in annual savings thanks to cost-saving measures, including a competitive bid process for its health care administrators to cover the more than 4,000 benefits-eligible employees.

Cigna Healthcare and OptumRx administer medical and pharmacy coverage. Additionally, employees can choose from three plan types, including a high-deductible plan. The changes resulted in an estimated \$3 million in savings for 2017 with further savings anticipated for 2018. These savings are on top of the nearly \$50 million in savings from switching to self insurance five years ago.



“CONTAINING COSTS WHILE PRESERVING QUALITY AND MAINTAINING COMPETITIVENESS REQUIRES INNOVATION AND EFFICIENCY. USNH DELIVERS AN OUTSTANDING VALUE PROPOSITION, PROVIDING SOME OF THE STRONGEST OUTCOMES ON IMPORTANT MEASURES LIKE GRADUATION RATES AND EMPLOYABILITY, AND PROVIDING THOSE OUTCOMES AT THE LOWEST COST-OF-ATTENDANCE IN NEW HAMPSHIRE.”

TODD LEACH
CHANCELLOR
UNIVERSITY SYSTEM OF NEW HAMPSHIRE

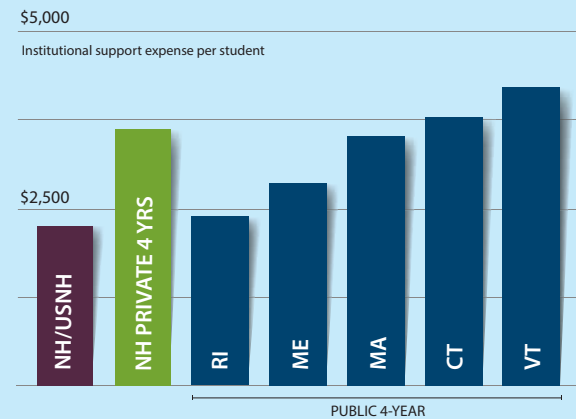
Procurement

USNH procurement efforts have saved over \$1 million dollars in the past year with more savings expected in the coming fiscal year.

- USNH identified an opportunity to align KSC pricing with UNH pricing for a learning management software. By leveraging the system’s participation, we reduced the KSC contract price for the same product representing a 47% decrease in procurement cost.
- USNH Procurement, working with UNH Dining Services, competitively bid the produce category. Through the competitive process, the resulting agreement, decreased UNH’s cost over the five-year term by up to \$875,000.
- USNH consolidated vehicle rentals into a single agreement with Enterprise Holdings to create a preferred supplier program that should yield \$80,000 in savings.

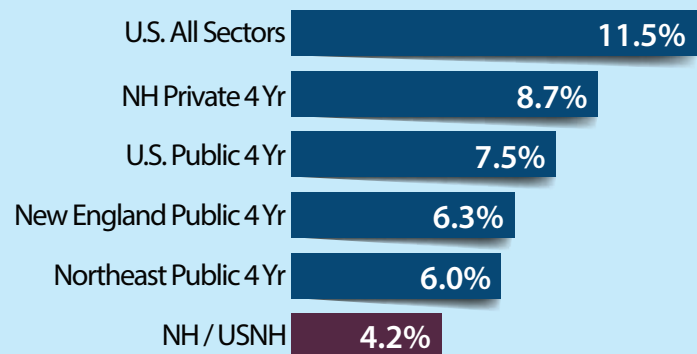
Administrative Efficiency

USNH is the most fiscally efficient 4-year system in New England (and the Northeast) and is more efficient than NH private institutions.



Student Loan Default

USNH consistently ranks among the top states with the lowest average loan default in the U.S.



400 Pell-eligible NH students attend UNH tuition-free Granite Guarantee enrollments far exceed expectations

More than 400 New Hampshire students are attending UNH tuition-free this academic year through the Granite Guarantee, a new program aimed at making a four-year UNH education more affordable for families that qualify for need-based federal Pell grants. Beginning in the fall semester, it guarantees that all eligible full-time, first year students from the state pay no tuition for all four years at UNH, providing they continue to meet academic expectations.

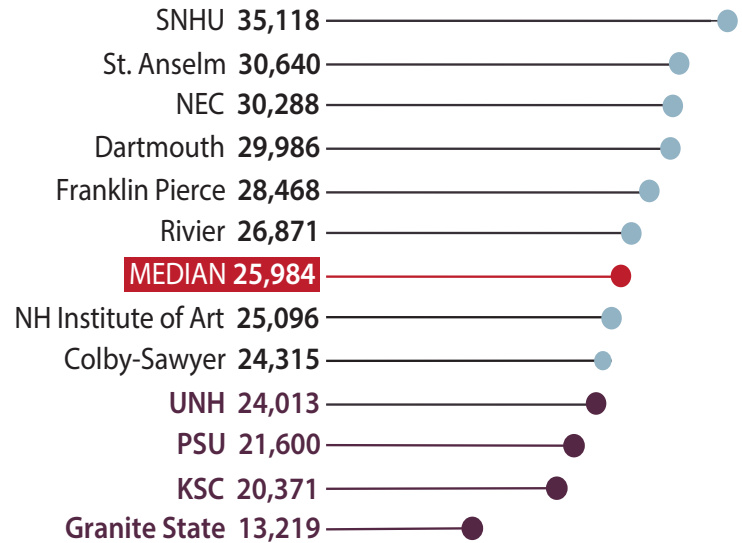
Granite Guarantee enrollments far exceeded initial estimates of 285 students. The program was made possible by the success of UNH's largest private fundraising campaign in history, which aims to raise \$275 million by the end of June 2018.

Overall undergraduate enrollments were also up for the second year in a row, rising about 5 percent; while multicultural student enrollments were up slightly, to 11 percent of the incoming class.

FOR NH STUDENTS, USNH INSTITUTIONS COST LESS TO ATTEND THAN ALL OTHER NH COLLEGES AND UNIVERSITIES.

AMONG THE NATION'S 4-YEAR PUBLIC INSTITUTIONS, USNH IS A COLLEGE COMPLETION LEADER.

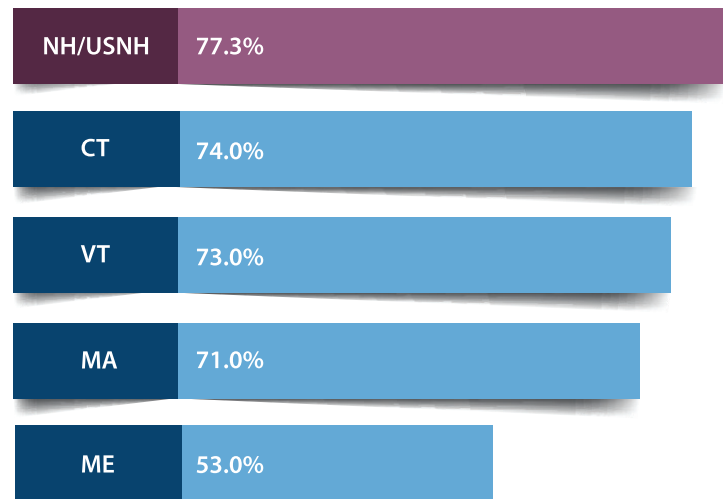
Average In-State Cost of Attendance NH 4-Year Colleges and Universities*



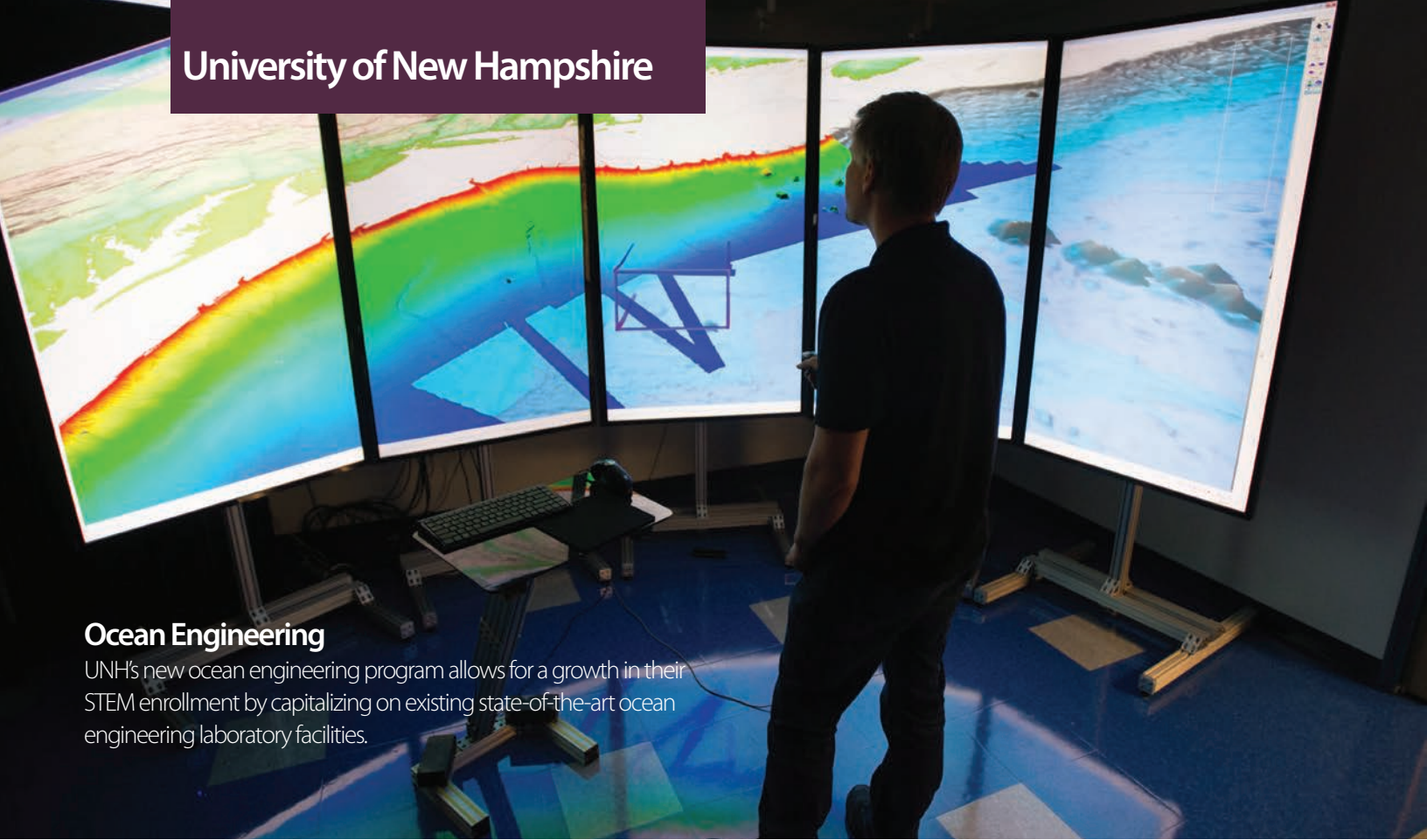
* After financial aid

Degree Completion

USNH students rank 1st in New England (and the Northeast) and 3rd in the U.S. for bachelor's degree completion.



RI omitted by National Student Clearinghouse (data source) for technical reasons.



Ocean Engineering

UNH's new ocean engineering program allows for a growth in their STEM enrollment by capitalizing on existing state-of-the-art ocean engineering laboratory facilities.

STEMbassadors: Inspiring K-12 students for a high-tech future

UNH student volunteers visit all 10 NH counties

Thousands of K-12 New Hampshire students and their teachers are connecting this year with the STEMbassadors, a group of STEM student volunteers from the College of Engineering and Physical Sciences (CEPS). Launched in 2016, the STEMbassadors include 50 UNH engineering and technology students who travel across the state to bring engaging, fun, hands-on science experiences to K-12 schools.

All nine academic departments within CEPS are represented, offering activities ranging from model bridge construction and boat design to robotics and wind energy. In its first year, the group reached 5,000 students at more than a dozen events. The program's goal is to reach 2,500 students annually in all 10 New Hampshire counties.



UNH FAST FACTS

\$1.5B economic activity generated in NH each year

Top 10 among the State's top employers

Top 25 in public colleges for students graduating fastest

4,000+ NH businesses assisted directly each year

\$100+ million yearly in competitive research grants

50%+ students receive need-based financial aid

Merrill Place opens at PSU

PSU's continued move toward full implementation of the integrated clusters and open labs model took a leap forward as the first students moved into the Merrill Place Conference Center & Residences on August 2017.

The seven-story, 95,000 square foot building allows PSU to further integrate its academic cluster model into the living-learning experience for students. Offering 288 beds, Merrill Place offers students a state-of-the-art place to live and experience the clusters learning model outside the traditional classroom in a true living-learning community.

MERRILL PLACE

Wall Street Journal: Plymouth State ranked top in the nation for critical thinking improvement

In June 2017, The Wall Street Journal reported that Plymouth State University ranked highest in America for improving students' critical thinking skills between the 1st and senior years in college.

The value added by a PSU degree means that graduates are better prepared to enter their careers as leaders in their chosen fields.

The front-page WSJ article detailed how few U.S. colleges teach their students how to think: "At more than half of schools, at least a third of seniors were unable to make a cohesive argument, assess the quality of evidence in a document or interpret data in a table." The report showed that PSU students far outpaced well-known public institutions including the University of Kentucky, the University of Texas, California Polytechnic State University, Ohio State University and The Citadel.

As PSU continues the move to the Integrated Clusters model of education, administrators are confident these critical thinking skills combined with real-world experience will serve students well as they enter the world as PSU alumni.



PSU FAST FACTS

43% student body are first-generation students

39% of students are low income

\$177.4M economic activity generated each year in Lakes Region and North Country

1/3 of total enrollment are graduate students

125 majors and minors

3,000 undergraduates engaged in intergrated cluster projects in Spring 2017

35,000+ living alumni



Measuring the return on investment of a college degree

Among the many accolades that Keene State College has earned, there are a number that demonstrate the college's commitment to educational leadership and its focus on the value of a college education.

Educate To Career, in their College Rankings Index, named Keene State #86 in the 2017 Top 100 Best Value Colleges out of 1195 institutions surveyed. The independent agency Zippia, ranked Keene State #18 as the best college for getting a job.

In a survey of the Class of 2015, 95% of respondents reported that they were employed or engaged in graduate education a year after graduating from Keene State. Among those who were employed, 76 percent reported that their work was directly related to their academic studies. In addition, 82 percent indicated that Keene State had prepared them well or very well for their employment.



KSC FAST FACTS

Top Ranked Regional Universities of the North

Top 100 colleges for best value from Educate to Careers

#1 in NH for employability - Zippia

\$76.2 million added to the region's economy

Best list of regional colleges - Princeton Review Guide

Awarded National Green Ribbon Schools Postsecondary Sustainability

Green recognition by Princeton Review Guide to 375 Green Colleges, and was named as a Sierra Club Cool School



Supporting health care

Recognizing the value that an academic credential can add to their training program, leaders at Dartmouth Hitchcock collaborated with GSC to assess their internal training program for college credit. Upon completion of the training program, Dartmouth Hitchcock Surgical Technologists will have earned certification and credits toward a bachelor's degree at GSC.

Helping NH employers grow through partnerships

With over 90% of its student population currently employed, primarily in full-time jobs, the typical Granite State College student already contributes to the New Hampshire workforce and is pursuing higher education for career development or change. Today, Granite State College is partnering directly with the state's employers to diversify and grow the range of learning opportunities and solutions that can help strengthen the incumbent workforce.



GSC FAST FACTS

67,000+ students have attended Granite State College

3,374 active students

80% of enrollments are online

#1 in NH Best Colleges for Adult Learners - Washington Monthly

Best Online Programs for Bachelor's & Graduate Business - U.S. News & World Report

80% of students live in NH

94% of students remain in NH

90% work full or part-time jobs while attending college



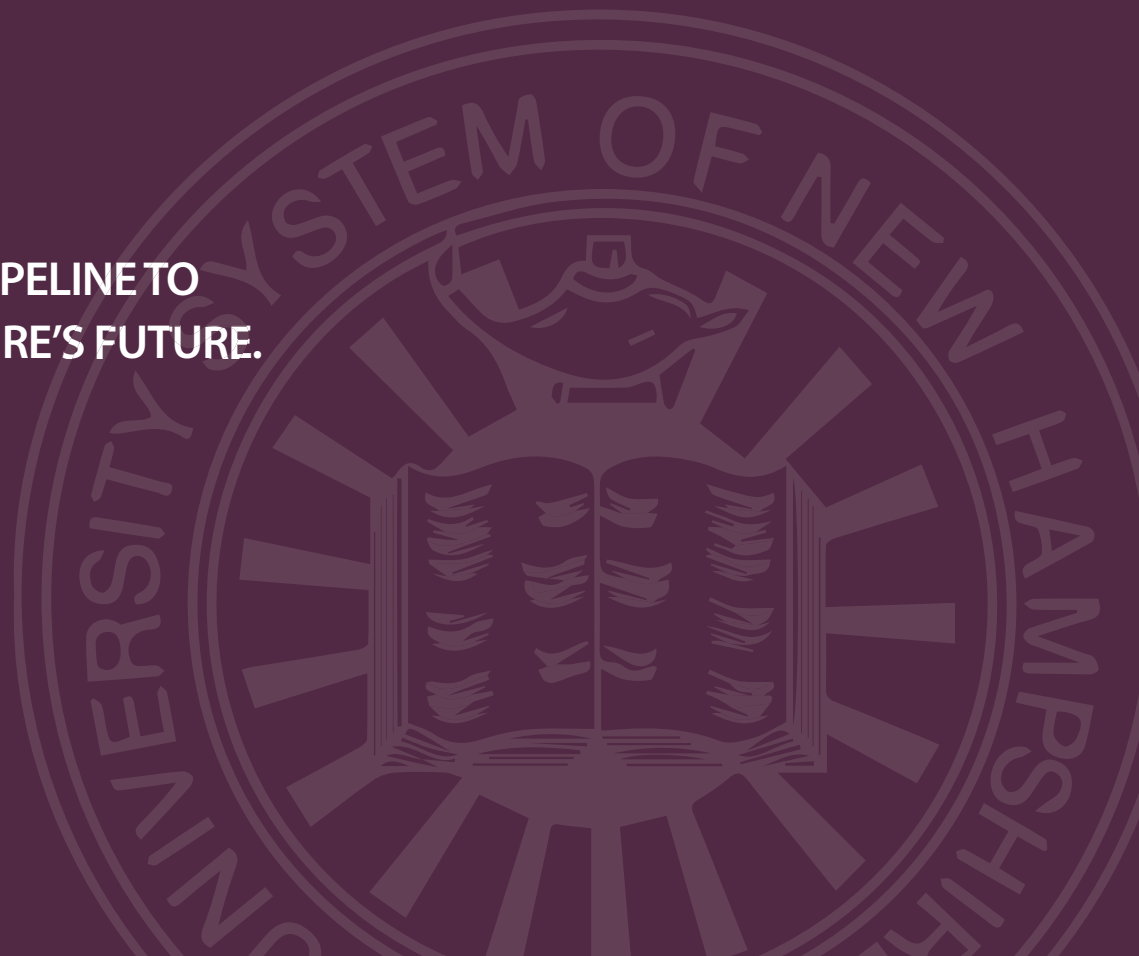
"I LOVE ALL THE BUZZ ABOUT A REVIVAL OF U.S. MANUFACTURING, BUT UNLESS WE GET SERIOUS OVER THE LONG HAUL ABOUT A COMMITMENT TO EDUCATION, IT'S HARD TO SEE THAT AS SUSTAINABLE."

JOE MORONE
CEO/PRESIDENT
ALBANY INTERNATIONAL

"THE BUSINESS & INDUSTRY ASSOCIATION, NEW HAMPSHIRE'S STATEWIDE CHAMBER OF COMMERCE AND LEADING BUSINESS ADVOCATE, WISHES TO ADD OUR VOICE TO THOSE ARTICULATING THE UNIVERSITY SYSTEM OF NEW HAMPSHIRE'S CRITICAL ROLE IN DEVELOPING TOP-CALIBER TALENT FOR NEW HAMPSHIRE'S EMPLOYERS."

JIM ROCHE
PRESIDENT NH BIA

**USNH IS THE PIPELINE TO
NEW HAMPSHIRE'S FUTURE.**





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

Independent Auditors' Report

The Governor and
Legislative Fiscal Committee,
State of New Hampshire; and the
Board of Trustees,
University System of New Hampshire:

Report on the Financial Statements

We have audited the accompanying financial statements of net position of the University System of New Hampshire (the System), a component unit of the State of New Hampshire, as of June 30, 2017 and 2016, the related statements of revenues, expenses and changes in net position and cash flows for the years then ended, and the related notes to the financial statements, which collectively comprise the System's basic financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the net position of the University System of New Hampshire as of June 30, 2017 and 2016, and the changes in its net position and its cash flows for the years then ended in accordance with U.S. generally accepted accounting principles.

Other Matter – Required Supplementary Information

U.S. generally accepted accounting principles require that the management's discussion and analysis on pages 24–33 and the schedule of funding progress on page 50 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

KPMG LLP

October 23, 2017

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Management's Discussion and Analysis

June 30, 2017 and 2016 (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, 2017, and 2016. This analysis provides a comparison of significant amounts and measures to prior periods and, where appropriate, presents management's outlook for the future.

USNH is a Section 501(c)(3) corporation organized under the laws of the State of New Hampshire to serve the people of the state as the key provider of public higher education for Bachelor's and advanced degree students. USNH accomplishes its mission by operating four educational institutions that collectively offer a broad array of education, research and public service options for the state. These institutions include the University of New Hampshire (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 (UNHD, PSU and KSC), UNH's urban campuses (UNHM and UNHL), the eight regional sites of GSC, and the UNH Cooperative Extension and Small Business Development Centers located throughout the state. The accompanying financial statements also include the activities and balances of the University of New Hampshire Foundation, Inc. (UNHF) and the Keene Endowment Association (KEA), two legally separate but affiliated entities. (See Note 1 to the Financial Statements for additional information on affiliated entities.)

II. Economic Outlook

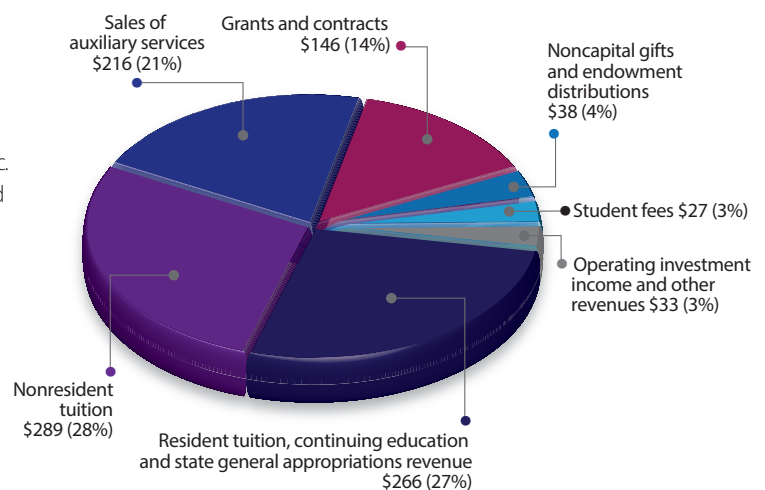
The US Census Bureau projects that through 2030 the number of New Hampshire residents between ages 15 and 19 will drop 7.3% from the current level of 86,070 (approximately 6,300 students). The dip will then be partially recovered over the following ten years to approximately 83,300 in 2040. This is one near-term trend impacting USNH campuses. However, it is mitigated by other trends including increased demand for fifth year programs culminating in graduate degrees, as well as local industry needs for higher education levels of new hires. At 2.9% as of June 2017, New Hampshire has the fourth lowest unemployment rate in the country behind only Colorado, Hawaii and North Dakota. This compares to the national average of 4.4%, and will ease the pathway for our graduates as they transition into the state's workforce. In short, our campuses continue to evolve to meet local and national demands for quality education.

For fiscal years 2018 and 2019, USNH's annual general appropriation from the State was held at \$81 million equal to the prior three years. The USNH Board of Trustees approved tuition increases up to 2.5% for New Hampshire residents attending USNH campuses in FY18, and up to 4.0% for nonresident students. In addition, continuing operating expense increases system-wide were limited to expected inflation levels. Certain nonrecurring expenses budgeted as part of current strategic initiatives were also

approved, and student financial aid increases are budgeted 5% higher than fiscal year 2017 to ensure affordability for our students. USNH has also made a commitment that any increase in the state general appropriation level will go towards freezing or lowering the inflationary increase in tuition for future years. The remainder of this report describes the results of financial operations for the year ended June 30, 2017 with comparisons to prior years.

Chart 1: Operating Revenue by Source
Total = \$1 Billion

(\$ in millions)



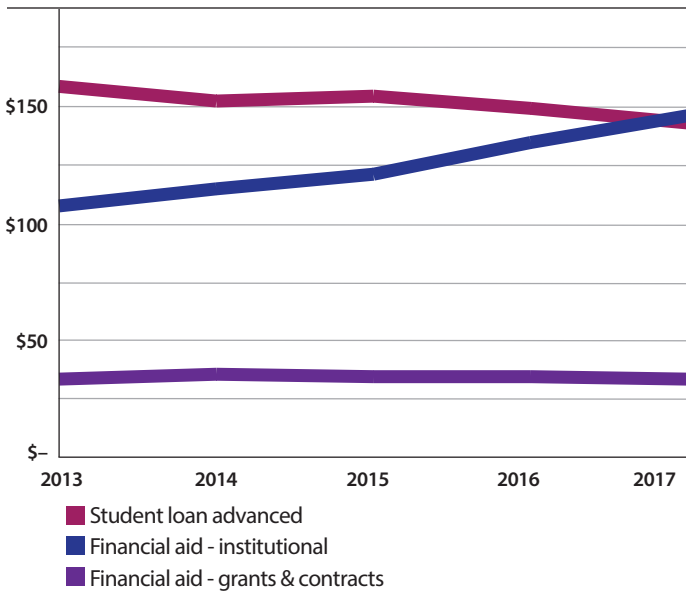
III. Financial Highlights

A. Revenues

Chart 1 above shows USNH's operating revenue streams, which totaled \$1 billion in each of fiscal years 2017 and 2016. Given our tri-fold mission of instruction, research and public service, the vast majority of USNH revenues are used for education, student support, and the delivery of related auxiliary services. Even our research projects increase the knowledge base. As shown in Chart 2, institutional financial aid expenditures increased approximately \$37 million from the 2013 level, while aid from grants remained flat. This resource commitment was made to ensure all qualified students can attend our institutions, and has also allowed our student loan issuances to decrease in support of the State's workforce needs.

Chart 2: Student Aid Trends

(\$ in millions)



As seen in Table 1 below, overall enrollment continues to be stable at approximately 26,000 per year for each of the past four years. UNH's Durham campus had large increases in freshmen applications for both 2016 and 2017. Their enrollment strategy remains focused on attracting exemplary students. Approximately 40% of new UNHD students in the fall of 2016 ranked in the top 20% of their high school class reflecting the continued quality of the population. In addition, PSU launched an innovative new learning clusters program in 2017. The clusters group students in related majors to share resources with the goal of providing a holistic educational experience that ensures students are able to provide value to future employers on their first day of work. The sharing of resources is also designed to drive down administrative costs as well as streamline financial transaction processing.

Table 1: Full-Time Equivalent Credit Enrollment

For the Fall of Each Fiscal year

	2013	2014	2015	2016	2017
UNH (all campuses)	15,606	15,272	15,406	15,657	15,473
PSU	4,973	4,670	4,346	4,674	4,641
KSC	4,853	4,705	4,751	4,250	4,160
GSC	1,507	1,551	1,685	1,658	1,584
Total USNH FTEs	26,939	26,198	26,188	26,239	25,858
NH Resident	16,212	14,797	14,308	13,742	13,240
Nonresident	10,727	11,401	11,880	12,497	12,618
Total USNH FTEs	26,939	26,198	26,188	26,239	25,858

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

For the Fall of Each Fiscal year

	2013	2014	2015	2016	2017
Freshmen applications received	17,234	17,938	18,420	19,255	20,203
Acceptances as % of applications	78%	78%	80%	71%	76%
Enrolled as % of acceptances	22%	16%	18%	24%	19%

*Data for the flagship campus is included herein as part of the annual continuing disclosure requirements related to USNH's outstanding bond obligations. Comparable data for other campuses is available upon request.

Auxiliary revenues were up \$1 million at KSC from 2016 to 2017 due to increases for the new Living and Learning Commons which opened in the fall of 2016. UNH also increased student recreation fees by \$3 million to cover the costs of expanding the Hamel Recreation Center. The Center will re-open in the fall of 2017. Additional auxiliary services revenue increases at UNH resulted from athletic post-season ticket sales and royalties, parking revenues and group ticket sales. Offsetting these increases was a decrease of \$1.5 million in renewable energy credits and sales of electricity to the local power grid from UNH's Ecoline system.

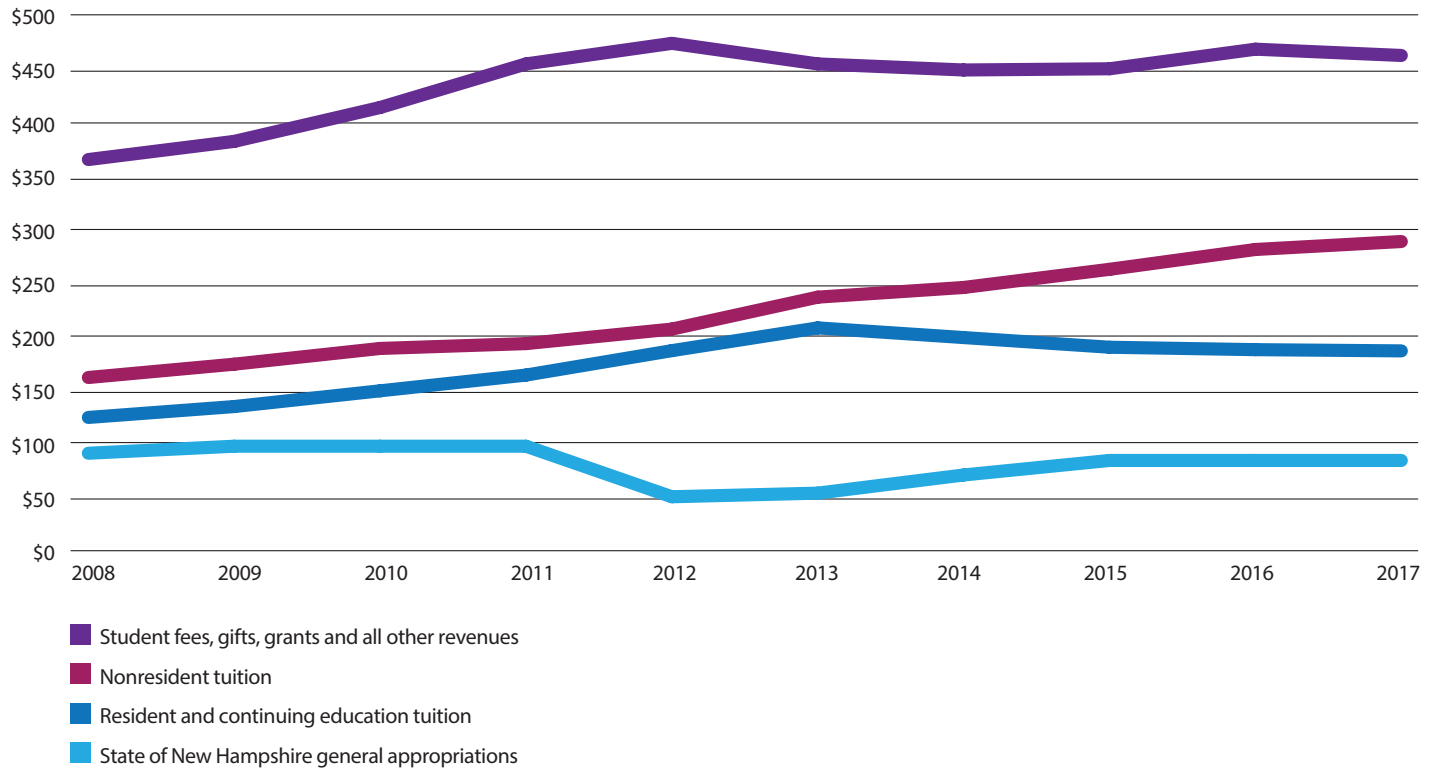
Noncapital gifts to UNH in 2017 decreased approximately \$5 million from the 2016 level. This is due to the wind-down of UNH's 150th anniversary campaign which is nearing completion. Noncapital gifts at the other campuses all approximated the prior year. Operating investment income was also down approximately \$2 million from the 2016 level. This is partly due to a reduction in average cash balances as USNH completed several renovation projects funded with internal resources.

Chart 3, on the following page, 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 and 2017. 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 for an affordable price.

Chart 3: Ten Year Revenue History

Before application of student financial aid

(\$ in millions)



B. Operating and Capital Expenditures

USNH's operating expenses (including interest) for FY17 increased approximately \$1 million or 0.1% over FY16. This compares to \$26 million (3.2%) from FY15 to FY16; \$30M (3.9%) from FY14 to FY15; and \$13 million (1.6%) from FY13 to FY14. There have been significant efforts to organize USNH employee groups over the past few years. This has resulted in new unions for certain faculty and staff at the residential and urban campuses. Additional groups are currently engaged in negotiations as well. Nongrant compensation expenditures were down \$8.9 million in 2017, primarily due to employee separation offerings in the prior year as well as a change in USNH's medical insurance provider in calendar year 2017.

The decrease noted above was offset by an increase in nongrant supplies and services costs of \$8 million or 5.0% over the prior year. The latter includes noncapital construction cost increases at UNH of \$2.8 million; a \$1.4 million increase in student health plan claims and other costs at UNH; an increase in maintenance costs of \$1.7 million; as well as increases in consulting costs for information technology and student recruitment totaling approximately \$900,000. During FY17 USNH restructured its Procurement activities to have all campus purchasing personnel report centrally. This new model of local delivery with central oversight is designed to contain costs in future years by combining our purchasing volumes across the state. USNH is focusing on this area for future years and hopes to decrease these costs through consolidated purchasing opportunities across the campuses.

Chart 4 displays USNH's operating expenses for the past three years by functional, rather than natural, classification. The 2016 instruction costs were higher than 2017 due to faculty separation incentive offerings at that time. As the chart shows, increases in financial aid have far-outpaced increases in institutional support (general overhead) expenses in the last several years. (Additional detail of operating expenses by function can be found in Note 13 to the Financial Statements.)

The campuses also have several major capital projects currently underway or nearing completion. These include an addition to KSC's Mason Library for Holocaust study materials funded with gift proceeds; PSU's new Merrill Place residence hall (\$33 million) funded in part with proceeds from bonds issued by USNH in 2016; the ground-up renovation and expansion of the UNH's historic Hamilton-Smith building (\$37 million) funded with internal resources; as well as interior and exterior renovations to GSC's Gateway Center in Concord (\$1 million) funded in part with state capital appropriations.

Chart 4: Expenses by Functional Classifications

(\$ in millions)

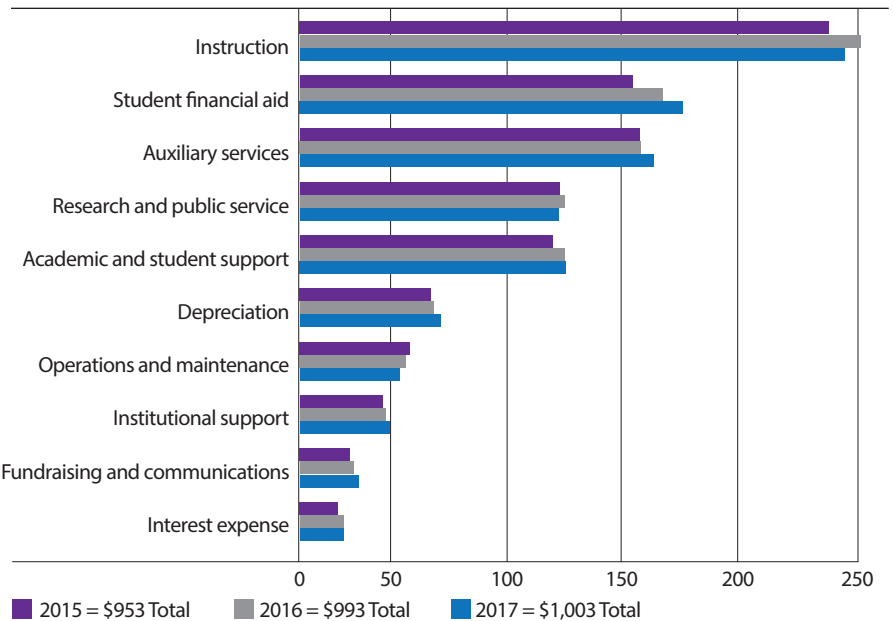
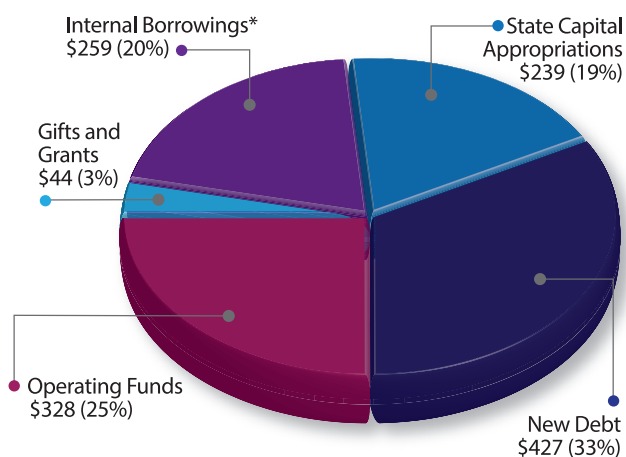


Chart 5 below shows the funding sources for USNH's capital spending over the past fifteen years. USNH spent over \$1 billion during this time to construct and renovate buildings and infrastructure at all campuses. The largest source of funding for the related projects was debt issuances of \$427 million. USNH is authorized to issue debt only for self-supporting, auxiliary projects. The majority of the related debt service is funded by student fees for each type of auxiliary service (housing, dining or recreation).

Debt service for UNH's Ecoline project is funded with electricity usage charges to campus departments as well as proceeds from sales of electricity and renewable energy credits produced by the campus.

Chart 5: Capital Funding Sources, 2003-2007
Total \$1.3 Billion

(\$ in millions)



*Excludes amounts committed but not yet spent as of June 30, 2017

From 2002 to 2013 USNH received significant state capital appropriations to renovate specific science buildings on each campus. During the past ten years operating funds and internal borrowings totaling \$587 million were used to supplement the state appropriations. However, there are still several buildings in need of improvement at each campus to ensure USNH is able to meet the education and experiential needs of the state's future workforce. In 2017 USNH engaged third-party consultants to complete a detailed Facilities Condition Assessment and prioritization of deferred maintenance needs at each campus. Because state capital funding has been significantly reduced over the past 5 years, USNH campuses must strategically prioritize with the limited available funding for capital assets, while at the same time not allowing deferred maintenance needs to escalate. Approximately \$8.8 million of approved internal borrowing amounts not spent as of June 30, 2017 are excluded from the chart above. The remaining funds are for completion of the Hamilton-Smith building and Hamel Recreation Center on the UNH Durham campus. Plant depreciation expenses of \$526 million were recorded during this same fifteen year period. (See Notes 5 and 8 to the Financial Statements for additional information on property and equipment, and debt balances.)

C. Investing Activities

Cash and short-term investment balances totaled approximately \$213 million on June 30, 2017. This compares to \$228 million on June 30, 2016. The reduction is primarily due to purposeful spending of internal resources for the capital projects noted above. Management of cash and short-term investment balances was outsourced over the past year to improve short-term returns while ensuring sufficient liquidity for near-term obligations. (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,		
	2017	2016	2015
USNH Pool	\$ 498	\$ 444	\$ 457
UNHF Pool	204	185	197
KEA Pool	8	7	7
Funds held in trust	16	15	15
Life Income/Annuity Funds	<u>4</u>	<u>4</u>	<u>4</u>
	<u>\$ 730</u>	<u>\$ 655</u>	<u>\$ 680</u>

As shown in Table 4, all three pools had double digit gains in fiscal year 2017 after payment of fees to the respective investment managers. While the two larger pools are primarily invested in funds, the KEA pool primarily holds individual stock and bond investments.

Table 4: Pooled Endowment Returns

	Year -Ended June 30,		Five Year
	2017	2016	Average
USNH Pool			
Gross return	13.4%	(1.4%)	8.5%
<i>Investment management fees</i>	<u>(0.4%)</u>	<u>(0.4%)</u>	<u>(0.4%)</u>
Net return	13.0%	(1.8%)	8.1%
<i>Distributions</i>	<u>(3.5%)</u>	<u>(3.5%)</u>	<u>(3.4%)</u>
Net (utilized) reinvested	<u>9.5%</u>	<u>(5.3%)</u>	<u>4.7%</u>
UNHF Pool			
Gross return	14.1%	(2.6%)	9.2%
<i>Investment management fees</i>	<u>(0.6%)</u>	<u>(0.6%)</u>	<u>(0.6%)</u>
Net return	13.5%	(3.2%)	8.6%
<i>Distributions</i>	<u>(5.7%)</u>	<u>(5.2%)</u>	<u>(5.3%)</u>
Net (utilized) reinvested	<u>7.8%</u>	<u>(8.4%)</u>	<u>3.3%</u>
KEA Pool			
Gross return	11.3%	8.2%	10.0%
<i>Investment management fees</i>	<u>(0.7%)</u>	<u>(0.9%)</u>	<u>(0.7%)</u>
Net return	10.6%	7.3%	9.3%
<i>Distributions</i>	<u>(5.7%)</u>	<u>(4.7%)</u>	<u>(4.1%)</u>
Net reinvested	<u>4.9%</u>	<u>2.6%</u>	<u>5.2%</u>

Distributions from the pools totaled approximately \$27 million in 2017, slightly higher than the prior year. Distributions of \$16 million were made from the USNH pool and trusts, along with \$10 million from the UNHF pool and \$350 thousand 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. Recent volatility in returns has resulted in a limited number of endowment funds having a market values less than the original gift value ("underwater" funds). The 2017 gains have mitigated this in most cases. Of the 1,450 endowment funds maintained in the various endowment pools, only 46 remained underwater at June 30, 2017. This compares to 210 underwater funds at June 30, 2016. The balances underwater at June 30, 2017 totaled \$817 thousand, compared to nearly \$5 million at June 30, 2016. (See Notes 4 and 12 for further information on endowment and similar investments.)

IV. Using the Financial Statements

The UNH School of Law merged with UNH on January 1, 2014. Accordingly, the fiscal year 2013 beginning balances for the Statements of Net Position and Cash flows presented below were restated in 2014 to reflect the addition of the respective UNH School of Law amounts.

A. Statements of Net Position

The Statements of Net Position depict all USNH assets, deferred inflows/outflows of resources, liabilities on June 30th each year, and 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, 2017 by campus herein as required by recent regional accreditation standard changes.

June 2017 resulted in the recording of a net pension asset of approximately \$1 million which is also included in other assets. Accordingly, no related pension liabilities are recorded for the plan in 2017.

Deferred outflows of resources include the fair value of USNH's interest rate swap derivatives and accounting losses incurred as a result of refinancing certain bonds outstanding. Because the interest-rate swaps are deemed to be effective hedge instruments, the fair value of the derivatives is recorded to offset the fair value of the interest rate swap liability in its entirety. The accounting losses are expected and are charged to interest expense annually over the term of the new obligations.

The reduction in other assets and deferred outflows of resources in 2017 is due to drawdown of the 2016 bond proceeds for the Hamel Recreation Center renovation at UNH and the Merrill Place project at PSU, as well as an \$11 million reduction in the fair value of our interest rate swap obligations. Approximately \$11 million of the bond

Table 5: Condensed Information from the Statements of Net Position as of June 30,

(\$ in millions)

	2013*	2014	2015	2016	2017
Cash and short-term investments	\$ 223	\$ 235	\$ 237	\$ 228	\$ 213
Endowment and similar investments	571	667	679	655	730
Property and equipment, net	984	982	1,010	1,077	1,120
Other assets and deferred outflows of resources	<u>98</u>	<u>96</u>	<u>168</u>	<u>162</u>	<u>106</u>
Total Assets and Deferred Outflows of Resources	<u>1,876</u>	<u>1,980</u>	<u>2,094</u>	<u>2,122</u>	<u>2,169</u>
Derivative instruments - interest rate swaps	31	30	30	37	26
Postretirement medical benefits	55	51	54	56	56
Long-term debt	454	431	500	519	501
Other liabilities and deferred inflows of resources	<u>147</u>	<u>150</u>	<u>160</u>	<u>169</u>	<u>151</u>
Total Liabilities and Deferred Inflows of Resources	<u>687</u>	<u>662</u>	<u>744</u>	<u>781</u>	<u>734</u>
Net investment in capital assets	550	574	598	630	651
Restricted financial resources	357	397	413	405	455
Unrestricted financial resources	<u>282</u>	<u>347</u>	<u>339</u>	<u>306</u>	<u>329</u>
Total Net Position	<u>\$ 1,189</u>	<u>\$ 1,318</u>	<u>\$ 1,350</u>	<u>\$ 1,341</u>	<u>\$ 1,435</u>

*Beginning balances for fiscal year 2013 restated to include UNH School of Law

As shown above, cash balances were lower in 2017. This is the result of spending of internal resources for the Hamilton-Smith and Hamel Recreation Center projects discussed previously. The spending also increased the value of the related property assets. In 2017 endowment returns rebounded after net losses in the prior two years. This increased both the restricted and unrestricted net position, as well as the investment asset balances. The other assets balance for the last three years shown above includes investments held by our bond trustee related to our Series 2015 and 2016 bond issuances of \$69 million, \$57 million, and \$11 million, for 2015 through 2017, respectively. In 2017 USNH also transferred assets related to our Operating Staff Retirement Program into a trust, and applied the provisions of GASB 68, *Accounting and Financial Reporting for Pensions*. The actuarial review completed for the plan in

proceeds were unspent at June 30, 2017, and will be drawn over the summer as construction is completed for the fall 2017 occupancy. (See Notes 8 and 9 to the Financial Statements for further discussion of outstanding debt and related interest rate swaps in place.) USNH has large liabilities related to long-term debt and postretirement medical benefits. Bond and capital lease principal payments of approximately \$18 million reduced the related liabilities in 2017. 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 Note 7 to the Financial Statements for additional information in this regard.)

Like most businesses, USNH also records smaller liabilities related to payroll costs and vendor services rendered, as well as accrued vacation, retirement and medical benefit costs for current employees. Accrued payroll and employee retirement liabilities were lower in 2017 because the last day of the month of June coincided with the last salary payment date for our faculty and professional employees. Other USNH liabilities are specific to the higher education industry. These include unearned advance payments received for academic year 2018 programs; obligations to donors for a portion of the interest on certain gift balances (obligations under life income agreements); and amounts provided by the US Government for student Perkins Loans that would have to be repaid if the program is closed (refundable government advances). At the end of 2017 these other liabilities all approximated the prior year balances.

In 2017 USNH also adopted the provisions of GASB 73, *Accounting and Financial Reporting for Pensions and Related Assets That Are Not within the Scope of GASB Statement 68*, with respect to the accounting for our Additional Retirement Contributions plan. The actuarial review completed for this plan in June, 2017 resulted in the recording of a deferred inflow for the related obligations of approximately \$698 thousand in 2017. The remaining balance of deferred inflows in 2016 and 2017 represents unamortized accounting gains on debt refinancing.

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 student loans, as well as the majority of campus endowment balances which were requested to be invested in perpetuity by the original donors (\$257 million and \$270 million at June 30, 2016 and 2017, respectively). Unrestricted financial resources represent net assets that are available for any future use without restriction. This includes unrestricted current fund balances, balances in unrestricted loan funds, unrestricted funds functioning as endowment, unexpended plant funds, and unrestricted funds held by affiliated entities. While not restricted, a significant portion of the unrestricted net position each year is held for future construction and renovation of facilities and other Board-designated purposes.

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, 2017 is shown below.

Table 5A: Condensed Information from the Statement of Net Position as of June 30, 2017 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	\$ 248	\$ 85	\$ 60	\$ 19	\$ (199)	\$ 213
Endowment and similar investments	367	24	34	7	298	730
Property and equipment, net	746	176	188	8	2	1,120
Other assets and deferred outflows of resources	<u>(30)</u>	<u>(3)</u>	<u>(4)</u>	<u>(2)</u>	<u>145</u>	<u>106</u>
Total Assets and Deferred Outflows of Resources	<u>1,331</u>	<u>282</u>	<u>278</u>	<u>32</u>	<u>246</u>	<u>2,169</u>
Derivative instruments - interest rate swaps	–	–	–	–	26	26
Postretirement medical benefits	40	7	7	1	1	56
Long-term debt	211	141	107	–	42	501
Other liabilities and deferred inflows of resources	<u>81</u>	<u>13</u>	<u>9</u>	<u>1</u>	<u>47</u>	<u>151</u>
Total Liabilities and Deferred Inflows of Resources	<u>332</u>	<u>161</u>	<u>123</u>	<u>2</u>	<u>116</u>	<u>734</u>
Net investment in capital assets	455	60	75	5	56	651
Restricted financial resources	384	22	42	7	–	455
Unrestricted financial resources	<u>160</u>	<u>39</u>	<u>38</u>	<u>18</u>	<u>74</u>	<u>329</u>
Total Net Position	<u>\$ 999</u>	<u>\$ 121</u>	<u>\$ 155</u>	<u>\$ 30</u>	<u>\$ 130</u>	<u>\$1,435</u>

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

Operating revenues are generally earned in exchange for providing goods and services. However, GASB reporting standards require that some of USNH's recurring revenues be shown as nonoperating. This includes state general appropriations, federal Pell grants, noncapital gifts, operating investment income, and the portion of endowment returns used to fund the related programs. These revenue streams are important sources of funds used to supplement tuition and fees revenue. Accordingly, we have grouped the operating and nonoperating revenues together in the condensed statement below to allow readers to better understand which revenues support our operating expense streams.

Table 6 shows condensed information from the Statements of Revenues, Expenses and Changes in Net Position for the five years ended June 30, 2017.

As noted previously, employee compensation costs were high in 2016 due to separation incentive offerings. The resulting expense decrease in 2017 is offset by an increase in supplies and services costs related to noncapital construction and maintenance costs, student health plan claims and consulting for certain activities, particularly student enrollment and technology initiatives.

The increase in net position from recurring activities reflects USNH's operating margin each year. Total operating and nonoperating revenues in 2017 were approximately 4% higher than 2013, while operating and nonoperating expenses were approximately 9% higher than 2013. The resulting margin has decreased from 6.0% to 1.5% over the last five years. USNH changed its medical insurance provider in 2017 to further reduce compensation expense, our largest cost base. USNH is also

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

(\$ in millions)

	2013*	2014	2015	2016	2017
Tuition and fees	\$ 466	\$ 465	\$ 472	\$ 491	\$ 501
Less: student financial aid	(135)	(144)	(149)	(162)	(172)
Net tuition and fees	331	321	323	329	329
Sales of auxiliary services	198	203	206	211	216
Grants and contracts	166	152	149	149	146
State general appropriations	54	69	81	81	81
Noncapital gifts, investment income and other revenues	61	65	66	79	71
Total Operating and Nonoperating Revenues	810	810	825	849	843
Employee compensation	465	481	503	529	521
Supplies and services	204	195	203	203	210
Utilities, depreciation and interest	93	98	98	99	100
Total Operating and Nonoperating Expenses	762	774	804	831	831
Increase in Net Position from Recurring Activities	48	36	21	18	12
Endowment gifts and returns, net	50	83	6	(30)	70
State capital appropriations and other changes, net	14	10	5	3	11
Total Other Changes in Net Position	64	93	11	(27)	81
Total Increase (Decrease) in Net Position	\$ 112	\$ 129	\$ 32	\$ (9)	\$ 93

*Balances for fiscal year 2013 restated to include UNH School of Law

The net tuition and other revenue values on these statements reflect the size and type of student enrollments, student quality and financial need, and growth of supporting revenue streams. Total operating and nonoperating revenues were down \$5 million in 2017, primarily due to a decrease in noncapital gifts of \$6 million. This is attributable to the wind-down of UNH's 150th anniversary fundraising campaign which generated large gift volumes in the past three years. Expenses were approximately equal to the prior year in total, but differing trends by expense type.

concentrating on containing the cost of supplies and services through near-term spending on new technologies. During 2017 the first phase of an Enterprise Performance Management System was completed to enhance financial projections and modeling for future years. Additional phases will be completed over the next two to three years. In addition, we are moving to a cloud-based platform for our Enterprise Resources and Planning system, and the student systems for most campuses. That work should be completed for the beginning of 2019. The USNH Board of Trustees is monitoring all of these initiatives, as well as our move to more electronic procurement, as we work to lower our administrative cost structures.

Endowment gifts totaled \$13 million in 2017, and \$11 million in 2016. The endowment funds distributed \$27 million in 2017 and 2016. The investment return after distributions totaled \$57 million in 2017. This compares to a net loss of \$41 million in 2016. The volatility of endowment returns is a significant driver of the change in total net position each year. Table 6A below provides condensed information from the Statement of Revenues, Expenses and Changes in Net Position presented by campus for the year ended June 30, 2017.

The 2017 reduction in cash flows from operating and noncapital financing activities is related to timing of employee separation payments accrued in 2016, as well as the lower noncapital gift levels discussed previously. The net cash used in investing activities in 2015 reflects the purchase of investments from proceeds of the new construction bonds totaling \$81 million. Approximately \$80 million of cash was provided by the issuance bonds in 2015, and approximately \$71 million of that total was invested in 2015. The construction spending related to bond Series 2015 and 2016 is reflected in the capital financing outflows in both 2016 and 2017.

Table 6A: Condensed Information from the Statement of Revenues, Expenses and Changes in Net Position for the Year Ended June 30, 2017 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
Tuition and fees	\$ 344	\$ 71	\$ 70	\$ 16	\$ –	\$ 501
Less: student financial aid	(121)	(23)	(22)	(6)	–	(172)
Net tuition and fees	223	48	48	10	–	329
Sales and auxiliary services	149	30	37	–	–	216
Grants and contracts	125	9	7	5	–	146
State general appropriations	55	12	11	3	–	81
Noncapital gifts, investment income and other revenues	55	5	5	1	5	71
Total Operating and Nonoperating Revenues	607	104	108	19	5	843
Employee compensation	377	56	65	13	10	521
Supplies and services	150	27	28	4	1	210
Utilities, depreciation and interest	64	17	18	–	1	100
Total Operating and Nonoperating Expenses	591	100	111	17	12	831
Change in Net Position from Recurring Activities	16	4	(3)	2	(7)	12
Endowment gifts and returns, net	34	5	4	1	26	70
State capital appropriations and other changes, net	6	1	1	–	3	11
Total Other Changes in Net Position	40	6	5	1	29	81
Total Increase in Net Position	\$ 56	\$ 10	\$ 2	\$ 3	\$ 22	\$ 93

C. Statements of Cash Flows

The Statements of Cash Flows summarize transactions affecting cash and cash equivalents during the fiscal period. Table 7 on the following page shows summary information from the Statements of Cash Flows for the five years ended June 30, 2017.

These statements provide information about cash collections and cash payments made by USNH each year to help readers assess our ability to generate the future cash flows necessary to meet current and future obligations. Cash flows from operating activities will always be different than the operating results on the Statements of Revenues, Expenses and Changes in Net Position because of the inclusion of noncash items, such as depreciation expense, and because the latter statement is prepared on the accrual basis of accounting, meaning that it shows revenues when earned and expenses as incurred.

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

(\$ in millions)

	2013*	2014	2015	2016	2017
Cash flow from:					
Receipts from tuition and fees, net	\$ 331	\$ 321	\$ 324	\$ 331	\$ 332
Receipts from sales of auxiliary services	197	204	206	208	217
Receipts of state general appropriations	53	69	81	81	81
Noncapital gifts, grants and other receipts	199	192	190	193	188
Payments to and on behalf of employees	(467)	(478)	(499)	(518)	(543)
Payments for supplies, services and utilities	<u>(223)</u>	<u>(223)</u>	<u>(224)</u>	<u>(222)</u>	<u>(227)</u>
Net Cash Provided by Operating and Noncapital Financing Activities	90	85	78	73	48
Net Cash Used in Capital Financing Activities	(73)	(75)	(5)	(110)	(120)
Net Cash (Used in)/Provided by Investing Activities	<u>(16)</u>	<u>(10)</u>	<u>(73)</u>	<u>26</u>	<u>69</u>
Increase/(Decrease) in Cash and Cash Equivalents	<u>\$ 1</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (11)</u>	<u>\$ (3)</u>

*Balances for fiscal year 2013 restated to include UNH School of Law

D. Financial Indicators

Two key performance indicators used by USNH are the operating margin and the unrestricted financial resources (net position) to total debt ratios. Management monitors these ratios closely and considers them primary indicators of USNH's financial health. The operating margin ratio uses the increase in net position from recurring activities as the numerator and total revenue from recurring activities as the denominator. USNH's targeted annual operating margin range is 3% to 5% per year. As shown in Chart 6, actual operating margins have declined steadily from the high of 6% in 2013 to 1.5% for 2017 as we invest in enhancing the student experience for the future. The average margin over the past five years was 3.3%, reflecting the targeted balance of strategic spending and investment of resources.

The unrestricted financial resources to debt ratio, shown in Chart 7, uses the unrestricted net position balance as the numerator and the total long-term debt balance outstanding as the denominator. USNH's targeted unrestricted financial resources to debt ratio is 50% or above. The average of this ratio over the past five years was 66% reflecting sufficient support of our ongoing initiatives. (See Notes 8 and 14 to the Financial Statements for additional information in this regard).



Chart 6: Annual Operating Margin

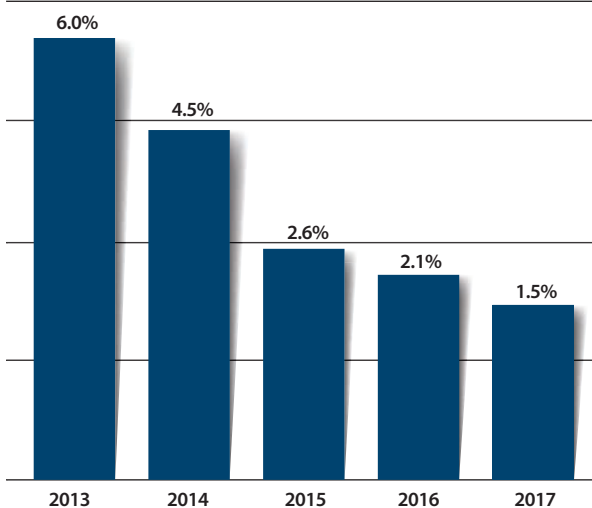
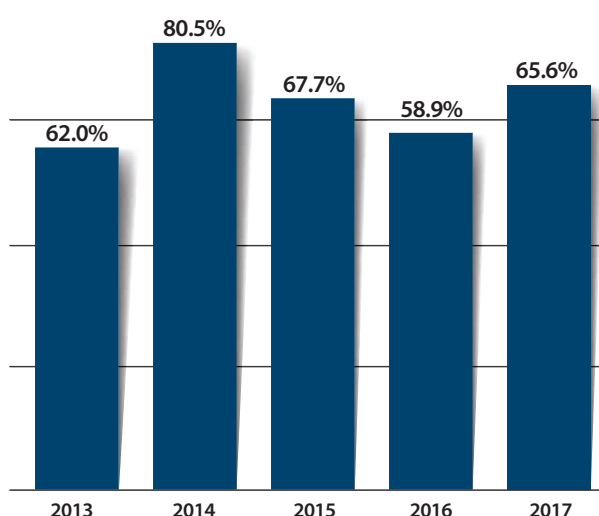


Chart 7: Unrestricted Financial Resources to Total Debt



University System of New Hampshire

Statements of Net Position

(\$ in thousands)

	Balance at June 30,	
	2017	2016
ASSETS		
Current Assets		
Cash and cash equivalents	\$ 66,069	\$ 69,154
Short-term investments	146,588	158,413
Accounts receivable, net	21,729	20,288
Pledges receivable, net - current portion	3,187	3,471
Notes receivable, net - current portion	3,293	3,507
Prepaid expenses and other current assets	7,811	8,758
Total Current Assets	248,677	263,591
Noncurrent Assets		
Debt proceeds held by bond trustee for construction purposes	10,718	56,584
Endowment and similar investments - campuses	514,162	459,419
Endowment and similar investments - affiliated entities	216,346	195,890
Pledges receivable, net of current portion	7,106	8,697
Notes receivable, net of current portion	18,094	18,617
Pension assets	993	-
Property and equipment, net	1,119,628	1,077,051
Total Noncurrent Assets	1,887,047	1,816,258
TOTAL ASSETS	2,135,724	2,079,849
DEFERRED OUTFLOWS OF RESOURCES	33,067	44,552
LIABILITIES		
Current Liabilities		
Accounts payable and accrued expenses	57,238	69,425
Deposits and unearned revenues	37,682	32,686
Accrued employee benefits - current portion	7,407	14,826
Postretirement medical benefits - current portion	6,018	6,745
Long-term debt - current portion	20,064	17,666
Total Current Liabilities	128,409	141,348
Noncurrent Liabilities		
Obligations under life income agreements	2,126	2,204
Refundable government advances	16,643	16,685
Accrued employee benefits, net of current portion	27,178	34,049
Postretirement medical benefits, net of current portion	50,251	48,934
Derivative instruments - interest rate swaps	25,759	36,769
Long-term debt, net of current portion	481,401	501,333
Total Noncurrent Liabilities	603,358	639,974
TOTAL LIABILITIES	731,767	781,322
DEFERRED INFLOWS OF RESOURCES	2,206	1,879
NET POSITION (see Note 14)		
Net investment in capital assets	650,968	630,442
Restricted		
Nonexpendable	270,089	256,513
Expendable	184,842	148,681
Unrestricted	328,919	305,564
TOTAL NET POSITION	\$1,434,818	\$1,341,200

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,	
	2017	2016
OPERATING REVENUES		
Resident tuition	\$ 164,406	\$ 165,972
Nonresident tuition	288,702	277,046
Continuing education tuition	21,110	20,933
Student fees revenue	26,901	27,182
Total tuition and fees	501,119	491,133
Less: student financial aid - grants and contracts	(31,533)	(32,723)
Less: student financial aid - all other	(140,069)	(129,780)
Net tuition and fees	329,517	328,630
Grants and contracts - direct revenues	101,033	103,114
Grants and contracts - facilities & administrative recovery	20,060	19,969
Sales of auxiliary services	215,554	210,699
Other operating revenues	29,800	29,675
TOTAL OPERATING REVENUES	695,964	692,087
OPERATING EXPENSES		
Employee compensation - grants and contracts	59,324	58,218
Employee compensation - all other	461,372	470,285
Supplies and services - grants and contracts	31,342	32,539
Supplies and services - all other	178,511	170,033
Utilities	17,949	19,886
Depreciation	62,942	59,919
TOTAL OPERATING EXPENSES	811,440	810,880
Operating loss	(115,476)	(118,793)
NONOPERATING REVENUES (EXPENSES)		
State of New Hampshire general appropriations	81,000	81,000
Federal Pell grants	24,603	25,565
Noncapital gifts	11,424	17,564
Endowment and investment income	29,970	31,710
Interest expense, net	(19,521)	(19,432)
Other nonoperating revenue	241	369
TOTAL NONOPERATING REVENUES (EXPENSES)	127,717	136,776
INCREASE IN NET POSITION BEFORE OTHER CHANGES	12,241	17,983
OTHER CHANGES IN NET POSITION		
State of New Hampshire capital appropriations	3,611	1,389
Plant gifts, grants and other changes, net	7,828	1,287
Endowment and similar gifts	13,429	11,405
Endowment return, net of amount used for operations	56,509	(41,221)
TOTAL OTHER CHANGES IN NET POSITION	81,377	(27,140)
INCREASE(DECREASE) IN NET POSITION	93,618	(9,157)
Net Position at Beginning of Year	1,341,200	1,350,357
NET POSITION AT END OF YEAR	\$ 1,434,818	\$1,341,200

See accompanying notes to the financial statements

University System of New Hampshire

Statements of Cash Flows

(\$ in thousands)

	For the year ended June 30,	
	2017	2016
CASH FLOWS FROM OPERATING ACTIVITIES		
Receipts from tuition and fees, net of student financial aid	\$ 331,935	\$ 331,049
Receipts from sales of auxiliary services	216,831	208,467
Receipts from grants, contracts and other operating revenues	150,932	151,170
Payments to employees	(402,840)	(387,329)
Payments for employee benefits	(139,960)	(130,813)
Payments for supplies, services and utilities	(226,957)	(222,086)
NET CASH USED IN OPERATING ACTIVITIES	(70,059)	(49,542)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES		
State general appropriations	81,000	81,000
Federal Pell and other nonoperating grants	24,844	25,934
Noncapital gifts	12,516	14,943
NET CASH PROVIDED BY NONCAPITAL FINANCING ACTIVITIES	118,360	121,877
CASH FLOWS FROM CAPITAL FINANCING ACTIVITIES		
State appropriations for plant projects	3,973	1,022
Plant gifts and grants	10,614	5,974
Endowment gifts	13,429	11,405
Proceeds from issuance of debt and sale of property	66	60,398
Purchases and construction of property	(112,843)	(129,740)
Retirement of debt through defeasance	16	(25,349)
Debt principal payments	(16,089)	(14,740)
Interest payments	(19,874)	(18,851)
NET CASH USED IN CAPITAL FINANCING ACTIVITIES	(120,708)	(109,881)
CASH FLOWS FROM INVESTING ACTIVITIES		
Proceeds from sale of investments	507,248	813,043
Purchase of investments	(445,502)	(793,391)
Investment income	7,576	6,609
NET CASH PROVIDED BY INVESTING ACTIVITIES	69,322	26,261
Decrease in Cash and Cash Equivalents	(3,085)	(11,285)
Beginning cash and cash equivalents	69,154	80,439
ENDING CASH AND CASH EQUIVALENTS	\$ 66,069	\$ 69,154
RECONCILIATION OF OPERATING LOSS TO NET CASH PROVIDED BY/(USED IN) OPERATING ACTIVITIES		
Operating loss	\$ (115,476)	\$ (118,793)
Adjustments to reconcile operating loss to net cash used in operating activities:		
Depreciation	62,942	59,919
Changes in current assets and liabilities:		
Accounts receivable	(1,803)	(709)
Notes receivable	695	921
Prepaid expenses and other current assets	947	544
Accounts payable and accrued expenses	(8,103)	3,331
Deposits and unearned revenues	4,970	(1,432)
Accrued employee benefits	(14,231)	6,677
NET CASH USED IN OPERATING ACTIVITIES	\$ (70,059)	\$ (49,542)
SIGNIFICANT NONCASH TRANSACTIONS		
Endowment return, net of amount used for operations	\$ 56,509	\$ (41,211)
Loss on disposal of capital assets	(1,978)	(4,063)
Construction services payable balance	10,642	15,988

See accompanying notes to the financial statements

Notes to the Financial Statements

June 30, 2017 and 2016

1. Summary of significant accounting policies and presentation

The University System of New Hampshire (USNH) is a not-for-profit institution of higher education created in 1963 as a body politic and corporate under the laws of the State of New Hampshire (the State) and is generally exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code. USNH is considered a component unit of the State for financial reporting purposes. The accompanying financial statements include the accounts of the University of New Hampshire (UNH), Plymouth State University (PSU), Keene State College (KSC), and Granite State College (GSC) as well as certain affiliated entities discussed below. UNH, PSU, KSC and GSC are collectively referred to in the accompanying financial statements as "campuses."

On August 31, 2010, UNH and Franklin Pierce Law Center officially affiliated and the Center became known as the UNH School of Law (UNHL). During 2013, the USNH Board of Trustees and the UNH School of Law Board of Directors each approved a full integration agreement between the two entities with an effective date of January 1, 2014. The integration was treated as a merger in accordance with GASB Statement No. 69, *Governmental Combinations and Disposals of Government Operations*. Accordingly, the activities and balances of the UNH School of Law were merged with those of USNH, and are included in these financial statements as of July 1, 2012.

Affiliated entities and related parties

Governmental accounting standards require that all potential component units be evaluated for inclusion in the financial statements of the primary government of the reporting entity. USNH's policy on 'Foundations Established for the Benefit of USNH or its Component Institutions' states that the USNH Board of Trustees retains control over the activities of any affiliated foundation. The USNH policy further states that USNH has the legal authority to terminate the existence of any affiliated foundation, at which time ownership of the related assets would revert to USNH. Two legally separate affiliated foundations are impacted by this policy and, accordingly, are considered 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 interentity 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 10 to 50 years. Depreciable lives for equipment range from 3 to 30 years. (See Note 5 for additional information on depreciation.) USNH does not record donated works of art and historical treasures that are held for exhibition, education, research and public service. Library collections are recorded as an expense in the period purchased, with the exception of UNH School of Law library collections which are capitalized annually and depreciated over a ten year period on a straight-line basis.

Deposits and unearned revenue consist of amounts billed or received in advance of USNH providing goods or services. Advances from the US Government for Federal Perkins Loans to students are reported as government advances refundable. Future Perkins loans to students are made available from repayments of outstanding principal amounts plus accumulated interest received thereon. 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 agreement is signed, and are presented at net present value at year end. Nonoperating revenues (expenses) include all other revenues and expenses except certain changes in long-term plant, endowment and other net position funds, which are reported as other changes in net position. Operating revenues are recognized when earned and expenses are recorded when incurred. Restricted grant revenue is recognized only to the extent of applicable expenses incurred or, in the case of fixed-price contracts, when the contract terms are met or completed.

Unconditional pledges of nonendowment gifts are presented net of estimated amounts deemed uncollectible after discounting to the present value of expected future cash flows. Because of uncertainties with regard to their realization and valuation, bequest intentions and other conditional promises are not recognized as assets until the specified conditions are met. In accordance with GASB requirements, endowment pledges expected to be received over the next ten years, totaling \$8,227,000 and \$9,508,000 at June 30, 2017 and 2016, 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.

In fiscal year 2016, the System adopted GASB Statement No. 72, *Fair Value Measurement and Application*. GASB 72 establishes general principles for measuring fair value and requires enhanced disclosures about fair value measurements of certain assets and liabilities, such as investments and interest-rate swaps. Fair value represents the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. GASB 72 requires that USNH categorize these assets and liabilities measured at fair value using a three-tiered hierarchy based on the valuation methodologies employed. The hierarchy is defined as follows:

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

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

Level 3 — Value based on unobservable inputs for an asset or liability.

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

	Balances and Terms as of June 30, 2017				Balances and Terms as of June 30, 2016			
	Level 1	Level 2	Total	Weighted Average Maturity	Level 1	Level 2	Total	Weighted Average Maturity
Cash balance	\$ 3,803	\$ —	\$ 3,803	Less than 1 year	\$ 4,058	\$ —	\$ 4,058	Less than 1 year
Repurchase agreements	—	25,475	25,475	Less than 1 year	—	28,847	28,847	Less than 1 year
Money market funds	36,791	—	36,791	Less than 1 year	36,249	—	36,249	Less than 1 year
Subtotal cash and cash equivalents	<u>40,594</u>	<u>25,475</u>	<u>66,069</u>		<u>40,307</u>	<u>28,847</u>	<u>69,154</u>	
Money market funds	28,118	—	28,118	Less than 1 year	24,224	—	24,224	Less than 1 year
Domestic equity	276	—	276	Less than 1 year	205	—	205	Less than 1 year
Mutual funds	91,947	—	91,947	1-5 years	133,458	—	133,458	1-5 years
Corporate bonds	—	16,404	16,404	1-5 years	—	—	—	1-5 years
US government and agencies	—	7,689	7,689	1-5 years	—	526	526	1-5 years
Municipal bonds	—	2,149	2,149	1-5 years	—	—	—	1-5 years
Convertible note	—	5	5	1-5 years	—	—	—	1-5 years
Subtotal short-term investments	<u>120,341</u>	<u>26,247</u>	<u>146,588</u>		<u>157,887</u>	<u>526</u>	<u>158,413</u>	
Total cash, cash equivalents and short-term investments	<u>\$ 160,935</u>	<u>\$ 51,722</u>	<u>\$ 212,657</u>		<u>\$ 198,194</u>	<u>\$ 29,373</u>	<u>\$ 227,567</u>	

In determining fair value, USNH utilizes valuation techniques that maximize the use of observable inputs and minimize the use of unobservable inputs to the extent possible. As described in Note 4, certain investments are measured at net asset value as a practical expedient to estimate fair value and are not categorized in the fair value hierarchy. 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

The System's financial statements and notes for fiscal 2017 and 2016 as presented herein reflect GASB Statement No. 68 *Accounting and Financial Reporting for Pensions* and GASB Statement No. 73, *Accounting and Financial Reporting for Pensions and Related Assets That Are Not within the Scope of GASB Statement 68*. The application modified the presentation of certain pension related assets and obligations, and resulted in new and enhanced disclosures related to pension plans.

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 for the purpose of satisfying current operating liabilities and include repurchase agreements, money market funds and other mutual funds. Repurchase agreements are limited to overnight investments only. 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 \$66,069,000 and \$69,154,000 at June 30, 2017 and 2016, respectively, and short-term investments totaled \$146,588,000 and \$158,413,000 at June 30, 2017 and 2016, respectively.

3. Accounts, pledges and notes receivable

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

	2017	2016
Grants and contracts	\$ 18,847	\$ 16,330
Student and general	6,095	6,680
State of NH capital projects	–	362
Allowance for doubtful accounts	<u>(3,213)</u>	<u>(3,084)</u>
Total accounts receivable, net	<u>\$21,729</u>	<u>\$20,288</u>

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

	2017	2016
Pledges receivable	\$ 13,884	\$ 16,311
Discounts and allowance for doubtful pledges	<u>(3,591)</u>	<u>(4,143)</u>
Total pledges receivable, net	10,293	12,168
Less: noncurrent portion	<u>(7,106)</u>	<u>(8,697)</u>
Current portion	<u>\$ 3,187</u>	<u>\$ 3,471</u>

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

	2017	2016
Perkins loans	\$ 22,481	\$ 23,134
Other loans, restricted and unrestricted	874	1,067
Allowance for doubtful loans	<u>(1,968)</u>	<u>(2,077)</u>
Total notes receivable, net	21,387	22,124
Less: noncurrent portion	<u>(18,094)</u>	<u>(18,617)</u>
Current portion	<u>\$ 3,293</u>	<u>\$ 3,507</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. No more than \$50 million may be invested in any single fund and no more than \$75 million or 10% of the pool may be invested with any single bank, fund manager, or investment group unless approved by the USNH Board of Trustees' Finance Committee for Investments. Foreign currency risk is mitigated by limiting global equity investments in publicly traded international and emerging market funds to 25% of the endowment pool. Private global equity investments are limited to 15% of the endowment pool. No USNH endowment investments were denominated in foreign currencies as of June 30, 2017 or June 30, 2016.

The endowment and similar investment holdings of the campuses and affiliated entities as of June 30, 2017 and 2016, respectively are summarized below (\$ in thousands):

	Campuses		Affiliated Entities	
	2017	2016	2017	2016
Pooled endowments:				
Campuses	\$ 497,885	\$ 444,196		
UNH Foundation	–	–	\$ 204,468	\$ 184,606
Keene Endowment Association	–	–	7,820	7,424
Life income and annuity funds	85	104	4,058	3,860
Funds held in trust	<u>16,192</u>	<u>15,119</u>	–	–
Total	<u>\$ 514,162</u>	<u>\$ 459,419</u>	<u>\$ 216,346</u>	<u>\$ 195,890</u>

Endowment and similar investments are reported at estimated fair value. The fair value of these investments is based on quoted market prices when available. If an investment is held directly by USNH and an active market with quoted prices exists, the market price of an identical security is used to determine its fair value. Fair values of shares in registered mutual funds are based on published share prices. Registered mutual funds and directly held equity securities are classified in Level 1 of the fair value hierarchy. Investments classified in Level 2 consist of directly held investments that have valuations based on inputs other than quoted prices. There were no transfers between levels in 2017 and 2016.

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 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, 2017 and 2016, USNH had no plans or intentions to sell such investments at amounts different from NAV.

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

	Balances as of June 30, 2017				Balances as of June 30, 2016			
	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 1	Level 2		
Endowment and similar investments—campuses								
Money market	\$ 13,694	\$ –	\$ –	\$ 13,694	\$ 8,653	\$ –	\$ –	\$ 8,653
Global fixed income	17,865	29,214	–	47,079	16,154	20,568	47	36,769
Inflation hedging assets	–	8,041	9,593	17,634	–	6,090	17,962	24,052
International equity	53,145	–	42,996	96,141	43,772	–	35,698	79,470
Domestic equity	106,689	–	50,323	157,012	103,401	–	39,505	142,906
Hedge funds:								
Equity Hedge	–	–	44,479	44,479	–	–	40,510	40,510
Event-Driven	–	–	29,775	29,775	–	–	27,206	27,206
Fund of Funds	–	–	56,640	56,640	–	–	52,805	52,805
Distressed/Restructuring	–	–	12,236	12,236	–	–	10,388	10,388
Private equity and non-marketable real assets	–	–	23,280	23,280	–	–	21,541	21,541
Funds held in trust	–	16,192	–	16,192	–	15,119	–	15,119
Total endowment and similar investments – campuses	<u>\$ 191,393</u>	<u>\$ 53,447</u>	<u>\$ 269,322</u>	<u>\$ 514,162</u>	<u>\$ 171,980</u>	<u>\$ 41,777</u>	<u>\$ 245,662</u>	<u>\$ 459,419</u>
Endowment and similar investments—affiliated entities								
Money market	\$ 3,303	\$ –	\$ –	\$ 3,303	\$ 9,205	\$ –	\$ –	\$ 9,205
Global fixed income	12,795	720	1,342	14,857	9,223	1,786	1,261	12,270
Inflation hedging assets	2,785	3,799	3,352	9,936	2,813	3,873	3,681	10,367
International equity	15,788	–	29,918	45,706	13,319	–	24,019	37,338
Domestic equity	37,240	–	34,635	71,875	34,715	–	29,080	63,795
Hedge funds:								
Equity Hedge	–	–	21,216	21,216	–	–	16,698	16,698
Distressed/Restructuring	–	–	26,075	26,075	–	–	21,232	21,232
Diversified	–	–	9,797	9,797	–	–	12,991	12,991
Private equity and non-marketable real assets	–	–	13,581	13,581	–	–	11,994	11,994
Total endowment and similar investments – affiliated entities	<u>\$ 71,911</u>	<u>\$ 4,519</u>	<u>\$ 139,916</u>	<u>\$ 216,346</u>	<u>\$ 69,275</u>	<u>\$ 5,659</u>	<u>\$ 120,956</u>	<u>\$ 195,890</u>
Total endowment and similar investments	<u>\$ 263,304</u>	<u>\$ 57,966</u>	<u>\$ 409,238</u>	<u>\$ 730,508</u>	<u>\$ 241,255</u>	<u>\$ 47,436</u>	<u>\$ 366,618</u>	<u>\$ 655,309</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 and venture capital, and distressed security strategies. Real asset funds generally hold interests in private real estate. As of June 30, 2017 and 2016, fixed income securities had maturities up to 30 years and carried ratings ranging from AAA to A3. The mutual fund investments held in the endowment pools are not rated.

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

Liquidity Terms as of June 30, 2017								
	Daily	Monthly	Quarterly	Semi-Annual	Annual	Illiquid	Total	Redemption Notice Period
Endowment and similar investments – campuses								
Money market	\$ 13,694	\$ –	\$ –	\$ –	\$ –	\$ –	\$ 13,694	Same day
Global fixed income	47,079	–	–	–	–	–	47,079	Same day
Inflation hedging assets	8,041	9,593	–	–	–	–	17,634	1-30 days
International equity	53,145	42,996	–	–	–	–	96,141	1-30 days
Domestic equity	106,689	–	50,323	–	–	–	157,012	1-60 days
Hedge funds:								
Equity Hedge	13,974	–	–	6,243	24,137	125	44,479	1-60 days, Illiquid
Event-Driven	–	–	16,460	13,254	–	61	29,775	60-65 days, Illiquid
Fund of Funds	–	–	21,278	–	34,772	590	56,640	65-91 days, Illiquid
Distressed/Restructuring	–	–	–	–	12,236	–	12,236	90 days
Private equity and non-marketable real assets	–	–	–	–	–	23,280	23,280	Illiquid
Funds held in trust	–	–	–	–	–	16,192	16,192	Illiquid
Total endowment and similar investments – campuses	<u>\$242,622</u>	<u>\$ 52,589</u>	<u>\$ 88,061</u>	<u>\$ 19,497</u>	<u>\$ 71,145</u>	<u>\$ 40,248</u>	<u>\$ 514,162</u>	
Endowment and similar investments–affiliated entities								
Money market	\$ 3,297	\$ –	\$ –	\$ –	\$ –	\$ –	\$ 3,297	Same day
Global fixed income	13,440	1,342	–	–	–	–	14,782	Same day
Inflation hedging assets	6,584	3,352	–	–	–	–	9,936	1-35 days
International equity	16,121	29,428	–	–	–	–	45,549	1-60 days
Domestic equity	39,131	–	32,982	–	–	–	72,113	1-60 days
Hedge funds:								
Equity Hedge	–	–	3,189	–	10,801	7,226	21,216	45-60 days, Illiquid
Distressed/Restructuring	–	–	16,379	–	9,696	–	26,075	45-90 days
Diversified	–	–	–	4,747	–	5,050	9,797	65-95 days, Illiquid
Private equity & non-marketable real assets	–	–	–	–	–	13,581	13,581	Illiquid
Total endowment and similar investments - affiliated entities	<u>\$ 78,573</u>	<u>\$ 34,122</u>	<u>\$ 52,550</u>	<u>\$ 4,747</u>	<u>\$ 20,497</u>	<u>\$ 25,857</u>	<u>\$ 216,346</u>	
Total endowment and similar investments	<u>\$321,195</u>	<u>\$ 86,711</u>	<u>\$ 140,611</u>	<u>\$ 24,244</u>	<u>\$ 91,642</u>	<u>\$ 66,105</u>	<u>\$ 730,508</u>	

As of June 30, 2017, UNHF had one equity hedge fund with lock-up periods for multiple share classes ranging from 2 to 17 months, one distressed hedge fund with a lock-up period set to expire in 13 months, and one diversified fund with a lock up period ending in 18 months. As of June 30, 2017, USNH had no funds in an active lock-up period. Hedge funds, private equity and real estate funds classified as illiquid have no ability to be redeemed. For USNH, of the 28 funds classified as illiquid, nine are currently in liquidation; five are expected to start liquidation within the next year; five are expected to start liquidation in 2 to 9 years, and nine currently have no expected liquidation dates. For UNHF, fourteen funds are classified as illiquid and are expected to be liquidated over the next 2 months to 14 years. As of June 30, 2017, USNH has three outstanding investment liquidation requests which have been

limited by the respective fund managers. Management of the fund in which USNH has the largest of these balances has approved a plan to fully liquidate all balances by the end of 2018. USNH's balance in that fund was \$482,000 and \$656,000 as of June 30, 2017 and 2016, respectively. Plans have not been communicated for the remaining two funds. USNH's balance in the remaining funds totaled \$233,000 and \$246,000 as of June 30, 2017 and 2016, respectively. The fair values based on 6/30 NAV of all three investments at June 30, 2017 and 2016 are \$714,000 and \$901,000, 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 \$15,351,000 for USNH and \$17,421,000 for UNHF at June 30, 2017. This compares to \$15,839,000 and \$21,550,000, respectively, at June 30, 2016.

Liquidity Terms as of June 30, 2016								
	Daily	Monthly	Quarterly	Semi-Annual	Annual	Illiquid	Total	Redemption Notice Period
Endowment and similar investments – campuses								
Money market	\$ 8,653	\$ –	\$ –	\$ –	\$ –	\$ –	\$ 8,653	Same day
Global fixed income	24,052	–	–	–	–	–	24,052	Same day
International equity	36,722	47	–	–	–	–	36,769	1-10 days
Inflation hedging assets	43,771	35,699	–	–	–	–	79,470	1-30 days
Domestic equity	103,401	–	39,505	–	–	–	142,906	1-60 days
Hedge funds:								
Equity Hedge	12,064	–	–	5,170	23,166	110	40,510	1-60 days, Illiquid
Event-Driven	–	–	15,189	11,956	–	61	27,206	60-65 days, Illiquid
Fund of Funds	–	–	20,058	–	31,956	791	52,805	65-91 days, Illiquid
Distressed/Restructuring	–	–	–	–	10,388	–	10,388	90 days
Private equity and non-marketable real assets	–	–	–	–	–	21,541	21,541	Illiquid
Funds held in trust	–	–	–	–	–	15,119	15,119	Illiquid
Total endowment and similar investments – campuses	<u>\$228,663</u>	<u>\$ 35,746</u>	<u>\$ 74,752</u>	<u>\$ 17,126</u>	<u>\$ 65,510</u>	<u>\$ 37,622</u>	<u>\$ 459,419</u>	
Endowment and similar investments–affiliated entities								
Money market	\$ 9,205	\$ –	\$ –	\$ –	\$ –	\$ –	\$ 9,205	Same day
Global fixed income	11,009	1,261	–	–	–	–	12,270	Same day
International equity	13,772	23,566	–	–	–	–	37,338	1-10 days
Inflation hedging assets	6,686	3,681	–	–	–	–	10,367	1-35 days
Domestic equity	36,262	–	27,533	–	–	–	63,795	1-60 days
Hedge funds:								
Equity Hedge	–	–	–	6,839	9,859	–	16,698	45-60 days
Distressed/Restructuring	–	–	13,952	–	7,280	–	21,232	45-90 days
Diversified	–	–	230	4,800	7,961	–	12,991	65-95 days
Private equity & non-marketable real assets	–	–	–	–	–	11,994	11,994	Illiquid
Total endowment and similar investments - affiliated entities	<u>\$ 76,934</u>	<u>\$ 28,508</u>	<u>\$ 41,715</u>	<u>\$ 11,639</u>	<u>\$ 25,100</u>	<u>\$ 11,994</u>	<u>\$ 195,890</u>	
Total endowment and similar investments	<u>\$ 305,597</u>	<u>\$ 64,254</u>	<u>\$116,467</u>	<u>\$ 28,765</u>	<u>\$ 90,610</u>	<u>\$ 49,616</u>	<u>\$ 655,309</u>	

5. Property and equipment

Property and equipment activity for the years ended June 30, 2017 and 2016 is summarized as follows (\$ in thousands):

	2016			2017			
	Balance June 30, 2015	Additions	Retirements & Changes	Balance June 30, 2016	Additions	Retirements & Changes	Balance June 30, 2017
Land	\$ 15,789	\$ 2	\$ (11)	\$ 15,780	\$ 85	\$ –	\$ 15,865
Buildings and improvements	1,555,154	68,199	(30,262)	1,593,091	96,333	(8,763)	1,680,661
Equipment	118,717	12,894	(8,524)	123,087	12,603	(3,075)	132,615
Construction in progress, net	67,490	119,567	(68,700)	118,357	94,894	(96,418)	116,833
Total property and equipment	<u>1,757,150</u>	<u>200,662</u>	<u>(107,497)</u>	<u>1,850,315</u>	<u>203,915</u>	<u>(108,256)</u>	<u>1,945,974</u>
Less: accumulated depreciation	<u>(747,565)</u>	<u>(59,919)</u>	<u>34,220</u>	<u>(773,264)</u>	<u>(62,942)</u>	<u>9,860</u>	<u>(826,346)</u>
Property and equipment, net	<u>\$ 1,009,585</u>	<u>\$ 140,743</u>	<u>\$ (73,277)</u>	<u>\$ 1,077,051</u>	<u>\$ 140,973</u>	<u>\$ (98,396)</u>	<u>\$ 1,119,628</u>

Contractual obligations for major construction projects totaled approximately \$26,794,000 and \$63,702,000 at June 30, 2017 and 2016, respectively.

6. Accrued employee benefits

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

	2016			2017			Balance June 30, 2017	Current Portion
	Balance June 30, 2015	Payments to/ on Behalf of Participants	Expenses & Other Changes	Balance June 30, 2016	Payments to/ on Behalf of Participants	Expenses & Other Changes		
Operating Staff Retirement Plan	\$ 6,545	\$ (610)	\$ 410	\$ 6,345	\$ (590)	\$ (5,755)	\$ –	\$ –
Additional retirement program	3,377	(116)	(308)	2,953	(455)	(175)	2,323	455
Employee separation incentives	7,611	(4,578)	9,315	12,348	(8,977)	923	4,294	2,763
Long-term disability	2,777	(583)	423	2,617	(571)	320	2,366	571
Workers' compensation	4,161	(1,106)	846	3,901	(1,089)	1,388	4,200	1,089
Compensated absences	19,377	(2,099)	2,958	20,236	(2,689)	3,219	20,766	2,000
Other benefits	363	–	112	475	–	161	636	529
Total accrued employee benefits	\$ 44,211	\$ (9,092)	\$ 13,756	\$ 48,875	\$ (14,371)	\$ 81	\$ 34,585	\$ 7,407

The Operating Staff Retirement Plan has been closed to new participants since 1987. At June 30, 2017 there were approximately 190 current annuitants and 35 participants with deferred benefits, all fully vested. This compares to 197 current annuitants and 47 participants with deferred benefits as of June 30, 2016. On June 29, 2017, USNH created and fully funded a trust to hold assets set aside for operating staff retirement obligations. Accordingly, USNH applied GASB Statement No. 68, *Accounting and Reporting for Pensions*, for its June 30, 2017 financial statements. Fiscal year 2016 balances and activities have not been restated to reflect this application based on immateriality. The determination of total pension liability for this program was based on the last biennial actuarial valuation calculation dated June 30, 2017, and was developed using the Entry Age Normal Cost Method. The RP-2016 employee mortality tables with Scale MP-2016 and single discount rate of 5.5% based on long term expected rate of investment return was used in determining the 2017 actuarial accrued liabilities. A discount rate of 7.5% and the RP-2014 employee mortality table with Scale MP-2014 were used for the 2016 calculations. The actuarially-determined liability for the program was \$5,707,000 and \$6,345,000 for June 30, 2017 and 2016, respectively. The plan fiduciary net position was \$6,700,000 as of June 30, 2017 which resulted in the recording of a net pension asset of \$993,000. The trust assets were held in cash and classified in Level 1 of the GASB fair value hierarchy as of June 30, 2017. If the discount rate were to increase by 1%, the net pension asset at June 30, 2017 would be \$1,386,000. Similarly, if the discount rate were to decrease by 1%, the net pension asset at June 30, 2017 would be \$526,000. The operating staff retirement program pension expense was \$317,000 and \$66,000 for fiscal years 2017 and 2016, respectively.

The Additional Retirement Contribution Program is a single employee 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 postretirement 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 386 and 407 active employees meeting the requirements for the guaranteed minimum employer contribution as of June 30, 2017 and 2016, respectively.

USNH adopted GASB Statement No. 73, *Accounting and Reporting for Pensions and Related Assets That Are Not within the Scope of GASB Statement No. 68*, for its June 30, 2017 financial statements. Fiscal year 2016 balances and activities have not been restated to reflect this adoption based on immateriality. USNH accrued \$2,323,000 and \$2,953,000 at June 30, 2017 and 2016, respectively, for the related obligations. The calculations for the Additional Retirement Contribution program are based on the benefits provided by the program at the time of the last biennial actuarial valuation, December 31, 2016, and were developed using the Entry Age Normal Cost Method. The discount rate used in determining the actuarial accrued liabilities was 3.78% for 2017 and is based on Bond Buyer Go 20-Year Municipal Bond Index as of the measurement date. The discount rate used in 2016 was 2.25% based on expected related earnings at the time. Inflation and salary increase rates of 3% were used to determine the liability along with the RP-2014 employee Mortality Table. If the discount rate were to increase by 1%, the total liability at June 30, 2017 would be \$2,234,000. Similarly, if the discount rate were to decrease by 1%, the total liability at June 30, 2017 would be 2,412,000. The Additional Retirement Contribution program expense was \$81,000 and \$153,000 for fiscal years 2017 and 2016, respectively.

USNH had designated cash assets to fully fund the Additional Retirement Contribution obligations at June 30, 2017 and 2016. These assets are not administrated 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 \$26,283,000 and \$26,375,000 in 2017 and 2016, respectively. Retirement contributions by plan members totaled \$28,771,000 and 25,735,000 in 2017 and 2016, respectively.

Early retirement and employee separation incentive programs were provided to various faculty and staff during 2017 and 2016. Such incentives include stipends, as well as medical, educational and other termination benefits. The net present value of future costs associated with these incentive options is accrued as of the date of acceptance into the program. The liability balances of \$4,294,000 and \$12,348,000 at June 30, 2017 and 2016 represent obligations for 94 and 271 participants, respectively, which will be remitted in fiscal years 2018 through 2021.

USNH sponsors other benefit programs for its employees, including long-term disability, workers' compensation, and compensated absences. Long-term disability payments are provided through an independent insurer. The associated medical benefits are accrued and paid by USNH until age 65, at which point the postretirement medical plan takes over, if applicable. Workers' compensation accruals include amounts for medical costs and annual stipends. A small number of chronic workers' compensation cases will require stipends and regular employee medical benefits for life. Coverage for such claims is provided through an independent insurer. USNH also accrues amounts for compensated absences as earned. These accrued balances at June 30 represent vacation and earned time amounts payable to employees upon termination of employment.

USNH is self-insured for a portion of certain risks, including workers' compensation, employee long-term disability, 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 \$56,649,000 and \$59,627,000 for fiscal year 2017 and 2016, respectively. These amounts include \$5,572,000 and \$6,575,000 for estimated claims incurred but not reported as of June 30, 2017 and 2016, 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.

The UNH School of Law currently maintains separate medical and retirement programs for its faculty and staff which are administered by third party providers. In accordance with terms of the integration agreement, employees under these plans will be migrated to the USNH primary plans over the next few years. The USNH Board of Trustees holds authority to change individual programs or terms of employee benefit offerings at any time.

7. Postretirement medical benefits

The primary defined benefit postretirement medical plan has two components. The first offering known as the Medicare Complementary Plan (MCP), was optional for full-time status employees hired before July 1, 1994 and not offered to new employees after that date. At January 1, 2017 and 2016, respectively, there were 798 and 956 former employees receiving benefits under this program along with their dependents. As of January 1, 2017 and 2016, respectively, there were 202 and 232 active employees who, along with their dependents, may eventually be eligible to receive benefits under this program. The MCP provides limited medical coverage for the remaining life of the participants. There are no costs to participate in the plan, but retirees must pay a portion of the actual costs of services rendered.

Employees hired on July 1, 1994 or later are eligible for the current offering which provides bridge coverage only for retirees aged 62-65. Retired employees must have reached age 62, completed at least 10 years of benefits eligible service, participated in the active retirement plans during their last 10 years of service, and participated in USNH's active medical plan at the time of retirement in order to be eligible for the plan. Retirees contribute to the current plan at then-current employee medical rates during the bridge period. As of January 1, 2017 and 2016, respectively, there were 125 and 146 retirees receiving benefits under this program along with their dependents. As of January 1, 2017 and 2016, respectively, there were also 3,687 and 3,913 active employees who, along with their dependents, may eventually be eligible to receive benefits under this program.

Together, the above offerings constitute the primary post-retirement medical plan. This is a single-employer plan and funded on a pay-as-you-go basis with benefits paid when due. Third party actuaries are used to determine the postretirement benefit obligation and annual expense amounts. Actuarial calculations reflect a long-term perspective. By definition such calculations involve estimates and, accordingly, are subject to revision. The healthcare cost trend and discount rate assumptions have a significant effect on the amounts reported. For measurement purposes the 2017 initial rate of increase in the cost of healthcare services was assumed to be 7.0% for participants and decreasing 0.5% 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 10.0% for 2017 and decreasing by 0.5% each year thereafter to an ultimate rate of 4.5% per year. The discount rate used in determining the actuarial accrued liability was 2.5% for 2016 and 2017. The actuarially determined postretirement benefit expense for the plan was \$7,516,000 and \$8,721,000 for June 30, 2017 and 2016, respectively. These calculations are based on the benefits provided by the plan at the time of the last biennial plan valuation, December 31, 2016, and were developed using the Projected Unit Credit Cost Method. The primary postretirement medical plan holds no assets. USNH accrued \$56,166,000 and \$55,332,000, respectively, for obligations of the plan as of June 30, 2017 and 2016.

Total annual other postemployment benefit (OPEB) costs for the primary post-retirement medical plan for the years ended June 30, 2017 and 2016, and the liability as of June 30, 2017 and 2016 included the following components (*\$ in thousands*):

	2017	2016
Annual required contribution	\$ 13,886	\$ 14,422
Interest on net OPEB obligation	1,383	1,334
Adjustment to annual required contribution	(8,417)	(9,193)
Annual OPEB cost	6,852	6,563
Claims paid	(6,018)	(4,578)
Increase in net OPEB obligation	834	1,985
Net OPEB obligation at beginning of year	55,332	53,347
Net OPEB obligation at end of year	\$ 56,166	\$ 55,332
Current portion	\$ 6,018	\$ 6,736

USNH also accrued \$103,000 and \$347,000 as of June 30, 2017 and 2016, respectively, 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.

8. Long-term debt

USNH long-term debt activity, exclusive of deferred losses or gains on refunding, for the years ended June 30, 2017 and 2016 is summarized below (\$ in thousands):

	2016				2017			
	Balance June 30, 2015	Additions & Other Changes	Retirements	Balance June 30, 2016	Additions & Other Changes	Retirements	Balance June 30, 2017	Current Portion
NHHEFA bonds								
Series 2005A	\$ 53,500	\$ -	\$ (1,750)	\$ 51,750	\$ -	\$ (1,650)	\$ 50,100	\$ 1,900
Series 2005B	81,865	-	(4,165)	77,700	-	(4,295)	73,405	4,450
Series 2006B-2	2,925	-	(1,425)	1,500	-	(1,500)	-	-
Series 2007	46,570	-	-	46,570	-	-	46,570	-
Series 2009A	84,045	-	(25,000)	59,045	-	-	59,045	-
Series 2011A	6,000	-	-	6,000	-	-	6,000	-
Series 2011B	37,780	-	(1,750)	36,030	-	(1,830)	34,200	1,925
Series 2012	18,000	-	(2,735)	15,265	-	(2,815)	12,450	2,930
Series 2014	21,760	-	(1,955)	19,805	-	(2,030)	17,775	2,070
Series 2015	116,970	-	-	116,970	-	(1,100)	115,870	2,610
Series 2016	-	53,890	-	53,890	-	-	53,890	1,675
Unamortized discounts/premiums, net	19,333	5,494	(1,127)	23,700	-	(1,450)	22,250	1,449
Capital leases	11,727	-	(953)	10,774	149	(1,013)	9,910	1,055
Total bonds and leases	<u>\$ 500,475</u>	<u>\$ 59,384</u>	<u>\$ (40,860)</u>	<u>\$ 518,999</u>	<u>\$ 149</u>	<u>\$ (17,683)</u>	<u>\$ 501,465</u>	<u>\$ 20,064</u>

New Hampshire Health and Education Facilities Authority (NHHEFA) Bonds

NHHEFA is a public body corporate and an agency of the State of New Hampshire whose primary purpose is to assist New Hampshire not-for-profit educational and health care institutions in the construction and financing (or refinancing) of related facilities. NHHEFA achieves this purpose primarily through the issuance of bonds. Since 1989 all USNH bonds have been issued through NHHEFA. None of USNH's NHHEFA bonds provide for a lien or mortgage on any property. USNH is obligated under the terms of the NHHEFA bonds to make payments from revenues received from certain housing, dining, union, recreational, and other related revenue generating facilities financed by the bonds. The state is not liable for the payment of principal or interest on the NHHEFA bonds, nor is the state directly, indirectly or contingently obligated to levy or pledge any form of taxation whatsoever or to make any appropriation for their payment. Management believes they are in compliance with all covenants specified in the NHHEFA bonds 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, 2017 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, 2017. Series 2011B was supported by self-liquidity as of June 30, 2015 and, accordingly, the entire balance was categorized in total as a current liability at that time. The variable interest rates for the Series 2005A, 2005B and 2011B Bonds at June 30, 2017 and 2016 were 0.73% and 0.36% respectively.

USNH issued the Series 2016 Bonds in the amount of \$53,890,000 to defease a portion of the Series 2009A Bonds (\$25,000,000), and fund a new student housing development (\$32,715,000) during the year ended June 30, 2016. During the year ended June 30, 2015, USNH issued Series 2015 Bonds in the amount of \$116,970,000 to defease a portion of the Series 2006B-2 Bonds (\$48,325,000), and fund student housing, dining and recreation facility projects at the three residential campuses (\$71,865,000). Construction proceeds of \$10,718,000 and \$56,584,000 were unspent as of June 30, 2017 and June 30, 2016, respectively, and held in reserve in accordance with the related debt agreements. The related investments are classified in Level 1 of the GASB fair value hierarchy because the underlying securities held by the bond trustee are valued based on quoted market prices. The Series 2009A refunding proceeds of \$25,379,000 were held in escrow in the principal payment investment account on June 30, 2016.

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 2007	7/1/2018	Fixed at 5.1%
Series 2009A	Periodic Maturities*	Fixed at rates of 4.0-5.5%
Series 2011A	7/1/2021	Fixed at 5.0%
Series 2011B	7/1/2033	Variable with daily pricing
Series 2012	7/1/2020	Fixed at 1.7%
Series 2014	7/1/2024	Fixed at 2.0%
Series 2015	7/1/2045	Fixed at 3.8%
Series 2016	7/1/2046	Fixed at 2.7%

* 7/1/2020, 2023

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 equipment was \$9,910,000 and \$10,774,000 as of June 30, 2017 and 2016, 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 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, 2017 over the remaining terms of the individual issuances (*\$ in thousands*):

Fiscal Year	Principal	Interest	Total
2018	\$ 18,615	\$ 20,672	\$ 39,287
2019	66,512	19,886	86,398
2020	20,567	16,630	37,197
2021	50,594	15,987	66,581
2022	24,778	13,458	38,236
2023-2027	120,529	50,399	170,928
2028-2032	69,315	31,884	101,199
2033-2037	60,180	17,481	77,661
2038-2042	23,490	8,631	32,121
2043-2047	24,635	2,899	27,534
Plus: unamortized discounts/premiums, net	22,250	–	22,250
Total	\$ 501,465	\$ 197,927	\$ 699,392

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, 2017 and 2016 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,	
					2017	2016	2017	2016
Series 2005A swap	October 29, 2008	July 1, 2035	3.6%	67% LIBOR	\$ 50,100	\$ 51,750	\$ (9,775)	\$ (13,709)
Series 2005B swap	August 1, 2005	July 1, 2033	3.1%	63% LIBOR+0.29%	73,405	77,700	(8,256)	(12,602)
Series 2011B swap	April 4, 2011	July 1, 2033	4.5%	67% LIBOR	34,200	36,030	(7,728)	(10,458)
				Total	\$ 157,705	\$ 165,480	\$ (25,759)	\$ (36,769)

USNH utilized 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 considers the estimated benefit or cost to the USNH to cancel the agreements as of the reporting dates, and is based on option pricing models that consider interest rates and other market factors, as well as the credit risks of the parties to the agreements. 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 that the current forward rates implied by the yield curve are the market's best estimate of future spot interest rates. These payments are then discounted using the spot rates implied by the current yield curve for a hypothetical zero-coupon rate bond due on the date of each future net settlement payment. 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, 2017 and 2016 and, therefore, their accumulated changes in fair value are reflected as deferrals on the Statements of Net Position. The notional amount of each swap is tied to the outstanding balance of the related bonds throughout the life of the swap. Under the terms of each swap, USNH makes fixed rate interest payments to the counterparty and receives a variable rate payment from the counterparty. USNH makes variable rate payments to bondholders on the related bonds. None of the derivatives require collateralization by USNH at any level of negative fair market value.

Risk Disclosure

Counterparty Risk – This is the risk that the counterparty will fail to perform under the terms of the swap agreement. As of June 30, 2017, 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. Effective interest rates and other key terms of each derivative are described on the following page.

	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
		6/30/2017	6/30/2016	6/30/2017	6/30/2016	6/30/2017	6/30/2016	
Series 2005A swap	Aa2/AA-	0.9%	0.4%	0.7%	0.3%	4.2%	3.6%	4.0%
Series 2005B swap	A1/A+	0.9%	0.4%	1.0%	0.6%	3.4%	2.9%	3.6%
Series 2011B swap	A3/BBB+	0.9%	0.4%	0.7%	0.3%	5.1%	4.5%	4.8%

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, 2017 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
2018	\$ 8,275	\$ (1,218)	\$ 5,331	\$ 4,113
2019	8,560	(1,147)	5,027	3,880
2020	8,720	(1,074)	4,718	3,644
2021	9,215	(997)	4,390	3,393
2022	9,385	(919)	4,056	3,137
2023-2027	45,435	(3,398)	15,135	11,737
2028-2032	41,875	(1,725)	7,807	6,082
2033-2036	26,240	(204)	993	789
Total	\$ 157,705	\$ (10,682)	\$ 47,457	\$ 36,775

10. Deferred inflows and outflows of resources

The components of Deferred Inflows and Outflows of Resources as of June 30, 2017 and 2016 were as follows (\$ in thousands):

	2017	2016
Deferred Outflows of Resources		
Accumulated decrease in fair value of hedging derivatives	\$ 25,759	\$ 36,769
Accounting loss on debt refinancing, net	7,308	7,783
Total Deferred Outflows of Resources	\$ 33,067	\$ 44,552
Deferred Inflows of Resources		
Deferred inflows of resources related to retirement	\$ 698	\$ -
Accounting gain on debt financing, net	1,508	1,879
Total Deferred Inflows of Resources	\$ 2,206	\$ 1,879

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 expect to terminate any of the swap agreements at this time. Deferred inflows of resources related to retirement consist of experience and assumptions gains that reduced the pension liability. These amounts will be recognized as a component of pension expense in future reporting periods. The accounting gain on debt refinancing relates to the Series 2005B, 2011B, and 2015 bond issuances while the accounting loss on debt refinancing relates to the Series 2009A, 2012 and 2016 bond issuances. These costs will be amortized as a component of interest expense over the remaining term of the new debt.

11. Pass-through grants

USNH distributed \$176,765,000 and \$181,980,000 of student loans through the US Department of Education Federal Direct Lending program during 2017 and 2016, 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 \$192,000 and \$1,337,000 as of June 30, 2017 and 2016, 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. The rate was 4.7% for 2017 and 4.5% for 2016 calculated as a percentage of the pool market value per unit as of December 31, 2015 and December 31, 2014 respectively. For the UNHF primary pool, the distribution rate was 5.2% and 5.3% for 2017 and 2016 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 2017 and 2016 are summarized below (\$ in thousands):

	2017	2016
Pooled endowment yield - campuses	\$ 6,252	\$ 5,238
Pooled endowment yield - affiliates	983	971
Trusts, life income and annuities yield	(114)	(91)
Gains utilized to fund distribution	19,700	20,507
Endowment return used for operations	\$ 26,821	\$ 26,625

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	2017 Total
Campuses – current funds						
Instruction	\$ 219,804	\$ 24,157	\$ 7	\$ –	\$ –	\$ 243,968
Auxiliary services	53,716	54,499	3,029	47,234	–	158,478
Research and sponsored programs	71,499	34,865	137	–	–	106,501
Academic support	51,782	23,107	37	247	–	75,173
Student services	29,533	14,503	11	(74)	–	43,973
Institutional support	45,678	15,483	68	(21,114)	–	40,115
Operations and maintenance	23,925	17,664	14,499	(26,247)	–	29,841
Fundraising and communications	12,813	7,258	–	3,247	–	23,318
Public service	7,487	1,821	–	–	–	9,308
Subtotal current funds	516,237	193,357	17,788	3,293	–	730,675
Campuses - other funds	(484)	15,567	161	(450)	62,942	77,736
Affiliated entities	4,943	929	–	(2,843)	–	3,029
Total	<u>\$ 520,696</u>	<u>\$ 209,853</u>	<u>\$ 17,949</u>	<u>\$ –</u>	<u>\$ 62,942</u>	<u>\$ 811,440</u>

	Compensation	Supplies & Services	Utilities	Internal Allocations	Depreciation	2016 Total
Campuses – current funds						
Instruction	\$ 225,411	\$ 25,358	\$ 2	\$ 507	\$ –	\$ 251,278
Auxiliary services	52,617	43,478	4,009	52,745	–	152,849
Research and sponsored programs	72,403	35,355	119	187	–	108,064
Academic support	52,807	22,870	19	462	–	76,158
Student services	28,681	13,680	15	(141)	–	42,235
Institutional support	44,890	13,865	66	(20,398)	–	38,423
Operations and maintenance	26,385	25,408	15,638	(33,685)	–	33,746
Fundraising and communications	12,497	5,506	–	3,237	–	21,240
Public service	8,324	1,985	–	234	–	10,543
Subtotal current funds	524,015	187,505	19,868	3,148	–	734,536
Campuses - other funds	(48)	14,146	18	(314)	59,919	73,721
Affiliated entities	4,536	921	–	(2,834)	–	2,623
Total	<u>\$ 528,503</u>	<u>\$ 202,572</u>	<u>\$ 19,886</u>	<u>\$ –</u>	<u>\$ 59,919</u>	<u>\$ 810,880</u>

14. Net position

Below details USNH's net position as of June 30, 2017 and 2016 (\$ in thousands):

	2017	2016
Net investments in capital assets	\$ 650,968	\$ 630,442
Restricted financial resources		
Nonexpendable		
Historic gift value of endowment - campuses	114,876	106,724
Historic gift value of endowment - affiliated entities	155,213	149,789
Total restricted nonexpendable resources	270,089	256,513
Expendable		
Held by campuses:		
Accumulated net gains on endowment	50,919	38,893
Fair value of restricted funds functioning as endowment	14,060	12,947
Gifts, grants and contracts	43,213	34,320
Life income and annuity funds	8	11
Loan funds	6,868	6,852
Held by affiliated entities:		
Accumulated net gains on endowment	35,507	22,512
Other	34,267	33,146
Total restricted expendable resources	184,842	148,681
Unrestricted financial resources		
Held by campuses:		
Education and general reserves	35,913	47,163
Auxiliary enterprises	42,320	41,868
Internally designated reserves	10,841	32,285
Unrestricted loan funds	1,495	1,646
Unexpended plant funds	127,057	111,421
Fair value of unrestricted funds functioning as endowment	163,253	122,203
Operating Staff Retirement Program Trust	993	–
Subtotal	381,872	356,586
Unfunded postretirement medical liability	(56,166)	(55,332)
Total unrestricted net assets held by campuses	325,706	301,254
Held by affiliated entities:		
Fair value of unrestricted funds functioning as endowment	1,280	501
Other	1,933	3,809
Total unrestricted financial resources	328,919	305,564
Total Net Position	\$ 1,434,818	\$ 1,341,200

In addition to the June 30, 2017 unexpended plant balance shown above, \$8,808,000 of internally designated reserves was approved for funding of campus capital projects. The largest of these projects is the Hamilton Smith building renovation and expansion project at UNH (\$6,234,000).

15. Commitments and contingencies

USNH holds insurance for losses related to real property, as well as professional, environmental and general liability claims. Property coverage is limited to \$100 million in the aggregate with varying deductible levels. Liability coverage and deductible levels are based on management's assessments of the risks of related losses. Settlements below the relevant deductible amounts are funded from unrestricted net position.

USNH makes expenditures in connection with restricted government grants and contracts, which are subject to final audit by government agencies. Management is of the opinion that the amount of disallowances, if any, sustained through such audits would not materially affect the financial position, results of operations, or cash flows of USNH.

USNH is a defendant in various legal actions arising out of the normal course of its operations. Although the final outcome of such actions cannot presently be determined, management is of the opinion that the eventual liability, if any, will not have a material effect on USNH's financial position, results of operations or cash flows.

16. Component units

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

	2017	2016
Condensed information from the Statements of Net Position as of June 30,		
Endowment investments	\$ 209	\$ 188
Other assets	17	17
Total Assets	226	205
Annuities payable	3	2
Other liabilities	3	1
Total Liabilities	6	3
Total Net Position	\$ 220	\$ 202
	2017	2016
Condensed information from the Statements of Revenues, Expenses and Changes in Net Position for the years ended June 30,		
Gifts and other support	\$ 23	\$ 27
Investment income	25	(6)
Total Revenues	48	21
Distributions to UNH	22	24
Administrative and other expenses	8	7
Total Expenses	30	31
Increase/(Decrease) in Net Position	\$ 18	\$ (10)
	2017	2016
Condensed information from the Statements of Cash Flows for the years ended June 30,		
Receipts from gifts and other sources	\$ 16	\$ 17
Payments to UNH and suppliers	(23)	(26)
Net Cash Used in Operating Activities	(7)	(9)
Net cash provided by (used in) investing activities	5	6
Net cash provided by noncapital financing activities	5	3
Change in Cash and Equivalents	\$ 3	\$ –

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

17. Subsequent events

Management has evaluated the impact of subsequent events through October 23, 2017, which is the date that the financial statements were available for issuance, and concluded that no material events have occurred which would require recognition or disclosure.

Required Supplemental Information

(Unaudited)

Postretirement Medical Plan

Schedules of Funding Progress for the year ended June 30, 2017 (\$ in thousands):

Actuarial Valuation* Date	Actuarial Value of Assets (a)	Actuarial Accrued Liability (AAL) (b)	Unfunded AAL (UAAL) (c)	Funded Ratio (a)/(b)	Covered Payroll (d)	UAAL as a % of Covered Payroll (c)/(d)
December 31, 2016	–	\$ 111,913	\$ 111,913	–	\$ 227,918	49%
December 31, 2014	–	129,717	129,717	–	229,211	57%
July 1, 2013	–	52,231	52,231	–	224,139	23%
July 1, 2011	–	50,876	50,876	–	219,357	23%

*Third party actuaries are used to determine these amounts on a biennial basis.

Operating Staff Retirement Plan

Schedules of Changes in Total Pension Liability for the year ended June 30, 2017 (\$ in thousands):

	2017
Total Pension Liability	
Service Cost	\$ 20
Interest	298
Benefit payments*	(956)
Net change in total pension liability	(638)
Total pension liability at beginning of year	6,345
Total pension liability at end of year	<u>\$ 5,707</u>
Covered payroll	\$ 1,007
Net Pension Asset as a Percentage of Covered Payroll	98.6%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability	117.4%
Plan Fiduciary Net Position	
Employer contributions	\$ 6,700
Net investment income	–
Benefit payments	–
Fiduciary net position	\$ 6,700
Total pension liability	(5,707)
Net Pension Asset	<u>\$ 993</u>

Additional Retirement Contribution Program

Schedule of Changes in Total Pension Liability for the year ended June 30, 2017 (\$ in thousands):

	2017
Total Pension Liability	
Service Cost	\$ 103
Interest	118
Benefit payments	(518)
Differences between expected and actual experience	(328)
Changes of assumptions	(5)
Net change in total ARC obligation	(630)
Total ARC obligation at beginning of year	2,953
Total ARC obligation at end of year	<u>\$ 2,323</u>
Current portion	\$ 455
Covered payroll	\$ 29,409
Total Pension liability as a Percentage of Covered Payroll	7.9%

*Reflects payments and other adjustments made before the establishment of the trust on 6/26/17.

See accompanying independent auditor's report.

University System of New Hampshire

As of September 1, 2017

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University System of New Hampshire

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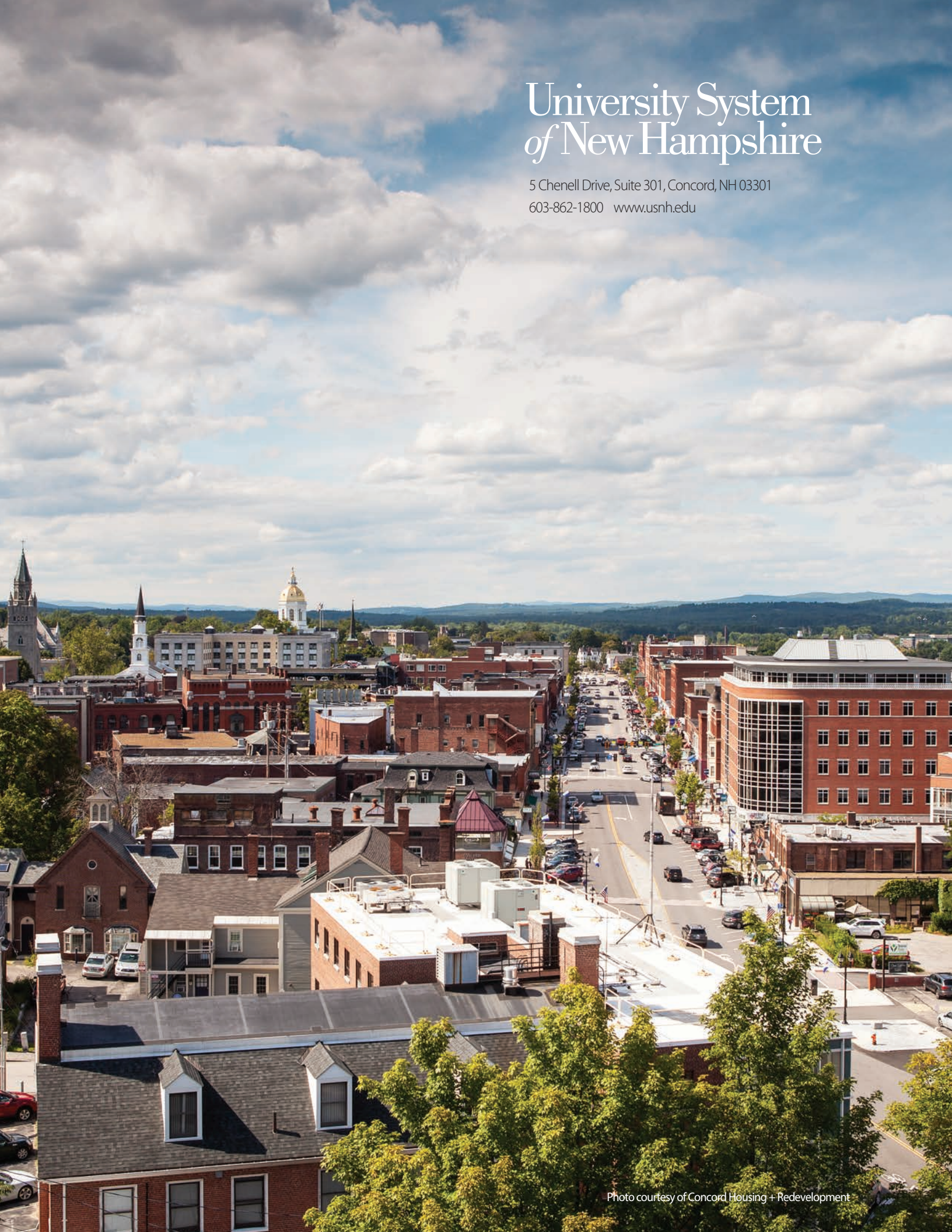


Photo courtesy of Concord Housing + Redevelopment

**UNIVERSITY SYSTEM OF NEW HAMPSHIRE
SCHEDULE OF UNRESTRICTED FINANCIAL RESOURCES**

	UNH ⁽¹⁾	PSU	KSC ⁽²⁾	GSC	Trustees/ Chancellor's Office	Balance at June 30,	
						2017	2016
Held by campuses:							
Current funds							
Educational and general reserves	\$ 10,239,304	2,268,809	7,696,525	10,398,903	5,309,661	35,913,202	47,162,868
Auxiliary enterprises	24,465,622	7,184,584	10,464,979	204,840		42,320,025	41,868,168
Internally designated - STII					11,104,232	11,104,232	6,317,465
Internally designated - Fringe Benefits Pool	1,010,307				7,797,627	8,807,934	11,810,737
Internally designated - other employee benefits	409,667	1,289,478	(99,797)	650,148	1,111,539	3,361,035	2,616,705
Internally designated - internal borrowings outstanding					(110,007,186)	(110,007,186)	(98,385,888)
Internally designated - F&A return and other faculty support	30,051,462	232,470	737,872			31,021,804	29,194,189
Internally designated - unrestricted gifts and endowment payout	6,067,450	45,109	426,219	4,185		6,542,963	7,439,273
Internally designated - other	30,425,903	7,579,017	7,047,138	3,125,171	11,832,299	60,009,528	73,292,608
Total current funds	102,669,715	18,599,467	26,272,936	14,383,247	(72,851,828)	89,073,537	121,316,125
Unrestricted loan funds	159,556	28,814	1,307,068			1,495,438	1,645,896
Unexpended plant funds - all other	81,141,951	22,341,942	17,366,951	4,079,721	2,126,077	127,056,642	111,420,185
Funds functioning as endowment - USNH Health Benefits Cost Containment					18,357,549	18,357,549	16,260,304
Funds functioning as endowment - USNH LT Debt Risk Mitigation					27,979,063	27,979,063	19,245,092
Funds functioning as endowment - USNH ECOLine debt savings					46,755,689	46,755,689	37,447,633
Funds functioning as endowment - USNH Series 2009A Bonds					18,843,087	18,843,087	16,690,372
Funds functioning as endowment - USNH Contingency					6,778,681	6,778,681	6,004,255
Funds functioning as endowment - USNH LT Treasury Investments					26,798,244	26,798,244	13,833,622
Funds functioning as endowment - OSRP					44,872	44,872	(1,126,590)
Funds functioning as endowment - Isabel Harriet Paul	2,375,204					2,375,204	2,203,972
Funds functioning as endowment - UNHL Operations	535,324					535,324	(800,916)
Funds functioning as endowment - UNHM	1,726,534					1,726,534	1,602,066
Funds functioning as endowment - PSU ALLWell		4,235,955				4,235,955	3,536,151
Funds functioning as endowment - all other unrestricted	7,735,336	697,622	389,991			8,822,949	7,308,078
Unfunded postretirement medical benefits	(40,038,131)	(6,933,082)	(6,789,219)	(603,117)	(1,802,724)	(56,166,273)	(55,331,857)
Operating Staff Retirement Program Trust					993,236	993,236	-
Held by affiliated entities:							
Quasi-endowment fund - affiliates	1,279,947					1,279,947	500,754
Other unrestricted balances - affiliates	1,913,383		19,761			1,933,144	3,809,129
TOTAL UNRESTRICTED FINANCIAL RESOURCES	\$ 159,498,819	38,970,718	38,567,488	17,859,851	74,021,946	328,918,822	305,564,271

⁽¹⁾includes UNHF, UNHL & UNHM

⁽²⁾includes KEA

**UNIVERSITY SYSTEM OF NEW HAMPSHIRE
STATEMENT OF NET POSITION
(BALANCE SHEET)**

	UNH - Durham, Manchester, Law, and Foundation	PSU	KSC and KEA	KSC	KEA	GSC	Trustees/ Chancellor's Office	Balance at June 30,	
								2017	2016
ASSETS									
Current Assets									
Cash and cash equivalents	\$ 247,219,084	52,222,604	59,907,975	59,888,214	19,761	19,490,352	(312,771,420)	66,068,595	69,154,423
Short-term investments	459,694	46,026	94,687	94,687		33,209	145,954,735	146,588,351	158,412,780
Accounts receivable, net	19,079,220	1,093,294	1,163,785	1,163,785		364,524	28,180	21,729,003	19,926,484
Accounts receivable - State of NH appropriations								-	362,456
Accounts receivable, net	19,079,220	1,093,294	1,163,785	1,163,785		364,524	28,180	21,729,003	20,288,940
Pledges receivable, net - current portion	3,181,144	6,000						3,187,144	3,470,885
Notes receivable, net - current portion	2,563,188	537,045	192,872	192,872				3,293,105	3,506,683
Prepaid expenses and other current assets	4,482,335	787,352	1,024,660	1,024,660		375,746	1,140,617	7,810,710	8,757,501
Interfund Borrowings	(80,441,329)	(17,690,157)	(9,184,842)	(9,184,842)		(2,690,858)	110,007,186	-	-
Total Current Assets	196,543,336	37,002,164	53,199,137	53,179,376	19,761	17,572,973	(55,640,702)	248,676,908	263,591,212
Noncurrent Assets									
Debt proceeds held by bond trustee for construction purposes	682,176	9,767,919	260,865	260,865			7,156	10,718,116	56,584,369
Endowment and similar investments - campuses	158,734,054	24,412,493	26,043,064	26,043,064		6,683,237	298,289,532	514,162,380	459,418,557
Endowment and similar investments - affiliated entities	208,525,757		7,819,990		7,819,990			216,345,747	195,889,966
Pledges receivable, net	7,091,578	14,909						7,106,487	8,696,507
Notes receivable, net	13,518,303	1,814,596	2,761,167	2,761,167				18,094,066	18,617,341
Pension assets, net							993,236	993,236	-
Property and equipment, net	745,606,847	175,961,404	188,190,947	188,190,947		7,500,782	2,367,827	1,119,627,807	1,077,050,586
Total Noncurrent Assets	1,134,158,715	211,971,321	225,076,033	217,256,043	7,819,990	14,184,019	301,657,751	1,887,047,839	1,816,257,326
TOTAL ASSETS	1,330,702,051	248,973,485	278,275,170	270,435,419	7,839,751	31,756,992	246,017,049	2,135,724,747	2,079,848,538
DEFERRED OUTFLOWS OF RESOURCES									
	-	-	-	-	-	-	33,067,045	33,067,045	44,552,079
LIABILITIES									
Current Liabilities									
Accounts payable and accrued expenses	19,234,929	4,346,292	1,804,847	1,804,847		439,001	31,412,329	57,237,398	69,424,707
Deposits and unearned revenues	30,906,625	3,989,940	2,309,020	2,309,020		454,262	22,553	37,682,400	32,686,083
Accrued employee benefits - current portion	1,593,878	289,250	1,148,065	1,148,065			4,376,115	7,407,308	14,825,669
Postretirement medical benefits - current portion	4,368,898	756,527	740,829	740,829		65,811	85,398	6,017,463	6,745,529
Long-term debt, net of current portion	1,284,325	143,084	215,236	215,236			18,421,669	20,064,314	17,665,948
Total Current Liabilities	57,388,655	9,525,093	6,217,997	6,217,997	-	959,074	54,318,064	128,408,883	141,347,936
Noncurrent Liabilities									
Obligations under life income agreements	2,051,976	19,137	55,198	55,198				2,126,311	2,203,767
Refundable government advances	13,706,449	1,576,873	1,359,924	1,359,924				16,643,246	16,685,433
Accrued employee benefits, net of current portion	13,084,111	2,575,646	2,328,268	2,328,268		578,098	8,612,374	27,178,497	34,048,863
Postretirement medical benefits, net of current portion	35,669,233	6,278,547	6,048,390	6,048,390		537,306	1,717,327	50,250,803	48,933,746
Derivative instruments - interest rate swaps								25,758,596	36,769,133
Long-term debt, net of current portion	210,371,501	108,244,666	106,559,962	106,559,962			56,224,736	481,400,865	501,332,612
Total Noncurrent Liabilities	274,883,270	118,694,869	116,351,742	116,351,742	-	1,115,404	92,313,033	603,358,318	639,973,554
TOTAL LIABILITIES	332,271,925	128,219,962	122,569,739	122,569,739	-	2,074,478	146,631,097	731,767,201	781,321,490
DEFERRED INFLOWS OF RESOURCES									
	-	-	-	-	-	-	2,206,119	2,206,119	1,879,216
NET POSITION									
Net investment in capital assets	454,951,513	59,705,317	75,344,865	75,344,865		4,809,924	56,156,710	650,968,329	630,441,932
Restricted									
Nonexpendable	223,124,389	16,483,936	24,470,426	20,207,684	4,262,742	5,999,307	11,504	270,089,562	256,512,816
Expendable	160,855,405	5,593,552	17,322,652	13,765,404	3,557,248	1,013,432	56,718	184,841,759	148,680,892
Unrestricted									
	159,498,819	38,970,718	38,567,488	38,547,727	19,761	17,859,851	74,021,946	328,918,822	305,564,271
TOTAL NET POSITION	\$ 998,430,126	120,753,523	155,705,431	147,865,680	7,839,751	29,682,514	130,246,878	1,434,818,472	1,341,199,911

UNIVERSITY SYSTEM OF NEW HAMPSHIRE
STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION
(ACTIVITIES STATEMENT)

	<u>For the year ended June 30,</u>						
	UNH - Durham, Manchester, Law and Foundation	PSU	KSC and KEA	GSC	Trustees/ Chancellor's Office	2017	2016
OPERATING REVENUES							
Resident tuition	\$ 105,366,949	28,115,569	19,481,918	11,441,784		164,406,220	165,972,100
Nonresident tuition	208,000,793	35,376,011	42,520,873	2,804,115		288,701,792	277,045,939
Continuing education tuition	14,971,404	2,913,453	2,476,228	749,400		21,110,485	20,932,932
Student fees revenue	15,599,214	5,109,337	5,416,576	775,626		26,900,753	27,181,530
Total tuition and fees	343,938,360	71,514,370	69,895,595	15,770,925		501,119,250	491,132,501
Less: student financial aid - grants and contracts	(16,918,372)	(6,071,342)	(4,465,368)	(4,077,882)		(31,532,964)	(32,723,286)
Less: student financial aid - all other	(103,786,269)	(17,157,049)	(17,793,994)	(1,325,360)	(6,340)	(140,069,012)	(129,780,237)
Net tuition and fees	223,233,719	48,285,979	47,636,233	10,367,683	(6,340)	329,517,274	328,628,978
Grants and contracts - direct revenues	93,055,292	3,267,707	3,016,369	1,688,989	5,000	101,033,357	103,114,216
Grants and contracts - facilities & administrative recovery	19,438,490	296,243	325,219			20,059,952	19,969,427
Sales of auxiliary services	149,164,190	29,943,087	36,447,208			215,554,485	210,699,049
Other operating revenues	23,797,525	2,903,739	2,493,977	516,989	88,604	29,800,834	29,675,475
TOTAL OPERATING REVENUES	508,689,216	84,696,755	89,919,006	12,573,661	87,264	695,965,902	692,087,145
OPERATING EXPENSES							
Employee compensation and benefits - grants and contracts	55,503,390	1,342,600	1,908,908	563,637	5,000	59,323,535	58,219,447
Employee compensation and benefits - all other	321,399,805	55,011,460	62,981,170	12,401,772	9,577,738	461,371,945	470,285,064
Supplies & services - grants and contracts	29,654,403	1,074,648	526,004	87,434		31,342,489	32,538,728
Supplies & services - all others	120,730,807	25,479,920	27,599,207	4,080,415	620,723	178,511,072	170,033,718
Utilities	8,755,297	4,385,303	4,606,351	147,498	54,482	17,948,931	19,885,657
Depreciation	45,185,603	8,250,260	8,822,022	336,211	348,382	62,942,478	59,918,557
TOTAL OPERATING EXPENSES	581,229,305	95,544,191	106,443,662	17,616,967	10,606,325	811,440,450	810,881,171
Operating gain (loss)	(72,540,089)	(10,847,436)	(16,524,656)	(5,043,306)	(10,519,061)	(115,474,548)	(118,794,026)
NONOPERATING REVENUES (EXPENSES)							
State of New Hampshire general appropriations	55,345,176	11,451,238	10,991,515	3,212,071		81,000,000	81,000,000
Federal Pell grants	12,376,219	5,236,943	3,949,786	3,039,964		24,602,912	25,565,317
Noncapital Gifts	9,651,771	677,887	1,066,354	27,619	1,067	11,424,698	17,564,325
Endowment and investment income	21,076,778	1,448,889	2,286,293	461,389	4,696,939	29,970,288	31,709,181
Interest expense, net	(9,956,528)	(4,051,567)	(4,172,987)		(1,339,942)	(19,521,024)	(19,432,433)
Other nonoperating revenue					240,663	240,663	369,220
TOTAL NONOPERATING REVENUES (EXPENSES)	88,493,416	14,763,390	14,120,961	6,741,043	3,598,727	127,717,537	136,775,610
INCREASE (DECREASE) IN NET POSITION BEFORE OTHER CHANGES	15,953,327	3,915,954	(2,403,695)	1,697,737	(6,920,334)	12,242,989	17,981,584
OTHER CHANGES IN NET POSITION							
State of New Hampshire capital appropriations	2,564,833	252,827	156,944	636,106		3,610,710	1,389,290
Plant gifts, grants and other changes, net	5,068,795	149,601	2,609,481			7,827,877	1,287,417
Endowment and similar gifts	8,200,382	3,104,071	1,619,420	504,739		13,428,612	11,405,130
Endowment return, net of amount used for operations	25,733,013	1,890,172	2,269,763	478,599	26,136,826	56,508,373	(41,220,566)
TOTAL OTHER CHANGES IN NET POSITION	41,567,023	5,396,671	6,655,608	1,619,444	26,136,826	81,375,572	(27,138,729)
Transfers, net	(1,242,779)	246,213	(2,361,611)	(20,221)	3,378,398	-	-
NET INCREASE (DECREASE) IN NET POSITION	56,277,571	9,558,838	1,890,302	3,296,960	22,594,890	93,618,561	(9,157,145)
Net position at beginning of year	942,152,555	111,194,685	153,815,129	26,385,554	107,651,988	1,341,199,911	1,350,357,056
NET POSITION AT END OF YEAR	\$ 998,430,126	120,753,523	155,705,431	29,682,514	130,246,878	1,434,818,472	1,341,199,911

**PLYMOUTH STATE UNIVERSITY
STATEMENT OF NET POSITION
(BALANCE SHEET)**

											<u>Balance at June 30,</u>	
	General Operating	Internally Designated	Auxiliary	Other Unrestricted Funds	Restricted Gifts & Endowment Income	Sponsored Research & Programs	Sponsored Program Appropriations	Loan Funds	Endowment & Similar Funds	Plant Funds	2017	2016
ASSETS												
Current Assets												
Cash and cash equivalents	\$ 8,446,665	10,896,726	7,403,685	(257,955)	1,778,990	(386,805)		223,334	(96,336)	24,214,300	52,222,604	48,639,761
Short-term investments	46,026										46,026	10,322
Accounts receivable, net	270,260	6,695				816,339					1,093,294	2,323,218
Pledges receivable, net - current portion		6,000									6,000	14,000
Notes receivable, net - current portion								537,045			537,045	533,051
Prepaid expenses and other current assets		284,225	7,915	495,212							787,352	567,739
Interfund Borrowings										(17,690,157)	(17,690,157)	(19,750,247)
Total Current Assets	8,762,951	11,193,646	7,411,600	237,257	1,778,990	429,534	-	760,379	(96,336)	6,524,143	37,002,164	32,337,844
Noncurrent Assets												
Debt proceeds held by bond trustee for construction purposes										9,767,919	9,767,919	31,209,271
Endowment and similar investments - campuses									24,412,493		24,412,493	19,274,628
Endowment and similar investments - affiliated entities											-	-
Pledges receivable, net		14,909									14,909	50,603
Notes receivable, net								1,814,596			1,814,596	1,936,265
Pension assets, net											-	-
Property and equipment, net										175,961,404	175,961,404	157,869,247
Total Noncurrent Assets	-	14,909	-	-	-	-	-	1,814,596	24,412,493	185,729,323	211,971,321	210,340,014
TOTAL ASSETS	8,762,951	11,208,555	7,411,600	237,257	1,778,990	429,534	-	2,574,975	24,316,157	192,253,466	248,973,485	242,677,858
DEFERRED OUTFLOWS OF RESOURCES												
	-	-	-	-	-	-	-	-	-	-	-	-
LIABILITIES												
Current Liabilities												
Accounts payable and accrued expenses	988,613	1,260,911	190,351	19,004	1,770	65,564			1,622	1,818,457	4,346,292	3,263,400
Deposits and unearned revenues	3,340,210		36,665	218,254		217,234			177,577		3,989,940	3,875,480
Accrued employee benefits - current portion		289,250									289,250	2,224,447
Postretirement medical benefits - current portion				756,527							756,527	678,594
Long-term debt - current portion										143,084	143,084	142,954
Total Current Liabilities	4,328,823	1,550,161	227,016	993,785	1,770	282,798	-	-	179,199	1,961,541	9,525,093	10,184,875
Noncurrent Liabilities												
Obligations under life income agreements									19,137		19,137	18,422
Refundable government advances								1,576,873			1,576,873	1,514,622
Accrued employee benefits, net of current portion	2,165,319	410,327									2,575,646	2,829,077
Postretirement medical benefits, net of current portion		101,993		6,176,554							6,278,547	6,209,341
Derivative instruments - interest rate swaps											-	-
Long-term debt, net of current portion										108,244,666	108,244,666	110,726,836
Total Noncurrent Liabilities	2,165,319	512,320	-	6,176,554	-	-	-	1,576,873	19,137	108,244,666	118,694,869	121,298,298
TOTAL LIABILITIES	6,494,142	2,062,481	227,016	7,170,339	1,770	282,798	-	1,576,873	198,336	110,206,207	128,219,962	131,483,173
DEFERRED OUTFLOWS OF RESOURCES												
	-	-	-	-	-	-	-	-	-	-	-	-
NET POSITION												
Net Investment in capital assets												
Restricted												
Nonexpendable									16,483,936		16,483,936	13,379,865
Expendable					1,777,220	146,736		969,288	2,700,308		5,593,552	3,874,049
Unrestricted	2,268,809	9,146,074	7,184,584	(6,933,082)				28,814	4,933,577	22,341,942	38,970,718	36,194,170
TOTAL NET POSITION	\$ 2,268,809	9,146,074	7,184,584	(6,933,082)	1,777,220	146,736	-	998,102	24,117,821	82,047,259	120,753,523	111,194,685

PLYMOUTH STATE UNIVERSITY
STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION
(ACTIVITIES STATEMENT)

For the year ended June 30,

	General Operating	Internally Designated	Auxiliary	Other Unrestricted Funds	Restricted Gifts & Endowment Income	Sponsored Research & Programs	Sponsored Program Appropriations	Loan Funds	Endowment & Similar Funds	Plant Funds	2017	2016
OPERATING REVENUES												
Resident tuition	\$ 28,115,569										28,115,569	27,899,851
Nonresident tuition	35,376,011										35,376,011	34,184,656
Continuing education tuition	2,897,168	16,285									2,913,453	3,111,809
Student fees revenue	3,087,717	2,021,620									5,109,337	5,285,481
Total tuition and fees	69,476,465	2,037,905	-	-	-	-	-	-	-	-	71,514,370	70,481,797
Less: student financial aid - grants and contracts						(6,071,342)					(6,071,342)	(5,881,029)
Less: student financial aid - all other	(16,621,267)	(27,481)			(494,301)	(14,000)					(17,157,049)	(15,638,261)
Net tuition and fees	52,855,198	2,010,424	-	-	(494,301)	(6,085,342)	-	-	-	-	48,285,979	48,962,507
Grants and contracts - direct revenues						3,267,707					3,267,707	3,243,703
Grants and contracts - facilities & administrative recovery	296,243										296,243	351,545
Sales of auxiliary services			29,943,087								29,943,087	29,127,097
Other operating revenues	1,197,653	1,221,059			232,122	29,485		55,418	153,000	15,002	2,903,739	2,905,444
TOTAL OPERATING REVENUES	54,349,094	3,231,483	29,943,087	-	(262,179)	(2,788,150)	-	55,418	153,000	15,002	84,696,755	84,590,296
OPERATING EXPENSES												
Employee compensation - grants and contracts						1,342,600					1,342,600	1,472,766
Employee compensation - all other	50,250,957	1,394,064	3,185,133	147,140	8,570	25,596					55,011,460	59,071,759
Supplies and services - grants and contracts						1,074,648					1,074,648	896,701
Supplies and services - all other	2,337,475	5,522,897	14,429,581		445,369	33,303		40,224		2,671,071	25,479,920	23,563,239
Utilities	4,383,553									1,750	4,385,303	4,199,713
Depreciation										8,250,260	8,250,260	7,542,865
TOTAL OPERATING EXPENSES	56,971,985	6,916,961	17,614,714	147,140	453,939	2,476,147	-	40,224	-	10,923,081	95,544,191	96,747,043
Operating gain (loss)	(2,622,891)	(3,685,478)	12,328,373	(147,140)	(716,118)	(5,264,297)	-	15,194	153,000	(10,908,079)	(10,847,436)	(12,156,747)
NONOPERATING REVENUES (EXPENSES)												
State of New Hampshire general appropriations	11,451,238										11,451,238	11,451,238
Federal Pell grants						5,236,943					5,236,943	5,069,375
Noncapital gifts		202,395			475,492						677,887	888,676
Endowment and investment income	890,030	25,507			534,050				(698)		1,448,889	1,481,744
Interest expense, net										(4,051,567)	(4,051,567)	(3,614,051)
Other nonoperating revenue											-	-
TOTAL NONOPERATING REVENUES (EXPENSES)	12,341,268	227,902	-	-	1,009,542	5,236,943	-	-	(698)	(4,051,567)	14,763,390	15,276,982
INCREASE (DECREASE) IN NET POSITION BEFORE OTHER CHANGES	9,718,377	(3,457,576)	12,328,373	(147,140)	293,424	(27,354)	-	15,194	152,302	(14,959,646)	3,915,954	3,120,235
OTHER CHANGES IN NET POSITION												
State of New Hampshire capital appropriations										252,827	252,827	454,173
Plant gifts, grants and other changes, net					156,275					(6,674)	149,601	263,309
Endowment and similar gifts									3,104,071		3,104,071	1,173,418
Endowment return, net of amount used for operations									1,890,172		1,890,172	(1,026,487)
TOTAL OTHER CHANGES IN NET POSITION	-	-	-	-	156,275	-	-	-	4,994,243	246,153	5,396,671	864,413
Transfers, net	(13,687,204)	4,344,894	(11,082,747)		(45,071)	(12,627)			47,287	20,681,681	246,213	(172,260)
NET INCREASE (DECREASE) IN NET POSITION	(3,968,827)	887,318	1,245,626	(147,140)	404,628	(39,981)	-	15,194	5,193,832	5,968,188	9,558,838	3,812,388
Net position at beginning of year	6,237,636	8,258,756	5,938,958	(6,785,942)	1,372,592	186,717	-	982,908	18,923,989	76,079,071	111,194,685	107,382,297
NET POSITION AT END OF YEAR	\$ 2,268,809	9,146,074	7,184,584	(6,933,082)	1,777,220	146,736	-	998,102	24,117,821	82,047,259	120,753,523	111,194,685

Appendix C
Auditor's Management Letter



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

Independent Auditors' Report

The Governor and
Legislative Fiscal Committee,
State of New Hampshire; and the
Board of Trustees,
University System of New Hampshire:

Report on the Financial Statements

We have audited the accompanying financial statements of net position of the University System of New Hampshire (the System), a component unit of the State of New Hampshire, as of June 30, 2017 and 2016, the related statements of revenues, expenses and changes in net position and cash flows for the years then ended, and the related notes to the financial statements, which collectively comprise the System's basic financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the net position of the University System of New Hampshire as of June 30, 2017 and 2016, and the changes in its net position and its cash flows for the years then ended in accordance with U.S. generally accepted accounting principles.

Other Matter – Required Supplementary Information

U.S. generally accepted accounting principles require that the management's discussion and analysis on pages 24–33 and the schedule of funding progress on page 50 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

KPMG LLP

October 23, 2017

KPMG LLP is a Delaware limited liability partnership and the U.S. member firm of the KPMG network of independent member firms affiliated with KPMG International Cooperative ("KPMG International"), a Swiss entity.

Appendix D
Interim Report Data Forms

INTERIM REPORT FORMS GENERAL INFORMATION

Institution Name:

OPE ID:

		Annual Audit		
		Certified:	Qualified	
		Yes/No	Unqualified	
Financial Results for Year Ending: Most Recent Year 1 Year Prior 2 Years Prior	?	?		
	?	FY2016-2017	yes	Unqualified
		FY 2015-2016	yes	Unqualified
		FY2014-2015	yes	Unqualified

Fiscal Year Ends on: (month/day)

Budget / Plans
 Current Year FY2017-2018
 Next Year FY2018-2019

Contact Person:
 Title:
 Telephone No:
 E-mail address:

See also pages 23 and 34-36 in FY17 USNH annual report:
https://www.usnh.edu/sites/www.usnh.edu/files/media/2017_annual_report.pdf

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website Location	Date Approved by the Governing Board
Institutional Mission Statement	www.plymouth.edu/president/institut	Spring 2016

Standard 2: Planning and Evaluation

PLANNING

Strategic Plans

Immediately prior Strategic Plan
Current Strategic Plan
Next Strategic Plan

Year approved by governing board	Effective Dates	Website location
	2012	https://campus.plymouth.edu/neasc/
	2020	https://campus.plymouth.edu/focus2020/

Other institution-wide plans*

Master plan
Academic plan
Financial plan
Technology plan
Enrollment plan
Development plan

Year completed	Effective Dates	Website location
2013	2023	https://campus.plymouth.edu/finance-administration/wp-content/uploads/sites/22/2013/11/PSU-Campus-Master-Plan-October-2013-Final.pdf
	2018	https://campus.plymouth.edu/neasc/
	2018	https://campus.plymouth.edu/neasc/
	2018	https://campus.plymouth.edu/neasc/
	2018	https://campus.plymouth.edu/neasc/
	2017	https://campus.plymouth.edu/neasc/

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

Lamson Learning Commons
Emergency Action Plan
Human Resources
Museum of the White Mountains

Year completed	Effective Dates	Website location
	2023	https://campus.plymouth.edu/neasc/
	2016	https://campus.plymouth.edu/health/emergency-action-plan/
	2018	https://campus.plymouth.edu/neasc/
	FY2019	https://campus.plymouth.edu/neasc/

EVALUATION

Academic program review

Program review system (colleges and departments). System last updated:

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

*Insert additional rows, as appropriate.

Website location
https://campus.plymouth.edu/academic-affairs/faculty/policies/
Every five years for programs without external accreditation. On hold during current major reorganization; 2015 URSA substitution. Programs with external reviewers are on external reviewers schedule.

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

Please attach to this form:

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

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

Name of the sponsoring entity

University System of New Hampshire

Website location of documentation of relationship

<https://www.usnh.edu/policy/charter/university-system#187-A:1>

Governing Board

By-laws

Website location

<https://www.usnh.edu/policy/bylaws>

Board members' names and affiliations

<https://www.usnh.edu/trustees/committees-and-members>

Please enter any explanatory notes in the box below

We have recently updated our website, which included the deletion of pages that are no longer in effect, including older plans.

**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 (FY2016)	1 year prior (FY 2017)	Current year (FY 2018)
<input checked="" type="checkbox"/> Main campus	Plymouth, NH	1871	5,735	5,506	5,537
<input checked="" type="checkbox"/> Other principal campuses					
<input checked="" type="checkbox"/> Branch campuses (US)					
<input checked="" type="checkbox"/> Other instructional locations (US)	Concord, NH (Closing FY2019)	2006	411	372	169
<input checked="" type="checkbox"/> Other instructional locations (US)					
<input checked="" type="checkbox"/> Branch campuses (overseas)					
<input checked="" type="checkbox"/> Other instructional locations (overseas)					

Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior (FY2016)	1 year prior (FY 2017)	Current year (FY 2018)
Distance Learning Programs					
Programs 50-99% on-line					
Programs 100% on-line	5	6/30/05	361	277	229
<input checked="" type="checkbox"/> Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs					
Contractual Arrangements involving the award of credit					

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

Please enter any explanatory notes in the box below

Other instructional locations include only current, active locations. There were other locations in prior years, but their use has diminished to a level that less than 50% of a degree may be completed in that location. Distance Education also only includes current 100% online programs.

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

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

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT		3,956	182	27	10			4,175
Main Campus PT		116	191		42			349
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT		16	41		2			59
Other Locations PT					2			2
Overseas Locations FT								0
Overseas Locations PT			1					1
Distance education FT			39					39
Distance education PT			104					104
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	0	4,088	558	27	56	0	0	4,729
Total FTE		4,038.80	410.00	27.00	34.00			4,509.80
Enter FTE definition:	FTE is calculated using the following formulae: FT students = 1 FTE. PT Student FTE = (Sum of PT student credits/12).							
Degrees Awarded, Most Recent Year		740	371	0	12			1,123

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

Enrollment is as of 11/13/2017 for Graduate students.

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

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

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	22	22		44	4,175	4,219
Main Campus PT	47	161		208	349	557
Other Principal Campus FT				0	0	0
Other Principal Campus PT				0	0	0
Branch campuses FT				0	0	0
Branch campuses PT				0	0	0
Other Locations FT	21			21	59	80
Other Locations PT	23			23	2	25
Overseas Locations FT				0	0	0
Overseas Locations PT				0	1	1
Distance education FT	1			1	39	40
Distance education PT	2			2	104	106
Correspondence FT				0	0	0
Correspondence PT				0	0	0
Low-Residency FT				0	0	0
Low-Residency PT				0	0	0
Unduplicated Headcount Total	116	183	0	299	4,729	5,028
Total FTE	79.30	115.20		195	4,510	4,704.30
Enter FTE definition:	FTE is calculated using the following formulae: FT students = 1 FTE. PT Student FTE = (Sum of PT student credits/12).					
Certificates Awarded, Most Recent Year	137					

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 2014)	2 Years Prior (Fall 2015)	1 Year Prior (Fall 2016)	Current Year (Fall 2017)	Next Year Forward (goal) (Fall 2018)
For Fall Term, as of Census Date					
Certificate	0	1	0	0	0
Associate	NA	NA	NA	NA	NA
Baccalaureate	3,689	4,041	4,071	4,088	4100
Total Undergraduate	3,689	4,042	4,071	4,088	4,100

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

	3 Years Prior (Fall 2014)	2 Years Prior (Fall 2015)	1 Year Prior (Fall 2016)	Current Year (Fall 2017)	Next Year Forward (goal) (Fall 2018)
For Fall Term, as of Census Date					
Master's	741	680	605	555	550
Doctorate	32	42	37	83	85
First Professional	NA	NA	NA	NA	NA
Other	114	126	113	116	120
Total Graduate	887	848	755	754	755

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

	3 Years Prior (Fall 2014)	2 Years Prior (Fall 2015)	1 Year Prior (Fall 2016)	Current Year (Fall 2017)	Next Year Forward (goal) (Fall 2018)
Undergraduate	53,770	58,573	59,323	60,190	61,834
Graduate	4,448	4,375	3,936	4,632	4,703
Total	58,218	62,948	63,259	64,822	66,537

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

Main campus					
Sessions embedded in a class	IS 1111 41 sections	IS 1111 78 sections	IS 1111 71 sections	IS 1111 56 sections	IS 1111 58 sections
Free-standing sessions					
Branch/other locations					
Sessions embedded in a class					
Free-standing sessions					
Online sessions					
URL of Information Literacy Reports					

Please enter any explanatory notes in the box below

Headcount is unduplicated: students are reported under their highest degree type. UG headcount is as of census date (R+30), GR is as of end of term, with the exception of 2017, which is as of 11/1/2017.
Graduate "Other" includes CAGS, Professional Certification, Teacher Certification, and Graduate Certificate enrollment. Only

matriculated students are included for Headcount and Credits Generated. Credits Generated as of end of term, with the exception of Fall 2017, which is as of 11/10/2017.

All first year students take IS 1111 which has information literacy embedded throughout the course. the numbers above represent the number of sections per year. Librarians are assigned to each IS 1111 section to provide support. Librarians are also available for 1:1 consultation as appropriate throughout a student's course of study.

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 2014)	2 Years Prior (Fall 2015)	1 Year Prior (Fall 2016)	Current Year (Fall 2017)	Goal (specify year) (Fall 2018)
Freshmen - Undergraduate					
Completed Applications	4,583	6,626	6,864	6,715	6,660
Applications Accepted	3,597	4,875	5,407	5,291	5,475
Applicants Enrolled	751	1,349	1,144	1,110	1,130
% Accepted of Applied	78.5%	73.6%	78.8%	78.8%	82.2%
% Enrolled of Accepted	20.9%	27.7%	21.2%	21.0%	20.6%
Percent Change Year over Year					
Completed Applications	na	44.6%	3.6%	-2.2%	-0.8%
Applications Accepted	na	35.5%	10.9%	-2.1%	3.5%
Applicants Enrolled	na	79.6%	-15.2%	-3.0%	1.8%
Average of statistical indicator of aptitude of enrollees: (define below)					
Average High School GPA	2.91	2.96	2.95	2.96	2.95
Transfers - Undergraduate					
Completed Applications	572	645	660	656	618
Applications Accepted	372	390	385	394	361
Applications Enrolled	224	218	204	208	180
% Accepted of Applied	65.0%	60.5%	58.3%	60.1%	58.4%
% Enrolled of Accepted	60.2%	55.9%	53.0%	52.8%	49.9%
Master's Degree					
Completed Applications	606	648	487	438	463
Applications Accepted	521	520	393	383	401
Applications Enrolled	456	426	319	297	300
% Accepted of Applied	86.0%	80.2%	80.7%	87.4%	86.6%
% Enrolled of Accepted	87.5%	81.9%	81.2%	77.5%	74.8%
First Professional Degree					
Completed Applications	0	0	0	0	0
Applications Accepted	0	0	0	0	0
Applications Enrolled	0	0	0	0	0
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Doctoral Degree					
Completed Applications	42	25	28	203	316
Applications Accepted	38	23	20	51	82
Applications Enrolled	26	17	17	33	49
% Accepted of Applied	90.5%	92.0%	71.4%	25.1%	25.9%
% Enrolled of Accepted	68.4%	73.9%	85.0%	64.7%	59.8%

Please enter any explanatory notes in the box below

Undergrad admissions data are based on Fall Term; Graduate (Master's and Doctoral) admissions data are based on FY: FY15, 16, 17, and 18 actual; FY19 Goal provided. Sudden changes in Doctoral numbers for FY18 reflect introduction of Doctor of Physical Therapy (DPT) program.

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

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

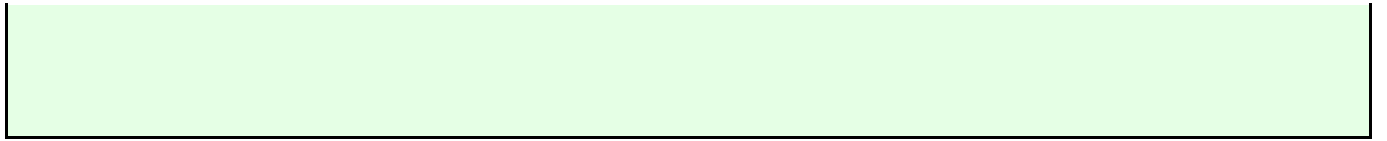


Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (Fall 2014)	2 Years Prior (Fall 2015)	1 Year Prior (Fall 2016)	Current Year (Fall 2017)	Goal (specify year) (Fall 2018)
UNDERGRADUATE						
First Year	Full-Time Headcount	884	1,442	1,262	1,241	1,262
	Part-Time Headcount	82	54	57	59	56
	Total Headcount	966	1,496	1,319	1,300	1,318
	Total FTE	919	1,464	1,287	1,264	1,284
Second Year	Full-Time Headcount	809	741	1,065	887	872
	Part-Time Headcount	23	15	11	10	11
	Total Headcount	832	756	1,076	897	883
	Total FTE	822	749	1,072	894	877
Third Year	Full-Time Headcount	744	726	689	970	809
	Part-Time Headcount	36	23	17	17	12
	Total Headcount	780	749	706	987	821
	Total FTE	765	741	701	981	812
Fourth Year	Full-Time Headcount	1,069	946	919	873	1,187
	Part-Time Headcount	137	156	105	94	79
	Total Headcount	1,206	1,102	1,024	967	1,266
	Total FTE	1,143	1,034	975	924	1,201
Unclassified	Full-Time Headcount	0	0	0	0	0
	Part-Time Headcount	0	0	0	0	0
	Total Headcount	0	0	0	0	0
	Total FTE	0	0	0	0	0
Total Undergraduate Students	Full-Time Headcount	3,506	3,855	3,935	3,971	4,130
	Part-Time Headcount	278	248	190	180	158
	Total Headcount	3,784	4,103	4,125	4,151	4,288
	Total FTE	3,649	3,988	4,035	4,063	4,174
	% Change FTE Undergraduate	na	9.3%	1.2%	0.7%	2.7%
GRADUATE						
	Full-Time Headcount	300	317	287	356	293
	Part-Time Headcount	800	734	638	461	613
	Total Headcount	1,100	1,051	925	817	906
	Total FTE	694	685	606	590	599
	% Change FTE Graduate	na	-1.3%	-11.6%	-2.6%	1.6%
GRAND TOTAL						
	Grand Total Headcount	4,884	5,154	5,050	4,968	5,194
	Grand Total FTE	4,343	4,673	4,641	4,653	4,773
	% Change Grand Total FTE	na	7.6%	-0.7%	0.3%	2.6%

Please enter any explanatory notes in the box below

UG Class Level is calculated by credits earned according to the following formula: First Year: Fewer than 24, Second Year: 24–47, Third Year: 48–71, Fourth Year (Senior & Senior+): 72 or more FTE is calculated using the following formulae: FT students = 1 FTE. PT Student FTE = (Sum of PT student credits/12)



**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.plymouth.edu/prospective/undergraduate/undergraduate/admissions/first-year-application-requirements/>

? Three-year Cohort Default Rate

(FY 2015)	(FY 2016)	(FY 2017)
6.4	5	3.50%
NA	75	73

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

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)

? Student Financial Aid

Total Federal Aid	\$34,608,465	\$34,845,838	\$33,491,908	\$33,892,792	\$33,892,792
Grants	\$4,707,588	\$5,551,248	\$5,748,800	\$6,112,117	\$6,112,117
Loans	\$29,229,290	\$28,603,090	\$27,110,675	\$27,110,675	\$27,110,675
Work Study	\$671,587	\$691,500	\$632,433	\$670,000	\$670,000
Total State Aid	\$244,150	\$285,201	\$298,458	\$346,573	\$346,573
Total Institutional Aid	\$8,588,778	\$14,156,449	\$15,983,456	\$18,029,448	\$18,029,448
Grants	\$8,588,778	\$14,156,449	\$15,983,456	\$18,029,448	\$18,029,448
Loans	N/A	N/A	N/A	N/A	N/A
Total Private Aid	\$10,232,578	\$11,597,079	\$12,214,272	\$13,304,575	\$13,304,575
Grants	\$1,220,357	\$1,323,551	\$1,234,538	\$1,100,000	\$1,100,000
Loans	\$9,012,221	\$10,273,528	\$10,979,734	\$12,204,575	\$12,204,575

Student Debt

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

Undergraduates	87%	85%	81%	85%	N/A
Graduates	N/A	N/A	N/A	N/A	N/A
First professional students	N/A	N/A	N/A	N/A	N/A

For students with debt:

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

Undergraduates	\$35,269	\$37,801	\$39,319	\$37,195	N/A
Graduates	N/A	N/A	N/A	N/A	N/A
First professional students	N/A	N/A	N/A	N/A	N/A

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

Undergraduates	N/A	N/A	N/A	N/A	N/A
Graduate Students	N/A	N/A	N/A	N/A	N/A
First professional students	N/A	N/A	N/A	N/A	N/A

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 University does not gather data on average debt for graduate and professional students.

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

3 Years Prior	2 Years Prior	1 Year Prior	Current Year
(Fall 2014/FY15)	(Fall 2015/FY16)	(Fall 2016/FY17)	(Fall 2017/FY18)

? Number of Faculty by category

Full-time (tenure track)	176	171	172	169
Part-time (tenure track)	8	8	4	4
Adjunct	224	249	255	243
Clinical	5	6	6	7
Research	5	6	5	4
Visiting				
Other; specify below:				
Contract Faculty - FT	22	21	21	26
Contract Faculty - PT				1
Total	440	461	463	454

Percentage of Courses taught by full-time faculty

65.00%			66.00%
--------	--	--	--------

? Number of Faculty by rank, if applicable

Professor	84	80	74	77
Associate	54	54	53	53
Assistant	50	51	53	50
Instructor	1	0	0	0
Other; specify below:				
Total	189	185	180	180

? Number of Academic Staff by category

Librarians	*	*	*	*
Advisors	2	8	10	10
Instructional Designers	2	2	1	1
Other; specify below:				
Total	4	10	11	11

Please enter any explanatory notes in the box below

*PSU Librarians are full-time faculty and, as such, are included in the faculty counts above: 2014=8, 2015=7, 2016=8, 2017=8

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

3 Years Prior (FY2015)		2 Years Prior (FY2016)		1 Year Prior (FY2017)		Current Year (FY2018)	
FT	PT	FT	PT	FT	PT	FT	PT

1.2 Number of Faculty Appointed

Professor
 Associate
 Assistant
 Instructor
 No rank
 Other
 Total

11		13		6		11	
1						2	
1		2				10	
13	0	15	0	6	0	23	0

1.3 Number of Faculty in Tenured Positions

Professor
 Associate
 Assistant
 Instructor
 No rank
 Other
 Total

77	7	74	6	77	2	75	2
49	2	51	1	49	1	49	1
43		42	1	45	1	41	1
1							
170	9	167	8	171	4	165	4

1.4 Number of Faculty Departing

Professor
 Associate
 Assistant
 Instructor
 No rank
 Other
 Total

		1		1			
3		2		1			
3		3		1		1	
4				2			
10	0	6	0	5	0	1	0

1.5 Number of Faculty Retiring

Professor
 Associate
 Assistant
 Instructor
 No rank
 Other
 Total

6	2	1	6	6	2		1
1	1			2			
1				1	1		
8	3	1	6	9	3	0	1

Please enter any explanatory notes in the box below

**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			Final will be available Current Year		
	(FY 2015)			(FY 2016)			(FY 2017)			(FY 2018)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	192	221	413	188	238	426	190	241	431	192	243	435
Research Staff	6	1	7	3	2	5	3	2	5	3	1	4
Public Service Staff	0	0	0	0	0	0	0	0	0	0	0	0
Librarians	12	0	12	9	0	9	8	1	9	8	1	9
Library Technicians	1	0	1	1	0	1	1	0	1	2	0	2
Archivists, Curators, Museum staff	1	2	3	1	2	3	1	2	3	1	2	3
Student and Academic Affairs	6	13	19	7	12	19	6	13	19	7	13	20
Management Occupations	88	5	93	75	5	80	65	2	67	68	2	70
Business and Financial Operations	30	34	64	34	18	52	27	9	36	15	23	38
Computer, Engineering and Science	36	0	36	34	1	35	28	2	30	35	1	36
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	26	51	77	27	47	74	30	46	76	30	57	87
Healthcare Practitioners and Technical	0	3	3	0	3	3	0	1	1	0	1	1
Service Occupations	55	9	64	58	5	63	48	6	54	54	6	60
Sales and Related Occupations	1	0	1	1	0	1	1	0	1	1	0	1
Office and Administrative Support	78	63	141	69	70	139	69	60	129	75	75	150
Natural Resources, Construction, Maintenance	19	2	21	18	3	21	15	2	17	14	3	17
Production, Transportation, Material Moving	4	12	16	5	11	16	5	11	16	5	10	15
Total	555	416	971	530	417	947	497	398	895	510	438	948

Please enter any explanatory notes in the box below

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

Fiscal Year ends - month & day: (6/30)		2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Most Recent Year (FY 2017)	Percent Change yrs-1 yr prior 1 yr-most recent		2
ASSETS (in 000s)							
?	Cash and Short Term Investments	\$48,425	\$48,650	\$84,984	0.5%	74.7%	
?	Cash held by State Treasurer	\$0	\$149	\$0	-	-100.0%	
?	Deposits held by State Treasurer	\$0	\$0	\$0	-	-	
?	Accounts Receivable, Net	\$1,350	\$2,174	\$1,093	61.0%	-49.7%	
?	Contributions Receivable, Net	\$71	\$65	\$21	-8.5%	-67.7%	
?	Inventory and Prepaid Expenses	\$564	\$568	\$787	0.7%	38.6%	
?	Long-Term Investments	\$19,065	\$50,484	\$34,180	164.8%	-32.3%	
?	Loans to Students	\$2,216	\$2,469	\$2,352	11.4%	-4.7%	
?	Funds held under bond agreement	\$0	\$0	\$0	-	-	
?	Property, plants, and equipment, net	\$149,657	\$157,869	\$175,961	5.5%	11.5%	
?	Other Assets	(\$14,702)	(\$19,750)	(\$17,690)	34.3%	-10.4%	
	Total Assets	\$206,646	\$242,678	\$281,688	17.4%	16.1%	
LIABILITIES (in 000s)							
?	Accounts payable and accrued liabilities	\$6,908	\$8,317	\$7,211	20.4%	-13.3%	
?	Deferred revenue & refundable advances	\$4,136	\$3,875	\$3,990	-6.3%	3.0%	
?	Due to state	\$0	\$0	\$0	-	-	
?	Due to affiliates	\$0	\$0	\$0	-	-	
?	Annuity and life income obligations	\$20	\$18	\$19	-10.0%	5.6%	
?	Amounts held on behalf of others	\$6,888	\$6,888	\$7,035	0.0%	2.1%	
?	Long-term investments	\$79,822	\$110,870	\$108,245	38.9%	-2.4%	
?	Refundable government advances	\$1,490	\$1,515	\$1,577	1.7%	4.1%	
?	Other long-term liabilities	\$0	\$0	\$0	-	-	
	Total Liabilities	\$99,264	\$131,483	\$128,077	32.5%	-2.6%	
NET ASSETS (in 000s)							
	Unrestricted net assets						
	Institutional	\$35,248	\$36,194	\$38,971	2.7%	7.7%	
?	Foundation				-	-	
	Total	\$35,248	\$36,194	\$38,971	2.7%	7.7%	
	Temporarily restricted net assets						
	Institutional	\$5,233	\$3,870	\$4,269	-26.0%	10.3%	
?	Foundation				-	-	
	Total	\$5,233	\$3,870	\$4,269	-26.0%	10.3%	
	Permanently restricted net assets						
	Institutional	\$66,901	\$71,131	\$77,514	6.3%	9.0%	
?	Foundation				-	-	
	Total	\$66,901	\$71,131	\$77,514	6.3%	9.0%	
	Total Net Assets	\$107,382	\$111,195	\$120,754	3.6%	8.6%	
	TOTAL LIABILITIES and NET ASSETS	\$206,646	\$242,678	\$248,831	17.4%	2.5%	

Please enter any explanatory notes in the box below

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

	Fiscal Year ends - month& day: (06/30)	3 Years Prior (FY2015)	2 Years Prior (FY2016)	Most Recently Completed Year (FY 2017)	Current Year (FY 2018)	Next Year Forward (FY 2019)
OPERATING REVENUES (in 000s)						
▼	Tuition and fees	\$64,691	\$70,482	\$71,514	\$75,995	
▼	Room and board	\$0	\$0	\$0	\$0	
▼	Less: Financial aid	-\$15,158	-\$21,519	-\$23,228	-\$26,648	
	Net student fees	\$49,533	\$48,963	\$48,286	\$49,347	\$0
▼	Government grants and contracts	\$3,792	\$3,595	\$3,564	\$2,869	
▼	Private gifts, grants and contracts	\$0	\$0	\$0	\$0	
▼	Other auxiliary enterprises	\$24,647	\$29,127	\$29,943	\$32,783	
	Endowment income used in operations	\$0	\$0	\$0	\$0	
▼	Other revenue (specify):	\$2,663	\$2,905	\$2,904	\$2,082	
	Other revenue (specify):					
	Net assets released from restrictions					
	Total Operating Revenues	\$80,635	\$84,590	\$84,697	\$87,081	\$0
OPERATING EXPENSES (in 000s)						
▼	Instruction	\$32,629	\$33,037	\$30,222	\$33,982	
▼	Research	\$2,787	\$2,658	\$2,315	\$1,691	
▼	Public Service	\$504	\$563	\$502	\$565	
▼	Academic Support	\$11,541	\$11,480	\$10,312	\$11,795	
▼	Student Services	\$8,054	\$8,347	\$9,837	\$10,261	
▼	Institutional Support	\$4,558	\$7,771	\$7,436	\$8,961	
	Fundraising and alumni relations	\$0	\$0	\$0	\$0	
▼	Operation, maintenance of plant (if not allocated)	\$6,977	\$8,101	\$8,941	\$10,053	
▼	Scholarships and fellowships (cash refunded by public institution)	\$157	-\$321	\$107	\$120	
▼	Auxiliary enterprises	\$18,361	\$17,774	\$17,622	\$20,389	
▼	Depreciation (if not allocated)	\$6,692	\$7,336	\$8,250	\$8,778	
▼	Other expenses (specify):	\$0	-\$1	\$0	\$0	
	Other expenses (specify):	\$0	\$0	\$0	\$0	
	Total operating expenditures	\$92,260	\$96,745	\$95,544	\$106,595	\$0
	Change in net assets from operations	-\$11,625	-\$12,155	-\$10,847	-\$19,514	\$0
NON OPERATING REVENUES (in 000s)						
▼	State appropriations (net)	\$11,451	\$11,451	\$11,451	\$11,451	
▼	Investment return	\$0	\$0	\$0	\$0	
▼	Interest expense (public institutions)	-\$3,688	-\$3,614	-\$4,052	-\$3,877	
	Gifts, bequests and contributions not used in operations	\$2,207	\$2,325	\$3,932	\$2,752	
▼	Other (specify):	\$916	\$814	\$807	\$1,235	
	Other (specify):	\$542	\$668	\$642	\$731	
	Other (specify):	\$4,237	\$5,069	\$5,237	\$5,000	
	Net non-operating revenues	\$15,665	\$16,713	\$18,017	\$17,292	\$0
	Income before other revenues, expenses, gains, or losses	\$4,040	\$4,558	\$7,170	-\$2,222	\$0
▼	Capital appropriations (public institutions)	\$0	\$454	\$253	\$3,000	
▼	Other (specify):	\$437	-\$1,199	\$2,136	\$1,044	
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$4,477	\$3,813	\$9,559	\$1,822	\$0

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

FISCAL YEAR ENDS month & day (06 /30)		3 Years Prior (FY2015)	2 Years Prior (FY2016)	Most Recently Completed Year (FY 2017)	Current Year (FY 2018)	Next Year Forward (FY 2019)
	Debt					
	Beginning balance	\$74,538	\$79,822	\$110,870	\$108,245	
	Additions	\$8,946	\$34,110			
	Reductions	(\$3,662)	(\$3,062)	(\$2,625)	(\$3,805)	
	Ending balance	\$79,822	\$110,870	\$108,245	\$104,440	\$0
	Interest paid during fiscal year	\$3,740	\$3,752	\$4,197	\$4,023	
	Current Portion	\$99	\$146	\$146	\$146	
	Bond Rating	Aa3/A+	Aa3/AA-	Aa3/AA-	Aa3/AA-	

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met.

Debt Covenant statements are maintained by the Treasurer at the University System of New Hampshire Financial Services office. Bond ratings included above represent Moodys/S&P Global respectively.

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

Future borrowing plans (please describe)

All debt/credit instruments are managed by the University System of New Hampshire, however, campuses are responsible for repaying any debt taken out on their behalf. While there may be debt funding needs for other campuses, Plymouth State University does not intend to assume any new debt in the near future and this is reflected as such in the Financial Plan provided.

Please enter any explanatory notes in the box below

FY19 Budget data is not available in the GASB functional classification reporting format as such it cannot be provided. This reporting format is only available after the close of the fiscal when the System Office prepares the year-end financial statements.

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

FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY2015)	2 Years Prior (FY2016)	Most Recently Completed Year (FY 2017)	Current Year (FY 2018)	Next Year Forward (FY 2019)
NET ASSETS					
Net assets beginning of year	\$102,905	\$107,382	\$111,195	\$120,754	
Total increase/decrease in net assets	\$4,477	\$3,813	\$9,559	\$1,822	
Net assets end of year	\$107,382	\$111,195	\$120,754	\$122,576	\$0
FINANCIAL AID					
Source of funds					
Unrestricted institutional	\$9,662	\$14,822	\$16,649	\$19,627	
Federal, state and private grants	\$5,031	\$5,901	\$6,085	\$5,920	
Restricted funds	\$465	\$796	\$494	\$1,101	
Total	\$15,158	\$21,519	\$23,228	\$26,648	\$0
% Discount of tuition and fees	23.4%	30.5%	32.5%	35.1%	
? % Unrestricted discount	14.9%	21.0%	23.3%	25.8%	
FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE					
?					
Please indicate your institution's endowment spending policy:					
PSU follows the University System of New Hampshire Investment policy guidelines: https://www.usnh.edu/policy/bot/iv-financial-policies/h-investment-policy .					

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 Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)
IPEDS <u>Retention</u> Data						
Associate degree students		NA	NA	NA	NA	NA
Bachelors degree students		74%	76%	70%	68%	70%
? IPEDS <u>Graduation</u> Data (150% of time)						
Associate degree students		NA	NA	NA	NA	NA
Bachelors degree students		58%	58%	55%	56%	57%
? IPEDS <u>Outcomes Measures</u> Data						
First-time, full time students						
Awarded a degree within six years		NA	56%	58%	58%	
Awarded a degree within eight years		NA	57%	59%	59%	
Not awarded within eight years but still enrolled		NA	1%	0%	1%	
First-time, part-time students						
Awarded a degree within six years		NA	25%	50%	0%	
Awarded a degree within eight years		NA	50%	50%	0%	
Not awarded within eight years but still enrolled		NA	0%	0%	0%	
Non-first-time, full-time students						
Awarded a degree within six years		NA	59%	70%	65%	
Awarded a degree within eight years		NA	61%	71%	66%	
Not awarded within eight years but still enrolled		NA	0%	1%	0%	
Non-first-time, part-time students						
Awarded a degree within six years		NA	43%	33%	42%	
Awarded a degree within eight years		NA	43%	33%	50%	
Not awarded within eight years but still enrolled		NA	0%	17%	0%	
? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)						
1	Pell Grant Recipients	68%	74%	69%	62%	
2	First Generation Students	69%	71%	69%	63%	
3	Sex	F=76% M=72%	F=79% M=73%	F=71% M=69%	F=68% M=69%	
4						
5						
? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)						
1	Pell Grant Recipients - 6 Year Rate	55%	51%	49%	53%	
2	First Generation Students - 6 Year Rate	57%	55%	53%	53%	
3	Sex - 6 Year Rate	F=64% M=53%	F=63% M=53%	F=61% M=50%	F=60% M=53%	
4						
5						
Definition and Methodology Explanations						
1	Fall-fall return rates for first-time, full-time Bachelor's degree students by sub-categories					
2	6-year graduation rats for first-time, full-time Bachelor's degree students by sub-categories.					

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	4 years ago	6 years ago	4 years ago
First-time, Full-time Students				
Degree from original institution	54%	44%		
Not graduated, still enrolled at original institution	0%	8%		
Degree from a different institution	16%	6%		
Transferred to a different institution	7%	15%		
Not graduated, never transferred, no longer enrolled	23%	27%		
First-time, Part-time Students				
Degree from original institution	None in cohort	Cohort too Small		
Not graduated, still enrolled at original institution	None in cohort	Cohort too Small		
Degree from a different institution	None in cohort	Cohort too Small		
Transferred to a different institution	None in cohort	Cohort too Small		
Not graduated, never transferred, no longer enrolled	None in cohort	Cohort too Small		
Non-first-time, Full-time Students				
Degree from original institution	66%	65%		
Not graduated, still enrolled at original institution	0%	3%		
Degree from a different institution	10%	5%		
Transferred to a different institution	4%	4%		
Not graduated, never transferred, no longer enrolled	20%	23%		
Non-first-time, Part-time Students				
Degree from original institution	58%	20%		
Not graduated, still enrolled at original institution	0%	13%		
Degree from a different institution	11%	13%		
Transferred to a different institution	3%	13%		
Not graduated, never transferred, no longer enrolled	28%	41%		

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 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)

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 (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Most Recent Year (FY 2017)
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State Licensure Examination Passage Rates - PSU students take national licensure exams.								
Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1 Nursing relies on national exams								
2 Athletic Training relies on national exams								
3 Educator Certification relies on national exams								
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 Athletic Training Board of Certification Exam (UG)	8	7	3	3	2	2	6	5
2 Athletic Training Board of Certification Exam (GR)	3	3	4	4	5	5	4	4
3 NCLEX-RN	29	19	23	13	20	19	15	12
4 PRAXIS Core Mathematics	20	20	45	44	70	70	76	75
5 PRAXIS Core Reading	23	23	44	44	62	62	75	74
6 PRAXIS Core Writing	21	21	46	43	64	64	71	71
7 Reading Foundations	40	36	28	23	38	28	0	0
8 Early Childhood Knowledge	7	7	0	0	0	0	0	0
9 PRAXIS II English Content and Analysis (5-12)	8	8	9	9	10	10	0	0
10 PRAXIS II Math	1	1	6	4	4	1	0	0
11 PRAXIS II Social Studies	7	7	3	3	8	6	0	0
12 PRAXIS II Social Studies Content and Interpretation	7	7	3	3	8	6	0	0
13 PRAXIS II Middle School Social Studies	0	0	1	1	1	1	0	0
14 PRAXIS II ART	9	8	7	7	8	7	0	0
15 PRAXIS II Biology	1	1	3	3	1	1	0	0
16 PRAXIS II Chemistry	0	0	0	0	1	1	0	0
17 PRAXIS II Middle School Science	1	1	2	2	2	2	0	0
18 PRAXIS II Music	7	7	4	4	4	4	0	0
19 PRAXIS II Physical Education	0	0	4	3	6	6	0	0
20 PRAXIS II Elementary Education Multiple Subject Mathematics	12	11	35	33	29	29	0	0
21 PRAXIS II Elementary Education Multiple Subject Mathematics (Disc)	31	26	1	1	1	1	0	0
22 PRAXIS II Elementary Education Multiple Subject Eng Lan Arts	40	37	33	32	28	27	0	0
23 PRAXIS II Elementary Education Multiple Subject Eng Lan Arts (Disc)	6	5	4	3	2	2	0	0
24 PRAXIS II Elementary Education Multiple Subject Science	10	7	33	30	28	25	0	0
25 PRAXIS II Elementary Education Multiple Subject Science (Disc)	33	31	3	3	2	2	0	0
26 PRAXIS II Elementary Education Multiple Subject Social Studies	9	8	32	29	28	24	0	0
27 PRAXIS II Elementary Education Multiple Subject Social Studies (Disc)	34	30	3	3	2	2	0	0

Job Placement Rates**								
Alumni Survey - year	% Employed FT	% Employed PT	% in Graduate School	% Unemployed but seeking OR serving in military				
1 2013	80	13	?	3				
2 2017	80	10	4	4				
3								

This data is based on an alumni survey administered in 2013 and 2017. It is based on self report with very low response rates. PSU has contracted with Alumni Finder to improve data collection for employment. Please see Standard 8 for more information.

3	* Check this box if the program reported is subject to "gainful employment" requirements.	
4	Web location of gainful employment report (if applicable)	www.plymouth.edu/current-students/academic-resources/gainful-employment-disclosures/
5		

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid					
	3 Years Prior (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2)	Next Year Forward Current Year (FY 2)	Next Year Forward (goal) (FY 2)
Completion Rates					

Placement Rates

Please enter any explanatory notes in the box below

**These numbers are based on self report through the Alumni Office and do not give a clear picture of PSU alumni employment. We don't currently track job placement rates. Please see Standard 8 narrative for more on upcoming AlumniFinder use to help collect this data in the future. See the standard 8 narrative for more information.

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior (FY 2015)	2 Years Prior (FY2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)	Next Year Forward Goal (FY 2019)
? Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year	82%	83%	84%	83%	
Graduation rates @ 150% time	53%	47%	46%	48%	
Average time to degree					
Other measures, specify:					
? Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year	95%	94%	96%	88%	
Graduation rates @ 150% time	NA	88%	77%	75%	
Average time to degree					
Other measures, specify:					
? First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Course completion rates	94%	95%	95%	95%	
Retention rates	79%	77%	83%	75%	
Graduation rates	43%	48%	58%	73%	
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates	98%	99%	98%	98%	
Retention rates	48%	44%	48%	56%	
Graduation rates	94%	74%	81%	81%	
Other measures, specify:					
Definition and Methodology Explanations					
1	Distance - considered Distance if enrolled in a 100% online program and completed 12+ credits online (Grad rate) or all credits online (retention) - very small cohort				
2	Instructional Location - took 12+ credits in Concord (grad rate) or all credits in Concord (retention) - very small cohort				
3	Graduation rates are given for the following cohorts: FY 12, 13, 14, 15, to allow for 150% time to be 3 years				
4	Retention rates are given for the following cohorts: FY 13, 14, 15, and 16				

5 150% time for Doctorate considered to be 6 years

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

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty		https://campus.plymouth.edu/center-for-transformation/wp-content/uploads/sites/31/2018/06/Academic-Integrity-Policy.pdf	Academic Affairs
Intellectual property rights		https://www.plymouth.edu/engagement/wp-content/uploads/sites/162/2017/11/PSU-Intellectual-Property-Policy-Original.pdf	Office of Research
Conflict of interest	July 2017	www.usnh.edu/policy/usy/v-personnel-policies/d-employee-relations#usyvd7	Human Resources
Privacy rights		https://campus.plymouth.edu/ferpa/	Office of Registrar & Dean of Students
Fairness for students		https://campus.plymouth.edu/dean-of-students/student-rights-and-code-of-conduct/	Dean of Students
Fairness for faculty	April 2017	https://www.usnh.edu/policy/usy/v-personnel-policies/c-employment	Human Resources
Fairness for staff	April 2017	https://www.usnh.edu/policy/usy/v-personnel-policies/c-employment	Human Resources
Academic freedom		https://campus.plymouth.edu/academic-affairs/faculty/resources/	See faculty handbook. Faculty and AAUP
Research	2015	https://campus.plymouth.edu/sponsored-programs/	Office of Research
Title IX		https://campus.plymouth.edu/titleIX-sexual-assault/	Title IX Coordinator / Student Affairs
Other; specify			
Federal Financial Aid eligibility		https://campus.plymouth.edu/financial-aid/financial-essentials/	Financial Aid

Non-discrimination policies

Recruitment and admissions	11/2016	https://www.usnh.edu/policy/bylaws/article-vii-nondiscrimination-policy	University System of NH
		https://www.plymouth.edu/prospective/undergraduate/undergraduate/admissions/first-year-application-requirements/	PSU Admissions
Employment	April 2017	https://www.usnh.edu/policy/bylaws/article-vii-nondiscrimination-policy	University System of NH / Human Resources
Evaluation	April 2017	www.usnh.edu/policy/usy/v-personnel-policies/c-employment	Human Resources
Disciplinary action	April 2017	https://www.usnh.edu/policy/usy/v-personnel-policies/c-employment	University System of NH / Human Resources

Advancement		https://www.usnh.edu/policy/bylaws/article-vii-nondiscrimination-policy	University System of NH / Advancement
Other; specify - students		https://campus.plymouth.edu/academic-affairs/faculty/resources/	Dean of Students
Promotion & Tenure	2012	https://campus.plymouth.edu/academic-affairs/faculty/promotion-and-tenure/	Academic Affairs

Resolution of grievances

Students		https://campus.plymouth.edu/academic-affairs/academic-student-advocate/	Academic Student Advocate & Policy Advisor or Dean of Students
Faculty	2000	https://campus.plymouth.edu/academic-affairs/faculty/resources/	Academic Affairs (under Resources for Faculty)
Staff	2018	https://www.usnh.edu/policy/usy/v-personnel-policies/c-employment	University System of NH / Human Resources
Other; specify			

Other	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

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.plymouth.edu/current-students/academic-resources/wp-content/uploads/sites/123/2016/09/Academic-Catalog-17-18.pdf
Obligations and responsibilities of students and the institution	http://www.plymouth.edu/current-students/student-success/success-guide/
	https://campus.plymouth.edu/accessibility-services/for-faculty/accommodation-responsibilities/
	https://campus.plymouth.edu/accessibility-services/students-with-disabilities/rights-and-responsibilities/
	https://campus.plymouth.edu/financial-aid/rights
Information on admission and attendance	https://www.plymouth.edu/prospective/
Institutional mission and objectives	https://campus.plymouth.edu/president/institutional-mission/
Expected educational outcomes: Gen Ed website. Each program has discipline-specific educational outcomes.	https://campus.plymouth.edu/general-education/general-education/general-education-requirements-fall-2005-later/
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://campus.plymouth.edu/advancement/faq/
Requirements, procedures and policies re: admissions	https://www.plymouth.edu/prospective/
Requirements, procedures and policies re: transfer credit	https://www.plymouth.edu/prospective/undergraduate/undergraduate/admissions/transfer-students-application-requirements/
A list of institutions with which the institution has an articulation agreement: Click on Transfer Agreements.	https://www.plymouth.edu/prospective/undergraduate/undergraduate/admissions/transfer-students-application-requirements/
Student fees, charges and refund policies	https://www.plymouth.edu/prospective/financial-assistance/financial-assistance/tuition-fees/
Rules and regulations for student conduct	https://campus.plymouth.edu/dean-of-students/student-rights-and-code-of-conduct/
Procedures for student appeals and complaints	https://campus.plymouth.edu/dean-of-students/student-rights-and-code-of-conduct/
Other information re: attending or withdrawing from the institution	https://campus.plymouth.edu/student-account-services/student-enrollment-withdrawal-refunds/
Academic programs	http://www.plymouth.edu/academics/
Courses currently offered	https://www.plymouth.edu/current-students/academic-resources/wp-content/uploads/sites/123/2016/09/Academic-Catalog-17-18.pdf
Other available educational opportunities	http://www.plymouth.edu/academics/
Other academic policies and procedures	https://campus.plymouth.edu/registrar/catalog-academic-policies-and-programs/
Requirements for degrees and other forms of academic recognition	https://www.plymouth.edu/current-students/academic-resources/wp-content/uploads/sites/123/2016/09/Academic-Catalog-17-18.pdf

List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://www.plymouth.edu/faculty-staff/faculty-staff/faculty-profiles/
Names and positions of administrative officers	https://campus.plymouth.edu/president/administration-office-staff/
Names, principal affiliations of governing board members	https://www.usnh.edu/trustees/trustee-biographies
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	https://campus.plymouth.edu/education/nctcp/ https://www.plymouth.edu/current-students/study-abroad/
Programs, courses, services, and personnel not available in any given academic year.	https://www.plymouth.edu/current-students/academic-resources/wp-content/uploads/sites/123/2016/09/Academic-Catalog-17-18.pdf
Size and characteristics of the student body	https://www.plymouth.edu/about-psu/about-psu/quick-facts/
Description of the campus setting	https://www.plymouth.edu/current-students/campus-community/
Availability of academic and other support services	https://www.plymouth.edu/current-students/student-success/academic-support/
Range of co-curricular and non-academic opportunities available to students	http://www.plymouth.edu/life/
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://www.plymouth.edu/current-students/student-success/academic-support/academic-support/trio/ https://www.plymouth.edu/office/writing-center/ http://library.plymouth.edu/ https://campus.plymouth.edu/accessibility-services/
Institutional goals for students' education	https://www.plymouth.edu/current-students/academic-resources/wp-content/uploads/sites/123/2016/09/Academic-Catalog-17-18.pdf
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	https://campus.plymouth.edu/institutional-research/wp-content/uploads/sites/46/2017/12/PSU_Factbook_2017_Final.pdf
Total cost of education and net price, including availability of financial aid and typical length of study	https://www.plymouth.edu/prospective/financial-assistance/financial-assistance/financial-aid/
Expected amount of student debt upon graduation and loan payment rates	https://campus.plymouth.edu/financial-aid/undergraduate-loans/loan-repayment/paying-back-your-student-debt/
Statement about accreditation	http://www.plymouth.edu/accreditation/

Appendix E
Making Assessment More Explicit (E-Series) Forms

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:	https://campus.plymouth.edu/focus2020/appendix/Expected%20University%20Outcomes%20for%20Students/	NSSE, CLA+, URSA report, URI data	Cabinet	Move to the Cluster Model with an emphasis on multi-disciplinary, project-based learning in collaboration with external partners	2015 URSA review
For general education if an undergraduate institution:	https://campus.plymouth.edu/general-education/general-education-requirements-fall-2005-later/	A new rubric developed from the Value Rubrics was developed and is being tested	To be determined AY 2019	Will occur once new assessment process is in place	2016 (Gen Ed Task Force Review)
List each degree program: 1. Accounting (BS)	https://www.plymouth.edu/academics/undergraduate-academic-programs/accounting/accounting/learning-outcomes/	Time to completion, graduation rates, capstones, open labs	The Business Advisory Bureau reviews information and suggests changes	Revised curriculum including new core which is more efficient and effective; revised course numbers to make more sense,	2017

				programs are more focused on relevance through real-world learning experiences	
2. Accounting (MS)	https://www.plymouth.edu/academics/graduate-academic-programs/masters/accounting/	Time to completion, graduation rates, capstones, open labs	The Business Advisory Bureau reviews information and suggests changes	Revised curriculum including new core which is more efficient and effective; revised course numbers to make more sense, programs are more focused on relevance through real-world learning experiences	2017
3. Addictions Treatment (certificate)	https://www.plymouth.edu/academics/graduate-academic-programs/certificates/addictions-treatment/addictions-treatment/learning-outcomes/	CPCE national exam, site supervisor evaluations, Personal and Professional Performance Rubric	Faculty meet annually to reflect on data, review standards and revise curriculum to address standards which are below expectations. Advisory Council which includes students, alum, and site supervisors meet	Course assignments are revised, realign standard focus to individual courses to help overall student success	Program less than 5 years old, not yet reviewed

			to give and review student feedback.		
4. Adventure Education (BS)	https://campus.plymouth.edu/hhp/student-learning-outcomes/	Rubrics for clinical experiences, leadership, and teaching, presentations	Program coordinator in collaboration with faculty	Implemented the 120-point skills clinical, changed technical skills instructions; provided more intense instruction to adjunct faculty to ensure course objectives were met.	2015 URSA review
5. Anthropology/ Sociology (BA)	https://www.plymouth.edu/academics/undergraduate-academic-programs/anthropology/anthropologysociology/learning-outcomes/	Research, projects & presentations	Faculty discusses evidence & considers changes	Added a careers section to the Seminar course, added guest speaker requirements to provide balanced outlook for both Sociology and Anthropology.	2011 external review, 2015 URSA review
6. Applied Meteorology (MS)	https://www.plymouth.edu/academics/graduate-academic-programs/masters/applied-meteorology/applied-meteorology/learning-outcomes/	student feedback, post-graduation data from students	Faculty meets semiannually to discuss changes.	Added course on climate dynamics as the result of curriculum alignment goals, revised electives.	2015 URSA review

7. Art (BA)	https://www.plymouth.edu/academics/undergraduate-academic-programs/art/learning-outcomes/	Portfolio, evaluation is done on a course-by-course basis, student voice; work is proceeding to create a comprehensive evaluation system/course critiques.	Faculty during faculty meetings	The Foundations of Program and Assessment group is making current changes for the foundations courses as the result of evaluation of portfolios.	2011 Pending 2019 external review, 2015 URSA review
8. Art (BFA)	https://www.plymouth.edu/academics/undergraduate-academic-programs/art-bfa/learning-outcomes/	Presentations, portfolio, exhibitions	Faculty during faculty meetings	The Foundations of Program and Assessment group is making current changes for the foundations courses as the result of evaluation of portfolios.	2011 external review, 2015 URSA review
9. Art Education (BS/MAT)	https://www.plymouth.edu/academics/undergraduate-academic-programs/art-education-k-12/art-education-k-12/learning-outcomes/	Internship in teaching evaluations completed by Mentor Teachers and University Supervisors. A total of 4 per candidate. Internship portfolio containing evidence of lesson planning, assessment strategies, developmental profile, reflective	Single Art Education Faculty	Activities in lesson planning and assessment have begun earlier. Increased focus on classroom design for learners and students with disabilities. Redesign of the observation/participation experience to use formatted critical reflection journaling and assignments that are connected with	2011 external review, 2015 URSA review

		<p>journal, observation of non-art teacher, teacher interview, resume, philosophy of teaching, photo documentation of student work and teaching, exhibition of artwork, self-evaluation (two portfolios per candidate during internship). Evaluation of grade performance in studio art and art history courses. Art Education course assignments that assess for ability in lesson and curriculum development, assessment and pedagogy. Observation/Participation component with assignment and evaluation completed by Mentor Teacher. 4 total formal observations by University Supervisor during</p>		<p>analysis of Mentor Teacher classroom design and curriculum and assessment development. Forthcoming Intern Teacher exhibition to connect with preparing Interns to mount and exhibition of student work. Increased use of new media and digital technology in lesson planning and pedagogy focusing on using free applications for students to use in art making. Forth coming teaching experiences at a local charter school to give students earlier teaching experience under the guidance of classroom teachers and AE faculty present.</p>	
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		Internship in Teaching.			
10. Art History (BA)	https://www.plymouth.edu/academics/undergraduate-academic-programs/art-history/learning-outcomes	Portfolio, evaluation is done on a course-by-course basis, student voice; work is proceeding to create a comprehensive evaluation system/course critiques. Faculty during faculty meetings	Faculty during faculty meetings	The Foundations of Program and Assessment group is making current changes for the foundations courses as the result of evaluation of portfolios.	2011 external review, 2015 URSA review
11. Arts, Leadership & Learning (CAGS)	https://www.plymouth.edu/academics/graduate/certificate-of-advanced-graduate-studies/arts-learning-leadership/	Capstone performance, journals, presentation; student feedback	Program coordinator in consultation with faculty.	Streamlined programming from 36 to 33 credits; course level improvement as the result of changing needs of teachers.	2015 URSA review
12. Athletic Administration (MEd/CAGS)	https://www.plymouth.edu/academics/graduate-academic-programs/certificates/athletic-administration/	Portfolio, student reflections, capstone evaluations, grades	Program Coordinator	Adjusted curriculum and added criteria to capstone	2017
13. Athletic Training (BS, MS)	https://www.plymouth.edu/academics/graduate-academic-programs/masters/athletic-training/athletic-	Evidence-based Practices; Board of Certification Exams; Clinical Evaluations; Alumni and	Director of Clinical Instruction on an annual basis.	Action plans are in place in the event that data suggests that the program is not meeting its stated goals.	Undergraduate 2015; Graduate 2016: 2015 URSA review

	training/professional-program-in-athletic-training/program-assessment-outcomes/	Employer Surveys; portfolios			
14. Biochemistry (BS)	https://www.plymouth.edu/academics/undergraduate-academic-programs/biochemistry/learning-outcomes/	GPA is the only formal evidence collected at this time.	Program faculty	Changes have been made to create cohorts of students to help in retention and to engage students earlier in the research process. Two courses were removed from the degree program and replaced with more research-focused courses.	2013, 2015 URSA review
15. Biology (BA/BS)	https://campus.plymouth.edu/biology/student-outcomes/	Presentations, research posters, scientific papers,	Faculty, twice per year at retreats	Added a course, Bioscience III, which is skills based to ensure students, especially transfers, are prepared for upper level courses. Capstone is constantly changed due to student data, quality of presentation, etc.	2015 URSA review
15. Biology (MS)	https://www.plymouth.edu/academics/graduate-academic-programs/masters/biology/	Presentations, research posters, scientific papers,	Faculty, twice per year at retreats	Capstone/thesis is constantly changed due to student data, quality of presentation, etc.	2015 URSA review

16. Business Administration (BS)	https://www.plymouth.edu/academics/undergraduate-academic-programs/business-administration/	Time to completion, graduation rates, capstones, open labs	The Business Advisory Bureau reviews information and suggests changes	Revised curriculum including new core which is more efficient and effective; revised course numbers to make more sense, programs are more focused on relevance through real-world learning experiences	2017
17. Cell & Molecular Biology (BS)	https://www.plymouth.edu/academics/undergraduate-academic-programs/cell-and-molecular-biology/	Presentations, research posters, scientific papers,	Faculty, twice per year at retreats	Added a course, Bioscience III, which is skills based to ensure students, especially transfers, are prepared for upper level courses. Capstone is constantly changed due to student data, quality of presentation, etc.	2015 URSA review
18. Chemistry (BS)	https://www.plymouth.edu/academics/undergraduate-academic-programs/chemistry/learning-outcomes/	GPA is the only formal evidence collected at this time.	Program faculty	Changes have been made to create cohorts of students to help in retention and to engage students earlier in the research process. Two courses were removed from the degree program and replaced with	2013, 2015 URSA review

				more research-focused courses.	
19. Clinical Mental Health Counseling (MS)	https://www.plymouth.edu/academics/graduate-academic-programs/masters/clinical-mental-health-counseling/clinical-mental-health-counseling/learning-outcomes/	Comprehensive examination; CPCE; clinical evaluations; Advisory board (alumni, students, clinical supervisors/employers)	Program coordinator and faculty on a regular basis, annually and as needed at department meetings	Working to change coursework based on student feedback, Use exam results to identify areas to be improved, exploring different degree models	2015; 2015 URSA review
20. Communication Studies (BA)	https://www.plymouth.edu/academics/undergraduate-academic-programs/communication-studies/learning-outcomes/	Capstone Experience, Portfolios Alumni Survey, Student Exit Surveys, student interviews, reflective writing, systematic questioning to determine how coursework could be more meaningful. Focus Groups	Faculty, during program meetings; Seniors at the end of their programs	Senior Seminar has been revised to create a more purposeful connection between CM 2000 and CM 4900.	2017
21. Computer Science (BS)	https://www.plymouth.edu/academics/undergraduate-academic-programs/computer-science/learning-outcomes/	Exams, programming lab reports, Homework assignments, Senior Project - faculty group evaluation;	At this point only individual student performance is reviewed.	Lab assistance have been add to all lower level classes to raise retention.	2017

		student self evaluation			
22. Marriage & Family Therapy (MS)	https://www.plymouth.edu/academics/graduate-academic-programs/masters/marriage-family-therapy/couples-family-therapy/learning-outcomes/	Student disposition forms, on-site supervisor evaluation forms, skills rubric	Monthly program meetings discuss student progress and advisory counseling meeting discusses program information	Diversified placement sites to add hospital and prison settings; added training in basic skills, created helping center for close counseling supervision	Program is under 5 years old, not yet reviewed.
23. Criminal Justice (BA)	https://campus.plymouth.edu/criminal-justice/student-outcomes/	Senior Survey, projects, papers	Chair in collaboration with faculty	Addition of a new BS program, revamped curriculum to a 10/10 4-credit model. Added a speaker series to provide more depth and real-world connections. Added a criminal law course and changed the capstone to an external internship.	2017; 2015 URSA review
24. Curriculum & Instruction (MEd)	https://www.plymouth.edu/academics/graduate-academic-programs/masters/curriculum-instruction/	Capstone Experience is consistent throughout all individualized programs	Capstone instructors in accordance with syllabus and rubrics	Expectations for successful completion of this course, and product expectations have changed to add rigor and consistency	2015 URSA review

<p>25. Early Childhood Education (BS)</p>	<p>https://campus.plymouth.edu/early-childhood/student-outcomes/</p>	<p>NAYEC National Recognition We have several key assessments that demonstrate candidates understanding of the NAEYC standards. A child study, integrated unit, teacher work sample, lesson plan/reflection, and a collection of assignments related to professionalism are embedded in several courses. In addition, student evaluations from the internship are used as well as scores from the Praxis II.</p>	<p>The Early Childhood Studies Dept. has a long-standing commitment to using data to inform program improvement. For over 15 years, department faculty have devoted two days per year, one after the fall semester and one after the spring semester, to discussing all available evidence about candidate performance and identifying areas for improvement. The evidence reviewed includes data from key assessments, focus group interviews with candidates completing their internship in</p>	<p>This data is used in several ways. First, we consider the individual key assessment and how we might make changes to this particular experience. Second, we look at the data as a whole and look for patterns. These changes might be revising a key assessment or rubric for clarity or it could be considering how courses connect in terms of content and experience. In recent years, we have made changes to the child study and integrated unit assessments as well as considered pieces across the program such as assessment, lesson planning and family/community interactions.</p>	<p>2016</p>
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			<p>teaching, and feedback from mentor teachers, university supervisors, and members of our Professional Development School Advisory Group. We have maintained an ongoing record of notes from these review sessions so that we can document our observations, note trends, and link changes made in the program to the evidence that guided our thinking. Commitment to continual improvement, based on data and evidence, is a significant aspect of our department culture. In addition to the</p>		
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			<p>semi-annual review process, our department has benefited from several rigorous external reviews in the past three years. In 2013, we participated in the review of NH early childhood higher education degree programs using the Early Childhood Higher Education Inventory created by the Center for the Study of Child Care Employment (CSCCE) at UC Berkeley. The Inventory, which involves an intensive faculty survey and curriculum analysis, resulted in a detailed analysis of the content of early childhood higher</p>		
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			<p>education programs in the state. One of our faculty presented at an NAEYC conference and a national webinar with CSCCE researchers to discuss the implications of the review for the state and describe how our program is utilizing the results. In 2014, our BS in Early Childhood Studies underwent an external review by national expert Dr. Marilou Hyson. Although the focus of Dr. Hyson's review was the Early Care and Education Option, she also offered insights about the core courses taken by</p>		
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			all of our majors and about the teacher certification option.		
26. Eating Disorders (MEd, MS, Certificate)	https://www.plymouth.edu/academics/graduate-academic-programs/certificates/eating-disorders/eating-disorders/learning-outcomes/	Clinical Experience Evaluations, Case Studies, Presentations	Program coordinator in collaboration with teaching lecturers through informal meetings	Added coursework in a treatment facility, require conference attendance with national speakers, providing networking opportunities.	2015 URSA review
27. Education Technology Integrator (MEd)	https://www.plymouth.edu/academics/graduate-academic-programs/masters/education-technology-integrator/	PTC National Recognition	Program coordinator in consultation with instructors and Program Advisory Board.	Final exam is being revised and potentially replaced by a comprehensive content ePortfolio	2018
28. Educational Leadership – Principal (MEd/CAGS)	https://www.plymouth.edu/academics/graduate-academic-programs/masters/educational-leadership/	SPA key assessments; electronic portfolio completed in practicum	Course instructor; practicum mentor and university supervisor	Review of key assessments, practicum evaluation, and portfolio elements is currently underway	2018
29. Educational Leadership Curriculum Administrator (MEd, CAGS)	https://www.plymouth.edu/academics/graduate-academic-programs/masters/educational-leadership/	Program Portfolio	Program coordinator	The program of study was updated to eliminate AD5330 and include EP7210 and AD5300 was added.	2018

30. Educational Leadership Superintendent (CAGS)	https://www.plymouth.edu/academics/graduate-academic-programs/masters/educational-leadership/	Program Portfolio	Program coordinator	The program of study was updated to include EP7210 , eliminate AD5020, AD5330, and EP7040	2014
31. Educational Leadership (MEd/CAGS)	https://www.plymouth.edu/academics/graduate-academic-programs/masters/educational-leadership/	Capstone project, advising sessions	Capstone supervisor & Advisor; capstone project presentation	Students are informed of expectations for capstone and receive information specific to them, must meet with advisor to discuss plans for capstone project, and have proposal reviewed, approved and signed by capstone supervisor and advisor.	2016
32. Elementary Education (BS, MEd)	https://campus.plymouth.edu/education/outcomes/	ACEI National Recognition	Data from key assessments are presented at regular intervals to department faculty to interpret and discuss.	We recently voted to require that students pass the Praxis II prior to entering methods courses as a means of ensuring candidates with more content knowledge. We have also altered course assessments to better measure our desired outcomes.	2018

33. English Education (BA)	https://www.plymouth.edu/academics/undergraduate-academic-programs/english/learning-outcomes/	NCTE National Recognition/ NHDOE program approval	Program coordinators/ regular program meetings	Changes in assessment and course foci	2016-NCTE/ 2011- NH DOE
34. English Education (MEd)	https://www.plymouth.edu/academics/graduate-academic-programs/masters/english-education/	NCTE National Recognition/ NHDOE program approval	program coordinators/ regular program meetings	changes in assessment and course foci	2016-NCTE/ 2011- NH DOE
35. English (BA)	https://campus.plymouth.edu/english/student-outcomes/	Writing samples, projects, exams, presentations	Faculty through formal meetings to review course level assessments	Changed learning outcomes, changed data assessment system, modifying curriculum	2013 external , 2015 URSA review Fall 2017 internal mapped revised learning outcomes
36. Environmental Biology (BS)	https://www.plymouth.edu/academics/undergraduate-academic-programs/environmental-biology/environmental-biology/learning-outcomes/	presentations, research posters, scientific papers,	Faculty, twice per year at retreats	Added a course, Bioscience III, which is skills based to ensure students, especially transfers, are prepared for upper level courses. Capstone is constantly changed due to student data, quality of presentations, etc.	2015 URSA review
37. Environmental Planning & Geography (BS/MS)	https://campus.plymouth.edu/social-science/degrees-options-minors/environmental-planning-geography/	The program primarily uses GPA.	The program coordinator along with faculty	GIS has been added to the curriculum	2015 URSA review

			determine course changes.		
38. Environmental Science & Policy (BS)	https://campus.plymouth.edu/esp/student-outcomes/	Senior Capstone	Faculty Discuss	Identifying new learning outcomes	2015 URSA review
39. Exercise & Sport Physiology (BS)	https://www.plymouth.edu/academics/undergraduate-academic-programs/exercise-sport-physiology/exercise-sport-physiology/learning-outcomes/	Lab practicals; research project, presentation	Program coordinator reviews the data on an ongoing basis	Eliminated pharmacology and functional anatomy because of overlap in other courses; revamped the curriculum 3 years ago, now looking to review again	2015 URSA review
40. Experiential Learning & Development (MEd)	https://www.plymouth.edu/academics/graduate-academic-programs/masters/experiential-learning-development/	Rubrics for lesson planning, student impact paper, midterm exam	Program coordinator regularly reviews information	Provided extra resources and models for lesson planning; adjusted content in courses as a result of weaknesses in mid-term exam	2015 URSA review
41. Finance (BS)	https://www.plymouth.edu/academics/undergraduate-academic-programs/finance/finance/learning-outcomes/	Time to completion, graduation rates, capstones, open labs	The Business Advisory Bureau reviews information and suggests changes	Revised curriculum including new core which is more efficient and effective; revised course numbers to make more sense, programs are more focused on relevance through real-world learning experiences	2017

42. French (BA)	https://www.plymouth.edu/academics/undergraduate-academic-programs/french/learning-outcomes/	CAPE language proficiency exam, capstone course with research and community engagement requirements	Faculty meet frequently to discuss curriculum	Students are required to take a double major, therefore reduced FL requirements, also encourage study abroad, renamed courses, reduced literature courses from 4-2	2015 URSA review
43. General Management (MBA)	https://www.plymouth.edu/academics/graduate-academic-programs/masters/general-management/	Time to completion, graduation rates, capstones, open labs	The Business Advisory Bureau reviews information and suggests changes	Revised curriculum including new core which is more efficient and effective; revised course numbers to make more sense, programs are more focused on relevance through real-world learning experiences	2017
44. Geography (BS)	https://www.plymouth.edu/academics/undergraduate-academic-programs/geography/learning-outcomes/	The program primarily uses GPA.	The program coordinator along with faculty determine course changes.	GIS has been added to the curriculum	2015 URSA review
45. Health Education & Health	https://www.plymouth.edu/academics/graduate-academic-	AAHE SPA National Recognition; Data from key assessments	Data from key assessments are presented at regular intervals	Addition of a teaching methods course in health and revised comprehensive exam.	2016

Promotion (MEd)	programs/masters/health-education/	including a Health Education content exam; Unit and Lesson planning, and internship evaluation.	to department faculty to interpret and discuss.		
46. Health Education & Promotion (BS)	https://www.plymouth.edu/academics/undergraduate-academic-programs/health-education-promotion/	Portfolios, focus groups, student reflections pushed papers to Open Educational Resources.	Faculty review periodically during department meetings	Adjusted curriculum to reduce time to graduation, identified barriers to completion, and changed curriculum requirements to choices, changed internship to either on-campus or off-campus.	2016
47. Higher Education (EdD)	https://campus.plymouth.edu/ellc/student-outcomes/	Projects, reflections, course work of 51 credits with required courses, and two electives, dissertation prospectus, dissertation	Program coordinator and capstone instructor	This is a new program which will undergo program review in 2020.	Planned for 2020
48. History (BA)	https://campus.plymouth.edu/history-philosophy-social-studies/student-outcomes/	Senior capstone focusing on writing, communication, primary documents and historiography.	Faculty annually reviews students and outcomes. Meets as needed to discuss	Added a gateway course early in the program focused on methods, theories, and careers to allow	2015 URSA review

		The program also uses PRAXIS 2 data to modify their program.	curricular revisions. There is an annual retreat in August focused on curriculum.	students to understand possibilities involved and make well-informed career decisions.	
49. Human Relations (MA)	https://www.plymouth.edu/academics/graduate-academic-programs/masters/human-relations/human-relations/learning-outcomes/	Capstone experience, writing assessments	Program coordinator in collaboration with faculty at annual retreat	Adjusted courses based on current student needs	2015 URSA review
50. Information Technology (BS)	https://www.plymouth.edu/academics/undergraduate-academic-programs/information-technology/	Exams, programming lab reports, Homework assignments, Senior Project - faculty group evaluation; student self evaluation	At this point only individual student performance is reviewed.	Lab assistants have been add to all lower level classes to raise retention.	2017
51. Integrated Arts (MEd)	https://www.plymouth.edu/academics/graduate-academic-programs/masters/integrated-arts/	Self assessments, practicum project, exit surveys,	Program coordinator and capstone instructor	Revised courses to better meet student needs, revised rubrics.	2015 URSA review, planned for 2019
52. Interdisciplinary Studies (BA/BS)	https://www.plymouth.edu/academics/undergraduate-academic-	Research article, project, reflections,	Program coordinator	Changed Banner codes to better obtain student data, split the	2015 URSA review

	programs/interdisciplinary-studies/interdisciplinary-studies/learning-outcomes/	summary synthesis, exit interview	reviews archived materials.	capstone into practicum, internship, and independent studies; created solutions to barriers for military and transfer students; removed barriers for low socioeconomic students	
53. Language Education (MEd)	https://www.plymouth.edu/academics/graduate-academic-programs/masters/language-education/language-education/learningoutcomes/	TESOL National Recognition	Program coordinator and program faculty	Will now require passing Praxis II before final field placement	2017
54. Learning, Leadership & Community (EdD)	https://www.plymouth.edu/academics/graduate-academic-programs/doctor-of-education/	Projects, reflections, course work of 51 credits with required courses, and two electives, dissertation prospectus, dissertation	Program coordinator and capstone instructor	Revised curriculum, hired new full time faculty	2015 URSA review, planned for 2020
55. Library Media Specialist (MEd)	https://www.plymouth.edu/academics/graduate-academic-programs/masters/library-media/	ALA National Recognition	Program coordinator in consultation with instructors and Program Advisory Board.	Changes to instruction, assessments, and rubrics.	2018

56. Literacy & Teaching of Writing (MEd)	https://www.plymouth.edu/academics/graduate-academic-programs/masters/literacy-the-teaching-of-writing/	Capstone project	Program coordinator in consultation with faculty.	Revision of course syllabi in core courses	2016
57. Management (BS)	https://www.plymouth.edu/academics/undergraduate-academic-programs/management/management/learning-outcomes-2/	Time to completion, graduation rates, capstones, open labs	The Business Advisory Bureau reviews information and suggests changes	Revised curriculum including new core which is more efficient and effective; revised course numbers to make more sense, programs are more focused on relevance through real-world learning experiences	2017
58. Marketing (BS)	https://www.plymouth.edu/academics/undergraduate-academic-programs/marketing/marketing/learning-outcomes/	Time to completion, graduation rates, capstones, open labs	The Business Advisory Bureau reviews information and suggests changes	Revised curriculum including new core which is more efficient and effective; revised course numbers to make more sense, programs are more focused on relevance through real-world learning experiences	2017
59. Mathematics Education (BS, MEd)	https://campus.plymouth.edu/math/student-outcomes/	NCTM National Recognition Research articles, Capstone Experience,	Program coordinator in collaboration with faculty.	The entire program of study has been redesigned. Four 4-credit core courses in mathematics education	2017

		Portfolios Teaching Presentations, Lesson Plans, student interviews, reflective writing, Focus Groups		have been created and added to the program.	
60. Mathematics (BS)	https://campus.plymouth.edu/math/student-outcomes/	None at this time; currently reviewing and revising learning outcomes and key assessments.	The program used an external evaluator in 2016	Redeveloped curriculum, i.e. the calculus sequence was modified to improve student success; changed upper level math by creating a new course in applied math; created a course specifically to meet the needs of computer science majors; added the nature of math course in the first year to help students understand the philosophy behind math.	2016
61. Meteorology (BS)	https://www.plymouth.edu/academics/undergraduate-academic-programs/meteorology/learning-outcomes/	Student feedback, post-graduation data from students	Faculty meets semiannually to discuss changes.	Added course on climate dynamics as the result of curriculum alignment goals, revised electives.	2014, 2015 URSA review

62. Music (BA)	https://www.plymouth.edu/academics/undergraduate-academic-programs/music/music/learning-outcomes/	Juries are conducted every semester, seniors participate in recitals or capstone projects depending upon program.	Curriculum discussions happen at department meetings when needed	Adjusted the flow of classes to provide a better scope and sequence for student success.	2015 URSA review
63. Music Education (k-12) (BS)	https://campus.plymouth.edu/mtd/student-outcomes/	Minimum grade of "C" in all required ME/MU coursework; Pass on all performance juries/promotion to next level of study; multiple rubrics used for various assignments; Praxis II; NH TCAP	All ME/MU faculty; post-jury discussions; faculty meeting after every year's Praxis II data is shared; faculty discussions re: formative assessment throughout the year; Program Coordinator	Added the NH TCAP; now require that students pass the Core Academic Skills test (Praxis I) prior to entering methods courses; still in process of creating course assessments that better measure competency	2018
64. Nursing (BS)	https://campus.plymouth.edu/nursing/student-outcomes/	NCLEX exam rate, clinical evaluations, student satisfaction surveys	Faculty during faculty meetings	Implemented ATI testing throughout coursework to help prepare for the NCLEX exam	2018
65. Online Instructional Design (MEd)	https://www.plymouth.edu/academics/graduate-academic-programs/masters/online-instructional-design/	Self-assessments, capstone project, exit surveys	Program coordinator and capstone instructor	Inclusion of additional resources regarding project management;	2019

66. Organizational Approaching to Transformation and Healing (MA)	https://www.plymouth.edu/academics/graduate-academic-programs/masters/personal-organizational-wellness/personal-organizational-wellness/learning-outcomes/	Capstone experience, writing assessments	Program coordinator in collaboration with faculty at annual retreat	Adjusted courses based on current needs	2015 URSA review
67. Personal Approaches to Transformation & Healing (MA)	https://www.plymouth.edu/academics/graduate-academic-programs/masters/personal-organizational-wellness/personal-organizational-wellness/learning-outcomes/	Capstone experience, writing assessments	Program coordinator in collaboration with faculty at annual retreat	Adjusted courses based on current needs	2015 URSA review
68. Philosophy (BA)	https://www.plymouth.edu/academics/undergraduate-academic-programs/philosophy/	Capstone, presentations	The program coordinator	Revamped curriculum 3 years ago, added an applied ethics minor	2015 URSA review, planned 2019
69. Physical Education (BS)	https://www.plymouth.edu/academics/undergraduate-academic-programs/physical-education/	SPA National Recognition	Health & PE teaching coordinator	Adjusted curriculum, changed sequence of classes so students will be with teaching coordinator faculty each semester	2016

70. Physical Therapy (DPT)	https://www.plymouth.edu/academics/graduate-academic-programs/doctore-of-physical-therapy/learning-outcomes	OSCE evaluations, clinical observations and rotations	Clinical faculty meet on a regular basis	Revised OSCE evaluations.	NEASC review fall 2018, 2019
71. Play Therapy (Certificate)	https://www.plymouth.edu/academics/graduate-academic-programs/certificates/play-therapy/play-therapy/learning-outcomes/	Student disposition forms, on-site supervisor evaluation forms, skills rubric	Monthly program meetings discuss student progress and advisory counseling meeting discusses program information	Modified curriculum	2015 URSA review
72. Political Science (BA)	https://www.plymouth.edu/academics/undergraduate-academic-programs/political-science/learning-outcomes/	We surveyed our alums in preparation for the 2014 Program Review asking about the program and how well it prepared them.	The Political Science Faculty and our Outside Reviewer interpreted the data.	A major curricular revision was undertaken in Spring 2018 designed to increase high impact learning practices, collaborative projects, and applied research, as well as to streamline our program, reduce time to degree, and to enable us to deliver all of our course offerings. We used the longer class periods to combine several pairs	2014; 2015 URSA review

				of closely related courses (for example, Political Analysis was combined with Public Policy Analysis and State and Local Politics was added into American Government).	
73. Positive Behavioral Intervention Support (Certificate)	https://www.plymouth.edu/academics/graduate-academic-programs/certificates/positive-behavioral-interventions-support/	Case study, reflection papers, action plans, teaching scripts, Self-assessment inventories, Functional Based Assessment project	Program coordinator and capstone instructor	Curriculum modification	2015 URSA review; planned 2020
74. Psychology (BA/BS)	https://campus.plymouth.edu/psychology/student-outcomes/	Exams, written reflections, projects, presentations, pre- and post-exam at beginning and end of program.	Faculty through informal meetings	The Capstone seminar has changed from focusing on readings to more project-based, hands-on experiences.	2012; 2015 URSA review
75. Public Management (BS)	https://www.plymouth.edu/academics/undergraduate-academic-programs/public-management/public-management/learning-outcomes/	We surveyed our alums in preparation for the 2014 Program Review asking about the program and how well it prepared them.	The Public Management Faculty and our Outside Reviewer interpreted the data.	We have been unable to expand our offerings in Public Management. Alums recommended adding courses in public administration, the integration of business and government, and a	2014; 2015 URSA review

				grant writing course as recommended by the alums. The Reviewer also recommended expanding our offerings, but recent reductions in the size of our teaching programs have forced us to reduce our offerings.	
76. School Counseling (MEd)	https://www.plymouth.edu/academics/graduate-academic-programs/masters/school-counseling/school-counseling/learning-outcomes/	Comprehensive Exam-CPCE; site evaluations; advisory board (students; alumni; site supervisors); Student disposition forms	Program coordinator and faculty on a regular basis, annually and as needed at department meetings	Working to change coursework based on student feedback, Use exam results to identify areas to be improved, exploring different degree models	2015 URSA review; 2018
77. School Psychology (MEd/CAGS)	https://www.plymouth.edu/academics/graduate-academic-programs/masters/school-psychology/school-psychology/learning-outcomes/	NASP National Recognition Site evaluations; advisory board (students; alumni; site supervisors); Student disposition forms	Program coordinator and faculty on a regular basis, annually and as needed at department meetings	Modified curriculum	2015 URSA review; 2016
78. Social Science (BS)	https://www.plymouth.edu/academics/undergraduate-academic-programs/social-	This is an interdisciplinary program with history, political	This is an interdisciplinary program with history, political	This is an interdisciplinary program with history, political science,	2014, 2015 URSA review

	science/learning-outcome/	science, sociology, anthropology & geography components. Assessments other than GPA are drawn from those programs.	science, sociology, anthropology & geography components, faculty from those programs meet to discuss curricular issues.	sociology, anthropology & geography components. As such changes that were made are noted in those specific program areas.	
79. Social Studies Education (BS)	https://www.plymouth.edu/academics/undergraduate-academic-programs/social-studies-education-5-12/	NCSS Accreditation In Progress; Key Assessments, Teacher Candidate Assessment of Practice (TCAP)	Program Coordinator; Reviews key assessments at regular intervals	Students are required to pass Praxis II prior to entering their final internship; Revision of course syllabi	2015 URSA review, 2018
80. Social Work (BS)	https://campus.plymouth.edu/social-work/field-education-2/student-outcomes/	Practicum rubric, intervention plan, student feedback	Program chair reviews and writes report. Faculty review results and democratically discuss improvements	Added seminar and reflective components; added writing for professional social work course	2015 URSA review
81. Spanish (BA)	https://www.plymouth.edu/academics/undergraduate-academic-programs/spanish/learning-outcomes/	Praxis 2 data, Oral proficiency interview	Faculty meet frequently to discuss curriculum	Students are required to take a double major, therefore reduced FL requirements, also encourage study abroad, renamed courses, reduced literature courses from 4-2	2015 URSA review

82. Special Education (MEd)	https://www.plymouth.edu/academics/graduate-academic-programs/masters/special-education/special-education/learning-outcomes/	CEC National Recognition	Coordinator, ongoing as data is collected. All faculty at annual retreat in the Spring.	Changes to curriculum of several courses so that important standards are more fully addressed.	2015 URSA review, 2016
83. Special Education Administration (CAGS)	https://campus.plymouth.edu/ellc/student-outcomes/	Portfolio, course projects, assessment rubrics	The leadership team meets twice a month to discuss programming, students, data, curriculum changes, and program revisions. Several improvements in candidate performance and the program have been made because of the faculty's review of assessment data and candidate feedback.	A recent focus of the improvement work has been the continuity of instruction in each course instructor to instructor in the areas of assessment, candidate impact on student learning, evaluation, planning, and enhancement in leadership skills.	2015 URSA review, 2018
84. Sports Management (BS)	https://www.plymouth.edu/academics/undergraduate-academic-programs/sports-management/sports-	Time to completion, graduation rates, capstones, open labs	The Business Advisory Bureau reviews information and suggests changes	Revised curriculum indulging new core which is more efficient and effective; revised course numbers to	2015 URSA review, 2017

	management/learning-outcomes/			make more sense, programs are more focused on relevance through real-world learning experiences	
85. Strategic Marketing (MBA, Certificate)	https://www.plymouth.edu/academics/undergraduate-academic-programs/marketing/marketing/learning-outcomes/	Time to completion, graduation rates, capstones, open labs	The Business Advisory Bureau reviews information and suggests changes	Revised curriculum including new core which is more efficient and effective; revised course numbers to make more sense, programs are more focused on relevance through real-world learning experiences	2015 URSA review; 2017
86. Theatre Arts (BA)	https://www.plymouth.edu/academics/undergraduate-academic-programs/theatre-arts/learning-outcomes/ https://www.plymouth.edu/academics/undergraduate-academic-programs/theatre-arts/learning-outcomes	Placement exams, juries at the end of each semester, public recitals, ensemble performances, journals	Faculty through formal critical conversations	Adaptations to curriculum, student handbook	2011, 2015 URSA review
87. Tourism Management & Policy (BA)	https://www.plymouth.edu/academics/undergraduate-academic-programs/tourism-	This program primarily uses GPA, however there is an internship component that is	The program coordinator reviews data during university-required	Added GIS to the curriculum.	2015 URSA review

	management-policy/learning-outcomes/	key to ensuring that learning outcomes are met. Student opinions are also obtained informally through program coordinator relationships	curriculum revisions		
88. Youth & Development Education (BS)	https://campus.plymouth.edu/education/outcomes/	Data from key assessments are presented at regular intervals to department faculty to interpret and discuss.	Faculty on a regular basis	We have also altered course assessments to better measure our desired outcomes.	2015 URSA review

Institutions selecting E1a should also include E1b.

Note: Please see the Statement on Student Achievement and Success Data Forms (available on the CIHE website: <https://cihe.neasc.org>) for more information about completing these forms. Institutions selecting E1b should also include E1a.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations	(2) Date of most recent accreditation	(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,	(6) Date and nature of next scheduled review.
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currently held by the institution (by agency or program name).	action by each listed agency.		or bar pass rates; employment rates, etc.). *	
Athletic Training – CAATE; Commission on Accreditation of Athletic Training Education	2016	Fully Accredited – no conditions	GPA – average 2.75 BOC Pass Rate – 80% Proficiency ratings in nine Clinical Integrations Skills Proficiency ratings in use of technology Alumni Survey average scores of 3 of 4 Employer survey average scores 4 of 5	2025-2026 – full accreditation update visit
Business – ACBSP	Fall 2017	Conditionally Accredited Standard 4: There are no program learning outcomes for the undergraduate programs or the MS in Accounting. Their approach to assessment is limited to indirect data, with no direct assessment of student learning objectives. Results are not liked to improvements in teaching and learning. Improvements need to be validated for a minimum of three improvement cycles.	74% first year retention 6-year graduation rate of 58% Major Field Test (MFT) scores remain consistent with national averages.	2027
Counseling – CACREP; Council for the Accreditation of Counseling & Related Educational Programs	January, 2015	1 - Assessment standards must be clearly met and assessed in course syllabi 2 - A systematic approach to program assessment must be in place, and in regular use to inform program and policy changes and improvements.	Program Completion Rate (2016-17 = 72%) Job Placement Rate (2016-17 = 100%) Licensure Exam Pass Rate (2016-17 = 100%)	January, 2023 - Review for renewal. Involves completion of a self-study for both CMHC and School Counseling programs, a site visit by CACREP review

		3 - A sufficient number of full-time faculty must be in place to maintain a minimum 12:1 Student/Faculty ratio, and to ensure that a majority (>50%) of course credits are taught by core, full-time faculty.		team members, and full review by the CACREP executive board.
Education – CAEP	Fall 2017	Appealing Results; appeal accepted 7/2018		Fall 2017
Education – NH Department of Education	Fall 2017; programs with SPAs, initial teacher preparation	Approvals extended to May, 2019 Programs without SPAs		Spring 2019
Education – NH Department of Education	Spring, 2018 for programs without SPAs, initial teacher preparation	Awaiting Results		Spring 2018
Nursing – CCNE	Spring 2018	Awaiting Results		Spring, 2018
Nursing – NH Board of Nursing	Spring 2018	Probationary Status	NCLEX first time exam rates must meet state requirements which change depending upon the national mean.	September 2018
PHYSICAL Therapy – CAPTE; Commission on Accreditation in Physical Therapy Education	Continue Candidate for Accreditation Status, October 25, 2017	From the report: The Commission's decision to continue candidate for accreditation status is based on the program's demonstration of satisfactory progress, to date, toward achieving compliance with the standards and required elements.	<ol style="list-style-type: none"> 1. Graduation rates (>80%) 2. Ultimate licensure pass rates [1] are at least 85%, averaged over two years. 3. Employment rates are at least 90%, averaged over two years. 	There is an annual report due on December 15, 2018; but our initial accreditation self-study report is due June 24, 2019 in advance of a site

			4. Students demonstrate entry-level clinical performance prior to graduation.	visit from September 22 - 25, 2019; the decision would then be made at their Spring 2020 (April) meeting in advance of our first class graduating (May 2020).
Social Work – CSWE; Council on Social Work Education	6/2015	Fully Recognized, no conditions	A mean of 4.0 (or 80%) or better on the means of all measures for all practice behaviors PBs) in the competency.	6/2023
Art – NASAD National Association of Schools of Art and Design	2011	National Recognition	National accreditation is no longer being pursued and will expire.	2018
SPA reports - education				
Educational Leadership – ELCC, Educational Leadership Constituent Council.	Spring 2013	National Recognition; no conditions.	Practicum Portfolio; Case Study Analysis, Curriculum Analysis, Summary presentation, field experienced evaluation form, walk-through analysis and teacher observations, Master plan, written proposal and presentation, change project	2024 – Full advanced program accreditation review; with SPA report due 2021.
School Psychology – National Association of School Psychologists	Fall 2016	National Recognition; no conditions.	Praxis test #5402 School Psychology; Course grades, Practicum I & II, monthly and final internship student evaluation, electronic portfolio, group counseling intervention summary, ethical	2024 – Full advanced program accreditation review; with SPA report due 2021.

			dilemma, psychological evaluations, functional behavior assessment, and case studies.	
Health Education – AAHE; America Association for Health Education	Spring, 2016	National Recognition; no conditions	Health education content exam; required course grades, unit and lesson planning, internship evaluation, student learning project, PSA-WCSS project.	2024 – Full program accreditation review; with SPA report due 2021.
Elementary Education	Spring 2018	National Recognition	Praxis 2; Elementary Education/Multiple subjects; Transcripts and resume review; Learning design Portfolio; Internship Evaluation, NH Teacher Candidate Assessment of Performance; Child Case Study	2024 – full program accreditation review; with SPA report due 2021.
Special Education – CEC; Council for Exceptional Children	Spring 2016	National Recognition; no conditions	Content area special education test; grades for common core classes, differentiated unit plan, internship final evaluation, portfolio, diagnostic testing report, collaborative action team project, functional behavior assessment.	2024 – Full program accreditation review; with SPA report due 2021.
Special Education Administration	Spring 2018	National Recognition with conditions	Revise Rubrics for Assessments 1,3, and 5 to be more explicit on data collection in relationships to the SPA standards	Resubmit Response Spring 2019.
Educator Technology Integrator	Spring 2017	National Recognition with conditions: Revise assessments to provide additional evidence and be more	Revise rubrics for Assessments 4 and 6 to be more explicit on	SPA report is being resubmitted spring 2019

		explicit that sub-standards are clearly met.	data collection in relations to the SPA standards.	
Early Childhood Studies – NAEYC; National Association for the Education of Young Children	Spring 2017	National Recognition; no conditions	Praxis 2: Early Childhood: Content Knowledge (5022); Child Study; Project including unit lesson plans and reflections; internship in teaching evaluation; project including integrated unit, case studies, and reflections; lesson plan and reflection; collection of assessments related to NAEYC Standard 6.	2024 – Full program accreditation review; with SPA report due 2021.
Physical Education – NASPE, now SHAPE America: Society of Health and Physical Educators.	Spring 2017	National Recognition; no conditions	Exit competency exam; Skill/Concepts/Fitness performance assessment; Unit Plan; Internship Evaluation; impact on student learning project; Professional Attributes and Dispositions rubric; Instructional Digital Video;	2024 – Full program accreditation review; with SPA report due 2021.
Social Studies – NCSS	Spring 2017	National Recognition; no conditions	Praxis 2, Internship in Teaching Evaluation	Resubmit report in 2025
English/Language Arts – NCTE; National Council for Teachers of English	Spring 2016	National Recognition; no conditions	Praxis 2 (5039) English Language Arts; Content and Analysis; Course Grades; Unit Plan; Internship in Teaching Evaluation; Teacher work sample; portfolio	2024 – Full program accreditation review; with SPA report due 2021.
Mathematics 7-12 – NCTM – National Council for Teachers of Mathematics	Spring 2017	Not recognized	Standard 6	Two of three revised assessments submitted as requested but not accepted as meeting

				the standard as 3 cycles of data is not available in this review cycle to analyze. This data will be available for the next submission cycle.
English as a Second Language – TESOL; TESOL International Association	Spring 2017	National Recognition; no conditions	Praxis 2: English to Speakers of Other Languages; Portfolio; ESL lesson plan; Field experience observation and portfolio; Analysis of student learning; philosophy statement	2024 – Full program accreditation review; with SPA report due 2021.

*Record results of key performance indicators in form 8.3 of the Data First Forms.

OPTION E2. COLLEGE PORTRAIT/VSA PLUS PROGRAM REVIEW

I. Institutions selecting this option should include copies of the most recent College Portrait institutional template under the Voluntary System of Accountability and up to two prior templates. The templates are available from APLU and AASCU.

II. Complete the information on program review, below.

CATEGORY	(1) What is the date of the most recent program review?	(2) How is an “external perspective” incorporated into the review?	(3) How are the results of the program review considered?	(4) What major changes have been made as a result of the most recent program review?	(5) What is the date of the next program review?
List each degree program: 1.					
2.					
3.					
4.					
5.					
6.					
7.					

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E3. INSTITUTIONAL CLAIMS FOR STUDENT ACHIEVEMENT, WITH VALIDATING EVIDENCE

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
At the institutional level:					
For general education if an undergraduate institution:					
List each degree program: 1.					
2.					
3.					
4.					
5.					
6.					
7.					

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E4. MEASURES OF STUDENT SUCCESS: COMPARISON WITH PEERS

CATEGORY	(1) What is the measure of student achievement or student success?	(2) What is the institution's score or rate?	(3) What is the peer comparison group?	(4) What is the peer score or rate on this measure?	(5) What changes have been made as a result of the comparison?
At the institutional level:					
For general education if an undergraduate institution:					
List each degree program:					
1.					
2.					
3.					
4.					
5.					
6.					
7.					

Appendix F
General Education Benchmark Tool

1. Purposeful communication is a habit of mind characterized by the construction of meaning through interactions with texts and people and the creation of new messages. "Text" refers broadly to any communicative message, including, but not limited to, messages that are spoken or written, read or listened to, non-verbal, and/or delivered through any form of media (digital, social, artistic, print, etc.). Construction of meaning and creation of messages are influenced by individuals' prior experiences as well as cultural and historical contexts. Creation of messages involves the development and purposeful expression of ideas and is designed to increase knowledge, foster understanding, and/or promote change in others' attitudes, values, beliefs, or behaviors. To be effective, messages must engage the perspectives of others and foster dialog among individuals and the community.

Purposeful Communication			
Signposts	Base Camp	Climbing	Summit
Awareness of Context	Recognizes that every message is created and received within a cultural and historical context	Draws on knowledge about cultural and historical context, in both the creation of messages and the construction of meaning from messages	Seeks additional knowledge to understand the cultural and historical context, in both the creation of messages and the construction of meaning from messages
Comprehension	Shows understanding of the basic meaning of the text by paraphrasing or summarizing the information the text communicates	Uses information in the text, general background knowledge, and/or specific knowledge of the context in which the message was created to draw more complex inferences	Recognizes that the text has implications beyond its explicit message; identifies broader questions raised by the text; and/or suggests counterarguments in response to the text.
Purposeful Expression	Paraphrases, summarizes, and/or quotes from information sources to create a message with a specific purpose	Organizes and synthesizes information from relevant sources to create a clear message with a specific purpose	Organizes and synthesizes information to create a clear message containing new insights that achieves a specific purpose
Effective Application of Strategies for Communication	Recognizes that others may bring different perspectives and experiences to the creation of messages and the construction of meaning from messages	Uses communication strategies that take into account the perspectives of others and encourage the exchange of ideas and information	Tailors communication strategies to effectively involve and/or address different audiences, foster respectful dialogue, and build relationships based on mutual understandings

About the Habits of Mind: The habits of mind are intended to span all General Education courses. They are to help assess the effectiveness of the General Education program as a whole rather than assessing the individual components of the program. Assessment of each habit of mind can be made in every General Education course. These benchmarks are not intended to be used like traditional rubrics. They are meant to gauge the current level of achievement of students as they progress through the General Education program, not as mechanisms to assess the quality of individual assignments. Every student to enter PSU is not expected to already be at the basecamp level in each signpost for a particular habit of mind. Basecamp should be attainable during a student's first year, and Summit should be achievable by the end of the student's experience at PSU.

2. Problem Solving is a habit of mind that involves an iterative process of identifying, explaining, and exploring problems, describing challenges, envisioning possible solutions and their implications, and making decisions about how to proceed based on all of these considerations. Problem solving encompasses a broad array of activities and approaches.

Problems range widely in scale and scope—small to large, local to global, well-defined to ambiguous, simulated to real-world—and problem solving may be undertaken individually or in collaboration with others. In all cases, engaging in problem solving requires the ability to think creatively, adapt and extend one’s thinking, acknowledge different contexts and incorporate different perspectives, embrace flexibility, consider potential implications, determine courses of action, persist and adapt despite failure, and reflect on the results. While the types of problems encountered and the strategies used to grapple with problems vary across disciplines, the problem solving habit of mind is relevant to all disciplines.

Problem Solving			
Signposts	Base Camp	Climbing	Summit
Problem Framing	When presented with a problem, describes key components of the problem	Explains the problem clearly and concisely so that others can understand it and articulates relevant components of the problem in detail	Explores multiple perspectives on the problem and incorporates those perspectives in explaining and describing the problem
Challenge Identification	Recognizes general challenges to solving the problem	Describes, in detail, challenges that are relevant to the particular problem and how it was framed	Surveys the problem from various points of view in order to uncover additional challenges and determine the ways in which challenges are interrelated
Plan Development	Relies on one or two strategies to identify possible solution(s) to the problem	Uses strategies appropriate to the situation to develop possible solutions to the problem	Employs a repertoire of relevant strategies and perspectives to develop possible solutions to the problem and explores the potential implications of those solutions
Decision-Making and Revision	Identifies a preferred approach to solving the problem and sticks with the plan	Takes into account the nature and scope of the problem, potential challenges, and possible solutions, and makes a case for a specific course of action, revising the plan as needed in response to ongoing feedback	Weighs the potential implications of possible solutions in order to determine the most desirable course of action, providing a strong justification for that decision, and revising the plan as needed in response to ongoing feedback
Evaluation of Progress	Evaluates progress in terms of whether desired outcomes have been achieved	Identifies and evaluates evidence to determine whether there has been progress toward achieving the desired outcomes	Reflects on positive and negative impacts of strategies employed and understandings gained from the problem-solving process

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3. Integrated Perspective is a habit of mind characterized by the recognition that individual beliefs, ideas, and values are influenced by personal experience as well as multiple contextual factors— cultural, historical, political, etc. All human beings are interconnected through their participation in natural and social systems.

An integrated perspective recognizes that individual decisions impact the self, the community, and the environment. Students will acknowledge the limitations of singular points of view and recognize the benefits of engaging with and learning from others in order to integrate multiple perspectives for effective communication, problem-solving, and collaboration.

Integrated Perspective			
Signposts	Base Camp	Climbing	Summit
Self-Awareness	Recognizes that one's ideas, beliefs, and values are influenced by personal experience as well as multiple contextual factors	Recognizes that one's perspective influences the ways in which one understands and interprets the natural and social world	Considers multiple perspectives and adjusts one's own ideas, beliefs, and values as appropriate
Perspective Seeking	When presented with various perspectives, recognizes their validity while maintaining a preference for one's own perspective	Acknowledging the limitations of a singular perspective, seeks to understand various perspectives and how they came to be	Seeks to augment one's own limited perspective with others, even those that may be conflicting
Interconnectedness	Identifies some connections between an individual's personal decision-making and the larger natural and social world	Analyzes the ways that an individual's or a group's decision-making influences and is influenced by the larger natural and social world	Analyzes and explains the interconnectedness between and within natural and social systems and how shifts within those systems create changes
Collaboration	Articulates one's own perspective and listens to other perspectives when collaborating with others	Compromises between own perspective and others' perspectives when working collaboratively	Critically analyzes different perspectives and purposefully communicates to contribute to an optimal outcome

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4. Self-Regulated Learning is a habit of mind that encompasses the desire to learn, the ability to set personal goals for learning, and the capacity to engage in a self-monitored learning process. Self-regulated learners demonstrate strong commitment to the process of learning and take responsibility for their own learning. They take intellectual risks, persist in the face of challenges, and learn from their mistakes. They are able to organize and reorganize information, interpret information in new ways, and generate their own ideas. Self-regulated learners demonstrate metacognitive awareness (an understanding of the factors that influence their own learning) and cultivate the skills and confidence they need in order to be effective learners.

Self-Regulated Learning			
Signposts	Base Camp	Climbing	Summit
Responsibility for Own Learning	Strives to meet learning goals and evaluation criteria embedded in assignments and courses	Identifies goals for improving as a learner, seeks help and resources if needed, and asks for and responds to feedback from others	Sets high expectations for oneself and develops a plan to meet those expectations
Engagement in the Learning Process	Recognizes that acquiring new knowledge and skills requires commitment to the learning process	Investigates ideas and questions and persists in the face of challenges, recognizing that mistakes provide opportunities for learning and that learning takes time	Generates ideas and questions, takes intellectual risks, displays resourcefulness in grappling with challenges, and shows confidence in own ability to learn
Metacognitive Awareness	Identifies own strengths and weaknesses as a learner and selects general strategies to aid learning	With feedback or prompting, reflects on own thinking and learning and chooses strategies to strengthen understandings and skills	Reflects independently on own thinking and learning and uses strategies effectively to strengthen understandings and skills

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