Educational Excellence Committee

March 19, 2026 | 8:30-10:30 AM

Plymouth State University - Merrill Place Conference Center

Multipurpose Room B

14 Merrill Street

Plymouth

Meeting Book - 2026 March 19 Educational Excellence Committee

AGENDA - March 19 2026 | 8:30-10:30

Zoom and WiFi Info

Zoom - https://zoom.us/j/93390646282?
pwd=eUPq3CVv7SH0Ja8Ta72sjcgMMpONKv.1 | Meeting ID:
933 9064 6282 | Passcode: 366274

WiFi Network: PSU-Events | Password: Welcome2PSU!

Committee Membership

Patrick Griffin, Chair; Wayne Semprini, Vice Chair; Matthew Ash,
Ludmilla Cejka, Erin Ciempa, Delaney Cote, Caitlin Davis, Ethan
Dupuis, Luca Fortin, Tim Hoheneder, Shawn Jasper, Jessica
O'Brien, Jennifer Higgins Pitre, Christiana Thornton, David
Westover

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

A. Quorum Sufficient to Conduct Business

II. Consent Agenda | 5 min (8:35-8:40)
Chair Griffin

A. Approval of Minutes
MOVED, that the October 23, 2025, meeting minutes be approved.

B. NH Top Jobs

C. ERM Risk Plans: Enrollment & Student Success

III. Discussion

A. Enrollment Management & Strategy | 40 min (8:40-9:20)
Kim DeRego,
Jeremy
Heidenreich,
Sarah Russell

B. Academic Program Review | 40 min (9:20-10:00)
Provosts
Bowditch,
Riley, Sandy

C. University System Student Board (USSB) | 20 min (10:00-
10:20)
USSB

IV. Other Business | 10 min (10:20-10:30)

V. Adjourn

BOARD OF TRUSTEES
EDUCATIONAL EXCELLENCE COMMITTEE
OCTOBER 23, 2025

KEENE STATE COLLEGE
KEENE, NH

MEETING MINUTES
Draft for Approval

Attendance

Committee members present: Wayne Semprini, vice chair; Matthew Ash; Ludmilla Cejka; Erin Ciempa; Delaney Cote; Caitlin Davis; Ethan Dupuis; Luca Fortin; Tim Hoheneder; Shawn Jasper; Jessica O'Brien (remote); Jennifer Higgins Pitre; Christiana Thornton

Other trustees present: Kassandra Ardinger; Donald Birx; James Burnett, III; Elizabeth Chilton; Brendan Finn; James Gray, designee for the president of the NH Senate (remote); George Hansel; Kevin Knarr; Rick Ladd, designee for the speaker of the NH House of Representatives; Brian McCabe; Joel Nkounkou; Peter Paul; Michael Pilot; Catherine Provencher; Gregg Tewksbury

Other participants: Vinay Bhaskara, Nathaniel Bowditch; Kimberly DeRego, Jeremy Heidenreich, MB Lufkin, Jeanette Riley, Kirsti Sandy

Call to Order

On behalf of Committee Chair Griffin, who was unable to attend the meeting, Vice Chair Semprini called the meeting to order at 8:35 a.m.

Consent Agenda

Approval of the consent agenda containing the following items was duly moved, seconded, and approved.

Consent Items:
>   Action – Approval of June 26, 2025, Minutes
>   Information – Top NH Occupations Requiring Postsecondary Education

Enrollment Update: Fall Census 2025

Kim DeRego, vice provost of UNH enrollment management, reported on residential institution undergraduate, graduate, and online enrollment and net tuition revenue systemwide. The information included topics of CCSNH associate degree transfers, non-enrolling applicant perspectives, and enrollment strategy. KSC and PSU enrollment management leaders, MB Lufkin and Jeremy Heidenreich, joined Kim in a discussion with trustees about strategies to counteract demographic and market pressures and declining cultural confidence in the higher education value proposition.

Enrollment Update: College Vine

Vinay Bhaskara, co-founder of College Vine, a company that provides AI support for college operations, joined remotely to introduce the AI tool newly adopted by the three USNH institutions to assist with outreach and recruitment. A live demonstration of a telephone conversation with an AI recruiter was conducted. College Vine was described as a force multiplier that offers personalized 24-7 communications at scale with applicants and

prospective students with an analytic capacity to inform recruitment strategy. Once fully implemented, the next phase will develop AI assistance in areas of student services and student success.

Student Success: Retention, Persistence, and Graduation

The provosts presented information on data analytics and initiatives designed to support student retention, persistence, and graduation. Acknowledging that myriad combinations of variables can impact a student's successful completion of their program, the provosts shared examples of the many ways in which students are supported through integrated, campuswide strategies that strive to holistically advance academic, social, and emotional well-being. Discussion of the institutions' first-to-second-year retention and four-year/six-year graduation rates and targets included the budgetary implications of improved persistence.

University System Student Board (USSB)

Student trustees and USSB representatives reported on plans to build cross-campus USSB and student body governance collaboration to inform student belonging and retention priorities. Through two initial systemwide forums, the student leaders intend to share insights, identify challenges, and develop coordinated solutions in key areas of concern to students that impact retention. Initial outcomes and policy recommendations will be presented in March, and an impact summary and continuation plan will be delivered in June. Board Chair Pilot commended the students for demonstrating "systemness" in practice.

Closing Remarks

Vice Chair Semprini stated that the March meeting will take an in-depth look at USNH's response to NH workforce and employer needs, and how USNH's "product" measures against that of our competition.

Adjournment

There being no further business or discussion, the meeting adjourned at 10:35 a.m.

Top Occupational Demand NH
Requiring Postsecondary Education

"Very Favorable Outlook" and highest average annual openings projected 2022 to 2032

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

MASTER'S / DOCTORATE with avg annual openings	PROG
School Counselor – Ed, Guidance, Career (M) 187	P
Nurse Practitioner (M) 161	U
Lawyer, unspecified (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

* Associate degree min education requirement

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.

Enterprise Risk Management (ERM)
Student Success & Well-being | Enrollment & Retention

Educational Excellence Committee

March 19, 2026

Risk: Student Success/Well-being	Risk Description	Management / Mitigation Strategies
Likelihood: **MEDIUM** Impact: **MEDIUM** Accountability: **Presidents** Champion: **Kenneth Holmes** Board Oversight: **Educational Excellence Cmte** ------------------------------- Risk Management Process: • Risks descriptions identified by Presidents Council • Systemwide strategies identified by Student Affairs Executive Council, reviewed/updated annually • Subsequent annual review by Presidents Council • Annual submission to BOT Educational Excellence Cmte	Failure to prevent or respond to threats can directly impact the safety and well-being of students. Increased mental health struggles for students can directly impact their well-being and academic success.	*Current Mitigation Strategies* The USNH campus reviews this risk description monthly through the Behavioral Health Roundtable (BHRT), along with other concerns. The committee now includes a USSB student as we discuss Behavioral Intervention Teams and other campus programs that provide acute response and support for students facing significant mental health challenges across all USNH campuses. A one-size-fits-all approach is not always practical – we must recognize and accommodate the diverse needs of each campus. Programs like UNH's Basic Needs Program exist across all campuses to address financial and food insecurity, which significantly impact student mental health and academic success. Recent efforts have expanded pantry services and emergency aid access. *Case Management* Increase funding for case management to serve acute student needs.

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Risk: Enrollment/Retention	Risk Description	Management / Mitigation Strategies
Likelihood: **HIGH** Impact: **HIGH** Accountability: **Presidents** Champion: **Nathaniel Bowditch** Board Oversight: **Educational Excellence Cmte** ------------------- Risk Management Process: • Risks descriptions identified by Presidents Council • Systemwide strategies identified by Provosts Executive Council, reviewed/updated annually • Subsequent annual review by Presidents Council • Annual submission to BOT Educational Excellence Cmte	Demographic and market competition continue to erode enrollment. Other New England states offer free in-state or reduced tuition, increased discounting to qualified students.	Enrollment management strategic plans for recruitment and retention, data analytics, high school pipeline partnerships and outreach, CCSNH pathways, market diversification (residential, nontraditional, graduate, online). Partner with Marketing to identify and convey unique value proposition.
	Lack of public awareness that USNH cost of attendance is competitive and affordable, with 95% of first-year students receiving aid.	System and campus advertising and PR campaigns, incl. social media, to focus on value and financial literacy (net price, institutional rankings as top-value schools).
	Skepticism about the value of degrees, especially related to the rise of AI.	Campus advertising and PR campaigns about post-graduate outcomes. Road shows with professors to talk to families about the future of AI. Improve alignment between academic experience and workforce of the future.
	Loss of students during the semester/melt.	Advising strategies, orientation programs, early warning systems, wrap-around services (academic, behavioral, social), high impact practices to enhance engagement. Easier pathways between system campuses.

ERM 2026: Enrollment & Retention

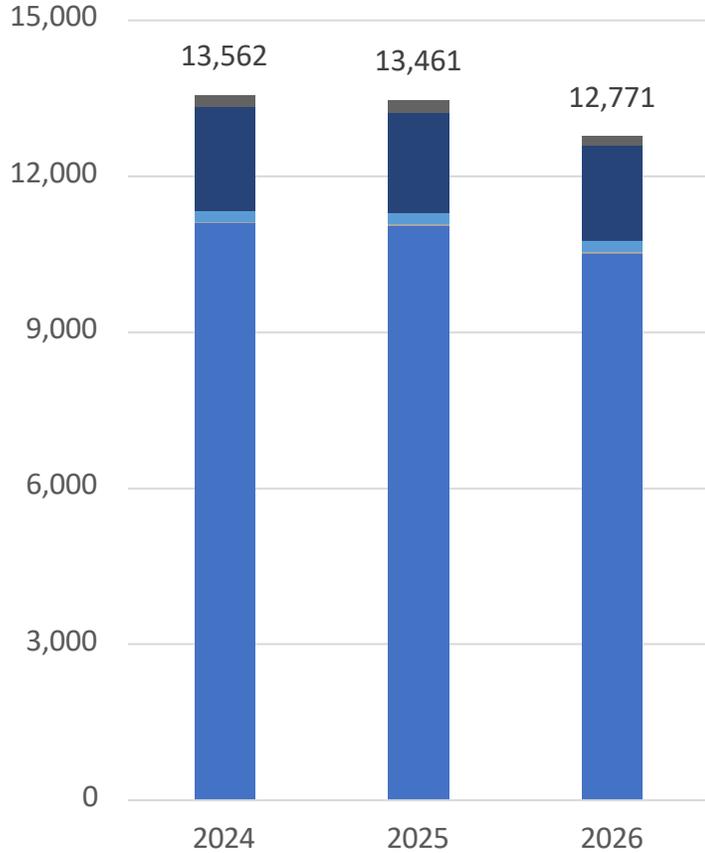| Risk: Enrollment/Retention	Risk Description	Management / Mitigation Strategies
Likelihood: **HIGH** Impact: **HIGH** Accountability: **Presidents** Champion: **Nathaniel Bowditch** Board Oversight: **Educational Excellence Cmte** ------------------ Risk Management Process: • Risks descriptions identified by Presidents Council • Systemwide strategies identified by Provosts Executive Council, reviewed/updated annually • Subsequent annual review by Presidents Council • Annual submission to BOT Educational Excellence Cmte	Enrollments fall below target levels. Impact to operating margin and unrestricted financial resources, ability to balance in-state and out-of-state student populations, impact to planned spending around strategic initiatives/strategic plan and capital needs.	Enhanced campus enrollment marketing & recruitment efforts as well as adjustments to financial aid leveraging strategies. Enhanced market insight tools aid in forecasting. See also, Financial Health risk plan.
	Lack of alignment with the higher ed market and workforce of the future. Curriculum not evolving to meet local, regional, and national industry needs.	Business partnerships, development of 90-credit bachelor's, increased online offerings, micro-credentials leading to certificates or degrees, workforce- and market-responsive graduate student programming, market demand studies, ongoing program review involving industry experts.
	Inability to quickly pivot to meet changing expectations of current and incoming students.	Ongoing services and processes alignment. Academic program pipeline review to identify and support opportunities for collaboration and to minimize unintentional overlap. Planning for technology-facilitated academic delivery across the system to expand student choice, flexibility, and seamless course access (UNH implementation of UPCEA recommendations underway).

USNH Educational Excellence Enrollment Update
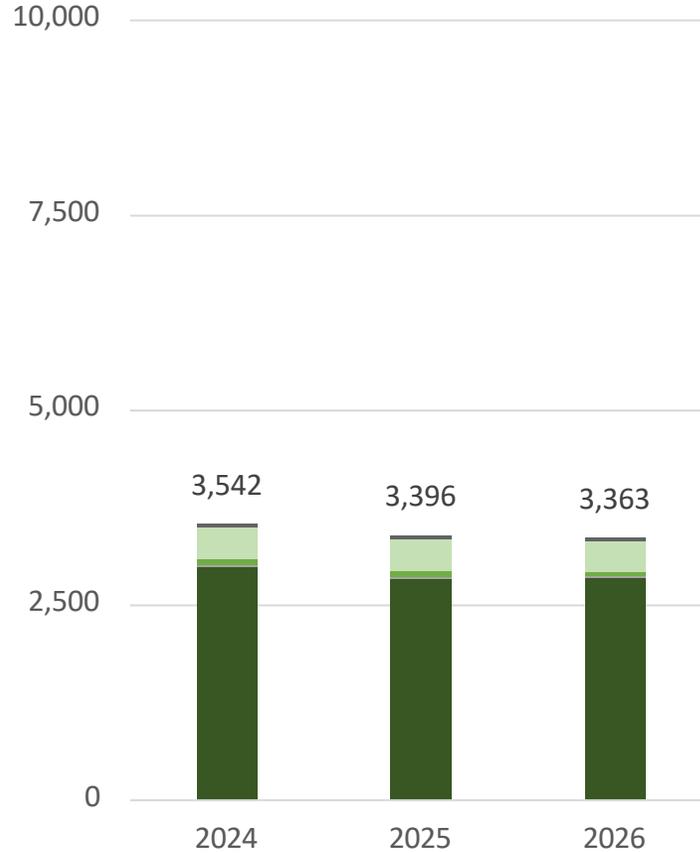
March 19, 2026

- Spring Enrollment

- Higher Ed Marketplace

- Enrollment Strategy

- Fall 2026 Application Funnel and Projections
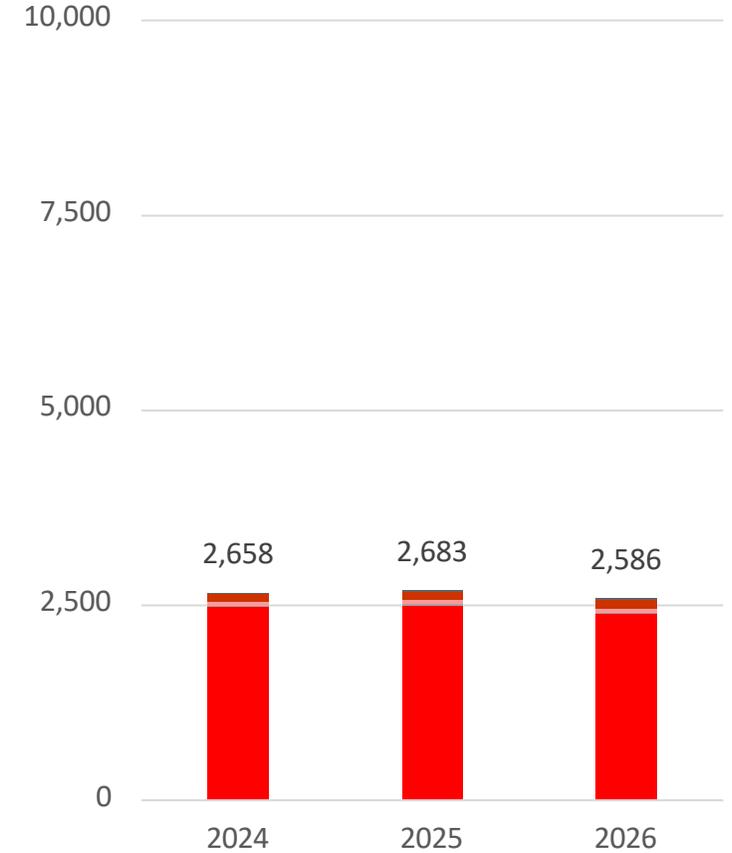
University System of New Hampshire

UNH*

- 2024: 13,562
- 2025: 13,461
- 2026: 12,771

Legend: Continuing undergrads | FY undergrads | Transfer | Continuing grad | New grad

PSU

- 2024: 3,542
- 2025: 3,396
- 2026: 3,363

Legend: Continuing undergrads | FY undergrads | Transfer | Continuing grad | New grad

KSC

- 2024: 2,658
- 2025: 2,683
- 2026: 2,586

Legend: Continuing undergrads | FY undergrads | Transfer | Continuing grad | New grad

* Includes Durham and Manchester enrollments excluding exchange, does not include Law or CPS-Online

Numbers reflect degree-seeking headcount

Keene STATE COLLEGE | Plymouth State UNIVERSITY | University of New Hampshire

Enrollment projected to drop sharply after 2025
Forecasted number of college-going students in the US

US High School Graduating Class Size, by Graduation Class Year
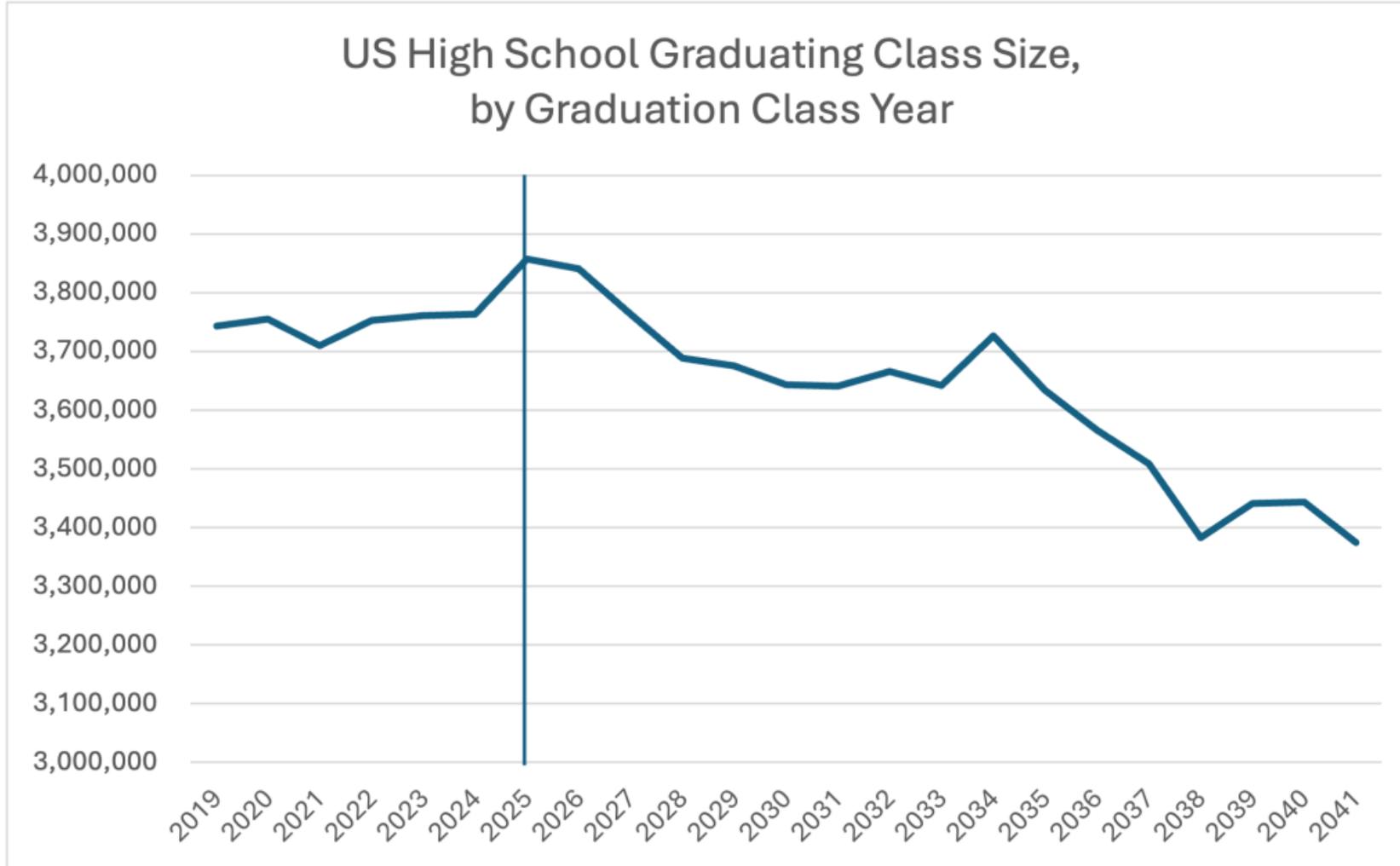
Source: Grawe/EAB

The enrollment environment is being reshaped by several structural forces
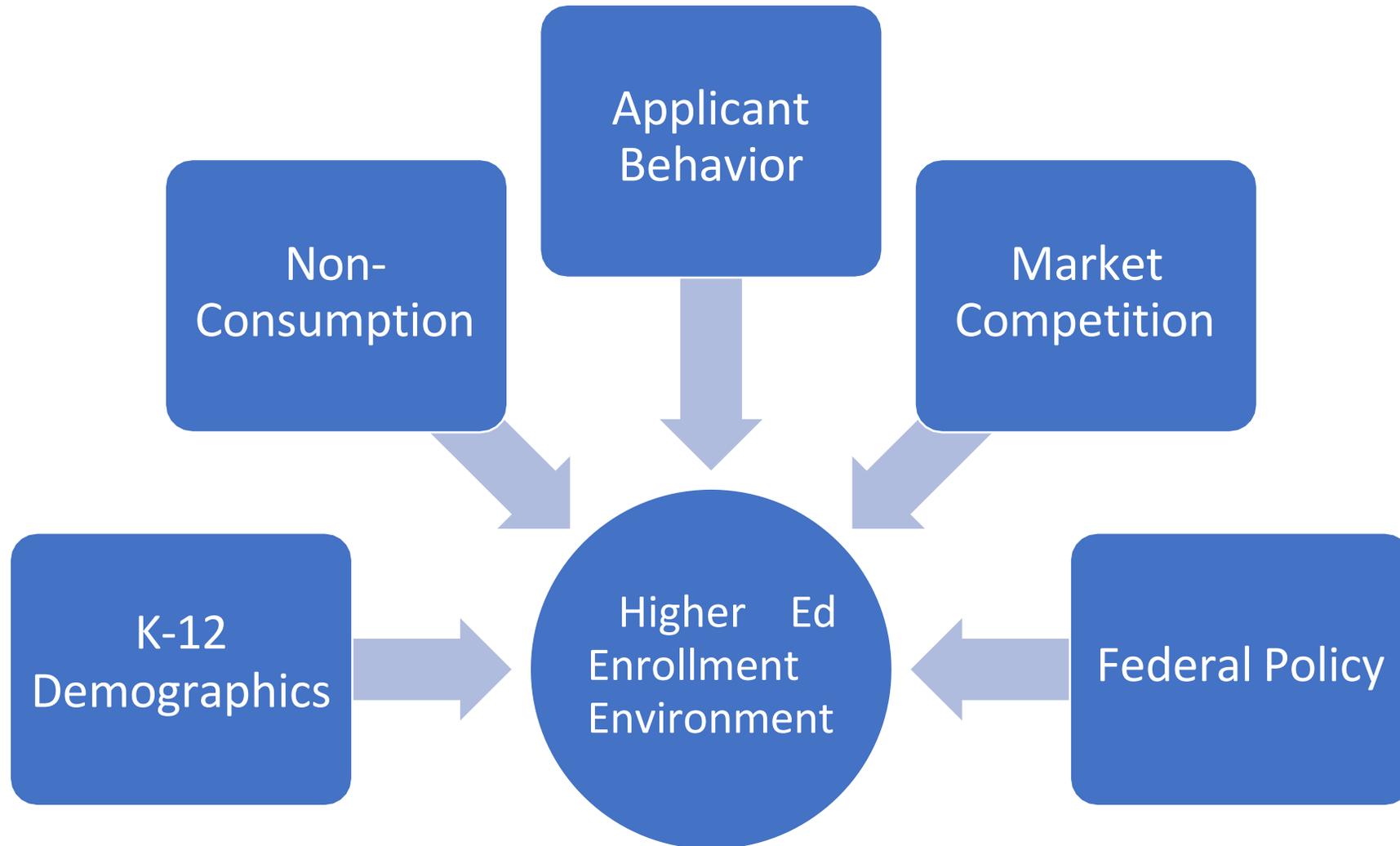
Eight-Segment Market Classification: All Public & Private 4-Year Institutions
GASB research (public) + FASB research (private) | IPEDS 2024

Legend: ■ Ivy League ■ Elite Private ■ Elite Public ■ Access Public / ARU ■ Non-Selective Private ■ Regional Public ■ UNH / Keene / Plymouth

University System
of New Hampshire
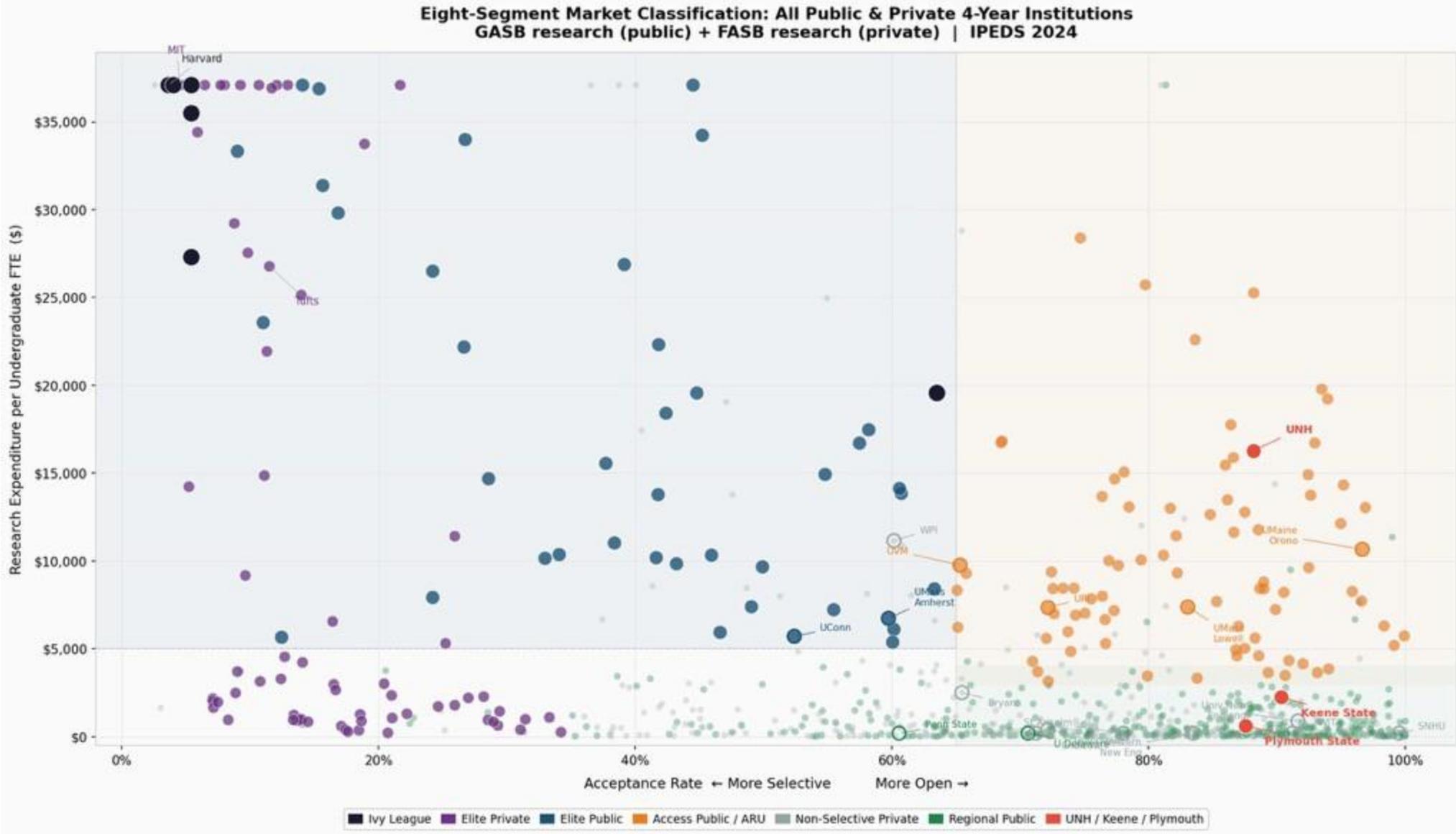
NONRESIDENT Fall 2025 Admitted First-Year Applicants

KSC Admits		Enrolled #	% of Tot
KSC		285	8%
URI	RI	86	2%
UNH	NH	80	2%
PSU	NH	69	2%
Westfield	MA	68	2%
Bridgewater	MA	67	2%
UConn	CT	67	2%
UMaine Orono	ME	57	2%
Roger Williams	RI	56	1%
UVM	VT	54	1%
Quinnipiac	CT	44	1%
CCSU	CT	40	1%
ECSU	CT	40	1%
UMass Boston	MA	40	1%
WIT	MA	40	1%
Subtotal		808	22%
All other*		1527	41%
No NSC record		1117	30%
Total		3737	100%

* 355 institutions

PSU Admits		Enrolled #	% of Tot
PSU		412	12%
Bridgewater	MA	84	2%
UNH	NH	81	2%
URI	RI	71	2%
UMaine Orono	ME	57	2%
UMass Dart	MA	54	2%
Westfield	MA	52	2%
Merrimack	MA	47	1%
KSC	NH	45	1%
UMass Lowell	MA	43	1%
UVM	VT	43	1%
Curry	MA	42	1%
Subtotal		619	18%
All other*		1809	53%
No NSC record		582	17%
Total		3422	100%

* 533 institutions

UNH Admits		Enrolled #	% of Tot
UNH		1220	8%
UMass Amhrst	MA	977	6%
URI	RI	619	4%
UVM	VT	552	4%
UConn	CT	502	3%
UMass Lowell	MA	233	2%
Quinnipiac	CT	232	2%
UMaine Orono	ME	227	1%
UD	DE	222	1%
Bryant	RI	191	1%
Penn State	PA	177	1%
//			
PSU	*NH*	*69*	*0%*
//			
KSC	*NH*	*31*	*0%*
Subtotal		4032	26%
All other*		7906	52%
No NSC record		2079	14%
Total		15237	100%

* 764 institutions

Enrollment at USNH admitting institution as reported by campus IR at fall R30/census (UNH Durham admits). All other counts reflect record-level applicant data where applicant type is first-year and admissions decision is affirmative; total admit above may vary from R30 report. Non-USNH enrollment per National Student Clearinghouse. Note: NSC data for KSC may omit some fall activity.

Keene STATE COLLEGE   Plymouth State UNIVERSITY   University of New Hampshire

RESIDENT Fall 2025 Admitted First-Year Applicants

KSC Admits		Enrolled	
		#	% of Tot
KSC		379	20%
UNH	NH	249	13%
PSU	NH	166	9%
SNHU	NH	72	4%
NHTI	NH	36	2%
Rivier	NH	29	2%
NEC	NH	26	1%
UMaine Orono	ME	22	1%
URI	RI	22	1%
Endicott	MA	20	1%
FPU	NH	20	1%
MCC	NH	19	1%
Coastal Carolina	SC	18	1%
Subtotal		699	37%
All other*		363	19%
No NSC record		468	25%
Total		1909	100%

* 135 institutions

PSU Admits		Enrolled	
		#	% of Tot
PSU		467	25%
UNH	NH	219	12%
KSC	NH	115	6%
SNHU	NH	76	4%
St Anselm	NH	48	3%
NHTI	NH	36	2%
Colby Sawyer	NH	30	2%
Rivier	NH	26	1%
UMaine Orono	ME	25	1%
NEC	NH	24	1%
Univ New Engl	ME	22	1%
Subtotal		621	33%
All other*		482	26%
No NSC record		313	17%
Total		1883	100%

* 159 institutions

UNH Admits		Enrolled	
		#	% of Tot
UNH		1082	27%
St Anselm	NH	123	3%
PSU	NH	120	3%
KSC	NH	85	2%
URI	RI	73	2%
SNHU	NH	67	2%
WPI	MA	49	1%
Endicott	MA	46	1%
UMass Amhrst	MA	46	1%
Univ New Engl	ME	44	1%
Bryant	RI	43	1%
UMass Lowell	MA	41	1%
Subtotal		737	19%
All other*		1605	41%
No NSC record		537	14%
Total		3961	100%

* 325 institutions

Enrollment at USNH admitting institution as reported by campus IR at fall R30/census (UNH Durham admits). All other counts reflect record-level applicant data where applicant type is first-year and admissions decision is affirmative; total admit above may vary from R30 report. Non-USNH enrollment per National Student Clearinghouse. Note: NSC data for KSC may omit some fall activity.

Application volume across campuses is slightly better than demographic expectations. Enrollment strategies aim to win market share and keep first year student enrollment **close to flat** from last year.

UNH

PSU

KSC
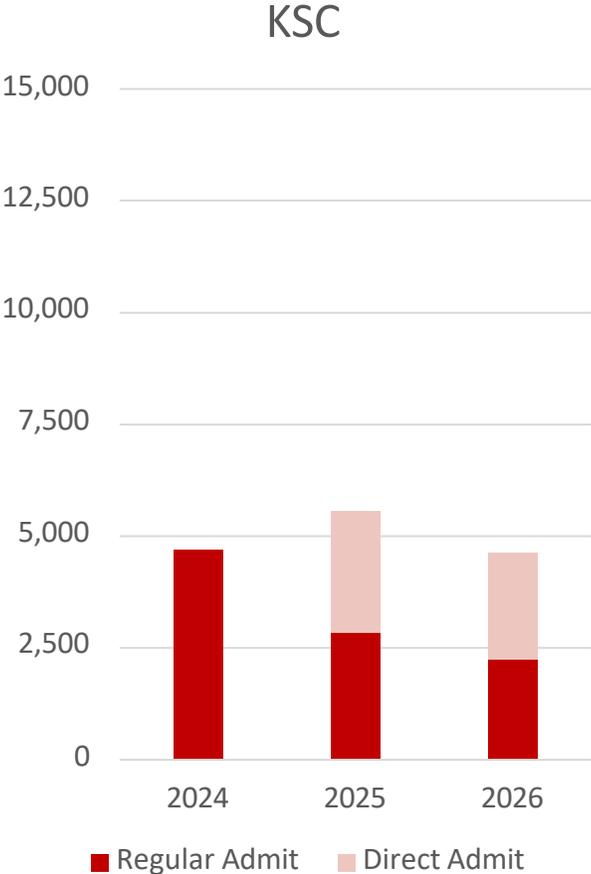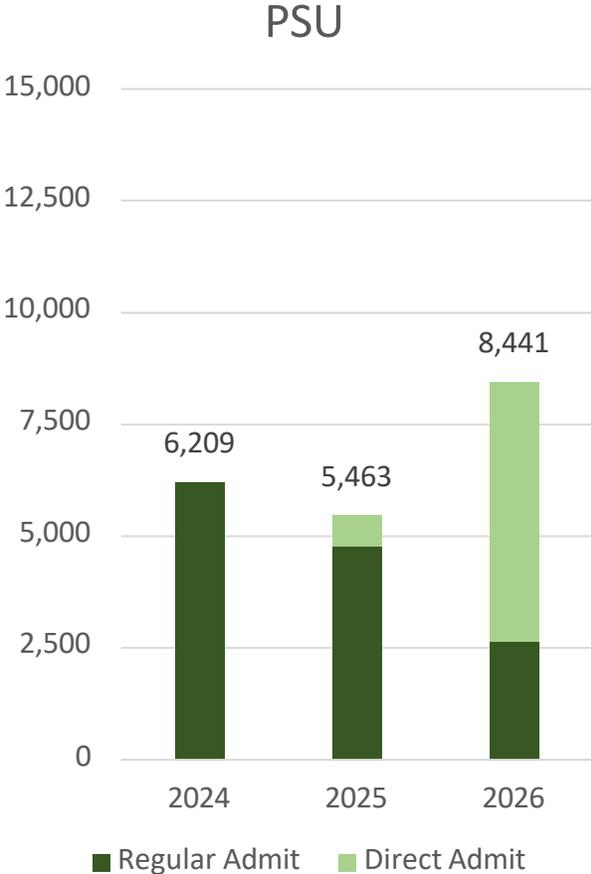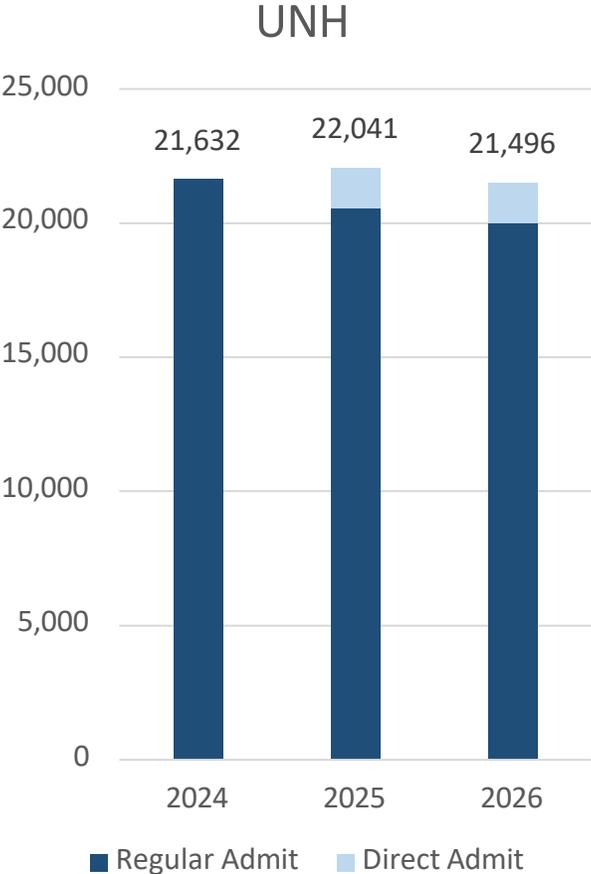
Note: Reflects Submitted applications as of February 20 of each year

Submitted Application Volume for Other Student Segments

	2025	2026	Percent Change
CPS-Manchester First Year Undergrad	1,092	1,165	+7%
CPS-Online First Year Undergrad	19	31	+63%
UNH Graduate: On-Campus	3,480	1,663	-52%
UNH Graduate: Online	168	133	-21%
PSU Graduate	361	319	-12%
KSC Graduate	46	36	-22%
Law	1,093	1,011	-8%

Note: Reflects applications to date as of March 11
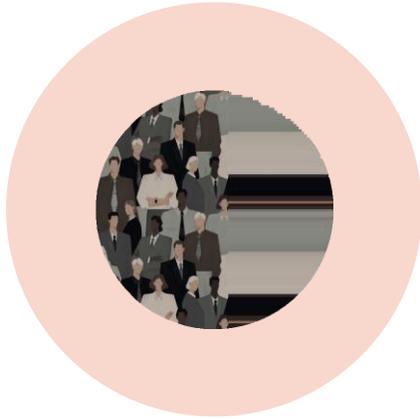
EXPAND THE APPLICATION POOL (DIRECT ADMISSIONS)
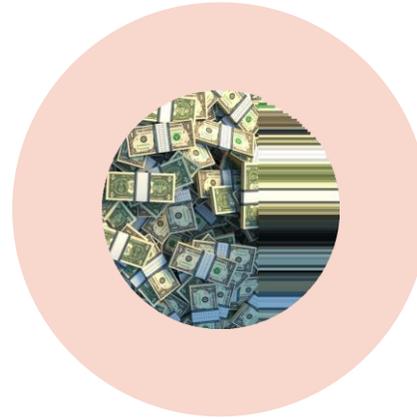
VALUE AUGMENT FINANCIAL AID & COMMUNICATE VALUE

IMPROVED COMMUNICATION AND VISIT EXPERIENCE

University System of New Hampshire

Multiple Entry Pathways

- **Northeastern University** - NU.in, global campuses
- **UConn** - Verto Bridge Pathway program
- **Massachusetts and Maine** - free community college and guaranteed admission
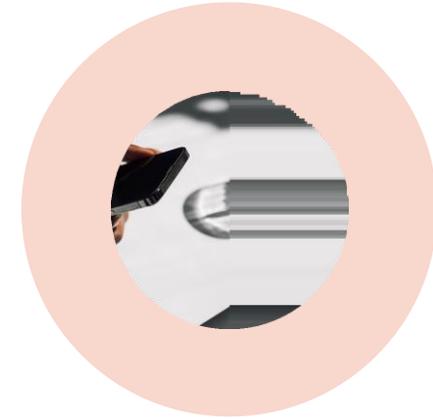- UNH Verto Bridge Program
- USNH - Guaranteed Admission CCSNH

New Student Pipelines:
Online, hybrid, stackable programs

- **Southern New Hampshire University**
- **Arizona State University**
- **Western Governors University**
- **USNH Online Programs**

Financial Aid – workforce partnerships / incentives

- **UMass Medical** - medical field loan forgiveness
- **Arizona State University** - partnership with Starbucks for 100% tuition covered
- USNH – ReGen Valley; CMS Rural Health Initiative

Strategic Application and Admission Policies

- **Vanderbilt University** – early decision strategy
- **UNC** - systemwide Direct Admit through the state
- 3rd party Direct admit - Niche, Common app
- USNH - Direct admit through Niche, Common App, High Schools

AI-Enabled Communications, Marketing and Advising

- **University of West Florida** – AI student recruitment agents
- **Arizona State University** – AI-driven marketing and yield modeling
- **Northeastern University** – institution-wide AI strategy
- **University of Michigan** – AI advising and pathway optimization
- USNH - AI Applicant Communications, Chat and Agent

Keene STATE COLLEGE **Plymouth State UNIVERSITY** **University of New Hampshire**

QUESTIONS AND DISCUSSION

Appendix

UNH loses students to less selective competitors, no college and other publics, in the greatest numbers.

Where UNH Non-Enrolling Student Went

Legend:
- Out-of-state public / all private
- In-state public (student's home state)
- Total

Data values by category:
- Ivy League: 62
- Elite Private: 719
- Elite Public: 2129
- Access Public/ARU: 3170
- Non-Selective Private: 4484
- Regional Public: 3698
- 2-Year/Community College: 379
- No College: 3035
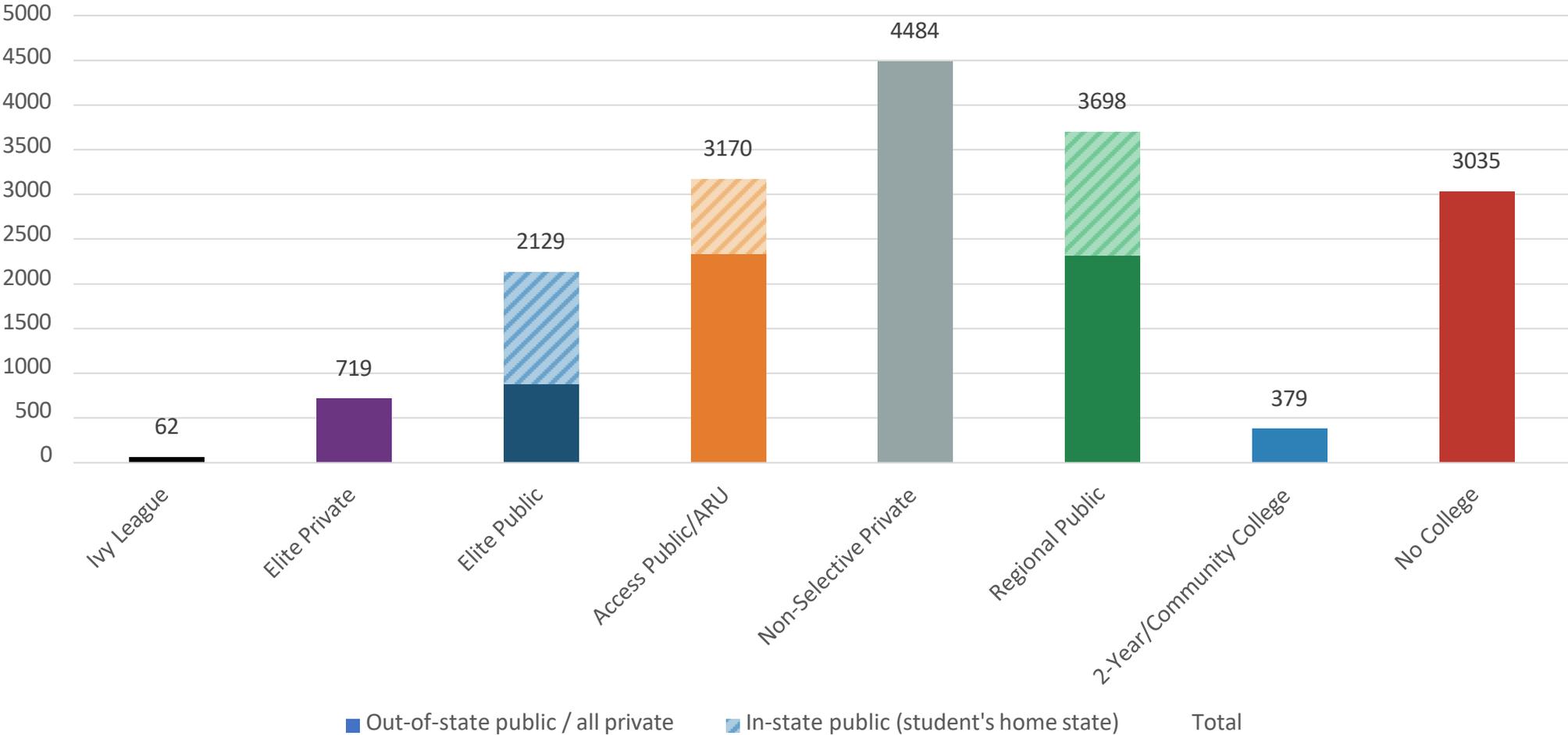
Massachusetts full- and part-time Pell-eligible students at public institutions can get full-scholarships via "Fair Share" tax revenue. Free Community College.

Maine free community college for Maine students in the FY 2024–25 biennial budget. The state created a Workforce Attraction Pilot aimed at recruiting and retaining recent college graduates, which helps public campuses market a clearer "college-to-career" value proposition.

Connecticut has steadily raised public higher-ed appropriations (up about 29 percent since FY 2019) and directed significant ARPA and state one-time funds—about $1.3 billion—to institutional operating support and workforce-oriented initiatives.

Rhode Island increased general-revenue support for public higher education by $7.2 million and is investing in workforce-development alignment, infrastructure, and support for foster-care youth in higher education.

Which STATES gained NH market share (2012 → 2024) These are the biggest aggregate destination-state winners for NH students:

- Maine: +110 NH students (+1.88 percentage points of NH market)
- Connecticut: +76 (+1.32 pp)
- South Carolina: +60 (+0.86 pp)
- Florida: +45 (+0.77 pp)

UMaine's "**Flagship Match**" initiative offers NH-resident students the same tuition and fees they would pay at UNH, if they meet academic criteria. UMaine also layers admissions-based merit scholarships on top of the NEBHE discounted rate for high-achieving out-of-state students in RSP-eligible majors, further undercutting typical OOS pricing. Separately, University of Maine System policy allows students who live in New Hampshire within 50 miles of a UMS campus to be charged in-state rates at that campus's discretion, giving another mechanism to "price match" for some NH residents.

Southern Connecticut State currently offers NEBHE-discounted tuition (CT in-state plus 50%) to students from ME, MA, NH, NJ, NY, RI, VT, and PA for **any undergraduate program**. Starting fall 2025, SCSU will extend that same discounted "NEBHE" rate to full-time students from all Eastern Seaboard states from Delaware through Florida, explicitly to grow out-of-state enrollment.

UMass Boston extends a Northeast Regional Tuition Break of more than 11,000 dollars off the out-of-state rate to new students from New Jersey, New York, and Pennsylvania starting fall 2025, on top of aid and merit. Massachusetts state universities such as Salem State are liberalizing NEBHE use; beginning fall 2025, all new day students from CT, ME, NH, RI, and VT qualify for NEBHE Tuition Break **regardless of major**.

Which out-of-state INSTITUTIONS are gaining share recently (2018 → 2024)
Top gainers:
- University of Connecticut: 30 → 80 NH students (+0.63 pp)
- Endicott College (MA): 51 → 81 (+0.42 pp)
- University of South Carolina–Columbia: 8 → 35 (+0.33 pp)
- Coastal Carolina University: 19 → 40 (+0.27 pp)
- Stonehill College (MA): 35 → 53 (+0.26 pp)

Why UConn is gaining
UConn is in an explicit long-running push to add non-CT students because its home market is flat; NH is one of several targeted New England feeders. The **New England Regional Student Program** at UConn gives NH residents reduced tuition in a large menu of majors (engineering, business, marine sciences, data-adjacent programs, human rights, etc.) that are either not offered or not branded the same way in-state, making UConn feel like a reachable flagship upgrade at a moderated price. Strong flagship ranking, reputation, scale, and "big-time" student experience give NH students a perceived step up without going extremely far from home.

Why Endicott and Stonehill are gaining
Both privates lean heavily on **merit aid** to bring net price into the high-20s/mid-30s band for solid students, where they can match or beat an in-state public once aid is applied. Endicott in particular sells required internships, career outcomes, and a coastal New England lifestyle; its New England-heavy enrollment base means NH students see lots of peers from nearby states and a familiar culture. Stonehill offers a small-Catholic, high-touch environment close to Boston, which feels distinct from UNH and other NH publics and attractive for students (and parents) prioritizing close advising and perceived outcomes.

Why South Carolina and Coastal Carolina are gaining
There is a visible trend of New England students "heading south," with students and counselors describing a strong cultural "**vibe**" pull toward the Carolinas and SEC-adjacent campuses—football, weather, social life, and a sense of going somewhere different but still easy to reach by plane. **Admissions standards** at many Southern flagships and regionals can feel more forgiving for Northeastern applicants than similarly aspirational New England schools, so students perceive them as easier admits without sacrificing campus quality. Coastal Carolina in particular has built a geographically diverse profile with notable inflows from Northeastern states; New England applications were up more than 10% in a recent cycle, and NH is visible (though small) in its state breakdown.

Academic Program Review

Educational Excellence Committee
March 19, 2026

Comprehensive Evaluation: NECHE-accredited institutions are **reviewed every 10 years, involving a self-study and accreditor site visit.**

Interim Report: Between each Comprehensive Evaluation is a "Fifth-Year" Report, to reflect on progress since the last comprehensive review and project areas of focus for the next five years leading up to the next comprehensive review. It also typically addresses any areas of emphasis identified in the Comprehensive Evaluation.

Other NECHE interactions:
– Annual Report
– Annual Financial Screening
– Any Substantive Changes (e.g., prison education program, 90/96-credit degree programs)
– Site visits subsequent to Substantive Changes

Additionally, **Data Dashboards** on the NECHE Portal are newly pre-populated using IPEDS data (including student enrollment, retention rate, grad rate, degrees conferred, demographics, finances, student financial aid, and faculty and staff data) and soon College Scorecard post-graduation salary data. Dashboards show five-year trends and will soon also include data from peer institutions for comparison (some identified by NECHE, others by the respective institution). **NECHE will ask institutions to respond when their data meaningfully differs from peers.**

2

Academic Program Review Process

- **Purpose**: To evaluate the health and performance of a program, including major accomplishments, program quality, rigor, relevancy, sustainability, and achievement of student outcomes for the purposes of improvement and accountability.

- Designed to guide the self-assessment and development of academic programs on a continuous basis to **adhere to NECHE accreditation standards**.

- Program review addresses the following questions:

    – How well is the program/department executing its mission?

    – What is the quality, rigor, and sustainability of the program under review?

    – How relevant is the program for the intended audience?

    – What data are informing decisions?

    – How can the program be improved and what action steps are planned?

3

Academic Program Review
(for non-externally accredited programs)

Expectations

Designed to mimic professional accreditation to ensure the quality of the degree program and academic curriculum.

- KPIs: Admissions, enrollment, degree completion, retention and graduation rates.

- Additional data considered: Student demographics, national rankings, licensure pass rates, academic advising satisfaction, and other goals as identified by the program.

- Curriculum maps, direct and indirect program assessment, and curricular changes documented with analysis of curriculum quality and instructional and support services that enable students to achieve intended learning outcomes.

- Program improvement plan examines strengths and areas to improve program quality and future direction.

- External evaluations conducted by experts in field from outside the institution.

Process

- Degree programs that do not have professional accreditation complete an **Academic Program Review (APR) every 3-5 years**.

- **Every 10 years, the process includes an external peer review and site visit** for feedback from faculty of other institutions teaching in the field.

- APR components:
  - Comprehensive, data-driven self-study reflecting on program goals and performance.
  - Action plan to address recommendations and drive continuous improvement.
  - Risk mitigation strategies if quantitative metrics indicate compromised program viability.

4

Data for Department/Program Analysis

Market demand
- Major/minor headcount: 5- to 10-year trends
- New student enrollment: First-year and transfer
- Yield rates
- Course enrollments and seat fill rates
- Student credit hour production
- Labor market demand

Student success
- Retention/persistence rates
- Time to degree, graduation rates
- DFW rates in key courses
- Post-graduation outcomes
- Student satisfaction

Faculty capacity & productivity
- Faculty #s: Tenure track, non-tenure track, adjunct
- Student-faculty ratios
- Teaching loads
- Research productivity: Publications, grants and expenditures, creative works, external funding/faculty FTE
- Advising loads
- Service contributions

Teaching efficiency
- # degrees annually
- Student credit hour production
- Average class size
- Course fill rates, rotation frequency, modality
- High impact practices

Market & strategic alignment
- Labor market demand
- Competitor programs at peer institutions
- Alignment with institutional strategic priorities
- Partnerships with industry and community
- Role in general education

Financial strength
- Program revenue, tuition generated
- Grants/indirect cost recovery
- Personnel costs
- Net revenue or contribution to margin
- Cost per student credit hour
- Space/lab costs and utilization

5

Degree Additions and Deletions
AY 2021-22 to 2025-26

UNH	UG	GR	Total
Addition	6	9	15
Deletion	7	9	16
Deletion share	**54%**	**50%**	**52%**

KSC	UG	GR	Total
Addition	8	3	11
Deletion	7	2	9
Deletion share	**47%**	**40%**	**45%**

PSU	UG	GR	Total
Addition	10	1	11
Deletion	15	10	25
Deletion share	**60%**	**91%**	**69%**

Program Inventory Activity

Program closures outpaced or kept pace with new programs offered over the past five years, with numerous options and concentrations additionally eliminated and still more programs placed on hold (closed to new enrollment) pending review/evaluation.

Factors for Opening/Closing Programs

- Quantitative and qualitative indicators across enrollment, student success, faculty productivity, finances, and alignment with mission/strategy.

- Growth opportunities, what to sustain, what to sunset.

All of this requires faculty engagement as a shared governance activity.

6

New Program Development

Program proposals, starting at the pre-proposal stage, should address the following considerations:

1. **Why is this the right strategic move at this time?**

   Describe how the program aligns with institutional priorities and broader system and state goals.

2. **How does this program benefit the institution and its key stakeholders?**

   e.g., Students, faculty, staff, the State of New Hampshire, employers, research partners, or other constituencies

3. **What is the return on investment (ROI)?**

   Anticipated enrollments, revenue generation, resource needs (including faculty hiring), and any efficiencies, reallocations, or trade-offs that support the program. Preliminary financial projections, expected to evolve as the proposal is developed.

4. **What is the demonstrated demand? Are there similar programs at other USNH institutions or NH private institutions?**

   Labor market data, evidence of student or employer demand (attach any applicable surveys), employment opportunities external benchmarks, or employer and partner input.

5. **For UNH, what evidence suggests this program will strengthen UNH's research enterprise?**

   Explain, if applicable, how the program is expected to increase competitiveness for federal research funding, support faculty research trajectories, or enhance interdisciplinary research capacity.

University System of New Hampshire

USSB Presentation
USNH Board of Trustees
19 March 2026

Synergizing USNH Student Governance & Leadership: Guidance From the First USNH Student Forum

USNH Student Government Synergies

USNH Student Forums: Student–Led Belonging Initiative

- USSB–led, USNH Student Governance Forums Connecting Student Leaders Across USNH Campuses

- **Strengthen USNH Student Belonging:**
  - Identify & Address Student Concerns
  - Improve Retention
  - Solidify Student Leadership Pipelines

- Aligns USNH's Core Missions of Student Excellence, Innovation, Collaboration, and Lifelong Successfulness

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The Idea

USNH Student Government Synergies

USNH Student Forum:

Date: 14 January 2026
Format: *Semi-Structured Open Discussion Forum*
Attendance: 15 Attendees
- 5 USSB Members
- 10 USNH Student Government Delegates

Purpose: USNH Student Leaders Share Insights and Identify Shared Challenges to Develop Coordinated, Collaborative, Student-Informed Solutions

Semi-Structured Discussion Themes:
- Enrollment Motivations
- Student Experience
- Continuity of USNH Student Leadership
- Collaborative Problem-Solving Opportunities

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The Idea

USNH Student Government Synergies

USNH Student Forum:
Key Sentiments & Findings

Overall Message:

USNH students are willing to collaborate system-wide, but a sense of system-wide know-how is meager. However, structured discussions like the USNH Student Forums can measurably improve student belonging.

Discussion Themes:

- **Cost of Attendance:** *Cost as an Enrollment Motivator & Retention Risk*
- **System Communications:** *Transparency & Clarity in Decision-making*
- **Student Engagement:** *Desire for Greater System-Wide Student Collaboration*

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The Results

USNH Student Government Synergies

USNH Student Forum:
Key Sentiments & Findings

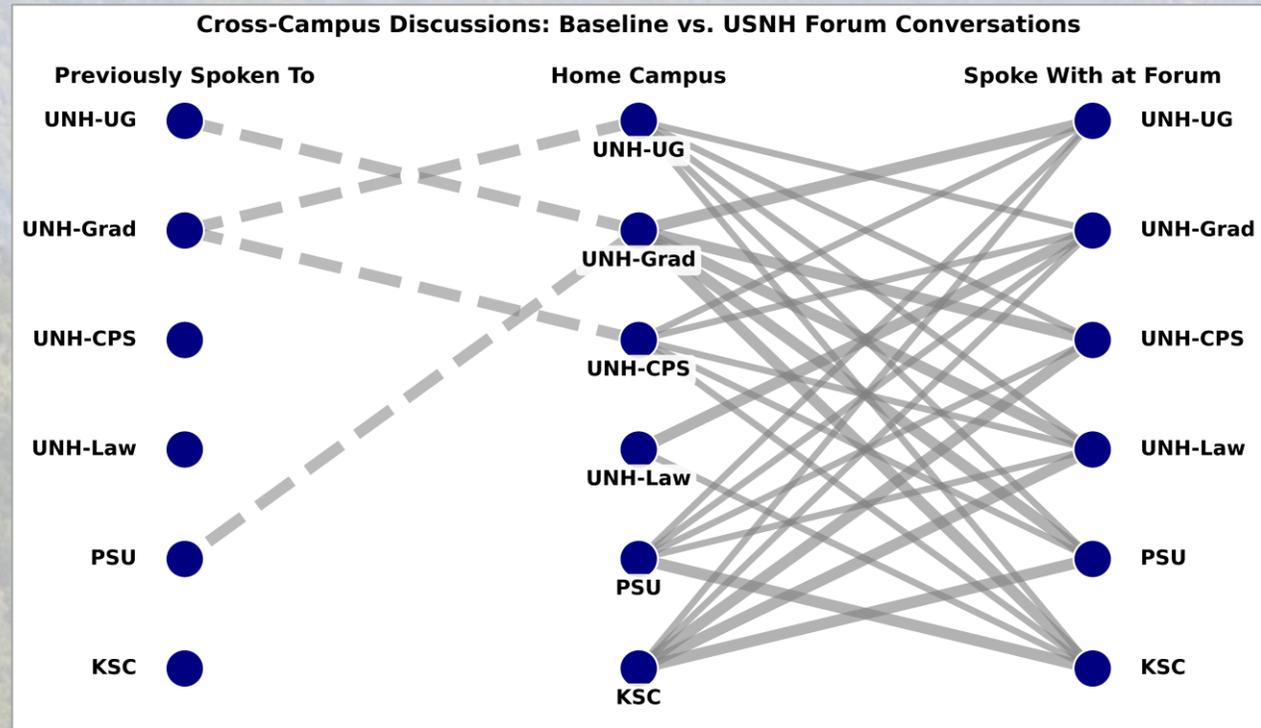Substantial Increase in Awareness & Connectivity
Through the USNH Student Forum

The Results

USNH Student Government Synergies

USNH Student Forum: Key Sentiments & Findings

Substantial Increase in Awareness & Connectivity Through Participation in the USNH Student Forum

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How Likely Are You to Collaborate with Peers from Other USNH Campuses After This Forum?
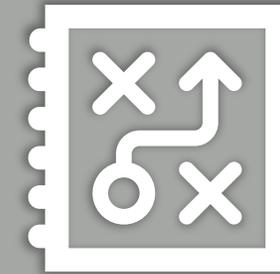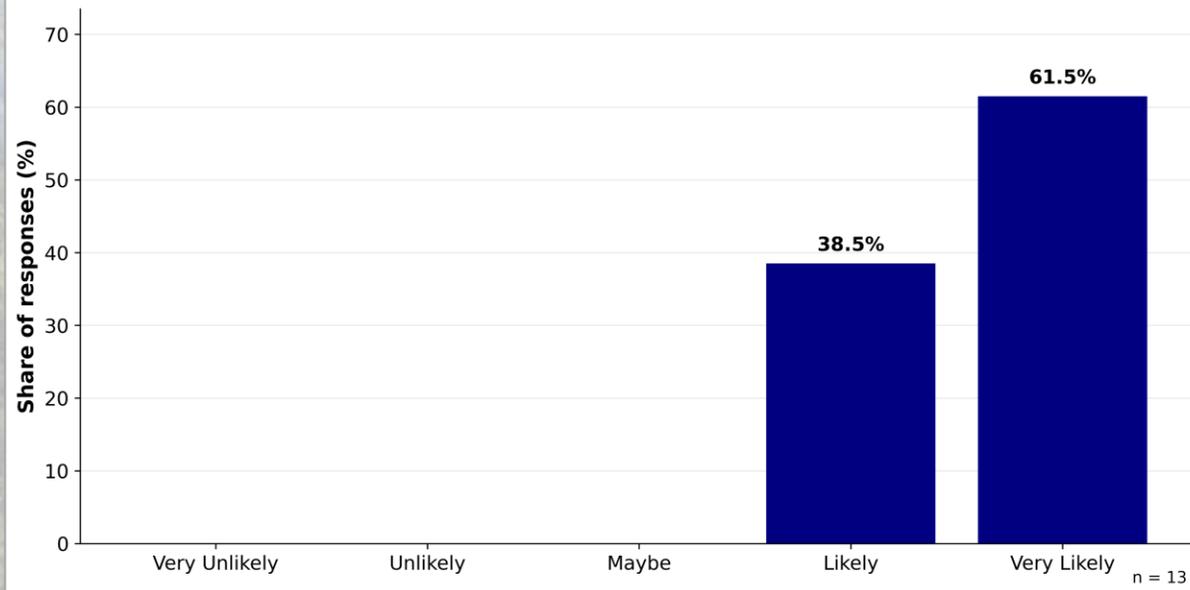
- Very Unlikely
- Unlikely
- Maybe
- Likely — 38.5%
- Very Likely — 61.5%

n = 13

The Results

USNH Student Government Synergies

USNH Student Forum:
Key Sentiments & Findings
*Student Belonging Meaningfully Increased
Following the USNH Student Forum*
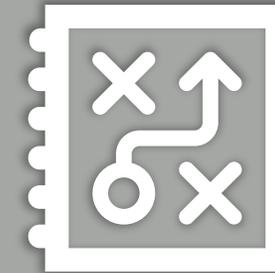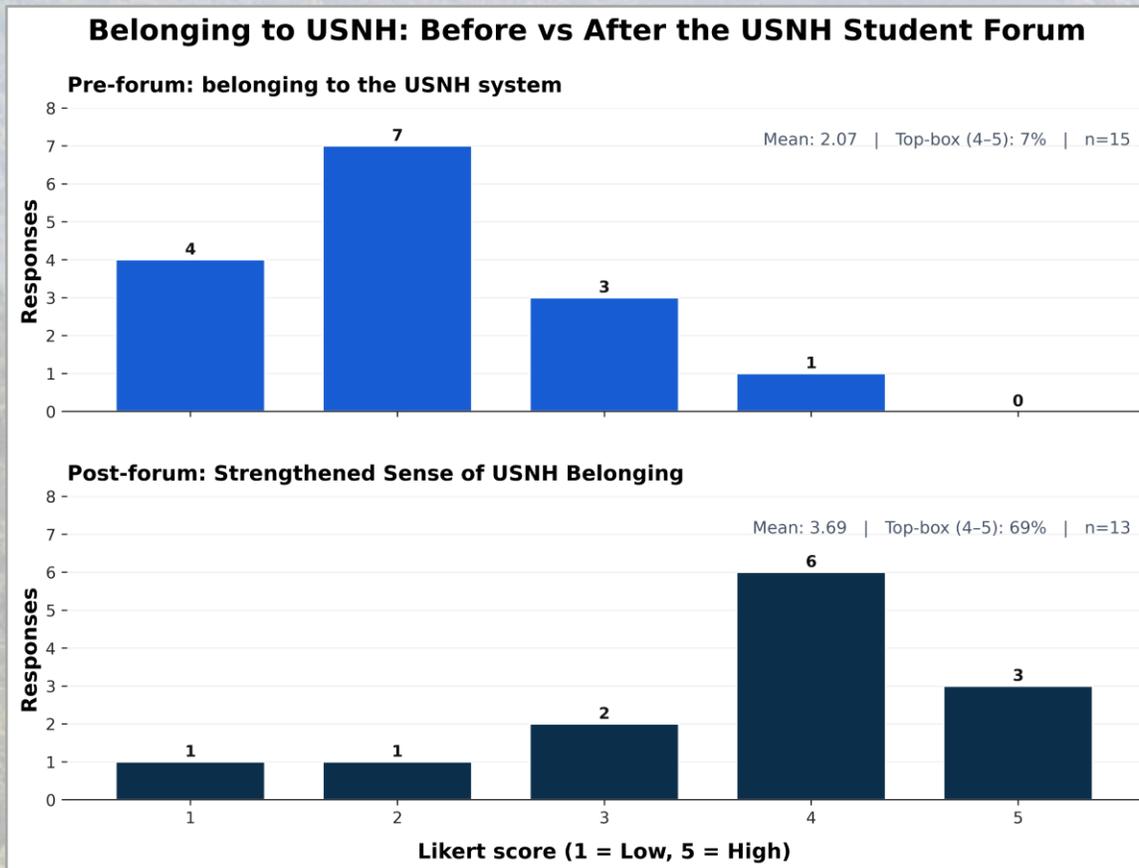
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of New Hampshire

The Results

Belonging to USNH: Before vs After the USNH Student Forum

Pre-forum: belonging to the USNH system

Mean: 2.07 | Top-box (4–5): 7% | n=15

Post-forum: Strengthened Sense of USNH Belonging

Mean: 3.69 | Top-box (4–5): 69% | n=13

Likert score (1 = Low, 5 = High)

USNH Student Government Synergies

USNH Student Forum:
Key Sentiments & Findings
Financial Stress Is the Dominant Student–Perceived USNH Systemic Retention Risk
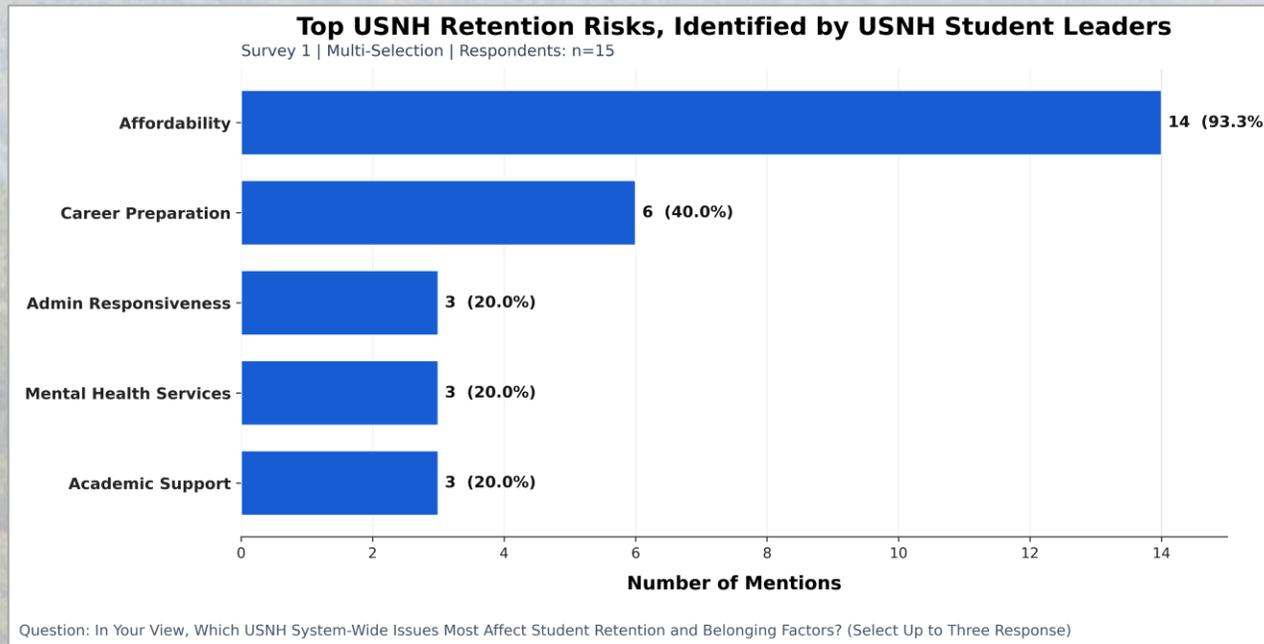
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The Results

Top USNH Retention Risks, Identified by USNH Student Leaders
Survey 1 | Multi-Selection | Respondents: n=15

Risk	Mentions
Affordability	14 (93.3%)
Career Preparation	6 (40.0%)
Admin Responsiveness	3 (20.0%)
Mental Health Services	3 (20.0%)
Academic Support	3 (20.0%)

Number of Mentions

Question: In Your View, Which USNH System-Wide Issues Most Affect Student Retention and Belonging Factors? (Select Up to Three Response)

USNH Student Government Synergies

USNH Student Forum:
Key Sentiments & Findings:
Communications As An Opportunity

~75% of participants claim USNH is only "*Sometimes*" or "*Not Frequently*" responsive

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Student Favorable Experience Ratings, By Descriptor
Survey | Favorable = Frequently or Always

Descriptor	Share 'Frequently' or 'Always' (%)	
Leadership	73%	(n=15)
Inclusive	67%	(n=15)
Innovative	53%	(n=15)
Student-Centric	47%	(n=15)
Collaborative	33%	(n=15)
Responsive	27%	(n=15)

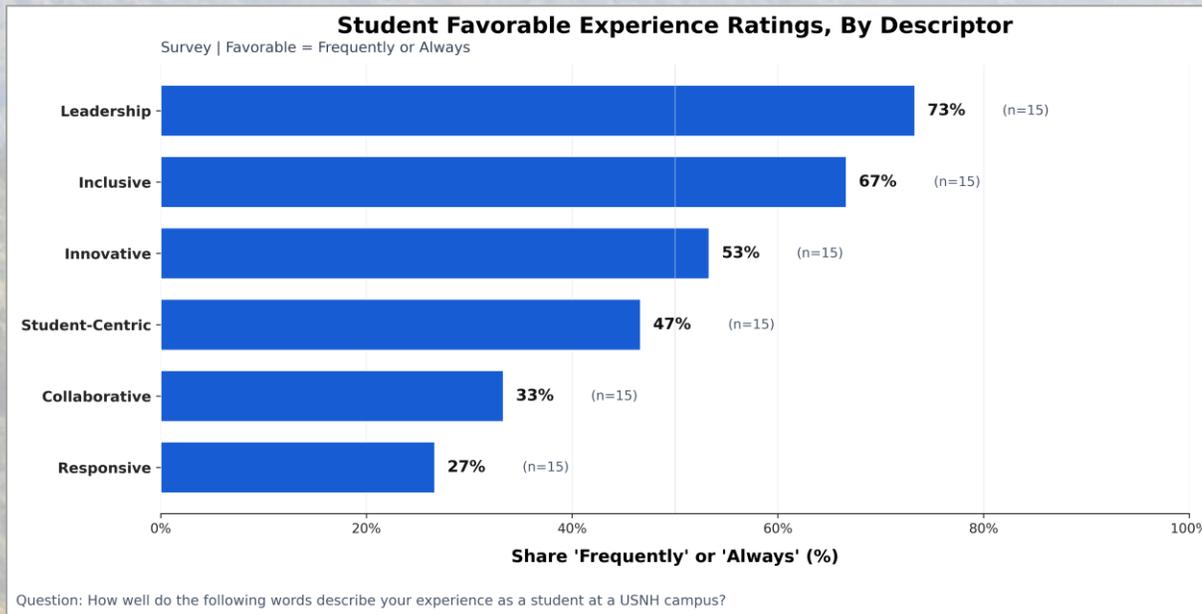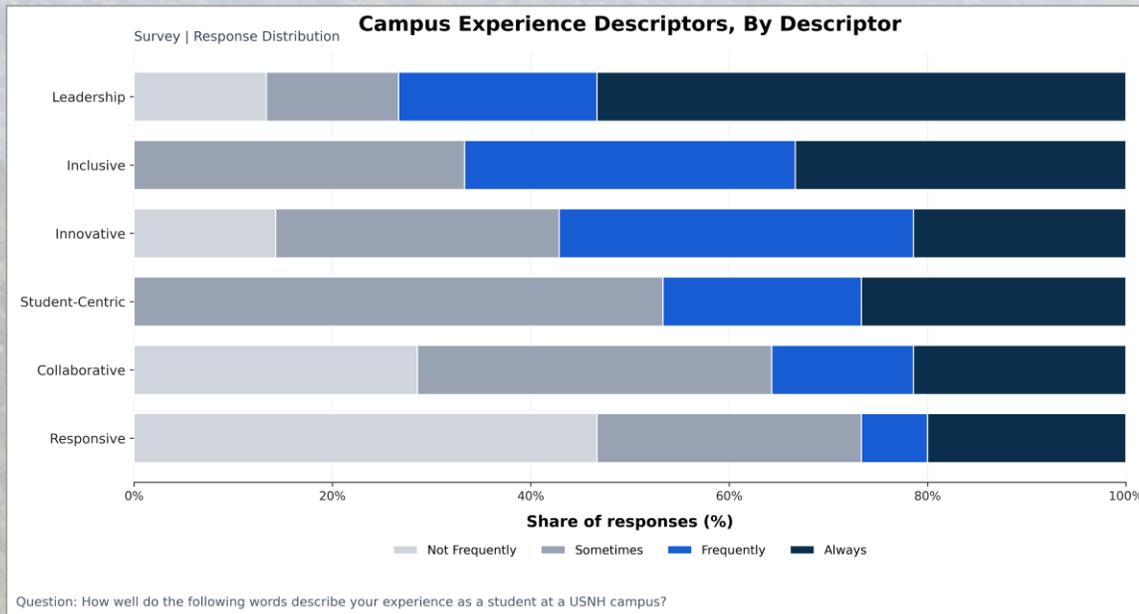Question: How well do the following words describe your experience as a student at a USNH campus?

The Results

USNH Student Government Synergies

USNH Student Forum:
Key Sentiments & Findings:
Communications As An Opportunity

~75% of respondents claim USNH is only "sometimes" or "not frequently" responsive

Campus Experience Descriptors, By Descriptor

Survey | Response Distribution

Leadership
Inclusive
Innovative
Student-Centric
Collaborative
Responsive

0%   20%   40%   60%   80%   100%

Share of responses (%)

Not Frequently   Sometimes   Frequently   Always

Question: How well do the following words describe your experience as a student at a USNH campus?

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The Results

USNH Student Government Synergies

A Call to Action:

Structured Communications Increase Engagement & Improves Student Trust in USNH

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Evidence:

- Student Leaders rate USNH campus leadership understanding of student perspectives as *high*
- USNH Student Forum reinforced *communication, transparency, and collaboration* across campuses

Interpretation:

Direct interaction from USNH leadership stands to *change student perceptions*, even without immediate policy outcomes

Relevance:

Prioritizing repeatable, scalable engagement mechanisms over one-off consultations or post-hoc interpretation of major USNH decisions improves student trust in the institutional direction

The Central Ask

USNH Student Government Synergies

Remaining Accountable:
How To Monitor & Evaluate Communications?

Admin-Centric:
- Facilitate Conversations to Learn More About Existing Communication Frameworks
- Develop <u>Short-Term</u> Monitoring Objectives

Student-Centric (USSB Student Forum):
- Identify Communication Necessities, Modalities, and Student Preferences

KPI Development:
- Develop <u>short-term</u> evaluation metrics seeking to improve clarity and consistency of communications to USNH students

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The Path Ahead

USNH Student Government Synergies

Remaining Accountable:

How Do We Make This Happen?

Rollout Calendar:
- **April:**
  - Second USNH Student Forum
  - Conversations with Relevant USNH Admin

- **May:**
  - Develop Objective Monitoring KPI's
  - Identify USSB Leader for Program Continuation in 2026–2027

- **June:**
  - Disclose KPI's & Impact Summary from Second USNH Student Forum
  - USSB-derived Recommendations
  - USSB Presentation to USNH BoT

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The Path Ahead

USNH Student Government Synergies

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Thank You!
What Questions Do You Have?