



Educational Excellence Committee Meeting

June 26, 2025 | 8:30-10:30 AM

Plymouth State University - Merrill Place Conference Center

14 Merrill Street, Multipurpose Room B

Plymouth

<https://unh.zoom.us/j/97354715195>

University System of New Hampshire

June 26, 2025 - Educational Excellence Committee Meeting

AGENDA - June 26, 2025 | 8:30-10:30

Zoom - <https://unh.zoom.us/j/97354715195>

Committee Membership

Chair M. Jacqueline Eastwood, Vice Chair Wayne Semprini, MJ Condon, Ethan Dupuis, Frank Edelblut, Isabella Falcetti, Patrick Griffin, Shawn Jasper, Mackenzie Murphy, Christiana Thornton, David Westover, Anthony DiVito, Nathan Fredrickson, Tim Hoheneder, Sarah Thornhill, Matthew Winders

I. Call to Order | 5 min (8:30-8:35)

Chair
Eastwood

A. Quorum Sufficient to Conduct Business

B. NH Top Jobs

[Top NH Occupations 2022-2032 - 4](#)

II. Consent Agenda | 15 min (8:35-8:50)

Chair
Eastwood

A. Approval of Minutes

MOVED, that the March 20, 2025, meeting minutes be approved.

[Minutes EdEx 03-20-2025 - 5](#)

B. Approval of Tenure for UNH Appointed Faculty

MOVED, on recommendation of President Chilton, that the Educational Excellence Committee recommend for approval by the Board of Trustees the award of tenure to the newly appointed professor within the Department of English at the University of New Hampshire, as presented in the supporting material

[UNH Tenure Award - EdEx 062625 - 7](#)

C. Approval of Promotion & Tenure Recommendations

MOVED, on recommendation of the respective presidents, that the Educational Excellence Committee approve the promotion and tenure recommendations for faculty of the University of New Hampshire, Keene State College, and Plymouth State University, as presented in the supporting material.

[P&T Recommendations - EdEx 062625 - 30](#)

[P&T Recommendations Impact - EdEx 062625 - 34](#)

D. Information: Annual Academic Reports

[Annual Reports - Academic Plan & Program Review, Quality Metrics - EdEx 062625 - 37](#)

III. Discussion

A. University System Student Board (USSB) | 20 min (8:50-9:10)

USSB

[USSB Report - EdEx 062625 - 74](#)

B. Do incoming freshmen value our research? | 15 min (9:10-9:25)

Chair
Eastwood

[Do incoming freshmen value research - EdEx 062625 - 85](#)

C. Middle School Postsecondary Outreach | 30 min (9:25-9:55)

Trustee
Thornton,

Melissa
Goyait

Middle School Support - EdEx 062625 - 86

D. Enrollment Update I 30 min (9:55-10:25)

Kim DeRego,
Joanne
Landers, MB
Lufkin

Enrollment Update, re-posted 06.23.25, 4.44 pm - 103

IV. Other Business I 5 min (10:25-10:30)

V. Adjourn

NH Top Occupational Demand

Requiring Postsecondary Education



Top 12 occupations by education level with “Very Favorable Outlook” and highest average annual openings projected 2022 to 2032
 (NH Employment Security, Economic and Labor Market Information Bureau)

BACHELOR’S	with avg annual openings	PROG
Manager: General/Operations	1,537	K P U
Registered Nurse*	852	K P U
Software Developer	748	K P U
Accountant, Auditor	689	K P U
Marketing, Market Research Analyst	495	K P U
Human Resources Specialist	455	K U
Management Analyst	454	P U
Manager: Financial	403	K P U
Project Management Specialist	314	U
Manager: Computer/Info Systems	310	P U
Counselor: Mental Health, Subst Abuse	268	U
Sales Rep: Manufacturing, Tech, Sci	236	K P U

* Associate degree min education requirement

MASTER’S / DOCTORATE	with avg annual openings	PROG
School Counselor: Ed, Guidance, Career (M)	187	P
Nurse Practitioner (M)	161	U
Lawyer [not specified] (D)	106	U
Physical Therapist (D)	96	P
Physician Assistant (M)	83	
Occupational Therapist (M)	70	U
Speech-Language Pathologist (M)	67	U
Social Worker: Health Care (M)	56	U
Postsec Instructor: Nursing (M)	51	U
Postsec Teacher: Business (D)	36	
Postsec Teacher: Health Specialties (D)	36	
Social Worker: Ment Health, Subst Abuse (M)	32	U

Projected job openings, outlook, and minimum education requirement data from NH Employment Security, Economic and Labor Market Information Bureau. “Very favorable outlook” describes a combined growth rate of at least 5.6% and at least 23 annual job openings. These occupations are expected to provide the best employment opportunities through 2032. Average annual openings include exits and transfers.



BOARD OF TRUSTEES
EDUCATIONAL EXCELLENCE COMMITTEE
MARCH 20, 2025

UNIVERSITY OF NEW HAMPSHIRE
DURHAM, NH

MEETING MINUTES
Draft for Approval

Attendance

Committee members present: M. Jacqueline Eastwood, committee chair; Wayne Semprini, committee vice chair; MJ Condon; Anthony DiVito; Ethan Dupuis; Nathan Fredrickson; Tim Hoheneder; Shawn Jasper; Mackenzie Murphy; Christiana Thornton; David Westover

Other trustees present: Kassandra Ardinger; Maureen Beauregard; Donald Birx; James Burnett, III; Elizabeth Chilton; James Gray, designee for the president of the NH Senate; Cathy Green; Patrick Griffin; George Hansel; Kevin Knarr; Brian McCabe; Michael Pilot; Catherine Provencher; Melinda Treadwell

Other participants: Nathaniel Bowditch, Martha Burtis, Kimberly DeRego, Cyndee Gruden, Kenneth Holmes, Karen Jennings, Joanne Landers, MB Lufkin, Marian McCord, Kirsti Sandy

Call to Order

Committee Chair Eastwood called the meeting to order at 8:30 a.m. and invited remarks by Board Chair Pilot, who talked about the state of the University System in the context of the higher education landscape. Chair Eastwood called attention to the NH occupational projections requiring bachelor's and graduate degrees.

Approval of Minutes

Moved by Trustee Green, duly seconded, and approved.

VOTED, that the Educational Excellence Committee approve the minutes of the October 24, 2024, meeting.

Approval of UNH Faculty Promotion

Moved by Chair Eastwood, duly seconded, and approved.

VOTED, on recommendation of President Chilton, that the Educational Excellence Committee approve the appointment of one individual with the rank of professor with tenure at the University of New Hampshire, as presented in the supporting material.

Information

- Academic Program Changes
- Enterprise Risk Management plans for Enrollment and Retention and Student Success & Well-being

University System Student Board (USSB)

Student trustees and USSB representatives, with input from Kenneth Holmes, senior vice provost for UNH student life, presented information about substance abuse on college campuses, the accessibility of illicit substances, the harm to student well-being, financial stability, retention, and academic success, and the behavioral intervention efforts undertaken by USNH campuses. It was acknowledged in the context of statistical data that, as mental health

treatment modalities change over time, outcome metrics need to evolve to better track efficacy. Trustees requested that the USSB, in consultation with student/residential life leaders, present at the next meeting their framework of an ideal campus support system, to include research on best practices or promising approaches. The students were also asked to continue USSB succession planning, so that topics of importance could be consistent, continuous and cumulative over time.

Enrollment Update

Enrollment Management leaders presented information about the fall 2024 destinations of first-year applicants who were admitted to a USNH institution but enrolled elsewhere, the spring 2025 enrollment census, and the status of fall 2025 first-year student admissions. It was noted that comparison to fall 2024 was complicated by the delayed FAFSA rollout and the likelihood that deposit activity last year was delayed. Trustees requested that future admissions updates include melt calculation/enrollment predictions and that future enrollment updates include admit, yield, and discount rates against peer institutions.

Artificial Intelligence in Practice

Information about AI literacy and utilization on USNH campuses for teaching, learning, and research was presented by Karen Jennings, dean of KSC faculty development, the liberal arts, and curricular innovation; Martha Burtis, director of the PSU Open Learning and Teaching Collaborative (CoLab); and Marian McCord, senior vice provost for UNH research, economic engagement, and outreach. Information encompassed faculty and staff professional development, engaging students in appropriate and ethical use of AI for an increasingly AI-enabled world, and the facilitation of research involving massive, unprecedented volumes of data. It was noted that the computing power necessary to bring AI capability to scale would require additional resources to support hardware and data security. Trustees expressed interest in learning about the ways AI is being applied for operational efficiency.

Adjournment

There being no further business or discussion, the meeting adjourned at 10:45 a.m.

UNIVERSITY SYSTEM OF NEW HAMPSHIRE
BOARD OF TRUSTEES

Educational Excellence Committee

Action Item

June 26, 2025

University of New Hampshire

To: Educational Excellence Committee

Re: Tenure Award Recommendation

MOTION

MOVED, on recommendation of President Chilton, that the Educational Excellence Committee recommend for approval by the Board of Trustees the award of tenure to a newly appointed professor within the Department of English at the University of New Hampshire, as presented in the supporting material.

Supporting Materials – For Trustees Only

The candidate's CV and recommendation letters from the president, interim provost, and dean are attached. Until final approval by the full Board of Trustees, the name of the candidate should not be broadly disclosed.

Rationale for Proposed Action

Approval is sought pursuant to administrative personnel policy, USY.V.C.6, which states, "Board of Trustee review and approval is required for initial faculty appointments that include tenure" (6.3.11.1).

Subsequent Review and Approval

Final approval by the full Board of Trustees.

Approved by: President Chilton

Submitted by: USNH System Office

UNIVERSITY SYSTEM OF NEW HAMPSHIRE
BOARD OF TRUSTEES

Educational Excellence Committee

Action Item

June 26, 2025

USNH Institutions

To: Educational Excellence Committee

Re: Faculty Promotion and Tenure Recommendations

MOTION

MOVED, on recommendation of the respective presidents, that the Educational Excellence Committee approve the promotion and tenure recommendations for faculty of the University of New Hampshire, Keene State College, and Plymouth State University, as presented in the supporting material.

Supporting Materials

- Presidents' letters of recommendation. The letters are confidential and provided to trustees only. Until formally approved, the names of the individuals should not be publicly disclosed. The credentials of the candidates are on file at the respective institutions.
- Impact summary, prepared by System Office Human Resources.

Rationale for Proposed Action

Approval of the recommended action is sought of the Board of Trustees pursuant to board policy, BOT.II.F:

The Board of Trustees of the University System of New Hampshire awards promotion and tenure on the recommendation of a President (BOT.II.F.1.).

Institutional promotion and tenure recommendations are presented to the Educational Excellence Committee as a consent agenda action item (BOT.II.F.3.1.).

Subsequent Review and Approval

No further approval is required.

Approved by: Presidents Birx, Chilton, and Treadwell

Submitted by: USNH System Office

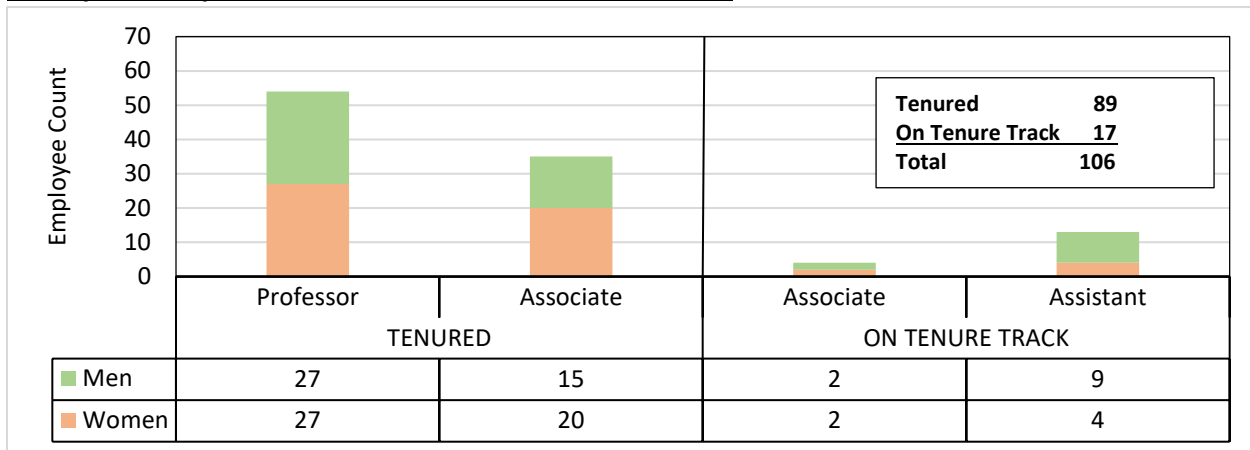
Promotion and Tenure Recommendations For AY 2026

KEENE STATE COLLEGE

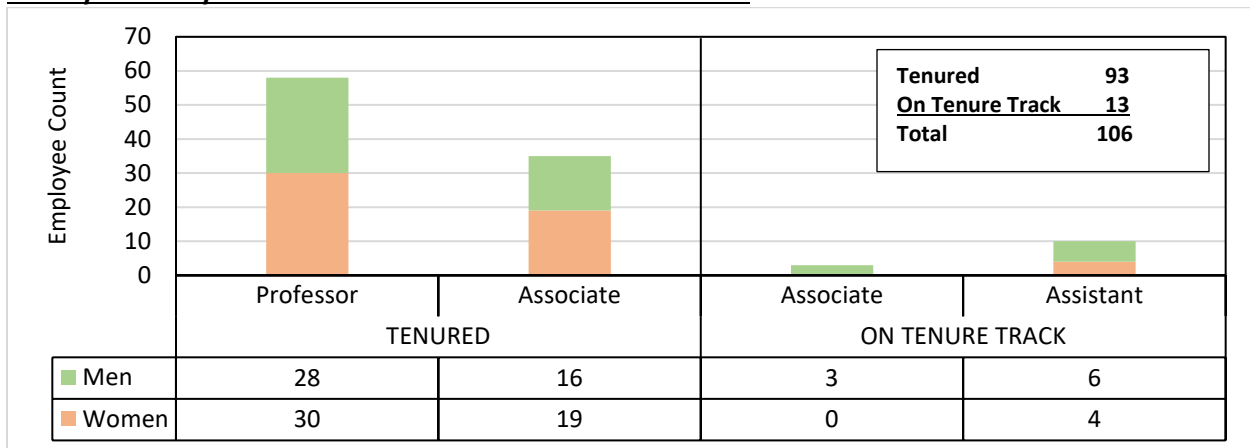
AY2025 Promotion and Tenure Summary

		Eligible	Applied	Withdrawn	Recommended for BOT Approval
Promotion	Professor	16	4	0	4
	Associate Professor	3	3	0	3
	Total	19	7	0	7
Tenure	With Assoc Prof Promotion	0	0	0	0
	Standalone Award	4	4	0	4
	Total	4	4	0	4

Faculty Status by Rank and Tenure - PRE-Recommendations



Faculty Status by Rank and Tenure - POST-Recommendations



On Tenure Track Start Dates and Tenure Status

Academic Year Tenure Track Start	New Tenure Track	Tenure Achieved To Date	Recommended for Tenure AY 2026	Left Prior to Tenure	Remaining & Eligible
2018	7	5	0	2	0
2019	6	5	0	1	0
2020	7	1	3	3	0
2021	9	4	0	2	3
2022	6	0	1	3	2
2023	3	0	0	0	3
2024	5	0	0	0	5
Total	43	15	4	11	13

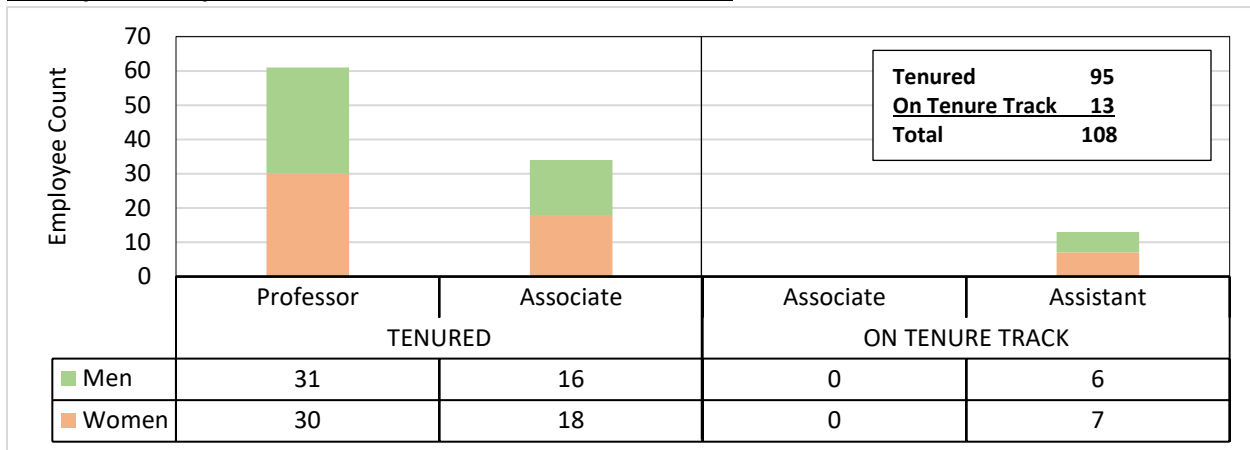
Promotion and Tenure Recommendations For AY 2026

PLYMOUTH STATE UNIVERSITY

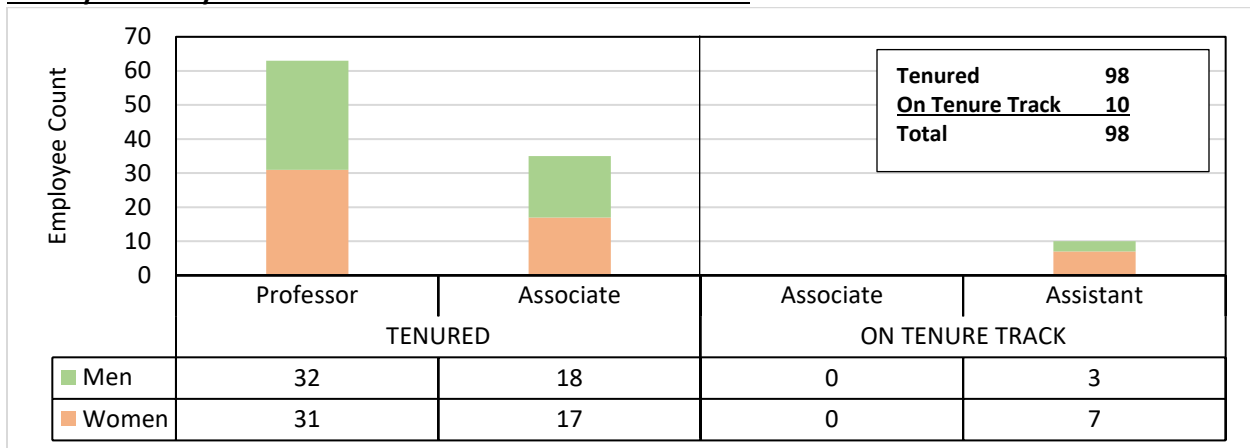
AY2025 Promotion and Tenure Summary

		Eligible	Applied	Withdrawn	Recommended for BOT Approval
Promotion	Professor	11	4	2	2
	Associate Professor	4	3	0	3
	Total	15	7	2	5
Tenure	With Assoc Prof Promotion	4	3	0	3
	Standalone Award	0	0	0	0
	Total	4	3	0	3

Faculty Status by Rank and Tenure - PRE-Recommendations



Faculty Status by Rank and Tenure - POST-Recommendations



On Tenure Track Start Dates and Tenure Status

Academic Year Tenure Track Start	New Tenure Track	Tenured Achieved To Date	Recommended for Tenure AY 2026	Left Prior to Tenure	Remaining & Eligible
2019	6	5	0	1	0
2020	5	2	1	2	0
2021	6	1	0	3	2
2022	3	2	0	0	1
2023	6	2	2	1	1
2024	7	0	0	2	5
2025	1	0	0	0	1
Total	34	12	3	9	10

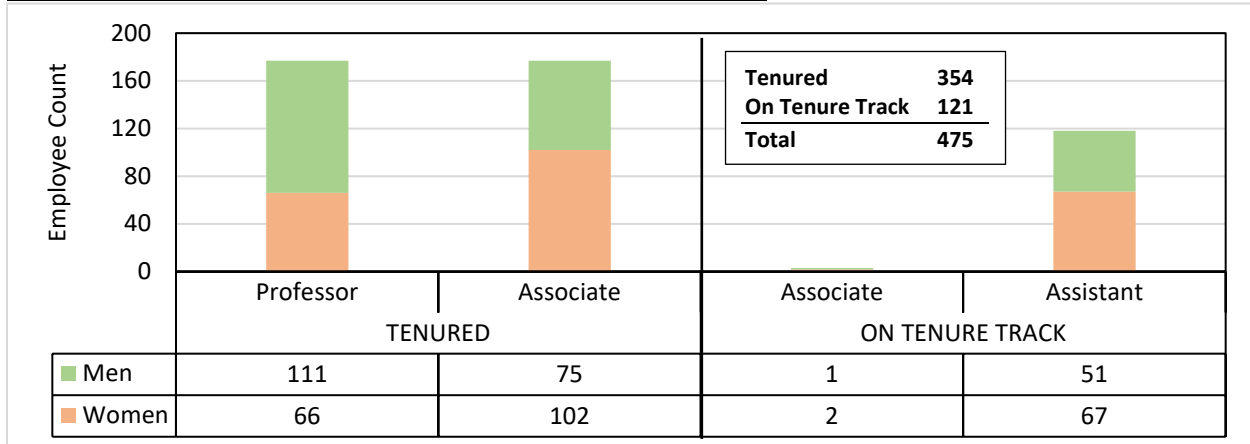
Promotion and Tenure Recommendations For AY 2026

UNIVERSITY OF NEW HAMPSHIRE

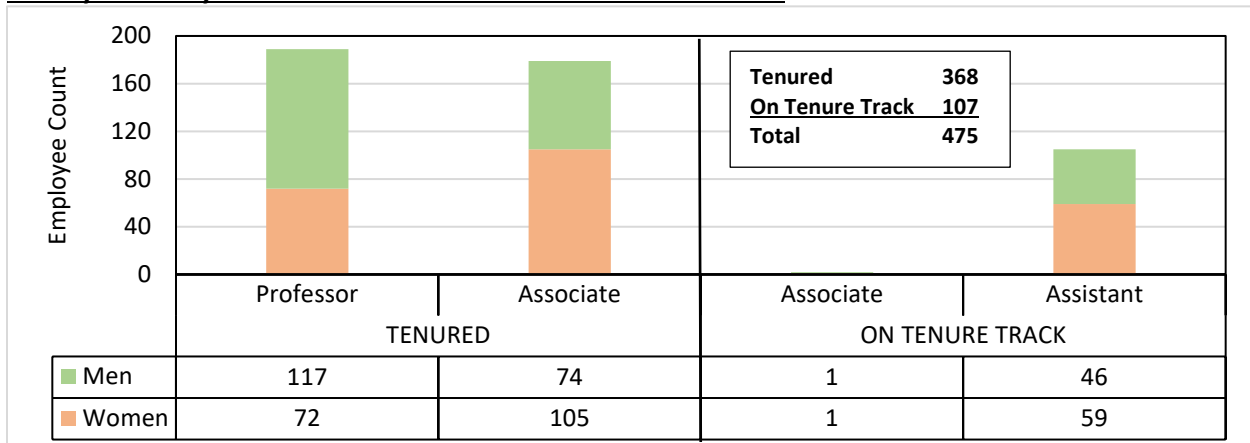
AY2025 Promotion and Tenure Summary*

		Eligible	Applied	Withdrawn	Recommended for BOT Approval
Promotion	Professor	133	12	0	12
	Associate Professor	60	15	1	14
	Total	193	27	1	26
Tenure	With Assoc Prof Promotion	60	15	1	14
	With Professor Promotion	2	1	0	1
	Total	62	16	1	15

Faculty Status by Rank and Tenure – PRE-Recommendations**



Faculty Status by Rank and Tenure – POST-Recommendations**



On Tenure Track Start Dates and Tenure Status*

Academic Year Tenure Track Start	New Tenure Track	Tenured Achieved To Date	Recommended for Tenure AY 2026	Left Prior to Tenure	Remaining & Eligible
2016	52	34	2	16	0
2017	40	27	3	10	0
2018	36	25	3	7	1
2019	19	11	1	3	4
2020	12	2	1	5	4
2021	29	2	2	3	22
2022	26	2	3	7	14
2023	32	3	0	2	27
2024	38	1	0	0	37
2025	8	0	0	0	8
Total	292	107	15	53	117

*Includes UNH Main Campus, UNH Manchester, and UNH Franklin Pierce School of Law; ** UNH Main Campus Only

UNIVERSITY SYSTEM OF NEW HAMPSHIRE
BOARD OF TRUSTEES

Educational Excellence Committee

Information

June 26, 2025

University System Institutions

To: Educational Excellence Committee

Re: Annual Academic Reports

Supporting Materials

Reports: Academic Plan & Program Review and Academic Quality Metrics

Summary / Rationale for Submission

The annual reports are presented as information to the Educational Excellence Committee pursuant to USNH Board of Trustees Academic Program Planning and Review policy, BOT.II.G.5:

Each President shall present an annual report to the Educational Excellence Committee which, at a minimum, shall:

- 5.1 Transmit updates to the institutions' long-range academic plans, to include updated academic quality metrics;
- 5.2 Describe the results of the periodic academic program reviews conducted at his or her institution;
- 5.3 Detail the changes made to the academic programs at his or her institution since the last report;
- 5.4 Describe the educational exchange programs offered by or available through the institution.

Academic Plan and Program Review Contents:

Academic Plan Update
Academic Program Review Information
Academic Program Changes
Education Exchange Program Information

Academic Quality Metrics Contents:

Retention & Completion Metrics
1-Year Retention Rates (Undergrad)
4-Year Graduation Rates (Undergrad)
6-Year Graduation Rates (Undergrad)
2-, 3-, 4-Year Persistence & Completion Rates (Grad)
Postgraduation Employment Metrics
Student Satisfaction & Engagement Metrics
Student Learning Outcomes Metrics
Professional Exam Pass Rates
Learning Outcomes Assessment
Academic Program Quality: Program Approvals and Accreditations

Submitted by: USNH System Office

University System of New Hampshire
Academic Plan and Program Review

**Annual Report to the
Board of Trustees Educational Excellence Committee**

2024-25

Academic Plan and Program Review 2024-25

Reporting requirements to the Educational Excellence Committee pursuant to BOT II.G.5.

Keene State College

5.1 Long-range Academic Plan Update

The [Keene State College Strategic Plan, 2023-2026](#), includes a pillar focused on “Elevating Academics and Institutional Reputation.” This pillar re-envisioned and reframed general education and disciplinary programs for a transformative curriculum of distinction in concert with the College Senate, existing committee structures, and established governance processes. The long-term plan includes revising majors and the general education program to reduce bottlenecks, complexity, requirements, and/or other roadblocks, so that students have clear and flexible pathways to degree that support positive impact on graduation rates.

The goals of this pillar are outlined within three initiatives:

- Deliver Transformative Collegiate Curriculum of Distinction
- Broaden Participation in High Impact Practices
- Showcase Post-graduation Success

The first initiative directly relates to the long-range academic plan and articulates specific areas for progress: development of transfer pathways, elevation of summer courses, integration of the Collegewide Learning Outcomes, reimagining General Education, and review of majors. Progress towards addressing these areas is described below.

Keene State has become more transfer-student-friendly by improving processes, removing transfer barriers, and reducing the need for manual intervention. Innovative approaches directly supported HB1530 transfer equivalency requirements and the New England Board of Education initiative to increase transfers from community colleges to four-year institutions. Online platforms provide students with access to credit transfer information, standardized practice for accepting credits earned at other institutions minimizes the need for individualized credit review, and student life policies and practices intentionally provide support for transfer students. The changes have resulted in a 36 percent increase in the number of transfer students to Keene State from fall 2023 to fall 2024 and the college is on track to meet its 2025 transfer enrollment goals.

Elevation of summer courses was achieved by carefully evaluating summer session offerings, policies, and procedures. The summer academic calendar was revised to better align with student schedules and to better align offerings with demand to better integrate the summer session into students' programs. Other changes include increased marketing, low-cost housing for students who chose to stay on campus, streamlined processes, and reorganizing continuing education and summer session under the Registrar and Office of the Provost.

KSC first articulated a set of [Collegewide Learning Outcomes](#) (CWLOs) in 2016. These outcomes articulate the value and expected outcomes of the Keene State Experience, ensuring that they are reflected and assessed in the curricula/co-curricula. Since 2016, the CWLOs have been revised four times and were mapped across the curriculum in 2017. Assessment has been sporadic, focused on applying data from national surveys to the CWLOs where possible. As the committee charged with reimagining general education determined that the CWLOs would play a prominent role, requiring better definition and the creation of [high-level rubrics](#). The rubrics are designed for assessment at all college levels, with consistent definitions that describe college student development across the outcome areas. In spring 2025, KSC completed a mapping of the curricula, and co-curricular mapping will be completed during the summer. This mapping process will provide a starting place for assessment, and it will allow the director of general education and the Collegewide Academic Program Subcommittee of the College Senate to review and certify courses that meet the “Values and Connections” goals of general education.

In spring 2023, the College Senate and provost formed a General Education Reform Task Force to reimagine the general education program. The task force was charged with evaluating the current general education model (Integrative Studies Program) and proposing formal revisions and related policies to reflect Keene State's values and philosophy, to complement and mutually support majors, and to facilitate student transfers. Over the course of 18 months, the task force created campus-wide listening sessions, developed multiple models, and solicited feedback from all college constituencies in an iterative process. The final proposal for the college's new “General Education Explorations Program” was approved by the College Senate on February 26, 2025, followed by the approvals of the provost and president. The College Senate additionally revised its committee structure, collapsing two committees focused on policy into one and creating the Collegewide Academic Program (CAP) committee. This committee will work with the director of general education to develop policy and procedures for the new program.

For the last area of curricular transformation, a Review of Majors Task Force was formed and jointly charged by the College Senate and the provost to assess and ensure that majors meet current needs, facilitate timely progress to degrees, and

mutually support the general education program. The task force began its work in the spring 2025, gathering and analyzing five years of data and developing curriculum planning tools that have been distributed to faculty for review in fall 2025. The task force will examine the impact of faculty attrition and curriculum growth on substitutions, waivers, and low-enrolled courses and the interface with the general education program and will make recommendations to the Senate and provost.

The college expects to reduce the overall number of courses offered and to sustain a high section utilization rate, reducing the number of cancelled published-offered courses each semester and the need for independent studies that replace required courses, other course substitutions, and waivers.

The curriculum, complemented by co-curricular experiences, address the wholistic social and academic needs and aspirations of Keene’s students, providing an outstanding collegiate experience that achieves the college’s mission: “Through the integration of teaching, learning, scholarship, and service we prepare students to think critically and creatively, engage in their communities, and pursue meaningful work.”

Accreditation: New England Commission of Higher Education (NECHE)

- Ten-year review: Conducted October 2020, accredited through 2030.
- Substantive change submitted March 2022. NECHE general online education approval granted.
- Keene State submitted a NECHE Focused Visit Report in spring 2023 and hosted an on-site NECHE visit in March 2023. The Focused Visit Report emphasized KSC’s success in stabilizing the college’s senior leadership and developing a comprehensive strategic plan and accompanying enrollment plan that support a new academic vision for the institution. (The Focused Visit Self-Study Report is available on [KSC’s Accreditation page](#).) All issues were resolved.
- Five-year interim review: August 15, 2025.
- Interim Report will provide follow-up on:
 1. Achieving the objectives of the Strategic Plan.
 2. Evaluating the effectiveness of shared governance.
 3. Assessing student achievement of KSC’s Collegewide Learning Outcomes as well as the outcomes of the Integrative Studies Program with evidence of using the results for improvement of programs and services.
 4. Achieving the enrollment goals for online master’s degree programs.

5.2 Results of Academic Program Review

In April 2025, revised Program Review Guidelines were approved by the College Senate. The new guidelines streamline the process for academic programs and student support offices. The program review calendar has been updated with program changes and academic support offices and, with the exception of accredited programs, a nine-year cycle of review has been implemented.

Keene State’s [Program Review Guidelines and Program Review Calendar](#) are available online. The current program review engagement follows.

<i>Review Year</i>	<i>Program/Department</i>	<i>Progress</i>
2020-21 carryover	Psychology	Program review completed. Action plan approved May 2025.
	Holocaust and Genocide Studies	Program review completed. Action plan approved May 2025.
	Theatre and Dance	Self-study in progress
2021-22 carryover	Film Studies	Program review completed. Action plan approved Oct 2024.
	Sociology/Anthropology	Program review completed. Action plan approved May 2025.
	Criminal Justice Studies	Program review completed. Action plan approved May 2025.
	Global Education Office	Self-study in progress
2022-23 carryover	Math Center	Program review completed. Action plan approved May 2025.
	History	Program review completed. Action plan approved May 2025.

Table continues next page

<i>Review Year</i>	<i>Program/Department</i>	<i>Progress</i>
2023-24 carryover	Management	Self-study complete. External review fall 2025.
	Child Development Center	Self-study in progress
	Computer Science	Self-study in progress
2024-25	Modern Languages	Self-study in progress
	MS Safety & Occupational Health Applied Sciences	Deferred to spring 2026
	Art	Self-study in progress
	Political Science	Self-study in progress
	Health Science	Self-study in progress

5.3 Implemented Changes to Academic Programs

Included in the consolidated USNH inventory of program changes implemented in 2024-25.

5.4 Educational Exchange Programs

The [Global Education Office](#) maintains a robust portfolio of [Global Partners](#) exchange and study away programs. These programs offer a comprehensive and balanced selection of destinations and program types designed to support the academic goals of Keene State students and scholars while contributing to diversity and the broader goals of comprehensive internationalization and strategic planning.

Study away and exchange participation continued to rebound in 2024-25 from COVID-related disruptions. Keene State students were again able to engage in all approved university partnerships, programs, and third-party offerings. Kansai Gaidai University in Japan, York St. John University in England, and the University of Limerick in Ireland were especially popular destinations this year. As bilateral exchange partners, these institutions also sent students to study at Keene State.

In total, 47 Keene State students participated in credit-bearing study away programs during the 2024-25 academic year. An additional 17 students took part in short-term, faculty-led Global Engagement programs through the Morris-August Honors Program. Keene State also welcomed 11 new exchange students who enrolled for either a semester or the full academic year, along with 10 new fully matriculated international students.

Academic Plan and Program Review 2024-25

Reporting requirements to the Educational Excellence Committee pursuant to BOT II.G.5.

Plymouth State University

5.1 Long-range Academic Plan Update

Accreditation: New England Commission of Higher Education (NECHE)

NECHE has worked with PSU extensively over the past year, both to sharpen how the university thinks about realizing the Cluster model through President Birx's 8 Tactics (described in last year's update) and to realize the fall 2025 launch of PSU's 96-credit, three-year, applied bachelor's (APB) degrees.

A 10-year comprehensive evaluation by NECHE was successfully completed during the 2023-24 academic year. During its April 18, 2024, meeting, NECHE granted PSU continued accreditation.

The comprehensive self-study and NECHE's letter informing PSU about the results of the evaluation are [publicly available](#) for review. A two-year report is due in fall 2026, with emphasis on continued success on the areas specified in the comprehensive evaluation, and an interim fifth-year report is expected in fall 2028. The next comprehensive evaluation is scheduled for fall 2033.

New Programming

- Design and implementation of 96-credit, three-year, applied bachelor's degrees.
 - In fall 2025, PSU will be enrolling students in the following Applied Bachelor's programs:
 - APB in Small Business Administration
 - APB in Police Studies
 - APB in Cybersecurity
 - APB in Robotics and Automation Engineering
 - APB in Outdoor Adventure Leadership
 - NECHE's September of 2024 approval of these degrees set the following expectations:
 - Scheduling of a spring 2027 visit to assess implementation of the programs.
 - Submission of a report in advance of the visit, with information on the impact of the programs on the traditional four-year programs, proof of disclosure of Title IV eligibility for students wanting to return to complete a 120-credit program, achievement of enrollment and financial goals, sufficient staffing to ensure quality, adequate resources and student support services, and the implementation of assessment approaches.
 - PSU joined the [College-in-3](#) Exchange and is working with the group to develop assessment and IPEDS reporting processes.
- PSU has fully implemented six 3+2 and 4+1 degree programs that are already driving graduate enrollment increases (up for AY 2023-24 and projected to continue growth in AY 2025-26).
- BS in conservation law enforcement is approved for advertisement and recruitment for fall 2026.
- President Birx's 8 Tactics Task Force focused on "Rebuilding Graduate School/Programs" resulted in the streamlining of PSU's MED programs, with five discrete nonlicensure programs aimed at teacher credential building combined into one degree with shared core and four options, to increase efficiency, reduce redundancy and cost, drive enrollment, and meet market demand.

Academic Restructure

President Birx's 8-Tactics Task Force charged with the "Evolution of Clusters and Academic Units" completed its work and made a recommendation for restructuring the academic area. In spring 2025, a working group was convened to develop an implementation plan. This plan will be shared with the Board of Trustees at the June 2025 meeting and with the PSU community at the beginning of the fall 2025 semester.

System Work

Over the course of AY 2024-25, the USNH provosts met regularly with the aim of deepening programmatic ties between PSU, KSC, and UNH to leverage the USNH system for the benefit of its students. Plans developed and in process include:

- Distribution of unique programs to individual campuses to reduce programmatic overlap across the system.
- Leveraging the online capacity being developed in collaboration with UPCEA to implement a systemwide online platform to deliver both institution-specific and shared programs across the three institutions.

Cluster Learning Model

PSU's Open Learning & Teaching Collaborative (CoLab) secured a \$240,000 grant from the Davis Foundation that will facilitate the training of PSU faculty to prepare students to live and work in a future immersed in and shaped by AI.

Pathfinder

Pathfinder is a targeted retention program designed to facilitate success for first-year students who are at risk of being unable to persist from year one to year two and beyond. Currently, admission to Pathfinder focuses on an entrance GPA between 1.55 and 1.99. Occasionally, students with a GPA slightly above 2.0 with weak overall academic skills, particularly reading, writing, mathematics, and other college readiness skills, are also admitted. Pathfinder services include intensive, appreciative advising, supporting student development of college readiness skills including executive functioning, college level skills in reading and writing, the development of self-advocacy skills, and fostering community building with their peers.

5.2 Results of Academic Program Review

The PSU Assessment Group, convened by the Office of Academic Affairs since 2020, consists of a faculty fellow for assessment, the associate provost, and the institutional assessment analyst. With the support of the provost, the group manages all aspects of the various components of academic assessment, including student learning outcomes, comprehensive program reviews, and progress toward connecting them with institutional goals. After a transition time to plan and develop the new processes as reported in previous years' updates, all components are now fully implemented. The Assessment Group and the Office of Institutional Effectiveness (OIE) additionally provide professional development for academic unit (AU) leaders and individual consultations with program coordinators and faculty to support them in any assessment needs they might have.

The Academic Assessment Process has three components:

- Academic Program Assessment Plans (yearly)
- Academic Unit Workplans (yearly)
- Comprehensive Self-study and Program Review (every six years)

As part of its assessment support, OIE provides up-to-date visual representations of key data points – enrollment, retention, graduation rates, and junior graduation rates – to AUs and degree programs through its SharePoint site. Updated data are provided to programs after the R30 census each fall. Faculty can also access all past and current reports submitted by programs and AUs as part of the institutional assessment process at this site.

Habits of Mind Experience (HoME)/General Education Review

- During AY 2024-25, PSU faculty collaborated to introduce several modifications to the HoME/General Education program that increase efficiency and reduce section counts with no loss to educational outcomes.
- In alignment with the academic restructure referred to in 5.1, PSU will continue to explore ways to reconceptualize and evolve its HoME/General Education program:
 - Efficient and sustainable – reducing sections counts to levels sustainable for the next three to five years.
 - Focus on skill-building modules/certificates that meet the needs of students as they move through PSU and enter the workforce.
 - Provost's Advisory Group formed in June 2025 to commence this work.

5.3 Implemented Changes to Academic Programs

Included in the consolidated USNH inventory of program changes implemented in 2024-25.

5.4 Educational Exchange Program

Since July 2022, PSU has partnered with the Global Education Office at UNH to provide students with a comprehensive program that includes more than 200 annual opportunities to study outside of New Hampshire. The UNH team has an experienced study abroad counselor dedicated to PSU who works with students, faculty, and staff to identify, apply, and participate in global opportunities. This partnership supports PSU's goal to revitalize post-COVID opportunities for global engagement for PSU students.

PSU continues to offer domestic opportunities through its partnership with the National Outdoor Leadership School, a critical component of the academic program in adventure education.

Academic Plan and Program Review 2024-25

Reporting requirements to the Educational Excellence Committee pursuant to BOT II.G.5.

University of New Hampshire

5.1 Long-range Academic Plan Update

General Planning

- A. **Alignment with the workforce needs of the State of New Hampshire:** UNH continues to be responsive in aligning student opportunity with workforce demand. Specific interventions include enhancing experiential learning opportunities and developing (including online delivery) post-baccalaureate, certificate, and professional master's programs for workers interested in re-tooling or up-skilling.
- B. **AI best practices:** Collaboration with generative AI is a critical skill set for UNH graduates, and the university is working to prioritize teaching students both AI literacy and generative AI tool use, including prompt engineering, critical reflection of AI responses, and ethical use. Necessary steps towards this are developing/reshaping programs to include AI content, expanding faculty expertise and integration of AI for pedagogical use.

Undergraduate Accreditation: New England Commission of Higher Education (NECHE)

- Ten-year review: Completed March 2024, accredited through 2033.
- Follow-up areas: (1) Evaluating the effectiveness of leadership transition (new president, provost, and executive vice president for finance and administration); (2) maintaining financial stability, with emphasis on achieving financial and enrollment goals (new budget model and enrollment management plan in progress); (3) improving communication across the institution (hiring of internal communications specialist and MarCom re-imagination work in progress); and (4) achieving diversity, equity, and inclusion goals, with emphasis on addressing the concerns identified in the campus climate survey (next survey will be conducted spring 2027).
- Five-year interim review: August 15, 2028

Law Accreditation: American Bar Association (ABA)

At the May 2024 meeting of the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association, the council concluded that it had "reason to believe the Law School had not demonstrated compliance" with several Standards, including Law School financial resources, credit hour compliance, assessment of student learning outcomes, library financial resources and sufficient faculty/staff, and public disclosure. The council requested a report from UNH Law by June 27, 2025. The report will be considered at the council's August 2025 meeting.

Educational Excellence & Effectiveness (E3)

In spring 2024, the E3 team was created to bring together people across campus who support accreditation, assessment, and teaching/learning. Continuing the momentum from UNH's data compilation and self-study for NECHE, the E3 team's purpose is to continue building a culture of continuous improvement by making data, information, and research readily available for strategic decision-making. E3 specific goals are to promote evidence-informed decision-making, to promote effective teaching and learning, and to ensure compliance with external standards (accreditation and compliance).

Career and Professional Success (CaPS)

CaPS is the career services team dedicated to equipping students with the experiences, skills, and knowledge they will need to thrive in the rapidly changing future of work. Further, **CaPS serves as a bridge between industry partners and the university and is a key asset for workforce development.** Career teams are housed in every college to address specific needs, and a central team provides supports with deep expertise in employer relations, technology/data, and marketing/communications.

First Destination Survey results for 2024-25 undergraduates: 94% of undergraduates were either employed (72%) or enrolled in a program of further education (22%); 74% left UNH with experiential learning from an internship, practicum, clinical, research, or fieldwork, and 42% of those received a full-time job offer from an internship organization; and 86% strongly agreed or agreed that their time at UNH prepared them for what they will be doing next.

NH Department of Labor Compliance: UNH continues to work collaboratively with the NH Department of Labor, USNH general counsel, and a cross-university group of stakeholders to strengthen compliance related to internships. As part of this work, UNH has begun implementation of GradLeaders, a technology platform, that will enable the centralization of credit-bearing student experiential education data and the management of associated risk. UNH has focused this year on customizing the platform to meet the range of needs at the university, with a full launch slated for fall 2025.

Hamel Center for Undergraduate Research and Office of National Fellowships

The Hamel Center for Undergraduate Research provides students with opportunities for real-world research experience, which is **central to the university’s focus on workforce development and preparedness**. The [Undergraduate Research Conference](#) in 2025 took place across 23 individual events on the Durham and Manchester campuses, showcasing 742 presentations by **1,714 undergraduate students, mentored by 347 faculty advisors**. The Hamel Center for Undergraduate Research engaged 280 students in its programs, which included over \$350,000 in competitive, donor-funded awards for student-led research both domestic and abroad. In the Office of National Fellowships, UNH had its first-ever Gates Cambridge and Beinecke Scholars, and students continue to win prestigious national awards such as the Hollings Scholarship, Goldwater Scholarship, Fulbright, NSF Graduate Fellowship, and others.

Student Success

In 2024-25, UNH deepened its commitment to student success and retention with targeted interventions including **enhanced peer-to-peer tutoring (e.g., Knack), early-alerts, and reducing the number of alt-majored students**. Students flagged as academically at-risk who engaged with academic support resources – such as Knack peer tutoring, the Math Center, and Peer-Led Team Learning – had significantly higher retention rates, including up to 91% for students flagged in multiple courses and 92% for students using the Math Center. Since 2022-23, the Knack tutoring platform has logged more than 19,000 contact hours, supporting more than 900 students through 4,586 sessions led by 220 tutors.

Hamel Honors and Scholars College

The Honors College, a significant attraction for high-achieving high school students, features a new curriculum that emphasizes experiential learning and individual growth for students. **These programs are designed to be nimble and directly responsive to the changing workforce needs of the state**. In 2024-25, 481 first-year students matriculated into the new honors curriculum, and 82 continuing students elected to move to the new curriculum. Students in both curricula took advantage of 61 honors-specific courses taught by faculty from every Durham college, with a total of 1,034 honors course enrollments and 559 unique students. Additionally, 464 courses were “designated” as honors, creating enriched learning for individual students with supervision by 231 unique faculty members. Honors theses were completed by 144 students and supervised by 80 unique faculty members.

Graduate Education

The Graduate School works with the university’s Graduate Council and Graduate Student Senate on policy revisions and new processes designed to clarify/improve admissions requirements, cultivate best practices in graduate education, and facilitate degree completion, which together **enhances student success and alignment with state workforce needs**.

The Graduate School provides **resources for student success** and has developed new, and refined existing, programs to support professional development.

- New programming supports broadening access for groups who might need encouragement to consider graduate enrollment, including first-generation students and veterans.
- New orientation and training resources were provided for all 650+ graduate assistants in teaching and research.

The Graduate School focuses on **workforce development and community engagement for the State of New Hampshire**.

- New professional degrees developed in partnership with other UNH colleges enhances the capacity of the state to meet workforce needs while also increasing the research workforce and supporting UNH’s Carnegie Research 1 (“R1”) designation.
- Connections with industry-based partners expand and promote high-impact learning experiences, foster engaged scholarship opportunities, and present a unified face to external university partners. Such partnerships include the Graduate Engagement Hub and foundation-funded work with the New England Municipal Sustainability Network.

5.2 Results of Academic Program Review

During academic year 2024-25, in response to the need for continued data collection and analysis for departments to make informed program and curricula decisions – despite increasingly limited time and resources – significant strides were made to improve the efficiency and effectiveness of the [Academic Program Review \(APR\)](#) process. **APRs require programs to examine the match between offerings and student and workforce needs**. APRs are required of degree programs that do not have professional accreditation and occur on a five-year cycle.

The following table provides a summary of curricular actions for fully submitted Academic Program Reviews in the curriculum inventory management system as of June 5, 2025. Additional APRs continue to move through the workflow of dean and provost review and approval.

COLL	DEGREE PROGRAM	CURRICULAR ACTIONS
CEPS	Civil and Environmental Engineering, MS, MEng, PhD	<ul style="list-style-type: none"> • Develop graduate application review spreadsheet to manage and track applications • Update MS and MEng forms for consistency in format among focus areas • Develop Canvas course for communication to graduate students • Establish CEE graduate committee for application review and candidate ranking for awards • Develop electronic advising files for students • Complete online graduate student handbook (housed in Canvas) • Develop system for tracking grad student progress, with formal annual review and mentor-mentee contract • Revise/refine PhD requirements, including commonality in qualifying exam and proposal defense prior to advancing in candidacy and requiring CEE graduate seminar course
CEPS	Earth Sciences, BA, BS, MS Environmental Sciences, BS <i>Options:</i> <ul style="list-style-type: none"> – Hydrology – Geosystems Hydrology, MS Oceanography, MS, PhD	<ul style="list-style-type: none"> • Program learning outcomes have been revisited and edits proposed • For graduate programs, student advisors have been completing a questionnaire for graduating students • Work with Institutional Research and Academic Affairs to implement best practices regarding student surveys • Learning outcome assessment will be formal and systematic to enable the collection of data to inform curricular decisions
COLSA	Sustainability, Dual Major	<ul style="list-style-type: none"> • Ensure curriculum and degree are responsive to emerging research and changing demands through competency frameworks developed by GCSE • Actively participate in the GCSE Sustainability Education Community of Practice to support curriculum alignment with broader frameworks • Revise current student learning outcomes and review program requirements • Develop a more systematic approach to evaluating student learning regularly, including tracking graduates to evaluate career success/satisfaction, regularly administering student survey, and developing an alumni network • Work with UNH colleges to develop a team-teaching model for SUST 401 • Continue graduate sustainability teaching fellowships • Partner with UNH departments to identify/strengthen pathways for students to enroll in SDM (e.g., research fellowships with Honors College, learning opportunity credits offered by other programs and departments) • Create a program requirement for students to participate in a high-impact experience • Increase research and mentorship opportunities for students • Develop a Sustainability Minor
CPSO	Behavioral Science, AS	<ul style="list-style-type: none"> • Utilize First Destination Survey to determine how well students believe program outcomes have been met, how effective programs were to meet career goals, and the usefulness of program options • Survey potential employers regarding the value of program options • Collaborate with UNH Homeland Security at CPSM to determine future of Emergency Management Strategy and Planning option • Partner with OPAL program to add OPAL to one AS BS core major course
CPSO	English Language Arts, BS <i>Options:</i> <ul style="list-style-type: none"> – Early Childhood & Early Childhood Special Ed – General Special Education 	<ul style="list-style-type: none"> • Additional program learning outcomes to be implemented • Make ENG 645 required for all ELA, shift pairings to choose from alternative courses • Consider offering new course focused on grammar • Review 600-level major assignments to add practicing assignment/lesson plan creation • Consider: Shakespeare course, including more group work to key courses, edits to ENG 505
CPSO	Professional Communication, BS <i>Options:</i> <ul style="list-style-type: none"> – Business & Strategic Comm – Visual Comm & Social Media – Interpersonal & Organizational Comm 	<ul style="list-style-type: none"> • Revise program scaffolding: COM 590, COM 655 • Continue to broaden course offerings relevant to workforce demands • Maximize writing intensive requirements • Attract new applicants, meet demand by developing microcredentials in specific content • Develop course that addresses need for formal, discipline-specific training in uses of AI • Reinforce value of ethics by including HUMN 480 within Business and Strategic Communication option
CPSO	Social Studies, BS <i>Options:</i> <ul style="list-style-type: none"> – Elementary Education & General Special Education – General Special Education 	<ul style="list-style-type: none"> • Create School of Education advisory board • Keep Transition Planning and IEP course at 2-credits to accommodate focus on literacy • Adopt university writing requirement as part of graduation requirements • Re-scaffold/revise course content for shift from 12- to 8-week terms • Reduce required number of courses • Adopt revised program learning outcomes • Broaden scope of student recruitment • Partner subject matter experts with instructional designers to continue to revise courses • Address external factors that impact enrollments and retention • Continue to strengthen relationship with CPSO's Center for Educator Preparation and Department of Education

Table continues next page

CPSO	General Studies, AA	<ul style="list-style-type: none"> • Review IDIS 410 with stakeholders to identify areas for improvement and revision • Create task force to explore why students matriculate but do not enroll/complete courses • Conduct student surveys and alumni outreach to understand student satisfaction • Revise program learning outcomes
CPSM	Biological Sciences, AS, BA Biotechnology, BA, MS	<ul style="list-style-type: none"> • Formalize 3-year course plan to help advisors, faculty and students plan course sequencing • Align BMCB 658/659 courses and reviewing relevancy of two PHY course content • Create a new required sophomore/junior seminar to support academic planning, capstone prep and early career exploration • Improve structure of advising during capstone • Reviewing elective groups to align with evolving industry • Disseminate exit interviews for additional student feedback • Add required research methods course (to be piloted in Fall 2025) and explore offering thesis and industry-focused (non-thesis) options • Improve clarity of graduate advising responsibilities and mentoring • Consider diagnostic/foundational prep course to ensure student success in grad program • Formalize the curriculum and submission for PhD program • Disseminate exit interviews for additional student feedback
CPSM	Communication Arts, BA <i>Options:</i> – Advertising & Public Relations – Cinema & Media Arts – Digital Media – Human Relations	<ul style="list-style-type: none"> • Create four new degree options that deepen and direct key pathways of academic and professional interest for Communication Arts majors • Introduce Cinema Arts Day • Initiate formal process of course-specific student learning outcomes assessment in relation to program learning outcomes • Create four articulation agreements • Formalize direct assessment of program outcomes • Approve new tenure-track Assistant Professor positions • Review/update curriculum for contemporary titles and descriptions, existing/new courses added to Discovery, course prerequisites, capstone experience, curriculum map • Develop a program advisory board • Integrate program learning outcomes assessment data into course and curriculum recalibration for new curricular developments and create new program offerings • Indicate areas that should be maintained, strengthened, or ended
CPSM	Homeland Security, BS	<ul style="list-style-type: none"> • Revisit program learning outcomes and propose edits • Review/update HLS 480, 520, 605, 790, 770, and 799 • Strengthen partnerships with departments that have experience with AI, drones, advanced surveillance technologies • Explore a 1-credit Homeland Security specific first-year seminar • Create a three-year course planning schedule • Expand Honors offerings
CPSM	Neuropsychology, BS	<ul style="list-style-type: none"> • Develop curriculum map and assessment plan • Provide physical space to conduct research for faculty and student researchers • Added a required course (NPSY 600) and elective (NPSY 700) to curriculum • Implement assessment plan • Replace PSY 705 with NPSY 6XX Psychometrics • Review the major to require NPSY 700 • Create Industry Advisory Board for Neuropsychology and Psychology majors
PAUL	Economics, PhD	<ul style="list-style-type: none"> • Strengthen core with reformulated first-year curriculum, first-year lab classes in macro/microeconomics and econometrics, increased number of required courses to better prep for econometric research, and two added elective courses for empirical skills and data use • Infuse research skills earlier with ECON 979 added to second year, a third-year research paper to serve as assessment opportunity in lieu of exam, and curriculum streamlining by dropping ECON 957 and ECON 958

5.3 Implemented Changes to Academic Programs

Included in the consolidated USNH inventory of program changes implemented in 2024-25.

5.4 Educational Exchange Programs

UNH Global offers about 230 faculty-led exchange and partner/provider programs abroad. In 2024-25, 848 students had an international experience, of which 630 students **studied abroad** (about half in full semester programs) and 218 students engaged in other international experiences (OIEs), such as internships, conferences, research, athletic competitions, etc.

The office also expanded global education opportunities for **Plymouth State University** students, with 58 PSU students taking advantage of the UNH global education programs in 2024-25.

University System of New Hampshire

Academic Quality Metrics

Annual Report to the Board of Trustees Educational Excellence Committee

2024-25

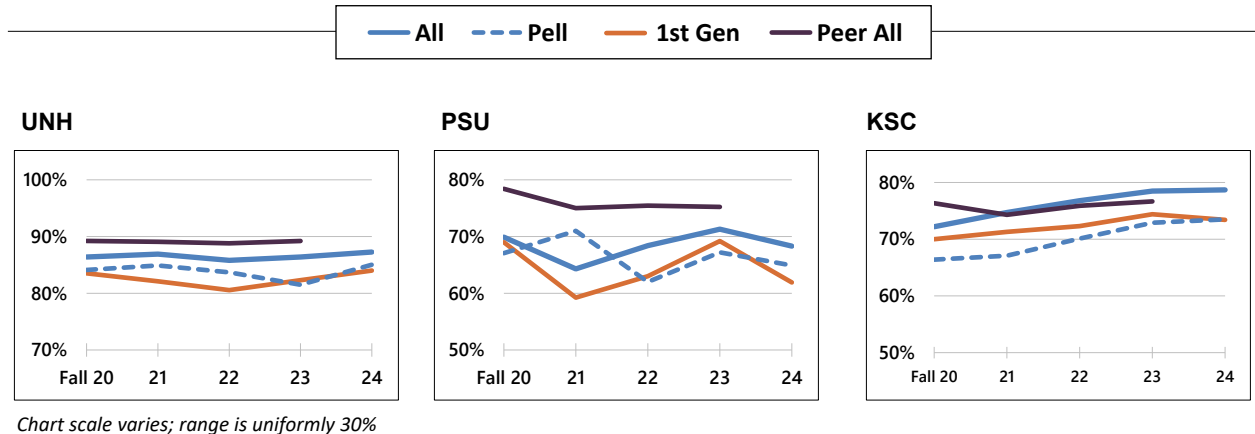
Retention and Completion

1ST to 2ND YEAR RETENTION RATE

Cohort in Fall Year 2	Bachelor's Degree Candidates – First-time, Full-time, First-year											
	UNH				PSU				KSC			
	All	Pell	1st Gen	Peer	All	Pell	1st Gen	Peer	All	Pell	1st Gen	Peer
2020-21	86.4%	84.1%	83.5%	89.2%	69.9%	67.1%	69.0%	78.4%	72.2%	66.4%	70.0%	76.3%
2021-22	86.9%	84.9%	82.1%	89.1%	64.3%	71.0%	59.2%	75.0%	74.7%	67.1%	71.3%	74.3%
2022-23	85.8%	83.7%	80.6%	88.8%	68.4%	62.0%	63.0%	75.5%	76.8%	70.1%	72.3%	75.9%
2023-24	86.4%	81.5%	82.3%	89.2%	71.3%	67.2%	69.2%	75.2%	78.5%	72.9%	74.4%	76.7%
2024-25	87.3%	85.0%	84.0%	✖	68.3%	64.9%	61.9%	✖	78.7%	73.5%	73.4%	✖

Target: "All"

Fall 2024	90% ✖	75% ✖	76% ✔
Fall 2027	90%	75%	80%



Notes

* Peer average not available

1st Gen = First-generation college student: No parent holds a bachelor's degree or higher

UNH rates for Durham

Peer rate = Average rate of comparator group institutions for first-time, full-time, first-year bachelor's degree candidate cohort

Sources: UNH, PSU, KSC Institutional Research; peer data from U.S. Department of Education, National Center for Education Statistics, IPEDS

Retention and Completion

4-YEAR GRADUATION RATE

Cohort in Year 4	Bachelor's Degree Candidates – First-time, Full-time, First-year											
	UNH				PSU				KSC			
	All	Pell	1st Gen	Peer	All	Pell	1st Gen	Peer	All	Pell	1st Gen	Peer
2019-20	70.4%	66.7%	68.8%	68.8%	44.8%	34.6%	40.0%	43.5%	53.3%	46.9%	50.7%	48.9%
2020-21	69.0%	62.9%	62.9%	68.6%	40.7%	35.0%	36.0%	41.8%	49.9%	42.2%	49.0%	47.6%
2021-22	67.4%	61.1%	63.4%	✖	41.8%	41.0%	44.0%	✖	50.8%	47.2%	44.9%	✖
2022-23	67.8%	59.5%	58.6%	✖	43.1%	37.5%	39.2%	✖	49.3%	43.9%	47.0%	✖
2023-24	69.0%	63.1%	60.7%	✖	41.8%	36.2%	32.1%	✖	53.1%	42.2%	44.1%	✖

Target: "All"

2019-20	71% ✖	46% ✖	54% ✖
2024-25	71%	46%	55%

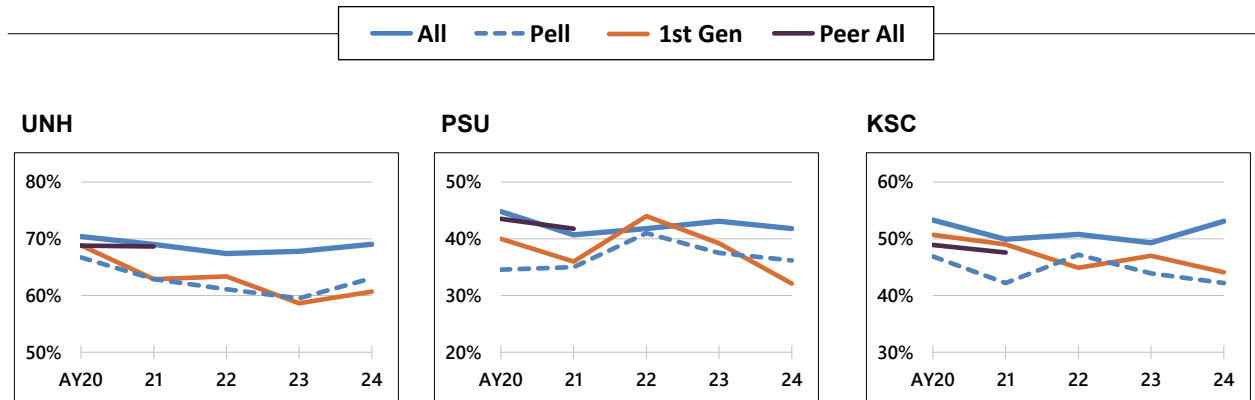


Chart scale varies; range is uniformly 30%

Notes

* Peer average not available
1st Gen = First-generation college student: No parent holds a bachelor's degree or higher
UNH rates for Durham
Peer rate = Average rate of comparator group institutions for first-time, full-time, first-year bachelor's degree candidate cohort
Sources: UNH, PSU, KSC Institutional Research; peer data from U.S. Department of Education, National Center for Education Statistics, IPEDS

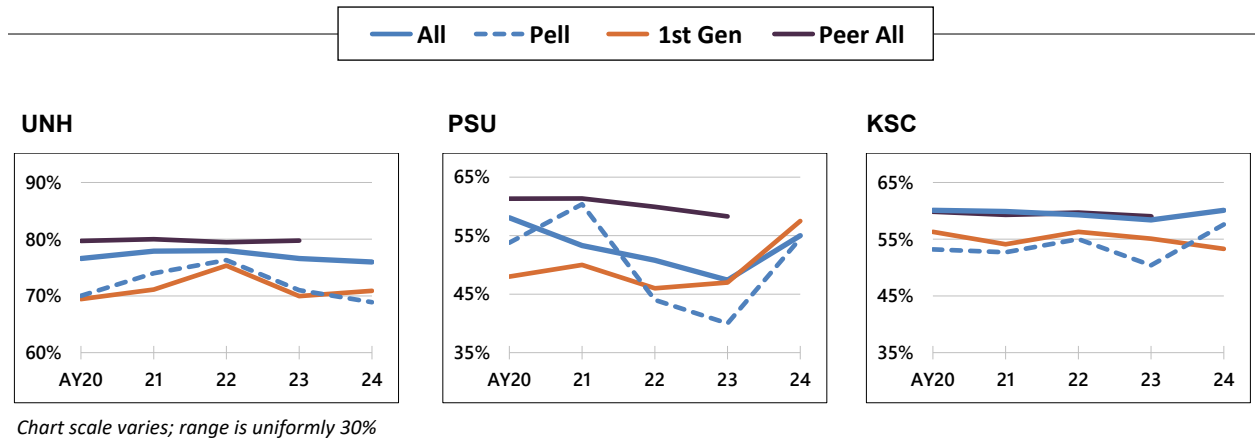
Retention and Completion

6-YEAR GRADUATION RATE

Cohort in Year 6	Bachelor's Degree Candidates – First-time, Full-time, First-year													
	UNH					PSU					KSC			
	All	Pell	1st Gen	Peer		All	Pell	1st Gen	Peer		All	Pell	1st Gen	Peer
2019-20	76.6%	70.0%	69.4%	79.7%		58.1%	53.8%	48.0%	61.3%		60.1%	53.2%	56.3%	59.9%
2020-21	77.9%	74.0%	71.1%	80.0%		53.3%	60.4%	50.0%	61.4%		59.9%	52.7%	54.1%	59.4%
2021-22	78.0%	76.3%	75.3%	79.5%		50.8%	44.0%	46.0%	59.9%		59.3%	55.0%	56.3%	59.6%
2022-23	76.6%	71.0%	70.0%	79.8%		47.4%	40.0%	47.0%	58.3%		58.4%	50.4%	55.1%	59.0%
2023-24	76.0%	68.9%	70.9%	✖		55.0%	54.5%	57.5%	✖		60.1%	57.6%	53.3%	✖

Target: "All"

2019-20	80% ✖	60% ✖	65% ✖
2024-25	78%	60%	65%



Notes

* Peer average not available

1st Gen = First-generation college student: No parent holds a bachelor's degree or higher

UNH rates for Durham

Peer rate = Average rate of comparator group institutions for first-time, full-time, first-year bachelor's degree candidate cohort

Sources: UNH, PSU, and KSC Institutional Research; peer data from U.S. Department of Education, National Center for Education Statistics, IPEDS

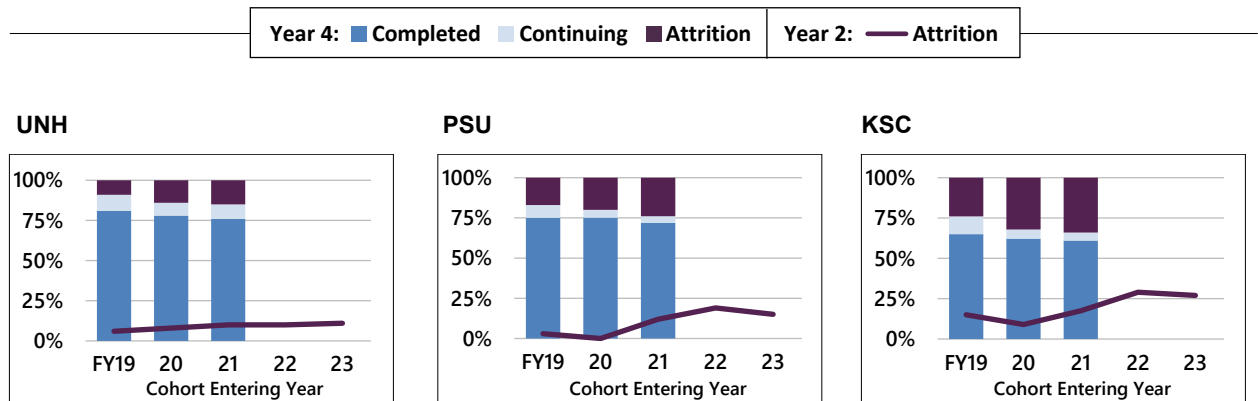
USNH ACADEMIC QUALITY METRICS

EDUCATIONAL EXCELLENCE COMMITTEE, JUNE 26, 2025

Retention and Completion

GRADUATE PERSISTENCE AND COMPLETION

FY Entering Cohort	Status	Master's Degree Candidates *											
		UNH				PSU				KSC			
		# in cohort	Year 2	Year 3	Year 4	# in cohort	Year 2	Year 3	Year 4	# in cohort	Year 2	Year 3	Year 4
2018-19	Completion	876	48%	73%	81%	267	55%	70%	75%	54	24%	48%	65%
	Continuation		46%	20%	10%		42%	19%	8%		61%	39%	11%
	Attrition		6%	7%	9%		3%	11%	17%		15%	13%	24%
2019-20	Completion	866	46%	71%	78%	307	59%	70%	75%	53	24%	44%	62%
	Continuation		46%	17%	8%		41%	14%	5%		67%	28%	6%
	Attrition		8%	12%	14%		<1%	16%	20%		9%	28%	32%
2020-21	Completion	822	45%	69%	76%	250	56%	65%	72%	80	16%	45%	61%
	Continuation		45%	18%	9%		32%	10%	4%		66%	29%	5%
	Attrition		10%	13%	15%		12%	25%	24%		18%	26%	34%
2021-22	Completion	764	50%	70%	—	226	52%	66%	—	51	22%	55%	—
	Continuation		40%	17%	—		29%	10%	—		49%	14%	—
	Attrition		10%	13%	—		19%	24%	—		29%	31%	—
2022-23	Completion	929	48%	—	—	217	59%	—	—	62	10%	—	—
	Continuation		41%	—	—		26%	—	—		63%	—	—
	Attrition		11%	—	—		15%	—	—		27%	—	—
Targets 2019-20 Cohort		Year 4: 80% Completion ✗				Year 2: 15% Attrition Max ✓				Year 2: 12% Attrition Max ✓			
						Year 4: 64% Completion ✓				Year 2: 45% Continuation ✓			
Targets 2024-25 Cohort		Year 4: 80% Completion				Year 2: 15% Attrition Max Year 4: 68% Completion				Year 2: 15% Attrition Max Year 2: 50% Continuation			



Notes

*Newly matriculated full- and part-time master's degree candidates, by year of matriculation. PSU additionally includes EdD and certificates of advanced graduate study (CAGS).

Sources: PSU and KSC Institutional Research; UNH Graduate School

USNH ACADEMIC QUALITY METRICS

EDUCATIONAL EXCELLENCE COMMITTEE, JUNE 26, 2025

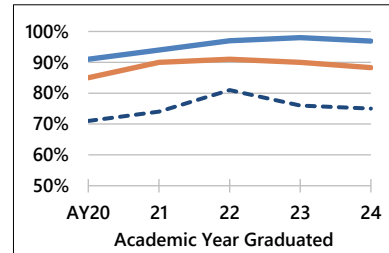
Post-graduation Outcomes

UNDERGRADUATE EMPLOYMENT

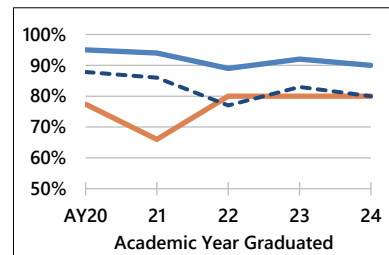
	Year Graduated	Survey/Knowledge Rates*			Response Rate
		Employed or Enrolled in Graduate Education	Employed	Of Those Employed... % in Field of Study	
UNH	2019-20	91%	71%	85%	43%
	2020-21	94%	74%	90%	41%
	2021-22	97%	81%	91%	43%
	2022-23	98%	76%	90%	37%
	2023-24	97%	75%	88%	32%
PSU	2019-20	95%	88%	77%	11%
	2020-21	94%	86%	66%	16%
	2021-22	89%	77%	80%	20%
	2022-23	92%	83%	80%	13%
	2023-24	90%	80%	80%	28%
KSC	2019-20	100%	97%	58%	16%
	2020-21	96%	78%	88%	24%
	2021-22	95%	84%	87%	38%
	2022-23	89%	78%	84%	32%
	2023-24	88%	75%	85%	29%

— Employed or Enrolled in Graduate Education
 - - - Employed
 — Of Those Employed ... % in Field of Study

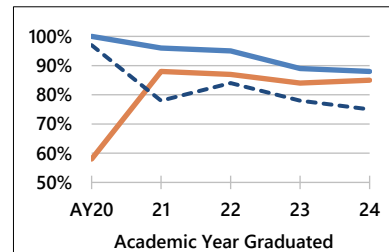
UNH



PSU



KSC



Notes

*Rates for Employed and for Employed or in Grad School reflect known first-destination outcomes based on all verifiable sources, including but not limited to survey results. Rates for Employed in Field of Study reflect survey responses only.

UNH reports ~5-6 months post-graduation in all years. KSC and PSU report 1-year post-graduation through 2021-22 and ~5-6 months post-graduation 2022-23 forward.

UNH reflects Durham and Manchester graduate outcomes (excludes CPSO).

Sources: UNH, PSU, and KSC Institutional Research

USNH ACADEMIC QUALITY METRICS

EDUCATIONAL EXCELLENCE COMMITTEE, JUNE 26, 2025

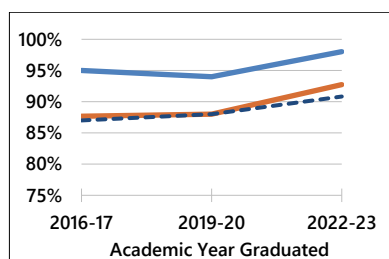
Post-graduation Outcomes

GRADUATE ALUMNI EMPLOYMENT

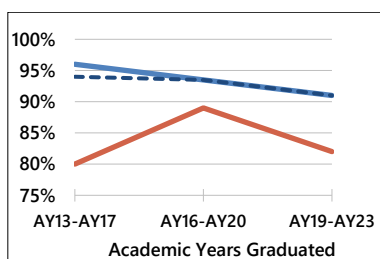
	Master's Program Alumni						
	Year(s) Graduated	Number of Years Postgrad	Survey / Knowledge Rates *			Respondents as Percent of Graduated Class(es) Response Rate	
			Employed or Enrolled in Graduate Education	Employed	Degree Advanced My Career Goals		
UNH	2016-17	1	95%	87%	88%	40%	47%
	2019-20	1	94%	88%	88%	40%	82%
	2022-23	1	98%	91%	93%	36%	36%
PSU	AY13-AY17	1-5	96%	94%	80%	15%	15%
	AY16-AY20	1-5	93%	93%	89%	11%	11%
	AY19-AY23	1-5	91%	91%	82%	10%	10%
KSC	2020-21	1	100%	100%	n/a	38%	38%
	2021-22	1	100%	100%	n/a	52%	53%
	2022-23	1	97%	91%	n/a	19%	19%

— Employed or Enrolled in Graduate Education
 - - - Employed
 — Of Those Employed ... % in Field of Study

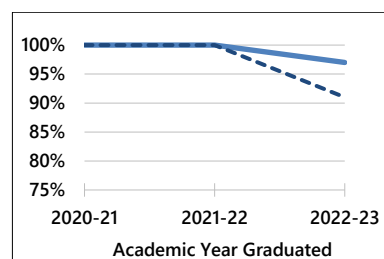
UNH



PSU



KSC



Notes

*PSU and KSC rates reflect survey responses. UNH rates reflect rates for known outcomes based on verifiable sources, including but not limited to survey results.

Survey results reported every three years.

PSU results include completers of CAGS and EdD (certificate of advanced graduate studies, doctor of education).

Sources: UNH, PSU, and KSC Institutional Research

USNH ACADEMIC QUALITY METRICS

EDUCATIONAL EXCELLENCE COMMITTEE, JUNE 26, 2025

Student Engagement and Satisfaction

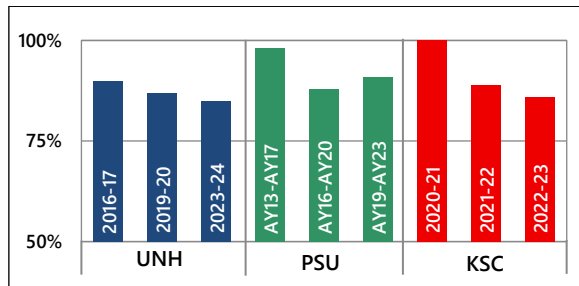
UNDERGRADUATE

TBD - This metric previously relied on the administration of the National Survey of Student Engagement survey, which all USNH institutions conducted on a periodic basis, with summary results presented in this report on a rotating cycle. UNH results scheduled for this report are not able to be presented due to a pause in survey administration. An alternate student engagement and satisfaction metric will be identified by the USNH Provosts Executive Council for future reporting.

GRADUATE

	Master's Program Alumni: Survey/Knowledge Rate*				
	Year(s) Graduated	Number of Years Postgrad	Percent of Respondents Who Were Satisfied	Respondents as Percent of Graduated Class	Response Rate
UNH	2016-17	1	90%	40%	47%
	2019-20	1	87%	46%	82%
	2023-24	1	85%	21%	21%
PSU	AY13-AY17	1-5	98%	26%	26%
	AY16-AY20	1-5	88%	11%	11%
	AY19-AY23	1-5	91%	10%	10%
KSC	2020-21	1	100%	38%	100%
	2021-22	1	89%	52%	100%
	2022-23	1	86%	12%	88%

Graduate Satisfaction Rates



Notes

*PSU and KSC rates reflect survey responses. UNH rates reflect rates for known outcomes based on verifiable sources, including but not limited to survey results.

Graduate student satisfaction reported every three years as available.

PSU results include completers of CAGS and EdD (certificate of advanced graduate studies, doctor of education).

UNH Durham and Manchester, excludes CPSO.

Sources: UNH, PSU, and KSC Institutional Research

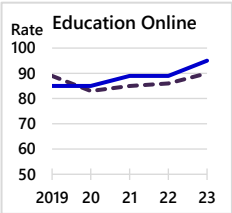
Student Learning Outcomes

PROFESSIONAL EXAM PASS RATES

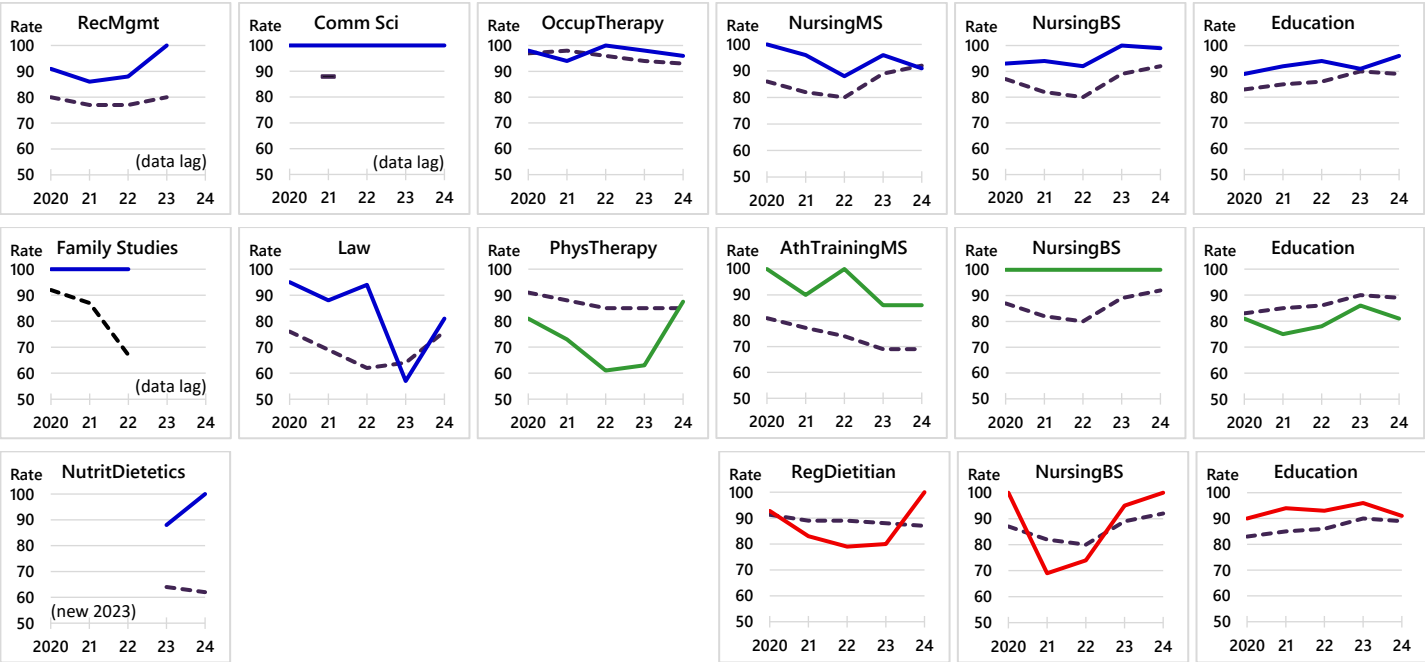
Caution is advised when interpreting USNH rates as many are based on small numbers of test takers.

		2020		2021		2022		2023		2024	
		USNH Inst Rate	US Rate NH Rate (Ed & Law)	USNH Inst Rate	US Rate NH Rate (Ed & Law)	USNH Inst Rate	US Rate NH Rate (Ed & Law)	USNH Inst Rate	US Rate NH Rate (Ed & Law)	USNH Inst Rate	US Rate NH Rate (Ed & Law)
UNH	CHHS: Communications Sciences & Disorders	100	—	100	88	100	tbd	100	tbd	100	—
	CHHS: Family Studies (Marriage/Fam Therapy)	100	92	100	87	100	67	tbd	tbd	—	—
	CHHS: Nursing (BS)	93	87	94	82	92	80	100	89	99	92
	CHHS: Nursing (Direct Entry Master's)	100	86	96	—	88	80	96	89	91	92
	CHHS: Occupational Therapy*	98	97	94	98	100	96	98	94	96	93
	CHHS: Recreation Management & Policy	91	80	86	77	88	77	100	80	—	—
	COLA: Education	89	83	92	85	94	86	91	90	96	89
	CPSO: Education	85	83	89	85	89	86	95	90	94	89
	COLSA: Nutrition & Dietetics	—	—	—	—	—	—	88	64	100	62
	SOL: Law**	95	76	88	69	94	62	57	64	81	76
PSU	Athletic Training (MS)	100	81	90	77	100	74	86	69	86	69
	Education	81	83	75	85	78	86	86	90	81	89
	Nursing (BS)	100	87	100	82	100	80	100	89	100	92
	Physical Therapy (DPT)*	81	91	73	88	61	85	63	85	87.5	85
KSC	Education	90	83	94	85	93	86	96	90	91	89
	Nursing (BS)	100	87	69	82	74	80	95	89	100	92
	Registered Dietitian Undergrad	93	91	83	89	79	89	80	88	100	87

Rates reflect first exam attempt unless noted otherwise. Comparison rates are national, except Education and Law which compare to NH.
* Represents rates for all new graduates, regardless of number of attempts, following occupational and physical therapy accreditation policy.
** Beginning 2022-23, the American Bar Association no longer allows Daniel Webster Scholars to count in the first-time pass rate.
— Not available or not applicable for given year.
UNH colleges - CHHS: Health & Human Services | COLA: Liberal Arts | COLSA: Life Sciences & Agriculture | SOL: School of Law | CPSO: Professional Studies Online
Education rates reflect all program completers' first PRAXIS II exam, summary pass rate as calculated by ETS for Title II.
Nursing rates reflect NCLEX (National Council Licensing Exam) as reported by NH Board of Nursing.
Source: Campus Academic Affairs Offices



Comparison rates --- are national except for Education and Law, which compare to NH average | UNH — | PSU — | KSC —



Student Learning Outcomes

LEARNING ASSESSMENT — Keene State College

College-Wide Learning Outcomes (CWLO) Assessment

As the committee charged with reimagining general education moved forward, it became clear that the CWLOs would play a prominent role. The CWLO Steering Committee increased efforts to better define each CWLO and create [high-level rubrics](#) for each. The rubrics are designed to be developmentally focused to allow for assessment at all college levels. They have consistent definitions to describe college student development across the CWLOs and the language was carefully chosen to apply to the curriculum and co-curriculum. In spring 2025, KSC completed a mapping of the curriculum and co-curricular mapping will be completed during the summer. This mapping process will provide a starting place for assessment, and it will allow the director of general education and the Collegewide Academic Program Subcommittee of the College Senate to review and certify courses that meet the “Values and Connections” goals of general education.

In fall 2025, the CWLO Steering Committee will establish a calendar for assessment of the CWLOs that will include the use of data from national surveys such as the National Survey of Student Engagement (NSSE) and a strategic use of the rubrics.

Keene State awaits data from the National Study of Learning, Voting, and Engagement (NSLVE) regarding student voting rates in the 2024 general election to continue its analysis of its Civic Engagement work. Both the NSSE and the Faculty Survey of Student Engagement (FSSE) were administered in spring 2025 and should have the results by fall to gain deeper understanding into the college’s progress on achieving the outcomes of the Communication, Inquiry, and Intercultural Perspectives CWLOs.

DWF Rates

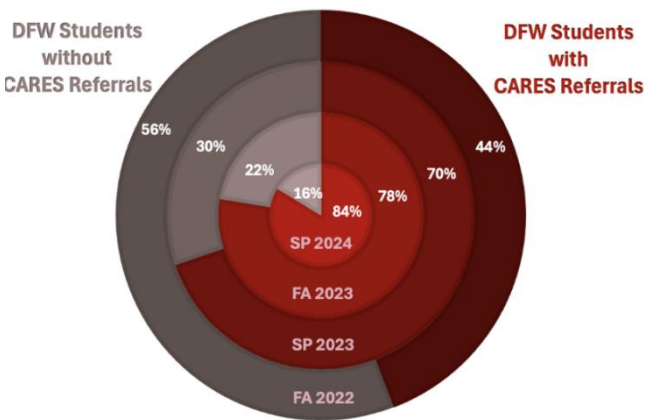
As a follow-up to the research Keene State have been conducting on DFW (grades of D, F, and withdrawal) rates, a deeper dive was conducted into the impact of raising the visibility of DFW rates on Concern Awareness Response Support (CARES) reports.

In fall 2022, of the 185 students who received three or more DFWs, only 79 (42%) received at least 1 CARES report and 106 (58%) did not receive a CARES report. All 185 and an additional 116 students were identified as having an academic status of Probation One or higher, for a total of 301 students. Of the 301 at-risk students, 244 returned for spring 2023, resulting in a 19% (57 students) attrition rate. This data prompted the CARES team to revise the program, utilizing the ASPIRE Counselors as the first point of contact when CARES reports are filed and committing to five attempted contacts with students. The CARES team also rebranded the program and developed and implemented a targeted marketing campaign for faculty.

As the graphic shows, by spring 2024, KSC has increased the CARES reporting for students with DFWs from 44% in fall 2022 to 84% in spring 2024. This increased attention to student progress allowed support services staff to work with these at-risk students earlier and more effectively. Notably, the increase wasn’t limited to one-time referrals; there was also a rise in multiple CARES referrals for the same students, reflecting either repeated faculty concern over time or multiple instructors independently raising alerts. In addition, faculty are now encouraged to engage students in discussions about withdrawal decisions, highlighting potential long-term repercussions and alternatives.

Weekly tracking of in-time withdrawals helps identify underlying issues and allows the CARES team to provide targeted and direct outreach and student support, whether the withdrawal stems from residential challenges, academic struggles, or other factors, resulting in more proactive interventions.

A rubric has been developed to assess high-risk CARES cases, particularly those involving mental health concerns. This tool provides a standardized method for evaluating and addressing student needs, ensuring a consistent and thorough approach. The ongoing efforts



to refine these processes, coupled with increased collaboration between offices, reflect a commitment to providing holistic student support.

Academic Program Learning Assessment

With program revisions and additions, the college expected to receive 37 Assessment Reports in academic year 2024-25. At the June 3 deadline, 33 reports were submitted, for an 89% compliance rate. An initial review of the reports indicates improved quality in the reports and in the outcomes reported. Faculty are becoming more focused on measurable outcomes, particularly for introductory classes. This strategy is designed to improve retention rates of Keene State's first-year students, and rates have risen from 72.2% in 2019 to 78.7% in 2023.

USNH ACADEMIC QUALITY METRICS

EDUCATIONAL EXCELLENCE COMMITTEE, JUNE 26, 2025

Student Learning Outcomes

LEARNING ASSESSMENT — Plymouth State University

Plymouth State University uses assessment of its general education program to determine student growth in four areas called the “Habits of Mind”: purposeful communication, problem solving, integrated perspective, and self-regulated learning. They are undergirded by 16 skills, reflecting what the National Association of Colleges and Employers identifies as most needed by students to successfully enter today’s job markets, graduate schools, and society in general.

Assessment of the general education program is focused on two courses that serve as bookends to the program: the introductory level Tackling a Wicked Problem, or “TWP” (IS 1115), and an advanced signature project known as the “InCap,” or Integrative Capstone (IS 4220). Most students take TWP in their first year, while the InCap can be taken in either the junior or senior year. (Students transferring 24 credits or more into PSU are released from the TWP requirement; block transfer agreements with community colleges can release students from both courses.)

Achievement is measured using an analogy connected to the campus’ White Mountains location: hiking a trail, from basecamp to summit. The expectation is that most first-year students will finish TWP at the Basecamp level and most InCap students will be at the Summit level. Students who perform poorly are considered to be at “Pre-basecamp.”

This year’s assessment process represents progress in the collection of data for the program, with academic year 2024-25 representing the first year of the InCap being fully operationalized. Because of this, PSU was able to assess nearly 40% more students, in 20 sections of TWP and 18 sections of InCap.

Conclusions

Plymouth State is succeeding in the goal to have a majority of students attain the Summit level of achievement by the end of their general education capstone experience. The percentage of students at Summit level could be higher, but it should be noted that the last three years have shown improvement. Importantly, AY24-25 saw 10 times the quantity of data for InCap students collected than in AY22-24, and the scores were markedly better than in the program’s first years.

The data in the following three charts show:

- Most students begin at Pre/Basecamp in their first year.
- TWP appears to move first-year students into solidly being at Basecamp, with a significant percentage already climbing.
- The majority of InCap students, compared to those who took TWP two or three years prior, move well-into Climbing and Summiting by the end of their Plymouth education.
- The majority of InCap students graduate at the Summit level, while very few still are at Basecamp.

Chart I: Historical Progress of Assessing TWP (IS 1115)

Over the last six years, assessment data point to a fairly consistent reporting of achievement across all four Habits of Mind. An overwhelming number of students are achieving the goal of being solidly in Basecamp or further along in their development of the four Habits of Mind.

TWP						
Purposeful Communication		Sample Size*	Pre-Basecamp	Basecamp	Climbing	Summit
	AY19-20	242	28%	64%	8%	0%
	AY20-21	247	20%	60%	20%	0%
	AY21-22	252	19%	63%	17%	1%
	AY22-23	232	22%	57%	19%	2%
	AY23-24	498	13%	62%	19%	2%
	AY24-25	424	17%	56%	25%	1%
Problem-Solving						
	AY19-20	242	24%	69%	7%	0%
	AY20-21	247	19%	69%	12%	0%
	AY21-22	252	22%	67%	10%	2%
	AY22-23	232	14%	63%	23%	0%
	AY23-24	497	13%	64%	16%	2%
	AY24-25	424	20%	57%	21%	1%
Integrated Perspective						
	AY19-20	242	31%	63%	6%	0%
	AY20-21	247	22%	64%	14%	0%
	AY21-22	252	21%	66%	12%	0%
	AY22-23	232	21%	58%	20%	1%
	AY23-24	505	15%	65%	14%	2%
	AY24-25	424	10%	61%	25%	2%
Self-Regulated Learning						
	AY19-20	242	36%	51%	13%	0%
	AY20-21	247	28%	53%	16%	2%
	AY21-22	252	25%	60%	13%	0%
	AY22-23	232	18%	58%	20%	4%
	AY23-24	498	19%	55%	20%	2%
	AY24-25	424	23%	50%	25%	1%

*Total percentages may not equal 100% because of rounding and the reporting of N/A.

Chart II: Historical Progress of Assessing InCap (IS 4220)

Over the last four years, InCap students have consistently shown that they are out of Basecamp and in either the Climbing or Summit levels.

INCAP						
Purposeful Communication		Sample Size*	Pre-Basecamp	Basecamp	Climbing	Summit
	AY20-21	13	0%	46%	38%	15%
	AY21-22	42	10%	19%	14%	57%
	AY22-23	34	0%	6%	62%	32%
	AY23-24	51	0%	12%	37%	51%
	AY24-25	346	0%	12%	36%	52%
Problem-Solving						
	AY20-21	13	0%	31%	62%	8%
	AY21-22	42	5%	21%	21%	52%
	AY22-23	34	0%	3%	76%	21%
	AY23-24	51	0%	4%	65%	29%
	AY24-25	346	0%	16%	40%	46%
Integrated Perspective						
	AY20-21	13	0%	69%	15%	15%
	AY21-22	42	7%	17%	12%	64%
	AY22-23	34	0%	3%	76%	21%
	AY23-24	51	0%	6%	63%	31%
	AY24-25	346	0%	10%	38%	51%
Self-Regulated Learning						
	AY20-21	13	0%	46%	38%	15%
	AY21-22	42	5%	12%	19%	64%
	AY22-23	34	0%	6%	65%	29%
	AY23-24	51	0%	18%	41%	41%
	AY24-25	346	2%	11%	36%	52%

*Total percentages may not equal 100% because of rounding and the reporting of N/A.

Chart III: Comparing AY20-21 and AY24-25 Outcomes in TWP vs InCap

As might be expected, the student body that was solidly at Basecamp after their first year at Plymouth State was significantly more advanced in their use of the four Habits of Mind by the end of their curricular experience in the HoME general education program.

Pathways from TWP to INCP: Comparing FY results in TWP to INCP results 2-3 years later					
Purposeful Communication		Pre-Basecamp	Basecamp	Climbing	Summit
TWP	AY20-21	20%	60%	20%	0%
TWP	AY21-22	19%	63%	17%	1%
INCP	AY23-24	0%	12%	37%	51%
INCP	AY24-25	0%	0%	36%	52%
Problem-Solving					
TWP	AY20-21	19%	69%	12%	0%
TWP	AY21-22	22%	67%	10%	2%
INCP	AY23-24	0%	4%	65%	29%
INCP	AY24-25	0%	16%	40%	46%
Integrated Perspective					
TWP	AY20-21	22%	64%	14%	0%
TWP	AY21-22	21%	66%	12%	0%
INCP	AY23-24	0%	6%	63%	31%
INCP	AY24-25	0%	10%	38%	51%
Self-Regulated Learning					
TWP	AY20-21	28%	53%	16%	2%
TWP	AY21-22	25%	60%	13%	0%
INCP	AY23-24	0%	18%	41%	41%
INCP	AY24-25	2%	11%	36%	52%

USNH ACADEMIC QUALITY METRICS

EDUCATIONAL EXCELLENCE COMMITTEE, JUNE 26, 2025

Student Learning Outcomes

LEARNING ASSESSMENT — University of New Hampshire

Institutional Learning Assessment

President Elizabeth Chilton has established a UNH committee to formalize the outcomes, objectives, and metrics to assess the UNH Strategic Priorities (see [UNH 2030](#)). By engaging the community through multiple community forums and anonymous online feedback, UNH has committed itself to several metrics to assess the goals and outcomes for each of the four strategic priorities: First Choice Destination for NH, Interdisciplinary Education and Research Excellence, Commitment to Well-Being and Belonging, and Strengthening UNH's Impact. The timeline for this project is to introduce the outcomes and metrics to the UNH community beginning in fall 2025 for review and feedback.

In the past, first-year students and seniors completed the National Survey for Student Engagement (NSSE) to understand the ways UNH students are engaged inside and outside the classroom. This data was [publicly available](#), and colleges/departments could receive their respective data upon request to Institutional Research. UNH paused participation in NSSE due to: (1) minimal changes in annual response percentages (suggesting annual surveying may be unnecessary); (2) expenses; and (3) reduction in staff available to support survey administration (February 2024 financial reset). While there are no plans to administer NSSE in the near future, there is some interest in exploring an alternative survey (i.e., Noel Levitz).

Capstone

The overall student learning outcome for an undergraduate is reflected in and determined by their successful completion of a capstone, which can be either a course or other educational experience (e.g., internship). Every bachelor's degree has a required capstone (all graduates must complete one). Every capstone has four components wherein students are asked to demonstrate their ability to:

- Define, analyze, and research a problem;
- Evaluate, analyze, and synthesize data;
- Transfer that data and analysis to a new situation or context;
- Communicate the answer in a way that is appropriate for the professional community defined by the major.

Academic Program Review

The relative quality of student academic achievement is documented through Academic Program Reviews. Assessments of student performance are shared with deans' offices and the provost office on an ongoing basis through the Academic Program Review ([APR](#)) and/or a self-study completed for a program's external accreditation.

To be genuinely informative, data needs to be contextualized. Through external accreditors and/or APR, departments regularly report their program curricula and student achievement of program learning outcomes alongside additional data to inform their assessment of student learning. For example, programs are required to provide and review the following information: admissions data, enrollment rates, degree completions, retention rates, graduation rates, student feedback, and First Destination survey data (postgraduation status and feedback of recent graduates).

Programs are also strongly encouraged to review data related to student demographics, national rankings, licensure pass rates, peer benchmark data, and academic advising satisfaction.

Based on their review of the data explained above, departments are asked to describe the curricular/programmatic changes they have identified for iterative improvement. Specific programs and their curricular changes are listed in the Academic Plan and Program Review document submitted to the Educational Excellence Committee.

Programmatic Learning Assessment

UNH continues to work toward improving learning outcomes and assessment processes. Advances toward improved assessment have been initiated through several actions this past year:

- Streamlining the APR requirements so that programs have the capacity to analyze informative and useful data; updating the policy and procedures; providing a template for the APR; including a deadline for APR submissions.
- Continuing to provide assessment resources for UNH educators (e.g., workshops/consultations/retreats, sharing data; expanding assessment resources created by student life with curricular departments).

- Custom support with the programmatic assessment of degree programs, including a four-part workshop on programmatic assessment for CPSM; a two-day retreat with Recreation Management and Policy and Hospitality Management to develop a robust interdisciplinary program; and ongoing support for the Education Department to align the program with requirements from the Department of Education.

Course Feedback

UNH continues to assess and improve the processes for its course feedback surveys, the [Student Experience of Learning \(SEL\) Survey](#). This newer version of the course feedback survey is more qualitative, which should provide instructors with more actionable feedback on the student experience.

There have been ongoing reviews of different aspects of this new instrument to assess its implementation (see [Review of SEL survey](#)). For example, in partnership with the Academic Affairs Committee of Faculty Senate and the provost office, students, faculty, and academic leaders were surveyed about their experiences and perspectives of the SEL survey (see [Summary of Feedback on SEL Survey](#)). Results from this survey and ongoing feedback from the community has led to many improvements to the technology and process including: improving the content and format of reports summarizing student feedback; making reports available sooner to faculty, department chairs, and deans; iterating on the messaging to students and faculty about the anonymity of student feedback (aiming to improve response rates); and providing workshops to faculty and department chairs on utilizing responses from these surveys.

Moving into the 2025-26 academic year, UNH continues to explore additional features and processes for soliciting course feedback from students. Such efforts are important to advance the quality of education offered at the University of New Hampshire.

Co-Curricular Assessment

In 2023-24, the Division of Student Life introduced a unified Annual Area Report process to more effectively assess and communicate the impact of co-curricular learning and student support. This new model replaced siloed departmental submissions with integrated area-level reports, each of which includes articulated student learning outcomes and an analysis of future threats and opportunities. The approach reinforces that student learning extends beyond the classroom, encompassing critical areas such as identity development, well-being, crisis response, and leadership growth. By embedding learning outcomes into programs and services, Student Life has significantly advanced its capacity to assess impact and align strategies with institutional goals for student success, equity, and retention. For example, through the Basic Needs Program, more than 531 students were approved for support services and 1,900 students accessed the Cat's Cupboard, demonstrating progress toward the learning outcome that students will be able to identify and use resources to meet their basic needs. Similarly, nearly 100% of students referred through the Behavioral Intervention Team were connected with key campus supports, fulfilling the outcome that students will be able to identify and access relevant university resources during moments of crisis.

To further support this shift, the division launched a self-paced Assessment Course in Canvas designed to build capacity across Student Life staff. Developed by the Student Life Assessment Committee, the course ensures a shared understanding of assessment principles and empowers staff to meaningfully contribute to the annual report process. Together, these efforts represent a long-term investment in data-informed practice, helping to ensure that co-curricular learning at UNH is intentional, measurable, and strategically aligned with the broader academic mission.

Skill Development through Internships

Progress is being made to track High Impact Practices (HIPs) and the respective student learning outcomes across all student experiences (focusing initially on all internships). UNH has begun implementing GradLeaders, a technology platform that will enable the centralization of credit-bearing student experiential education data and management of associated risks. UNH has focused this year on customizing the platform to meet the range of data needs at the university. COLA education programs and all programs at UNH Manchester were prioritized, completing a successful soft launch in the spring and preparing for a full launch in fall 2025. UNH is also preparing to launch GradLeaders in both Recreation Management and Policy and Kinesiology based on the recommendations of CHHS leadership, which considered programs with the greatest need. In parallel, a cross-university group of stakeholders is working to strengthen compliance with the NH Department of Labor (NHDOL) and other relevant regulators. This work supports a broader effort to ensure consistent, compliant processes across experiential learning opportunities at UNH and internship placements.

USNH ACADEMIC QUALITY METRICS

EDUCATIONAL EXCELLENCE COMMITTEE, JUNE 26, 2025

Academic Programs with State Approval and/or National Accreditation: Keene State College

I. State Approval

<i>Program</i>	<i>Approving Body</i>	<i>Approval Status</i>	<i>Follow Up Action by Institution</i>	<i>Most Recent Review</i>	<i>Next Review</i>
Educator Preparation: <i>Initial</i> Early Childhood (B-Gr3) Elementary Ed English Mathematics Modern Languages Sciences Social Studies Music Education Physical Education <i>Advanced</i> Educational Leadership Special Education	NH State Board of Education	Approved – NO conditions	Note: New Special Education Administrator license program received state approval in spring 2024.	2022-23	Spring 2030
Nursing BS	NH Board of Nursing	Approved – NO conditions	Annual reports December 2022 and 2023 were accepted by BON. Waiting for BON to schedule a site visit. Review was slated for spring 2023.	2019	pending

II. National Accreditation

<i>Program</i>	<i>Approving Body</i>	<i>Approval Status</i>	<i>Follow Up Action by Institution</i>	<i>Most Recent Review</i>	<i>Next Review</i>
Chemistry	American Chemical Society	Continued – NO conditions	n/a	2020	Spring 2025
Educator Preparation: <i>Initial</i> Early Childhood (B-Gr3) Elementary Ed English Mathematics Modern Languages Sciences Social Studies Music Education Physical Education <i>Advanced</i> Educational Leadership Special Education	Council for the Accreditation of Educator Preparation	Continued – NO conditions	n/a	Spring 2023	Spring 2028
Educator Preparation: <i>Initial</i> – Early Childhood	National Assn for the Education of Young Children	Continued – NO conditions	n/a	Fall 2018	2026
Educator Preparation: <i>Initial</i> – English*	National Council of Teachers of English	Continued – NO conditions	n/a	Spring 2018	Spring 2028
Educator Preparation: <i>Initial</i> - Math - Middle School*	National Council of Teachers of Mathematics	Continued – NO conditions	n/a	Fall 2018	Spring 2027
Educator Preparation: <i>Initial</i> - Math - Secondary*	National Council of Teachers of Mathematics	Continued – NO conditions	n/a	Spring 2018	Spring 2028
Educator Preparation: <i>Initial</i> – Modern Languages	American Council on The Teaching of Foreign Languages	Continued – NO conditions	n/a	Spring 2018	Fall 2026
Educator Preparation: <i>Initial</i> - Social Studies*	National Council for the Social Studies	Continued – NO conditions	n/a	Summer 2020	2028

Academic Programs with State Approval and/or National Accreditation: Keene State College

II. National Accreditation, continued

<i>Program</i>	<i>Approving Body</i>	<i>Approval Status</i>	<i>Follow Up Action by Institution</i>	<i>Most Recent Review</i>	<i>Next Review</i>
Educator Preparation: <i>Initial</i> Earth/Space Science* Chemistry* Life Sciences* Middle Level Science* Physics*	National Science Teachers Assn	Continued – NO conditions	n/a	Spring 2018	Spring 2028
Educator Preparation: <i>Advanced</i> - Educational Leadership*	Educational Leadership Constituent Council	Continued – NO conditions	n/a	Spring 2018	Fall 2026
Educator Preparation: <i>Advanced</i> - Special Education*	Council for Exceptional Children	Continued – NO conditions	n/a	Spring 2018	Spring 2028
Exercise Sciences	Commission on Accreditation of Allied Health Education Programs	Initial accreditation	Progress report on Resources-Curriculum due Nov. 15, 2025.	Spring 2025	2030
Music BA/BM	National Assn of Schools of Music	Continued – NO conditions	n/a	Dec 2023	Fall 2030
Nursing BS	Commission on Collegiate Nursing Education	Continued – NO conditions	n/a	2018	2028
Public Health Nutrition DPD	Accreditation Council for Ed in Nutrition & Dietetics	Continued – NO conditions		2023-24	Dec 2031
Public Health, Postbaccalaureate Dietetic Internship	Accreditation Council for Education in Nutrition & Dietetics	n/a – Program discontinued	Closed Dec. 2024	2021	n/a

*Educator Preparation programs: Next program accreditation review will be under CAEP Standard 1

USNH ACADEMIC QUALITY METRICS

EDUCATIONAL EXCELLENCE COMMITTEE, JUNE 26, 2025

Academic Programs with State Approval and/or National Accreditation: Plymouth State University

I. State Approval

<i>Program</i>	<i>Approving Body</i>	<i>Approval Status</i>	<i>Follow Up Action by Institution</i>	<i>Most Recent Review</i>	<i>Next Review</i>
Educator Preparation <i>Initial Teacher Certification Undergraduate</i> Art K-12 Elementary K-6/K-8 English 5-12 Music K-12 Physical Education K-12 Physical Education & Health K-12 Social Studies 5-12 <i>Initial Teacher Certification Graduate (MEd or licensure only)</i> Art K-12 Digital Learning Specialist K-12 English 5-12 Health K-12 General Special Ed K-12 <i>Advanced Certification Graduate</i> Library Media Specialist K-12 (MEd/licensure) School Counselor K-12 (MEd) School Psychologist K-12 (EdS)	NH State Board of Education	Approved – NO conditions	n/a All programs are approved until 3/30/2026.	2018	Fall 2025
Nursing BS	NH Board of Nursing	Approved – NO conditions	Annual reports continue to be accepted without issue.	2024	2025

II. National Accreditation

<i>Program</i>	<i>Approving Body</i>	<i>Approval Status</i>	<i>Follow Up Action by Institution</i>	<i>Most Recent Review</i>	<i>Next Review</i>
Athletic Training – Professional MS	Council for Accreditation of Athletic Training Education	Continued – NO conditions	n/a	2017	2026
Business – Undergraduate: Accounting Business Administration Finance Management Marketing Sports Management	Accreditation Council for Business Schools & Programs	Continued – NO conditions	n/a	2017	2027
Business – Graduate: MBA and MSA	Accreditation Council for Business Schools & Programs	Continued – NO conditions	n/a	2017	2027
Clinical Mental Health Counseling	Council for Accreditation of Counseling & Related Educational Programs	Continued – NO conditions	Approval reaffirmed July 2023 with requested progress report submitted March 2025 for review summer 2025.	2023	2031
Educator Preparation: Initial Teacher Preparation	Assn for Advancing Quality in Educator Preparation (AAQEP)	Recognized – NO conditions	n/a	2019	2026
Educator Preparation: Elementary Ed (undergrad)	Assn for Childhood Education International	Recognized – NO conditions	n/a	2016	2025
Educator Preparation: Teaching English to Speakers of Other Languages	Teachers of English to Speakers of Other Languages	Recognized – NO conditions	n/a	2017	2025

Academic Programs with State Approval and/or National Accreditation: Plymouth State University

II. National Accreditation, continued

<i>Program</i>	<i>Approving Body</i>	<i>Approval Status</i>	<i>Follow Up Action by Institution</i>	<i>Most Recent Review</i>	<i>Next Review</i>
Educator Preparation: Physical Education	Society of Health & School Educators	Recognized – NO conditions	n/a	2017	2025
Educator Preparation: School Library/Media Specialist	American Library Assn/ American Assn of School Librarians	Recognized – NO Conditions	n/a	2021	2029
Educator Preparation: School Psychologist	National Assn of School Psychologists	Recognized – NO conditions	n/a	2021	2029
Educator Preparation: Social Studies	National Council for the Social Studies	Recognized – NO conditions	n/a	2017	2025
School Counseling	Council for Accreditation of Counseling & Related Educational Programs	Continued – NO conditions	Approval reaffirmed July 2023 with requested progress report submitted March 2025 for review summer 2025.	2023	2031
Nursing BS	Commission on Collegiate Nursing Education	Recognized – NO conditions	n/a	2018	2028
Physical Therapy	Commission on Accreditation in Physical Therapy Education (CAPTE)	Recognized – NO conditions	n/a	2019	2025
Social Work	Council on Social Work Education	Continued – NO conditions	n/a	2023	2030

USNH ACADEMIC QUALITY METRICS

EDUCATIONAL EXCELLENCE COMMITTEE, JUNE 26, 2025

Academic Programs with State Approval and/or National Accreditation: University of New Hampshire

I. State Approval

College	Program	Approving Body	Approval Status	Follow Up Action by Institution	Most Recent Review	Next Review
CEPS	Teacher Education: Earth Space Science 7-12 MEd, MAT Math Middle Level BS, MEd, MAT Math Upper Level BS, MEd, MAT	NH State Board of Education	Continued – NO conditions	n/a Note: Earth Space Science 7-12 MEd, MAT slated to close Dec. 2025	2020-21	2026-27
CEPS	Teacher Education: Chemistry 7-12 MEd, MAT Physics 7-12 MEd, MAT Elem Math Specialist MEd	NH State Board of Education	n/a - Programs discontinued	Elementary math closed April 2024, chemistry and physics closed April 2025	2020-21	n/a
CHHS	Nursing (undergrad)	NH Board of Nursing	Continued – NO conditions	n/a	Oct 2021	2030
CHHS	Teacher Education: Health & Physical Ed K-12 Integrated MEd, MAT Physical Ed MEd, MAT	NH State Board of Education	Continued – NO conditions	n/a	2020-21	2026-27
CHHS	Teacher Education: Health & Physical Ed (undergrad)	NH State Board of Education	Continued – NO conditions	n/a	2019-20	2026-27
CHHS	Teacher Education: Family Studies P-3 Certification (undergrad)	NH State Board of Education	Continued – NO conditions	n/a	2019-20	2026-27
COLA	Teacher Education: Early Childhood MEd	NH State Board of Education	n/a - Program discontinued	Closed Dec. 2024	2019-20	n/a
COLA	Teacher Education: Early Childhood MEd, Special Needs option General Special Ed MEd Music BM Educational Administration & Supervision EdS - Superintendent Educational Administration & Supervision EdS - Principal & Special Ed Administrator	NH State Board of Education	Continued – NO conditions	n/a Note: Early Childhood MEd, Special Needs option is slated to close Dec. 2025	2019-20	2026-27
COLA	Teacher Education: Elementary K-8 MEd Life Sciences 7-12 MEd, MAT Middle Level Science MEd, MAT Secondary Ed Music Education MEd, MAT Secondary Ed TESOL MEd, MAT Theatre, Dance BA, MEd, MAT Social Studies 5-12 MEd, MAT Visual Arts MEd, MAT	NH State Board of Education	Continued – NO conditions	n/a Note, the following programs are slated to close Dec 2025: Theatre, Dance BA, MEd, MAT Middle Level Science MEd, MAT Second Ed	2020-21	2026-27
COLA	Teacher Education: French MEd, MAT German MEd, MAT Russian MEd, MAT Spanish MEd, MAT Latin MEd, MAT	NH State Board of Education	n/a - Programs discontinued	Closed April 2025	2020-21	n/a

Academic Programs with State Approval and/or National Accreditation: University of New Hampshire

I. State Approval, continued

College	Program	Approving Body	Approval Status	Follow Up Action by Institution	Most Recent Review	Next Review
CPSO	Educator Preparation: <i>Initial</i> General Special Ed General Special Ed & Elem Ed Early Childhood Ed & Early Childhood Special Ed Life Sciences Upper Level Math Middle Level Math Upper Level <i>Additional (for cert teachers)</i> Elementary Ed General Special Ed General Special Ed & Elem Ed Early Childhood Ed & Early Childhood Special Ed Math Middle Level Math Upper Level Reading & Writing Teacher Reading & Writing Specialist Digital Learning Specialist <i>Advanced (for SPED teachers)</i> Learning Disabilities Intellectual & Developmental Disabilities Emotional & Behavioral Disabilities	NH State Board of Education	Continued - NO conditions	n/a	2021	2028

II. National Accreditation

College	Program	Accrediting Body	Accreditation Status	Follow Up Action by Institution	Most Recent Review	Next Review
CEPS	Chemistry BS	American Chemical Society	Continued – NO conditions	n/a	2021	2027
CEPS	Computer Science BS Computer Science BS - Bioinformatics	Accreditation Board for Engineering & Technology - Computer Science Accreditation Board	Continued – NO conditions	n/a	2020-21	2027
CEPS	Computer Science (grad)	External review	Continued – NO conditions	n/a	2023-24	2029-30
CEPS	Engineering: Bioengineering, Chemical, Environmental, Mechanical	Accreditation Board for Engineering & Technology	Continued – NO conditions	n/a	2023-24	2029-30
CEPS	Engineering: Civil, Computer, Electrical	Accreditation Board for Engineering & Technology	Continued – NO conditions	n/a	2023-24	2029-30
CEPS	Information Technology BS	Accreditation Board for Engineering & Technology – Computer Science Accreditation Board	Continued – NO conditions	n/a	2020-21	2027
CEPS	Ocean Engineering BSOE	Accreditation Board for Engineering & Technology	Initial accreditation granted	n/a	2023-24	2029-30
COLA	Music (undergrad & grad) Music Education BM MUED	National Assn of Schools of Music	Continued, renewal pending	Vote expected June 2025.	2024	tbd

Academic Programs with State Approval and/or National Accreditation: University of New Hampshire

II. National Accreditation, continued

College	Program	Accrediting Body	Accreditation Status	Follow Up Action by Institution	Most Recent Review	Next Review
COLA	Music BM (pre-teaching)	National Association of Schools of Music	Continued, renewal pending	Vote expected June 2025.	2024	tbd
CHHS	Communication Sciences & Disorders	Council on Academic Accreditation in Audiology & Speech Language Pathology	Continued – NO conditions	n/a	2019-20	2029-30
CHHS	Child Studies & Development Center; BS Human Development and Family Studies, Child Development/P-3 Early Childhood Education Teaching Certification	National Assn for Education of Young Children	Continued – NO conditions	n/a	2024	2028
CHHS	Health Management & Policy (undergrad)	Assn of Univ. Programs in Health Administration – Undergraduate	Continued – NO conditions	n/a	2018-19	2025-26
CHHS	Marriage Family Therapy	Commission of Accreditation for Marriage & Family Therapy Ed.	Continued – NO conditions	n/a	2020-21	2028-29
CHHS	Nursing BSN, MSN, DNP, and post-grad APRN certificate	Commission on Collegiate Nursing Education	Continued – NO conditions	n/a	2020-21	2030-31
CHHS	Occupational Therapy MS	American Occupational Therapy Assn, Accred. Council for Occupational Therapy Education	Continued – NO conditions	n/a	2021-22	April 2026
CHHS	Occupational Therapy Doctoral Program	Accreditation Council for Occupational Therapy Education	Candidacy status granted	Enrolling students fall 2023.	April 2019	Oct 2025
CHHS	Occupational Therapy Assistant BS	Accreditation Council for Occupational Therapy Education	Candidacy status granted	Students may be notified of acceptance into the program Aug. 2023. First class starts Aug. 2024.	August 2023	2027
CHHS	Public Health MPH	Council on Education for Public Health	Continued – NO conditions	n/a	2019-20	2026-27
CHHS	Recreation Management & Policy, Program Administration option (undergrad)	National Recreation & Parks Assn, Council on Accred. of Parks, Recreation, Tourism & Related Professions	Continued – NO conditions	n/a	2022-23	2029-30
CHHS	Recreation Management & Policy, Therapeutic Recreation option (undergrad)	Commission on Accred. of Allied Health Ed Programs, Committee on Accred. of Recreational Therapy Ed	Continued – NO conditions	This (and two other options in RMP - Tourism & Event Management and Outdoor Leadership & Management) will move to be accredited by the Council on Accreditation Parks, Recreation, Tourism and Related Professions by Oct. 2027.	2019-20	Oct 2027
CHHS	Social Work (undergrad & grad)	Council on Social Work Education	Continued – NO conditions	n/a	2017-18	2025-26
CHHS	Teacher Education: Family Studies P-3 Certification (undergrad)	National Assn for Education of Young Children	Continued – NO conditions	n/a	2019-20	2026-27
CHHS	Teacher Education: Recreation Management & Policy/Outdoor Education (undergrad & grad)	Assn for Experimental Education	Continued – NO conditions	n/a	2018-19	2028-29
COLSA	Biomedical Science BS, Medical Laboratory Science option	National Accrediting Agency for Clinical Laboratory Sciences	Continued, renewal pending	Site visit occurred April 2025. No concerns. Agency votes Oct. 2025.	2025	tbd

Academic Programs with State Approval and/or National Accreditation: University of New Hampshire

II. National Accreditation, continued

<i>College</i>	<i>Program</i>	<i>Accrediting Body</i>	<i>Accreditation Status</i>	<i>Follow Up Action by Institution</i>	<i>Most Recent Review</i>	<i>Next Review</i>
COLSA	Didactic Program in Dietetics BS	Academy of Nutrition & Dietetics, Accred. Council for Education in Nutrition & Dietetics	Continued – NO conditions	n/a	2019-20	2027-28
COLSA	Nutritional Sciences MS combined with Dietetic Internship (MSDI)	Academy of Nutrition & Dietetics, Accred. Council for Education in Nutrition & Dietetics	Continued – NO conditions	n/a	2019-20	2027-28
COLSA	Forestry Program BSF	Society of American Foresters	Continued – NO conditions	n/a	2018-19	2028-29
CPSO	Nursing RN-BSN	Commission on Collegiate Nursing Education	Continued – NO conditions	Annual report	2019	Summer 2027
CPSO	Nursing MS: Nursing Health Care Leadership	Commission on Collegiate Nursing Education	Initial accreditation - NO conditions	Annual report	2019	Summer 2027
CPSO	Project Management MS	Project Mgmt Institute, Global Accreditation Certification	Continued – NO conditions	n/a	2022	Summer 2027
CPSO	Project Management Graduate Certificate	Project Mgmt Institute, Global Accreditation Certification	Initial accreditation- NO conditions	n/a	2022	Summer 2027
CPS (M&O)	Business AS, BA, BS, MS	Accreditation Council for Business Schools and Programs	Candidate	CPS Business programs are candidates for accreditation. Tentative site visit early 2026.	n/a	2025-26
LAW	UNH Franklin Pierce School of Law	American Bar Assn	Continued, renewal pending	Update report on several ABA Standards due June 27, 2025. ABA will vote Aug. 2025.	2023-24	2025
PAUL	Business Administration BS, MS	Assn to Advance Collegiate Schools of Business – International	Continued – NO conditions	n/a	April 2024	2030
PAUL	Accounting MS	Assn to Advance Collegiate Schools of Business – International	Continued – NO conditions	n/a	April 2024	2030
PAUL	Hospitality Management BS	Assn to Advance Collegiate Schools of Business – International	Continued – NO conditions	n/a	April 2024	2030
TSAS	Forest Technology AAS	Society of American Foresters	n/a - Program discontinued	Closing effective fall 2025	2016-17	n/a
TSAS	Veterinary Technology AAS	Committee on Veterinary Technician Education & Activities, American Veterinary Medical Assn	Continued – NO conditions	n/a	2019-20	2024-25
UNHM	Engineering Technology	Technology Accred. Commission of the Accred. Board for Engineering & Technology	Continued – NO conditions	n/a	2019-20	2025-26
UNHM	Sign Language Interpretation	Commission on Collegiate Interpreter Education	Continued – NO conditions	n/a	2016-17	2026-27

USNH Institutional Comparator Groups

as designated by institution

UNH

Bentley University	Waltham, MA
Boston University	Boston, MA
Northeastern University	Boston, MA
Quinnipiac University	Hamden, CT
Rutgers University-New Brunswick	New Brunswick, NJ
University at Buffalo (SUNY)	Buffalo, NY
University of Connecticut	Storrs, CT
University of Delaware	Newark, DE
University of Maine	Orono, ME
University of Massachusetts Amherst	Amherst, MA
University of Rhode Island	Kingston, RI
University of Vermont	Burlington, VT

PSU

Bridgewater State University	Bridgewater, MA
Frostburg State University	Frostburg, MD
Millersville University of Pennsylvania	Millersville, PA
Shippensburg University of Pennsylvania	Shippensburg, PA
SUNY College at New Paltz	New Paltz, NY
SUNY College at Plattsburgh	Plattsburgh, NY
The College of New Jersey	Ewing, NJ
University of Massachusetts-Dartmouth	North Dartmouth, MA
University of Wisconsin-Stevens Point	Stevens Point, WI
University of Wisconsin-Whitewater	Whitewater, WI
Western Connecticut State University	Danbury, CT
Westfield State University	Westfield, MA

KSC

Eastern Connecticut State University	Willimantic, CT
Fort Lewis College	Durango, CO
Henderson State University	Arkadelphia, AR
Ithaca College	Ithaca, NY
Longwood University	Farmville, VA
Ramapo College of New Jersey	Mahwah, NJ
Shepherd University	Shepherdstown, WV
Southern Oregon University	Ashland, OR
SUNY at Geneseo	Geneseo, NY
Truman State University	Kirksville, MD
University of Mary Washington	Fredericksburg, VA

University System Student Board

University System of New Hampshire Board of Trustees
Educational Excellence Committee
26th June 2025

Substance Abuse Resources on USNH Campuses

University System Student Board
(USSB) Presentation

- Substance Abuse on College Campuses
- Existing USNH ANOD* Frameworks
- What Can We Learn From Others?
- USNH Campus-Specific ANOD Resources
- USSB: Policy Recommendations
- USSB: Next Steps

*Alcohol, Nicotine, & Other Drug Education and Counseling

Substance Abuse on College Campuses

Substance Abuse: The use of illegal drugs or the use of prescription or over-the-counter drugs or alcohol for purposes other than those for which they are meant to be used, or in excessive amounts (NIH).

Substance abuse is highly correlated with *poor academic performance*, increased *absences*, *lower GPA*, *less time studying*, and *decreased student retention*.

- Non-academic impacts on retention from substance abuse on campus include increased tendency to pursue dangerous or *risky behaviors*, and *decreased health*
- “Substance use (smoking, chewing, drinking alcohol daily) was **significantly and negatively associated** with students’ academic performance.”

Estimates vary due to difference in student environments, culture, and attitudes towards substance usage, but research indicates anywhere from 25–50% of all college-aged students will meet clinical criteria for at least one substance use disorder during a 4-year tenure (NIH, 2022)

Existing USNH ANOD Frameworks

Students Typically Enter ANOD System from Well-Identified Pathways:

1. Citation/Arrest for Substance of Abuse (e.g., Underage Consumption of Alcohol)
2. Seeking Appointment for Self
3. Appointment Made Through Recommendation or Peer Advocacy Network

ANOD-Specific Staffing by USNH Campus:

- Recommended 1:1000 Student to ANOD Counselor Ratio (NASPA & ACHA)
- KSC: 0
- PSU: 1, MLADC
- UNH: 1 MSW/LICSW

Based on low-end NIH estimates (25%) and 2024-2025 USNH enrollment:
~7,500 USNH students could benefit from improved ANOD frameworks and counselling services

What Can We Learn From Others?

- **Punitive Approaches Harm Student Success:**

Linked to lower retention and disproportionate harm to marginalized students; fines can worsen stress and fuel further substance use and social escapism (NASPA).

- **Different Populations, Different Needs:**

Greek life, NCAA student-athletes, first-gen, and international students face unique, but diverse ANOD risks (NASPA); Ohio State and UC Berkeley tailor outreach and services based on student social identity and likely student life experiences.

- **Repetition Builds Retention:**

Wellness education is most effective when reinforced over time in multiple formats (Larimer & Cronce). The Univ. of Michigan's tiered model targets students across social identities and academic stages, designed with the intent of being easily replicable across universities.

- **Peer Advocates Are Messengers, Not Mediators:**

Peer-led outreach improves engagement but is ineffective for resolving complex cases (Campus Prevention Network); BU and UNC Chapel Hill delegate resolution to trained professionals for consistency and care.



- **Counseling Support:**
 - Currently employs 1 licensed alcohol & drug counselor (MSW/LICSW) to deliver targeted ANOD care.
 - **UNH Law:** Drop-in hours with a licensed social worker, but no formal ANOD resources, despite high levels of ANOD abuse identified in law school populations against the scrutiny of bar admission requirements
- **Student Risk Often Identified Through Student Conduct Violations:**
 - Students enter the ANOD system via violations of policy resulting in a formal warning and enrollment in a mandatory third-party online educational module. Further violations result in hearings and ramifications via the UNH SRRR code of conduct
 - Self-referral and peer recommended pathways exist but are sparsely utilized across all UNH campuses
 - **AY23-24 → Fall 2024 ANOD Counsellor Sessions: 49 → 40**
- **ANOD Outreach is Ongoing and Focuses Heavily on Recovery:**
 - Since 2023, ANOD services have been expanded beyond mandated referral programs to include voluntary support, outreach, Narcan trainings/distribution, and training cohorts of student interns
 - UNH Peer Social Support Group provides weekly sessions for participants in ANOD recovery to meet, connect, and be supported in an on-campus social setting

- **Counseling Support:**
 - Currently employs 1 master licensed Alcohol & Drug Counselor (MLADC), but the role is not ANOD specific
- **Student Risk Often Identified Through Student Conduct Violations:**
 - Most students enter the ANOD system via disciplinary channels (i.e. UPD or Residential Life citations)
 - CARE forms allow students and staff to activate early intervention, yet most first encounters are received as the result of residential life citations
- **ANOD Outreach is Present, but Merits Expansion:**
 - Communities for Alcohol & Drug-Free Youth (CADY, Inc.), a local non-profit advocacy group, hosts preventative education trainings during student orientation
 - The Office for Student Advocacy & Wellness (OSAW) intends to expand offerings and better process referrals from the University Police Department
 - Fragmented data collections across PSU units (i.e. CARE forms, OSAW, UPD citations) hampers cohesive assessments—developing a unified ANOD approach would improve case outcomes and PSU resource allocation

- **Counseling Support:**
 - Currently no licensed alcohol & drug counselor (LDAC/MLDAC) on staff to deliver targeted ANOD care.
 - Higher or repeated offenses lead to referrals for either a “**Connections to a Counselor**” session or a **Mandated Safety Assessment (MSA)**—focused on student safety & harm reduction.
- **Student Risk Often Identified Through Conduct Channels:**
 - Students enter the ANOD system via referrals from the **CARES or Behavioral Intervention Team (BIT)**, often following substance policy violations, and managed through the Dean of Students' office.
 - Self-referral is permitted via CARES, but rarely used in substance-related cases
 - **Fall 2024 → Spring 2025 BIT:** 30 total (24 unique students) → 19 (14 unique)
- **ANOD Outreach is Present but Needs Strengthening:**
 - The AOD Committee and Wellness Center lead harm-reduction programming and Narcan training but would benefit from a clearer visual identity and expanded presence on campus.
 - Rising case numbers prompt plans to expand programming, connect students to local recovery resources, and build a more centralized support system at KSC.

USSB: Recommendations for ANOD Frameworks

- **Prioritize ANOD Counselling on USNH Campuses:**
 - Hire and embed trained ANOD counselors within campus wellness & student affairs offices to provide proactive, trauma-informed support services across all campuses.
 - Substance Abuse & Addiction Specialist role identified as a Top NH hiring priority
- **Establish ANOD Subcommittee on the USNH Mental & Behavioral Health Roundtable:**
 - Standing subcommittee to guide ANOD policy integration, ensure cross-campus consistency, and encourage collaboration on student support initiatives.
- **Develop & Distribute Campus-Specific ANOD Navigation Guides for Students:**
 - Produce accessible, digital and print visual guides for ANOD supports available on each campus, co-designed with campus-oriented student input & ANOD advocates.
- **Implement a Care-Based ANOD Remediation Pathway:**
 - Redesign remediation protocols to prioritize student wellbeing by integrating counseling & restorative practices as primary interventions instead of punitive measures (e.g., fines/letters to parents).

USSB: What Can We Do Next?

Substance Abuse:

- Coordination with the USNH BHRT:
 - Establish ANOD subcommittee on the USNH BHRT
 - Compile data and campus trends to assess current and emergent issues (i.e. sports gambling)
- Explore Potential for USNH Systemwide ANOD Audit:
 - Which programs and offerings should be expanded and where can efficiencies be gained?
 - Which ANOD staff positions create the highest impact to USNH students?
 - Map equity in ANOD service delivery:
 - Which student populations are being best served best? Who is being overlooked?

Financial Literacy & Wellbeing:

- Tracking USNH Student Senate Activity:
 - PSU: Active deliberation from Faculty Senate regarding a possible implementation timeline
 - UNH-UG: Requested improving financial literacy courses and resources (i.e. more course sections, student seats, and/or creating a shared online education module)
- Explore the potential to integrate financial literacy components into first-year programming to front-load life skills that will reduce financial stress and substance abuse risk

Please Join In Congratulating Our Graduating Class of 2025 USSB Representatives:

MJ Condon, *B.S., Cum Laude*, University of New Hampshire
Nathan Frederickson, *J.D.*, UNH Franklin Pierce School of Law
Tony DiVito, *B.S., Summa Cum Laude*, Keene State College



Do incoming freshmen value research?



UNH Prospective Student Surveys

- ❖ “Cutting edge research opportunities” was the **top response** for UNH prospective students to the question, *what is the school best known for?*
(Research was 2nd for UMass, 4th for UVM, not in the top 5 for Quinnipiac or SNHU)
- ❖ **50%** of enrolling first-year students said they planned to participate in “original research or collaborate with a faculty member on their research”
- ❖ Enrolling first-year students rated UNH research opportunities **4.3** out of 5

UNH Undergraduate Research Conference (URC)

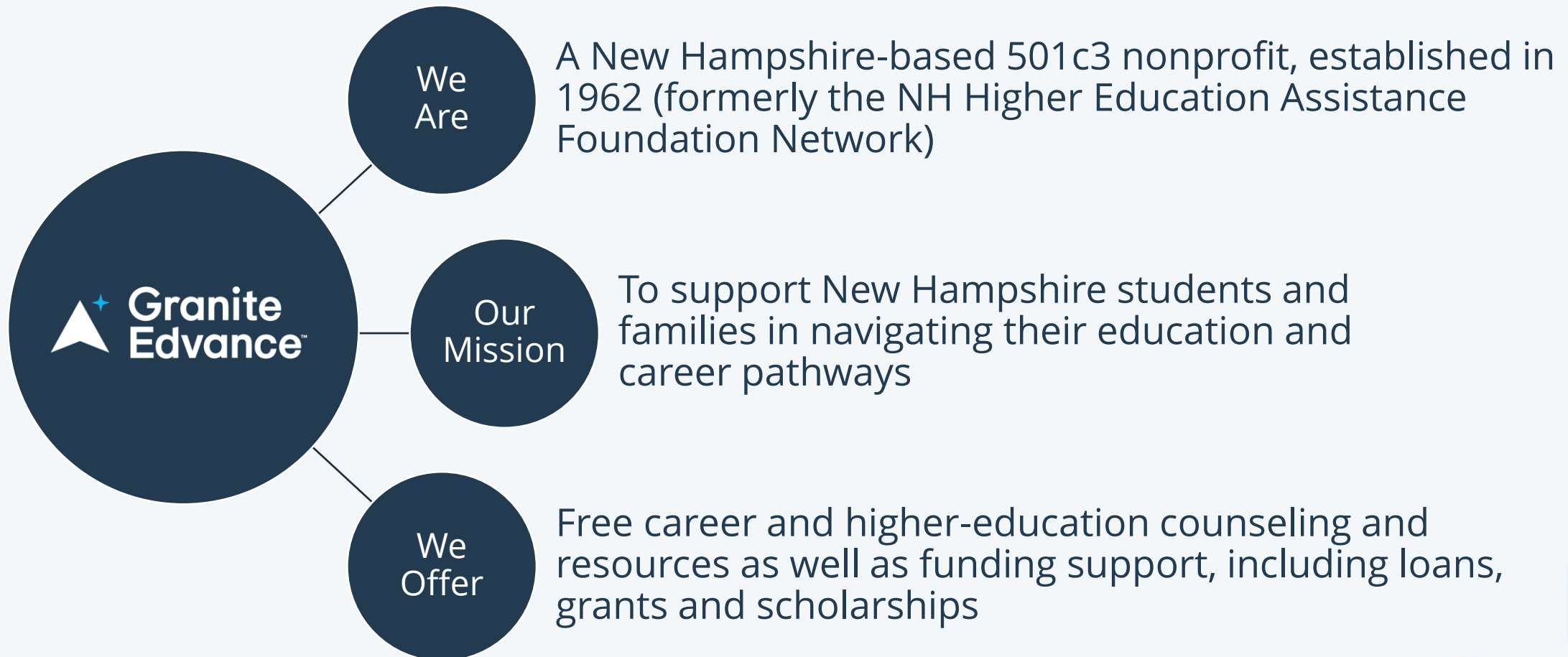
- ❖ **1,500–2,000** undergraduate students present at the URC annually
- ❖ **345+** faculty members mentor URC student presenters annually on average
- ❖ UNH URC is **one of the largest** conferences of its kind in the country

Supporting Middle School Students in Post-Secondary Exploration

Christiana Thornton
President & CEO



About Granite Edvance



Helping NH Residents Find Their Direction



Knowledge and guidance in **education** and **career planning**



Serve **all NH residents** any age, background, interest, and pathway

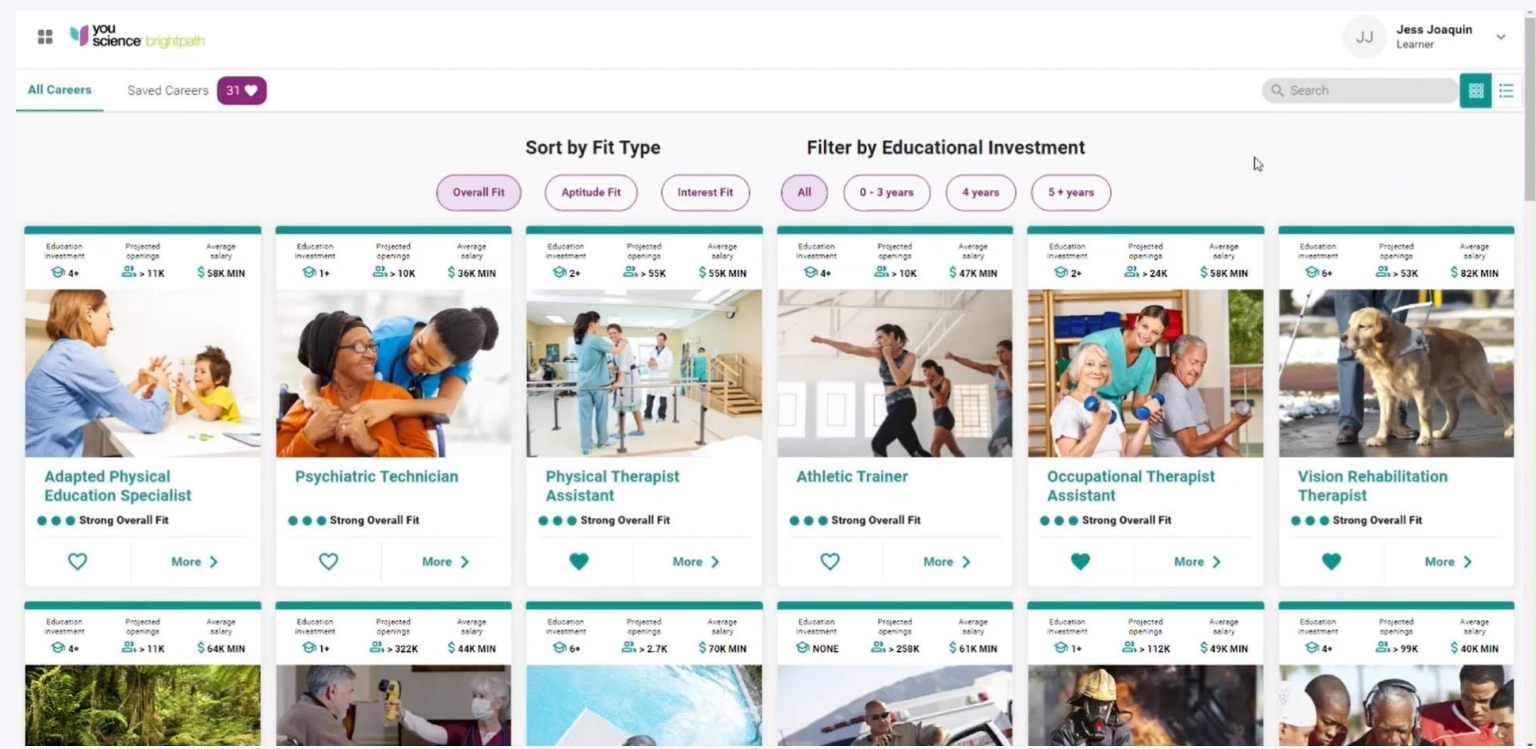
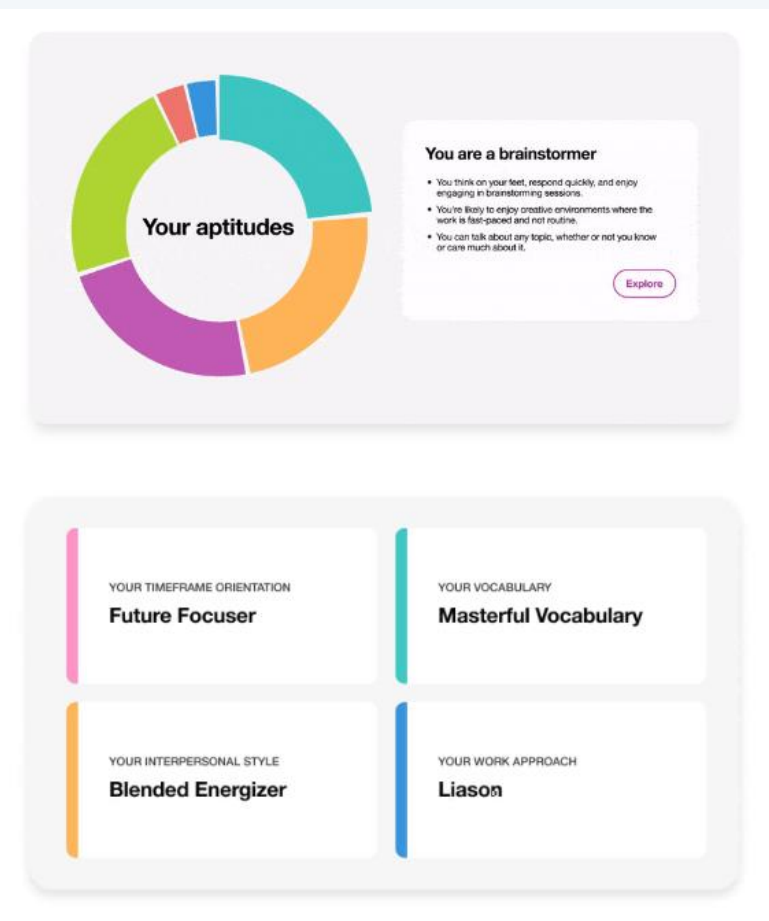


Partnerships with school counselors and institutions



Relationships with community organizations

Aptitude Exploration For All Ages: YouScience



Middle School Programming & Engagement

Beyond 8th: Career & College Kickoff

- Serving 130 8th-graders for a day at WMCC for post-secondary planning: 10.24.25

5th Grade Pathways Planning – *Coming Soon!*

- In-classroom program: Developing a future focused mindset & the value of early post-secondary planning

Early Future Planning presentations for grades 6-10

- Can be tailored for a student or parent specific audience

Numerous smaller scale partnership events with community partners

- Including SEE Science Center, MPAL, NPAL, Breakthrough Manchester, Girls at Work, Boys & Girls Clubs, City Year, Juvenile Court Diversion Network

What is ETS? Schools and Students



ETS Summary of Statistics

2023-24 Objectives						
56% of college ready participants will enroll in postsecondary education						89%
college ready participants will apply for financial aid						89%
41% of seniors will graduate with a rigorous curriculum						81%
55% of enrolled students will complete a degree in 6 years						51%
95% of underclass students will be promoted						99.8%
85% of seniors will graduate with a regular diploma within 4 years						100%



What is TRIO?

Pipeline to success

TRIO Programs in NH

Institutions and Programs

Link to Factbook:

<https://heyzine.com/flip-book/3730d6131b.html#page/1>

Threats to TRIO

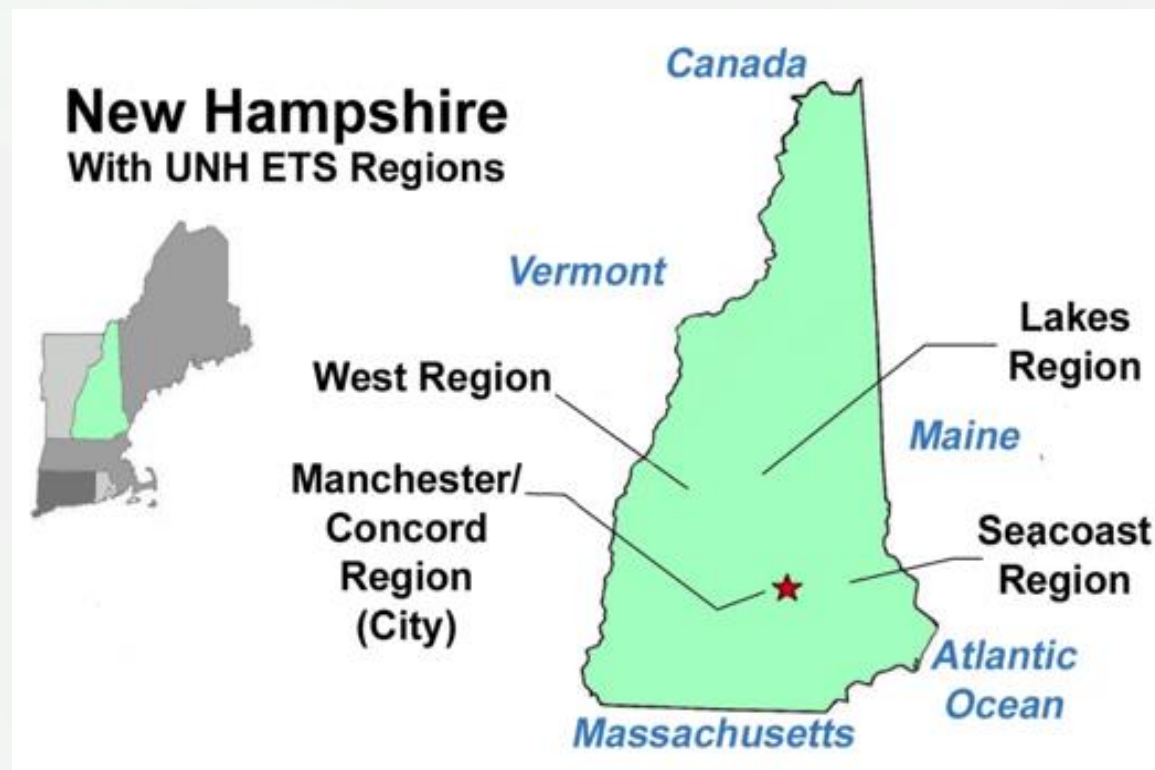
Trump Administration FY26
Budget proposed TRIO
elimination

- Blocks to appropriated funds
 - UB 6/1, SSS 7/1, ETS 9/1
- Release SSS grant results
- Grant Continuation Process (RFP for ETS)
- Strong Congressional support

Programs Serving MS in NH

ETS, GEAR Up,
Breakthrough Manchester

ETS in NH (1200 Students)



30 ETS NH Schools (1200 students)



16 High Schools

Central, Concord , Dover, Fall Mountain, Farmington, Franklin, Laconia, Mascoma, Memorial, MST, Newfound, Newport, Somersworth, Spaulding, Stevens, West



14 Middle Schools



Claremont, Dover, Franklin, Henry Wilson, Hillside, Indian River, Laconia, Newfound, Newport, Parkside, Rochester, Rundlett, Somersworth, Southside,



How ETS Works in our 14 Middle Schools

Overview

Workshop or group event each month

Individual sessions over the course of the school year

Report cards reviewed quarterly

Transcripts requested yearly

Student Progress Reports as needed

Tutoring as needed

Parent Night each year

College tour

Study Skills Assessment as needed

**students can talk with their ETS advisor if they would like to schedule additional individual meetings*



ETS 6th Grade Program & Recruiting

Introduction

Study Skills Activities

Skills, Interests and Career Activities

College Visit Preparation

College Tour & Lunch (at a pre-selected campus)

College Awareness Activities



ETS 7th & 8th Grade Curriculum



Alternating College Awareness & Career Awareness

Career Awareness
Start Up
Study Skills
Introduction to Careers
Careers for Me
Occupations & Education
Financial Literacy
Course Selection
Occupational Outlook Handbook
Time Management
Looking Toward the Future
JST

College Awareness

Introduction
Study Skills
College Majors & Careers
Exploring Colleges
Preparing for College
Achieving Goals
College Admissions
Course Selection
Decision Making
How to Pay for College
Future Workshop
College Visit



University System
of New Hampshire

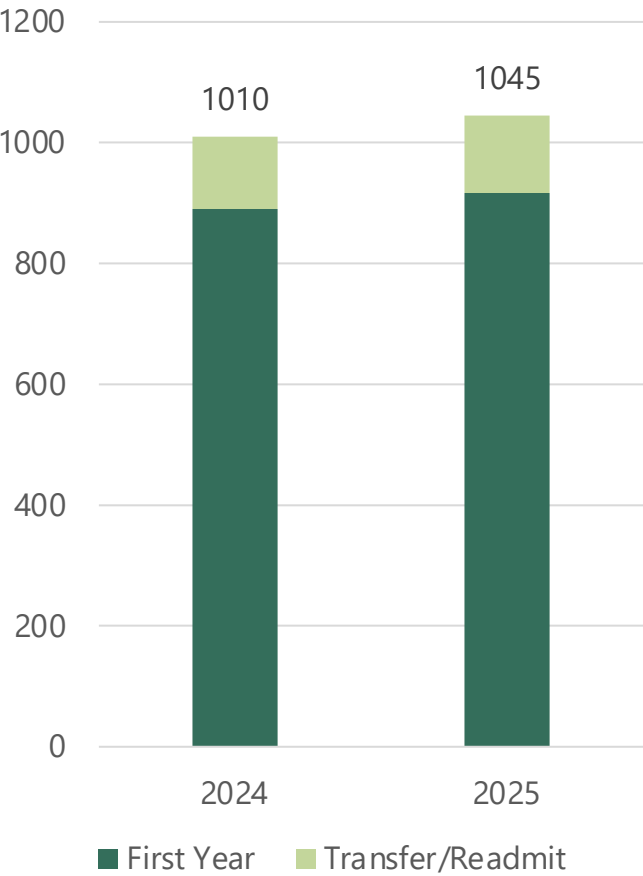
USNH Enrollment Management Update Board of Trustees Meeting Educational Excellence Committee

June 2025

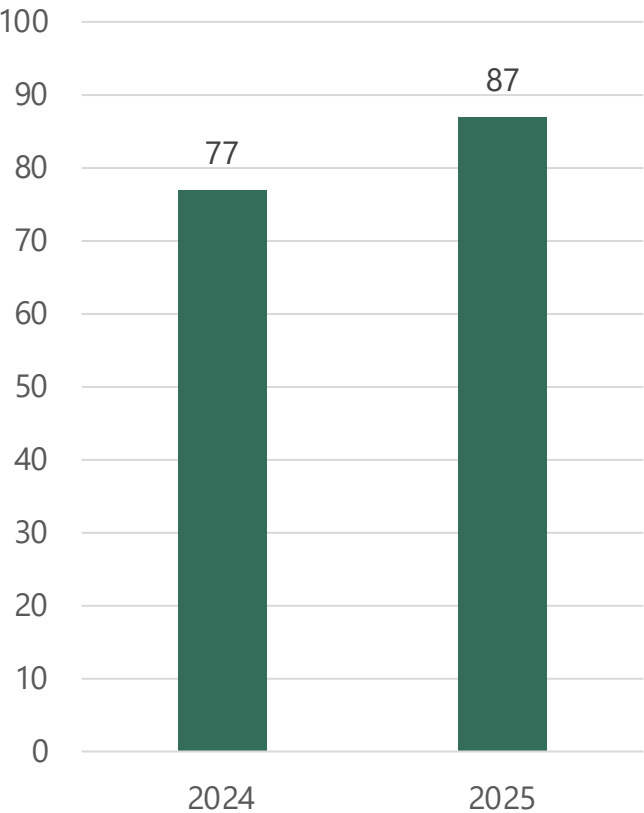
Headcount Update

PSU Headcount as of June 1st

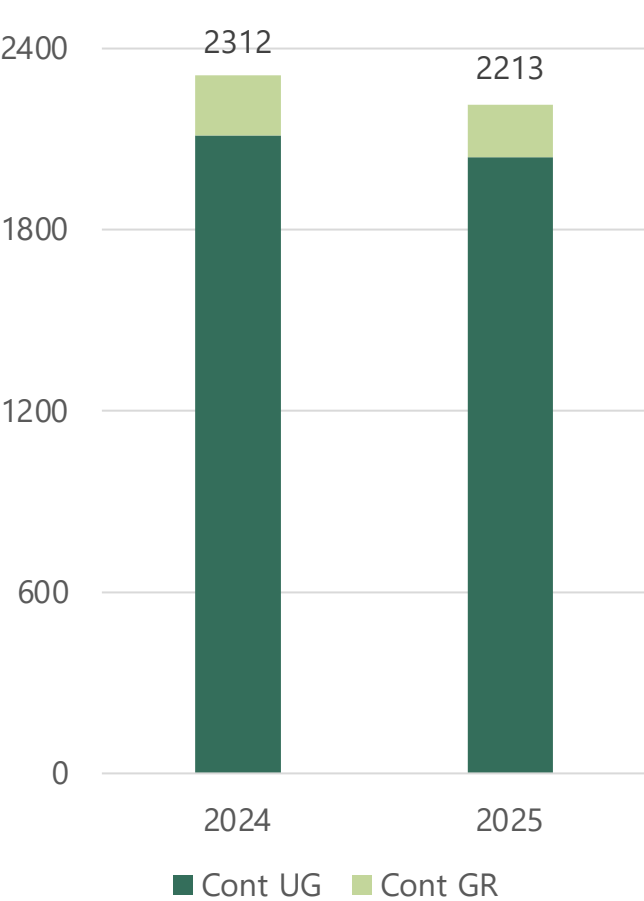
New Undergrad Students as of
June 1



New Grad Students as of
June 3

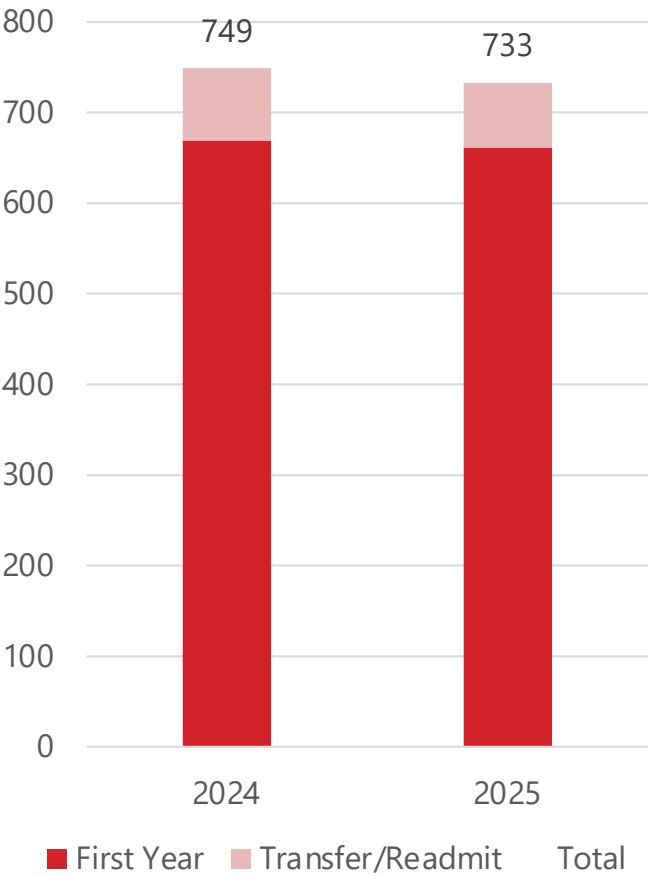


Continuing Students Registered
as of June 1

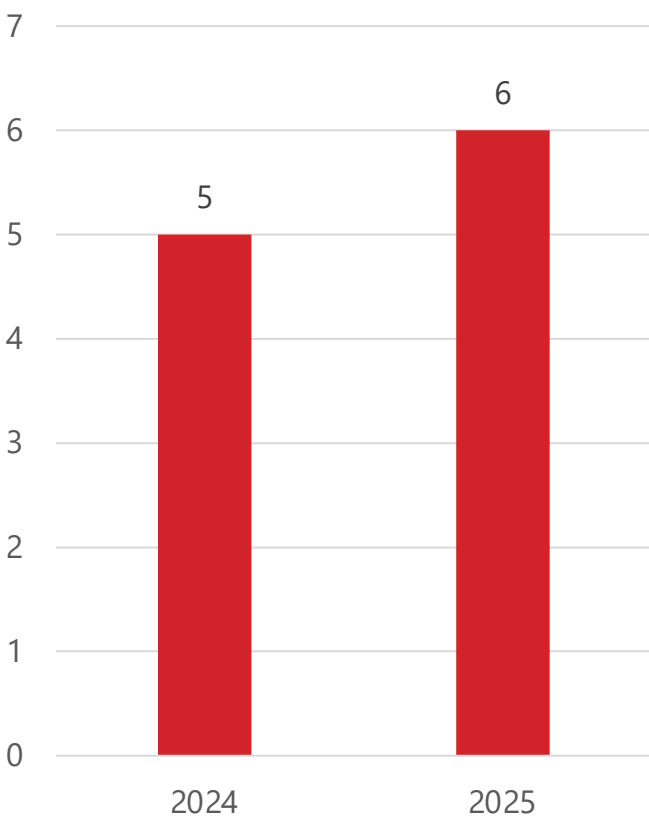


KSC Headcount as of June 1st

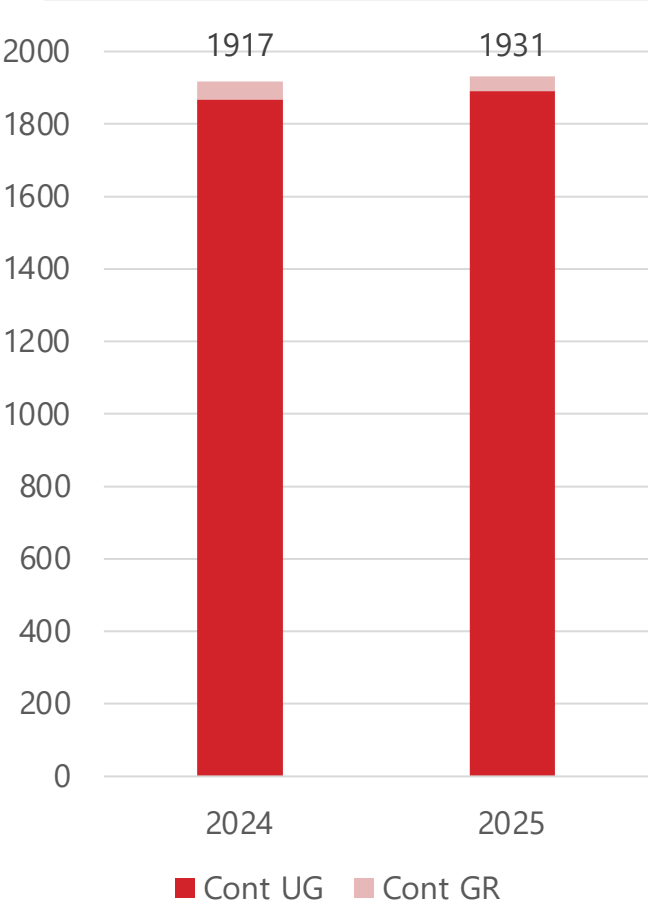
New Undergrad Students as of June 1



New Grad Students as of June 3

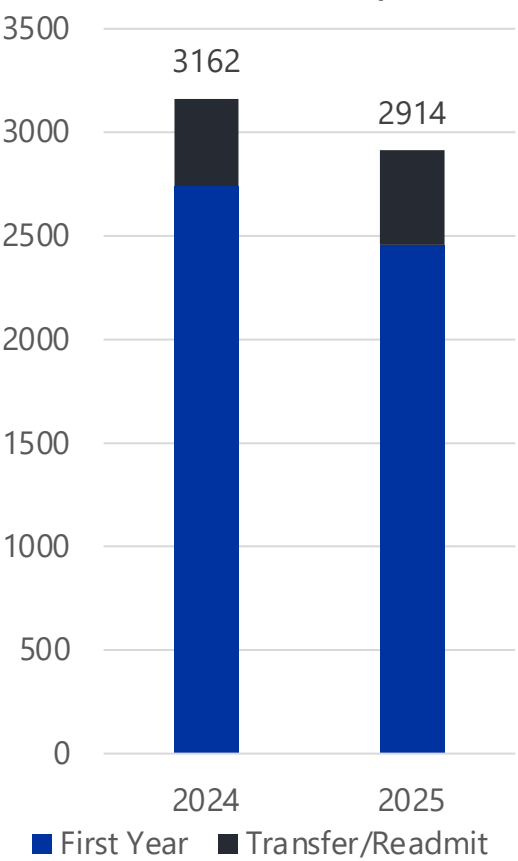


Continuing Students Registered as of June 1

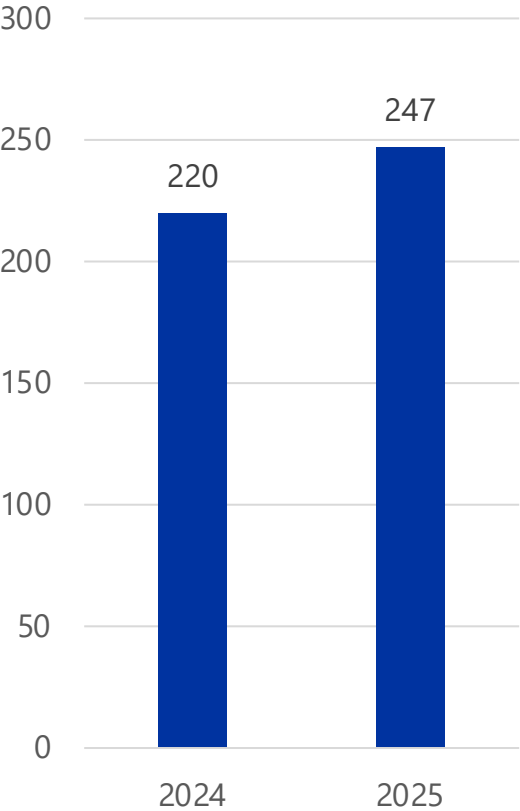


UNH Headcount as of June 1st

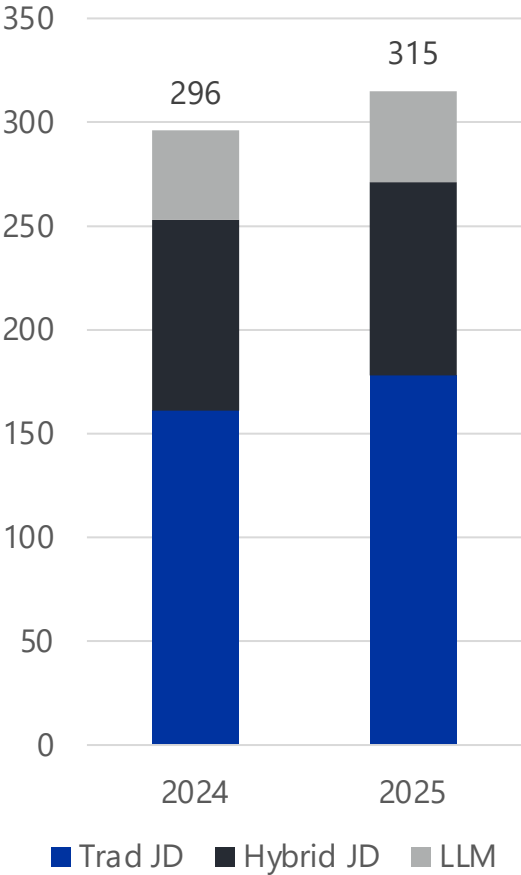
New Undergrad Students
Registered as of June 1 (Durham
and Manchester in-person)



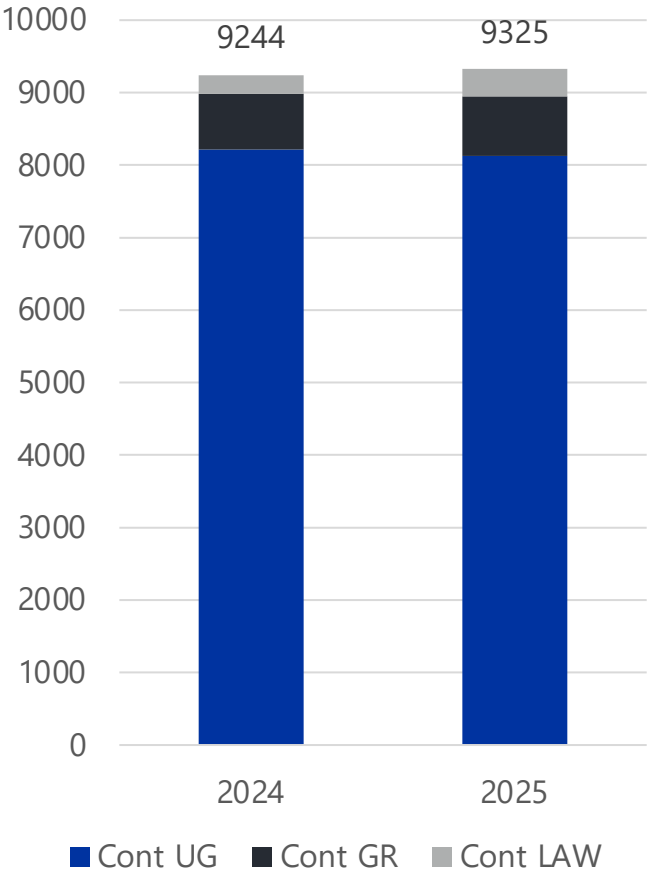
New Grad Students
Registered as of June 1



New Law Students
Deposited as of June 1



Continuing Students Registered
as of June 1

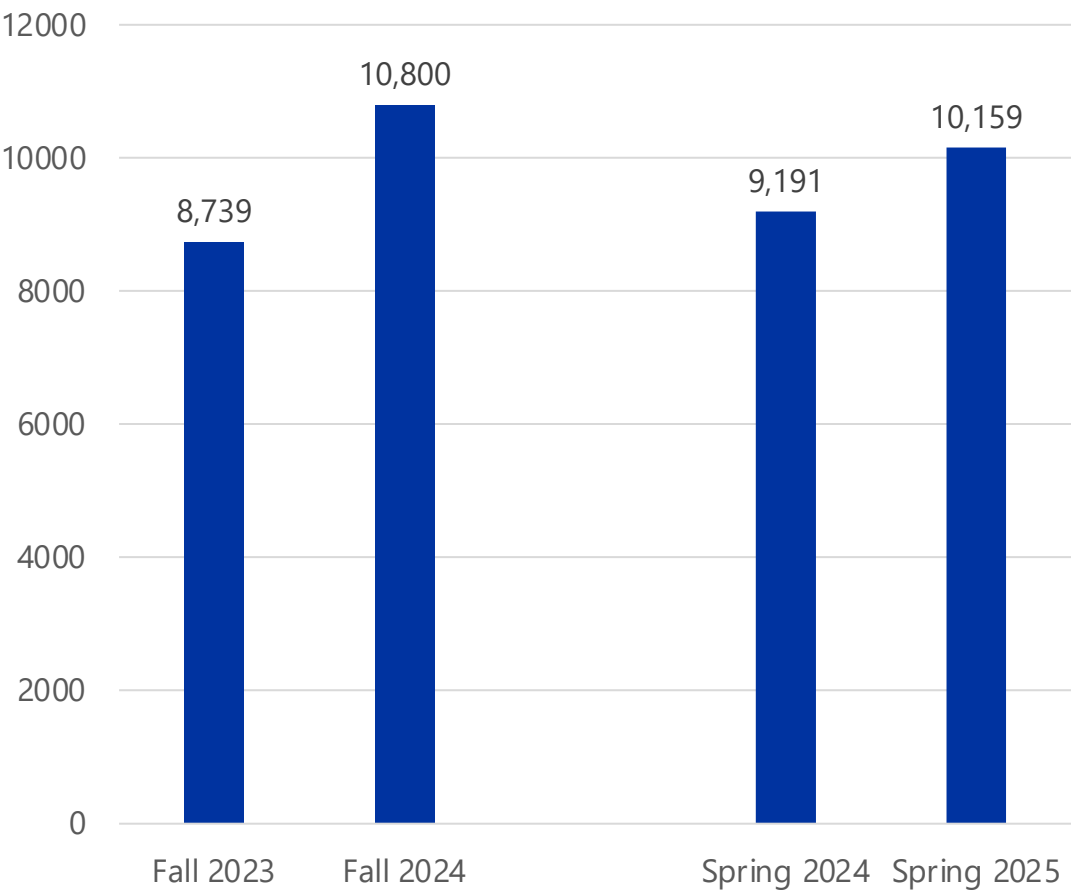


Note: Reflect Durham, Manchester, and Law; Excludes CPS-O

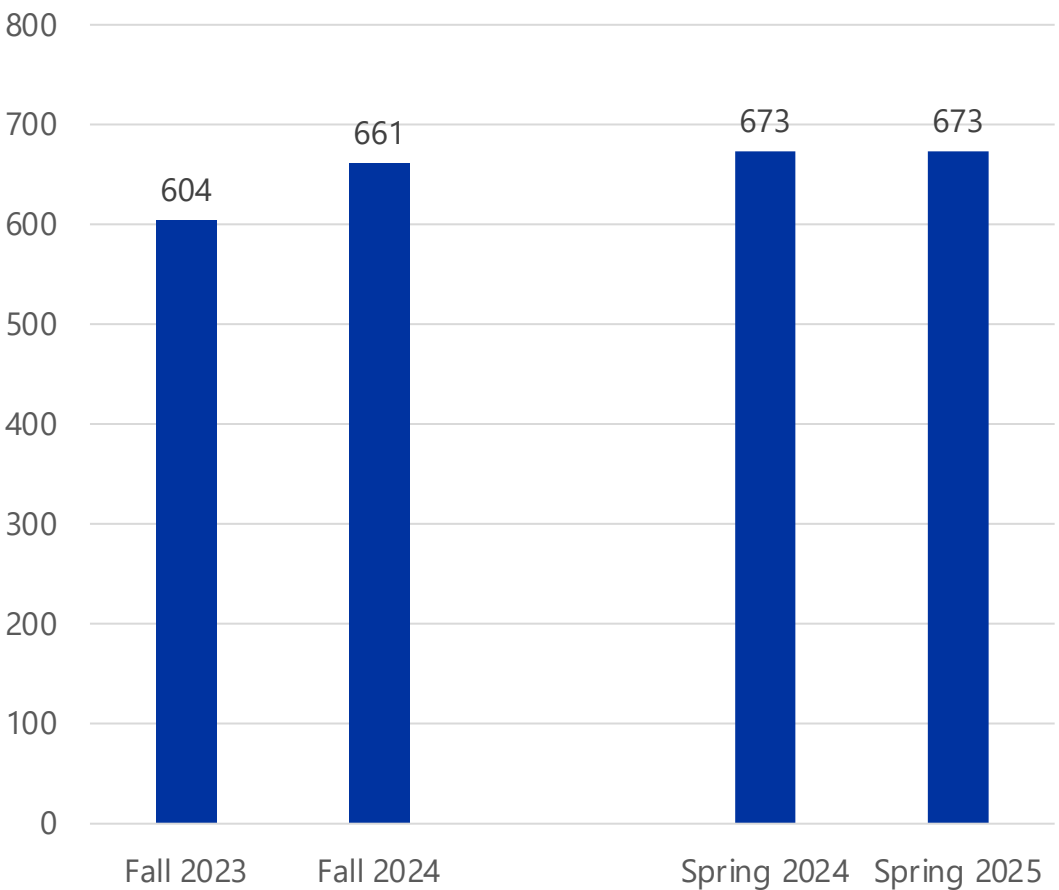
CPS Online Enrollment (Credit Hours Reported at Census)



Undergrad Enrollment



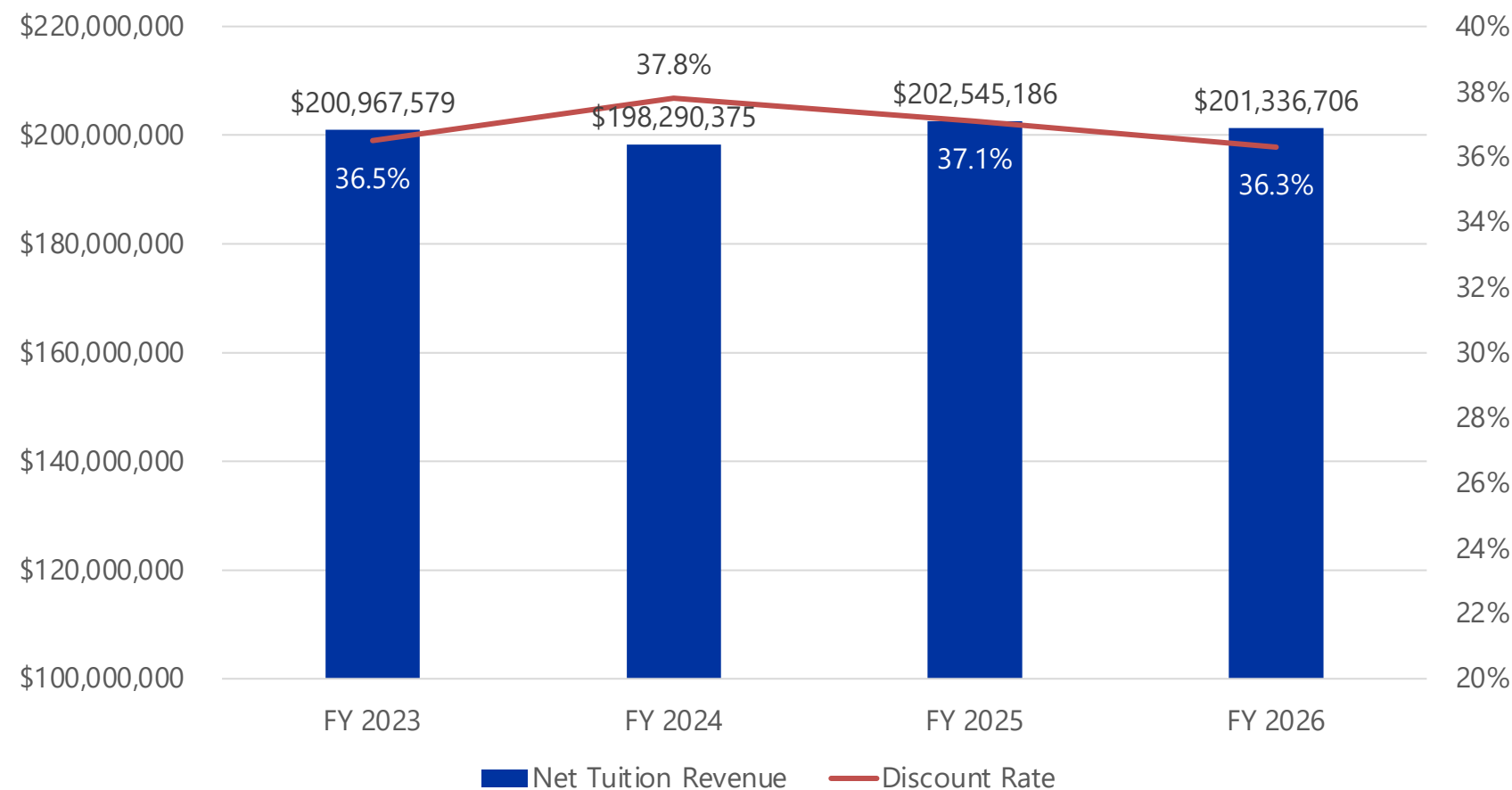
Graduate Enrollment



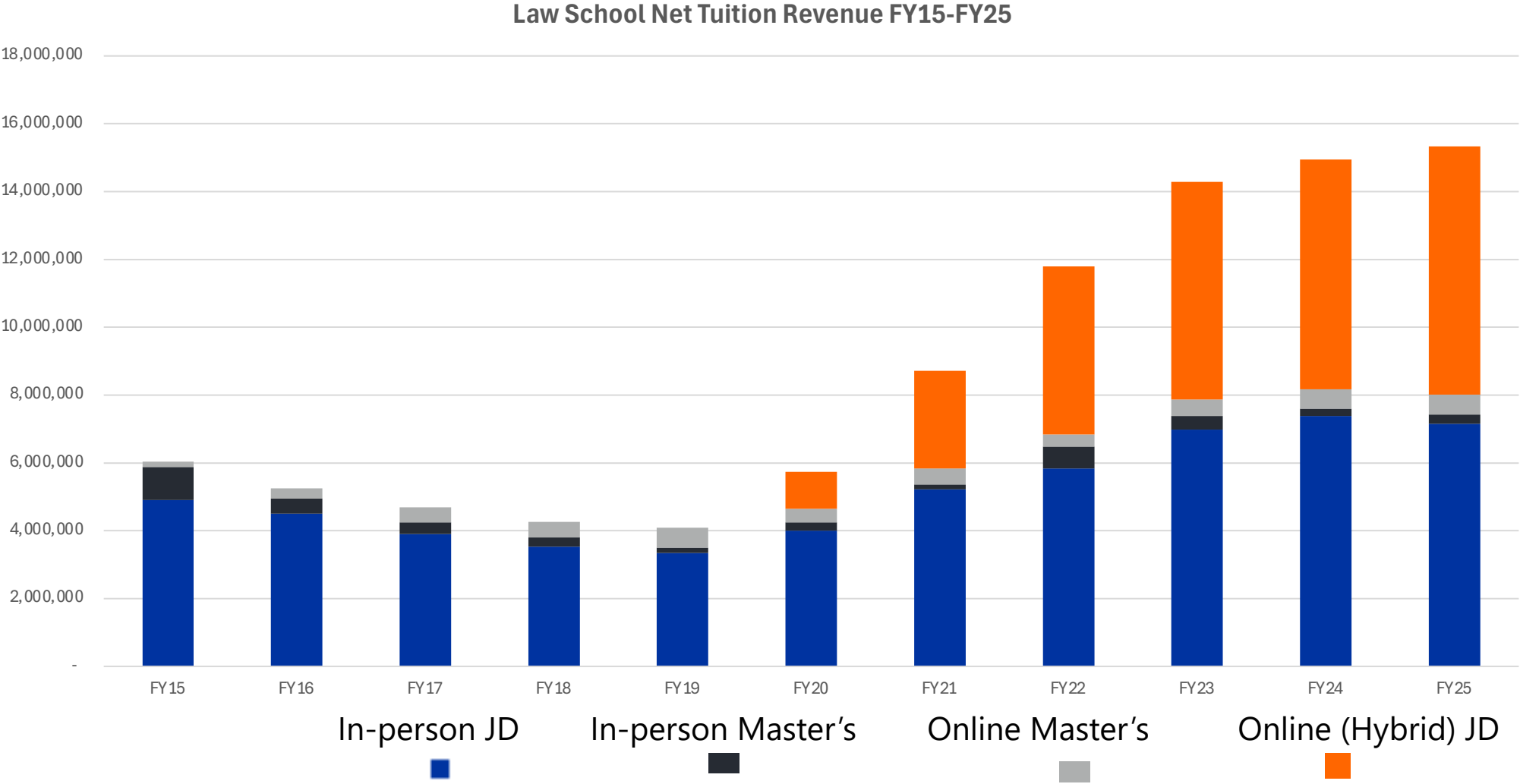
NTR and Discount Rate Projection

(UNH Durham Undergrad)

Durham Total Undergraduate Net Tuition Revenue expected to be within \$1M of last year because of decline in discount rate. The smaller first-year class will bring about \$2M less in fee and other revenue to the Durham campus.



Law School Net Tuition Revenue



Ongoing Risks and Mitigation

Risks

- Demographics, market competition and increased non-consumption continue to threaten overall enrollment
- Cost-sensitivity increased by economic uncertainty
- Competitors continue to increase discounting to fill seats
- Threats to Pell, Grad Plus, Trio and other federal financial aid programs could impact enrollment
- Negative press around NH state funding of higher education raises concerns about costs for NH families
- Negative press around higher education nationally causes families to question the value of higher education
- The ABA has asked UNH to demonstrate compliance with accreditation standards for the law school
- Changing federal immigration policies destabilizing the international student market

Mitigation steps

- Continued implementation of campus strategic enrollment plans to augment enrollment pipelines
- Enrollment teams continue to implement best practices in student and parent communication, discounting and exploring new technological solutions
- Increased marketing campaigns, especially about the value of USNH institutions
- UNH is working diligently on a response to the ABA
- Evaluation of Granite Guarantee and what changes may be necessary to increase awareness of NH families