



## Educational Excellence Committee

June 25, 2026 | 2:45-4:45 PM

University of New Hampshire

Memorial Union Building

Strafford Room

Durham



## Meeting Book - 2026 June 25 Educational Excellence Committee

AGENDA - June 25, 2026 | 2:45-4:45

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### Zoom and WiFi Info

Zoom - [https://zoom.us/j/94346351328?](https://zoom.us/j/94346351328?pwd=CkQYYNXb5d0a6mgYV6oMhZMMrZbrdt.1)  
pwd=CkQYYNXb5d0a6mgYV6oMhZMMrZbrdt.1 | Meeting ID:  
943 4635 1328 | Passcode: 917310

WiFi Network: UNH-Events / Password: Welcome2UNH!

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### 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

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### Call to Order | 5 min (2:45-2:50)

Chair Griffin

Quorum Sufficient to Conduct Business

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### Consent Agenda | 5 min (2:50-2:55)

Chair Griffin

Action: Approval of Minutes March 19, 2026

Action: Approval of Promotion & Tenure Recommendations

Action: Approval of UNH Faculty Appointment with Tenure

Information: Campus Behavioral Health Update

Information: Annual Academic Reports

Information: Academic Program Change

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### Discussion

University System Student Board (USSB) | 20 min (2:55-3:15)

Enrollment Management Strategy | 20 min (3:15-3:35)

Kim DeRego

UNH/USNH Online Delivery | 15 min (3:35-3:50)

Provost Riley

Rural Health Transformation Program | 45 min (3:50-4:35)  
attachment forthcoming

Kirsten  
Corazzini

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### Other Business | 10 min (4:35-4:45)

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### Adjourn (4:45)

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### APPENDIX



**BOARD OF TRUSTEES**  
**EDUCATIONAL EXCELLENCE COMMITTEE**  
**MARCH 19, 2026**

PLYMOUTH STATE UNIVERSITY  
PLYMOUTH, NH

MEETING MINUTES  
*Draft for Approval*

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**Attendance**

Committee members present: 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 (remote); Christiana Thornton; David Westover

Other trustees present: Cassandra Ardinger; Maureen Beauregard; Donald Birx; James Burnett, III; Elizabeth Chilton; Paul Dean (for John Corbett), Governor Ayotte's designee; Brendan Finn; James Gray, designee for the president of the NH Senate; 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

Other participants: Nathaniel Bowditch; Kimberly DeRego, Jeanette Riley, Kirsti Sandy

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**Call to Order**

Committee Chair Griffin called the meeting to order at 8:30 a.m. He thanked Committee Vice Chair Semprini for chairing the October meeting, and he thanked Presidents Birx and Chilton for their leadership during challenging times. Trustees echoed the sentiment with a round of applause.

**Consent Agenda**

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

Consent Items:

- Action – Approval of Minutes October 23, 2026
- Information – Top NH Occupations Requiring Postsecondary Education
- Information – Enterprise Risk Management Plan Update
  - Enrollment and Retention
  - Student Success and Well-being

**Enrollment Management and Strategy**

Kim DeRego, vice provost of UNH enrollment management, reported on the spring 2026 enrollment census and fall 2026 admissions status, noting the disruption of direct admit applications on fall enrollment predictions. She presented information about the convergence of market pressures – continued demographic changes, federal policy, increased nonconsumption and competition, and changing application behavior – that are reshaping the higher education landscape and the enrollment environment. Trustees discussed competition and approaches to counteract external forces. Chair Griffin indicated that future discussion about brand differentiation in the marketplace will be critical for sustainability.

### **Academic Program Review**

The provosts presented information describing a rigorous program review and continuous assessment and improvement process, involving quantitative analysis. The information was presented in the context of institutional mission, regional accreditation, program quality and sustainability, student and workforce demand, faculty engagement, and shared governance. It was noted that over the past five years, program closures outpaced or kept pace with new programs across the system. Trustees engaged in discussion about new program development factors that include alignment with institutional goals, return on investment, and demand/competition. It was noted that regional accreditation has been evolving to allow institutions to more quickly adopt innovation and to support assessment of institutional sustainability.

### **University System Student Board (USSB)**

Student trustees and USSB representatives reported on a student forum convened in January, attended by 5 USSB members and 10 student government representatives. The forum provided the opportunity for student leaders across the system to share insights and to develop coordinated, collaborative, student-informed solutions to challenges in areas of enrollment, the student experience, and USNH student leadership continuity. They reported on the student leaders' perceptions of the student experience, with a focus on communications. A second forum will be held in April to develop objective monitoring, with a follow-up report to the committee in June.

### **Closing Remarks**

Chair Griffin noted that committee meeting discussions are organized around a unified, aspirational theme, and he recapped this meeting's focus on enrollment and retention: bringing students in, keeping programs relevant, and engaging student leaders.

### **Adjournment**

There being no further business or discussion, the meeting adjourned at 10:25 a.m.

UNIVERSITY SYSTEM OF NEW HAMPSHIRE  
BOARD OF TRUSTEES

Educational Excellence Committee

**Consent Action Item**

June 25, 2026

USNH Institutions

To: Educational Excellence Committee

Re: Faculty Promotion and Tenure Recommendations

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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.

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Approved by: Presidents Birx and Chilton

Submitted by: USNH System Office

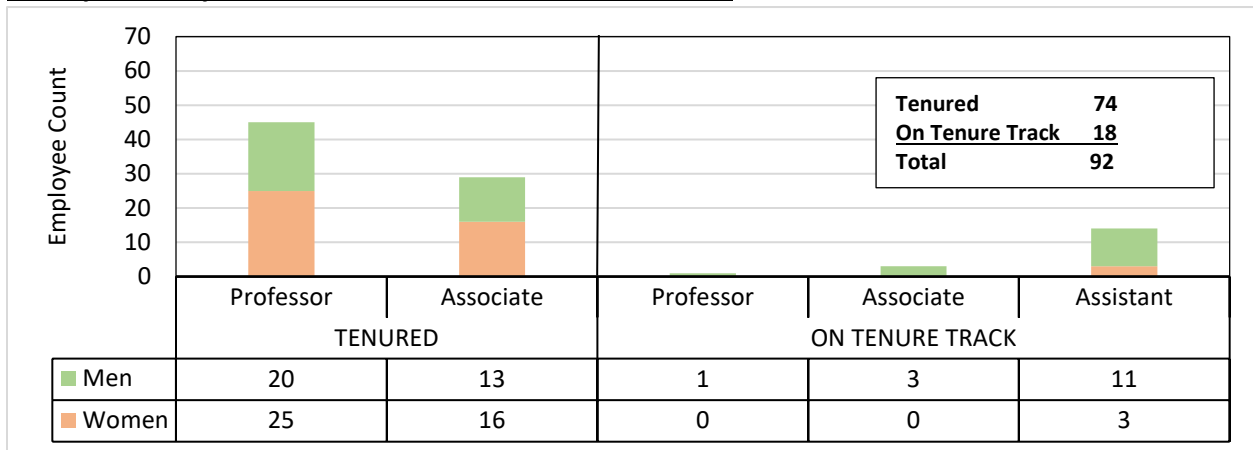
## Promotion and Tenure Recommendations For AY 2027

### KEENE STATE COLLEGE

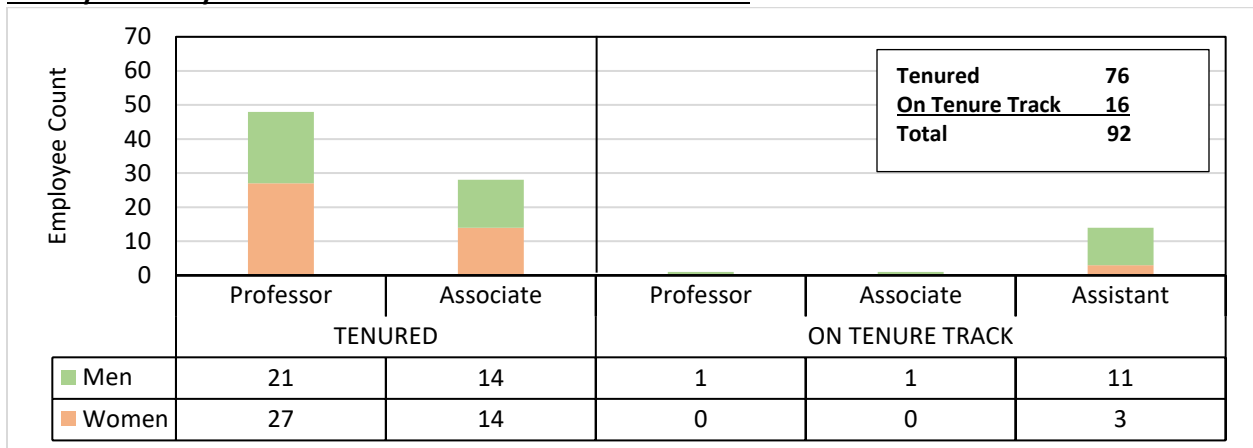
#### AY2027 Promotion and Tenure Summary

		Eligible	Applied	Withdrawn	Recommended for BOT Approval
Promotion	Professor	15	3	0	3
	Associate Professor	1	0	0	0
	<b>Total</b>	<b>16</b>	<b>3</b>	<b>0</b>	<b>3</b>
Tenure	With Assoc Prof Promotion	0	0	0	0
	Standalone Award	2	2	0	2
	<b>Total</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>2</b>

#### 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 2027	Left Prior to Tenure	Remaining & Eligible
2020	7	4	0	3	0
2021	9	4	2	3	0
2022	6	1	0	4	1
2023	0	0	0	0	0
2024	3	0	0	0	3
2025	5	0	0	1	4
2026	8	0	0	0	8
<b>Total</b>	<b>38</b>	<b>9</b>	<b>2</b>	<b>11</b>	<b>16</b>

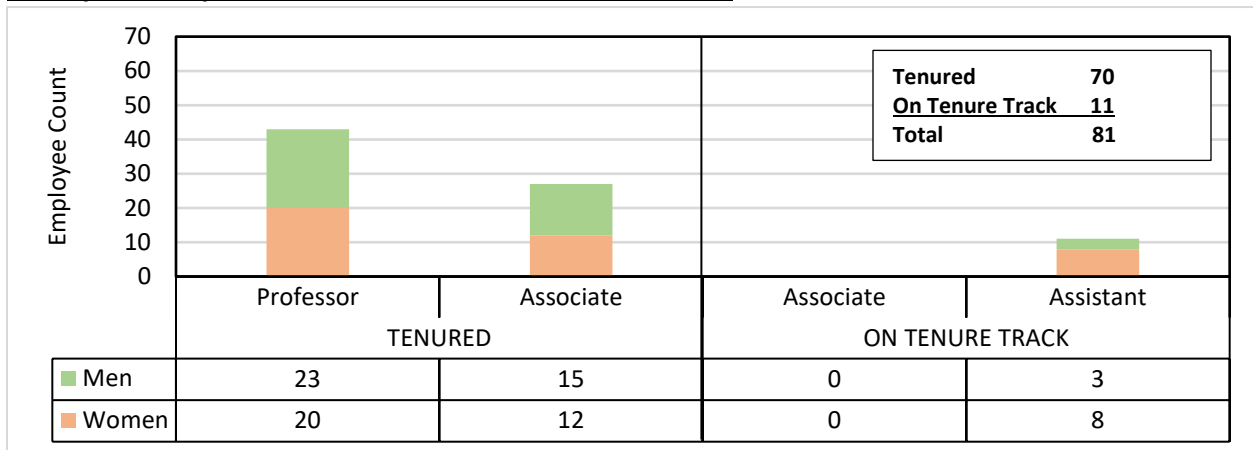
## Promotion and Tenure Recommendations For AY 2027

### PLYMOUTH STATE UNIVERSITY

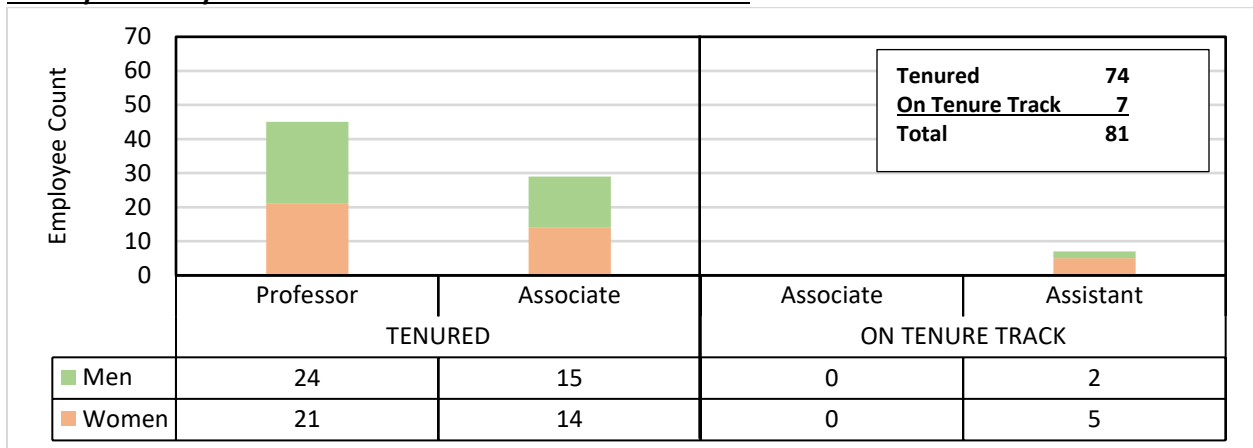
#### AY2027 Promotion and Tenure Summary

		Eligible	Applied	Withdrawn	Recommended for BOT Approval
Promotion	Professor	9	6	3	3
	Associate Professor	5	5	1	4
	<b>Total</b>	<b>14</b>	<b>11</b>	<b>4</b>	<b>7</b>
Tenure	With Assoc Prof Promotion	5	5	1	4
	Standalone Award	0	0	0	0
	<b>Total</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>4</b>

#### 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 2027	Left Prior to Tenure	Remaining & Eligible
2020	5	3	0	2	0
2021	6	1	1	4	0
2022	3	2	1	0	0
2023	6	4	0	1	1
2024	7	0	2	2	3
2025	1	0	0	0	1
2026	2	0	0	0	2
<b>Total</b>	<b>30</b>	<b>10</b>	<b>4</b>	<b>9</b>	<b>7</b>

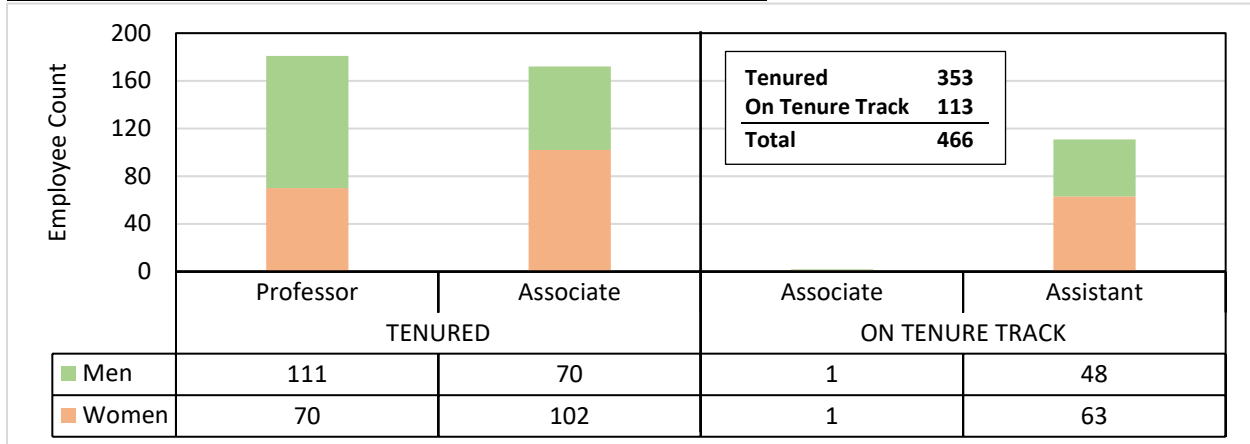
## Promotion and Tenure Recommendations For AY 2027

### UNIVERSITY OF NEW HAMPSHIRE

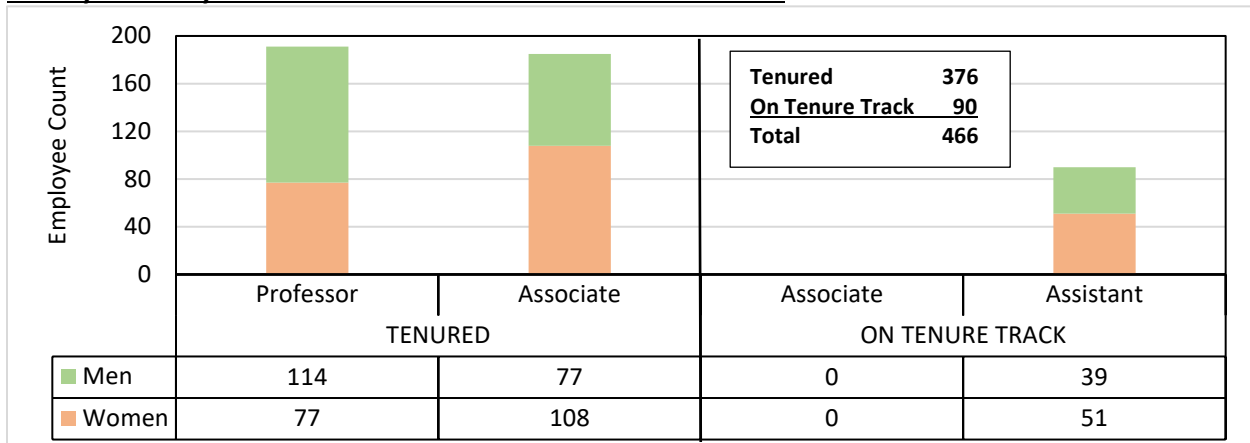
#### AY2027 Promotion and Tenure Summary\*

		Eligible	Applied	Withdrawn	Recommended for BOT Approval
Promotion	Professor	133	11	1	10
	Associate Professor	0	0	0	0
	<b>Total</b>	<b>133</b>	<b>11</b>	<b>1</b>	<b>10</b>
Tenure	With Assoc Prof Promotion	68	24	1	23
	With Professor Promotion	2	2	0	2
	<b>Total</b>	<b>70</b>	<b>26</b>	<b>1</b>	<b>25</b>

#### 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 2027	Left Prior to Tenure	Remaining & Eligible
2018	36	28	1	7	0
2019	19	12	2	3	2
2020	12	3	1	5	3
2021	29	4	10	6	9
2022	26	5	3	7	11
2023	32	3	3	4	22
2024	38	1	4	1	32
2025	8	0	1	0	7
2026	17	0	0	0	17
<b>Total</b>	<b>217</b>	<b>56</b>	<b>25</b>	<b>33</b>	<b>103</b>

\*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

**Consent Action Item**

June 25, 2026

University of New Hampshire

To: Educational Excellence Committee

Re: Faculty Appointment with Tenure

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MOTION

*MOVED, on recommendation of President Chilton, that the Educational Excellence Committee recommend for approval by the Board of Trustees the appointment of two individuals at the rank of professor with tenure at the University of New Hampshire, as presented in the supporting material.*

Supporting Materials – For Trustees Only

The candidates' CVs and recommendation letters from the president, interim provost, and deans are attached. Until final approval by the full Board of Trustees, the names of the candidates 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.

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Approved by: President Chilton

Submitted by: USNH System Office

# Behavioral Health Roundtable Update



University System  
of New Hampshire



Educational  
Excellence Committee  
June 2026

Campus-level behavioral  
health activity, risks, and  
support needs



# Our Core Message

- Campuses are functioning, but with reduced margins as demand and complexity remain high.
- This update does not propose a single uniform behavioral-health model; campuses differ by size, funding, staffing, student mix, and service design.
- The Roundtable supports campus-specific response, strengthens shared visibility, and identifies where campus, system, or Board support would reduce risk.
- The data should be read as an operational snapshot, not a complete systemwide capacity assessment.

## This update is organized around four essential points

Our students' view of our behavioral health system.

Clinical snapshot of services.

Overview of direct mental health services provided during AY 25-26.

Pressure points, tradeoffs, and current responses.



The PSU Counseling Center team of practicum/internship students, program support assistants, a pre-licensed counselor, and NH licensed mental health clinicians.

**Behavioral health services connect directly to student success, retention, safety, belonging, and academic persistence.** The relevant question is not whether every campus should do the same thing, but whether each campus has an appropriate level of support to ensure student safety and well-being.

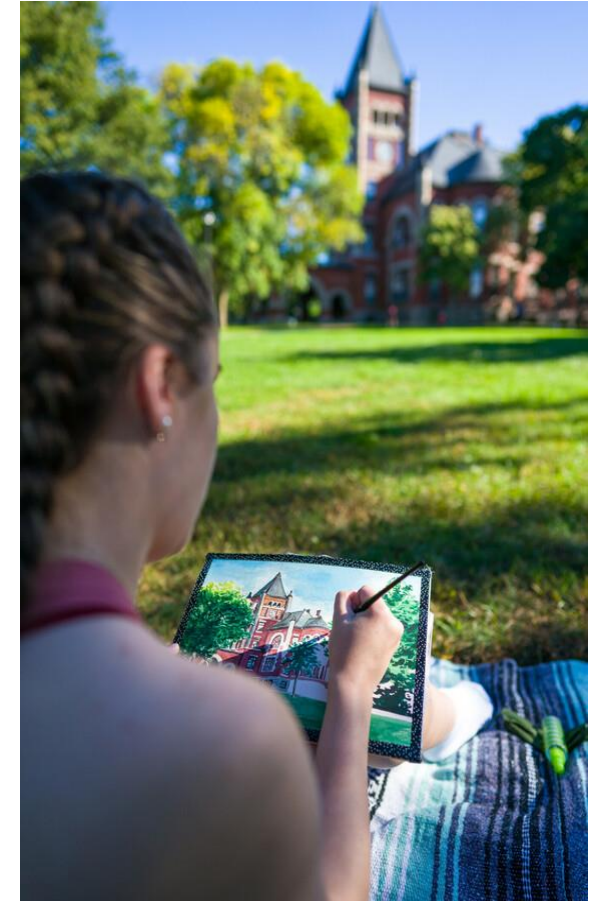
**Acknowledgment:** Virtual counseling can effectively serve online populations and after-hours needs. It should not be assumed to replace in-person counseling for residential campus populations without evidence and context.

### Residential / place-based students

- Strong need for campus-based care
- Preference for in-person counseling
- Crisis, continuity, outreach, and student-success coordination are campus-embedded
- Virtual options can supplement, but should not be framed as a replacement

### Online learners

- 24/7 counseling availability
- Preference for on-line option
- Online wellness workshops
- Self-guided resources
- Immediate crisis response options
- Outreach focus: increase awareness and utilization



# Overview of direct mental health support provided during AY 25-26

**2,057+**  
minimum known students served

KSC 428  
PSU 360  
UNH-D 1,269

**6,856**  
scheduled appointments

KSC 3,085  
PSU 3,771  
UNH-D reports clinical hours.

**3,859+**  
clinical hours

UNH-Durham reported over 3,859 hours of clinical care.

**369**  
urgent / crisis / same-day

KSC 130  
PSU 65  
UNH-D 174

**26**  
hospital / emergency

KSC 3  
PSU 9  
UNH-D 14

### What the numbers show

- High visible demand across clinical, urgent, crisis, and referral pathways.
- Student need extends beyond counseling alone into care coordination, after-hours response, basic needs, belonging, and academic persistence.
- KSC served 17% of its student body; UNH-Durham served nearly 10% of its student body.

### What is harder to see

- Deferred demand: students discouraged by waitlists or mismatched service hours resulting in decreased student satisfaction, increased acuity, and decreased student success.
- Increased need to refer students out for care.
- Capacity loss due to vacancies, turnover, salary gaps, supervision burden, and crisis coverage time.

# Pressure points, tradeoffs, and current response



Pressure point / risk	What campuses are doing now	Tradeoff still visible	Support that would reduce risk
<p><b>Immediate safety and crisis response</b></p>	<p>Daily/walk-in crisis pathways, urgent/same-day response, after-hours partners, BIT/CARES, Rapid Response/CMHC exploration. CPSO through TalkNow, EAP (Accentra Health) 24/7/365.</p>	<p>Routine care, outreach, and staff time may be displaced by crisis coverage.</p>	<p>Crisis-backup standard, surge staffing, after-hours coverage, and clear escalation protocols.</p>
<p><b>Front-door access and continuity of care</b></p>	<p>Timely initial contact, triage, groups/workshops, care coordination, and referrals to partner/community providers. CPSO Students are eligible for up to 6 online counseling visits</p>	<p>More students may receive initial access, but higher-acuity students may need more continuity.</p>	<p>Continuity thresholds, case management, and referral-navigation follow-up.</p>
<p><b>Increased prevention, retention and continued student success</b></p>	<p>PSU OSAW peer education/mentoring ;UNH-D groups/workshops; KSC coordination and neurodivergent group. CPSO access to Accentra website including articles, podcasts, webinars, trainings, etc.</p>	<p>Prevention can be squeezed when staffing is consumed by crisis and clinical demand.</p>	<p>Protected prevention time/FTE, peer support infrastructure, and clinical escalation pathways.</p>
<p><b>Data visibility with support for local variation in service provision</b></p>	<p>Campus-specific updates and emerging shared definitions.</p>	<p>Measures are not yet fully comparable; campus models intentionally differ.</p>	<p>Common dashboard definitions for volume, acuity, staffing, access, referral-out, and outcomes while preserving campus context.</p>

# Closing: collaborative campus support continues

The USNH Behavioral Health Roundtable will continue to work collaboratively to address student behavioral health and broader student-success needs as they arise.



**Campus-specific response**  
Support different campus models, staffing levels, and student populations in ways that fit each campus context.

**Collective support**  
Work with the entire campus community, system leadership, and Board support where needed to reduce risk and sustain student success.

**Shared visibility**  
Continue improving visibility into demand, risk, referral pathways, and resource needs so leadership can act on evidence.

**The work remains active, collaborative, and grounded in campus-specific needs.**

UNIVERSITY SYSTEM OF NEW HAMPSHIRE  
BOARD OF TRUSTEES

Educational Excellence Committee

**Information**

June 25, 2026

University System Institutions

To: Educational Excellence Committee

Re: Annual Academic Reports

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Supporting Materials

Academic Plan & Program Review  
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.
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REPORT CONTENTS

Academic Plan and Program Review

Academic Plan Update  
Academic Program Review Information  
Education Exchange Program Information  
Confirmation of Implemented Academic Program Changes (BOT.II.G.4 & 5.3)

Academic Quality Metrics

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

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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**

**2025-26**

## Academic Plan and Program Review 2025-26

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

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### 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 to create 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 retention and graduation rates.

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

##### *Transfer Pathways:*

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 in the last three fall semesters and the college is on track to meet its 2026 transfer enrollment goals.

##### *Integration of College-wide Learning Outcomes:*

KSC first articulated a set of [College-wide 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. 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, which 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 provides a starting place for assessment and has allowed the director of general education and the College-wide Academic Program Subcommittee of the College Senate to review and certify courses that meet the “Values and Connections” goals of general education. In spring 2026, the Accreditation and Assessment Officer launched a benchmarking of the Civic Engagement College-wide Learning outcome for Academic Programs via an online Qualtrics instrument. Faculty are currently evaluating random samples of student work from courses with a Civic Engagement “tag.” The evaluation tool will close on June 30, and the results will be analyzed in July.

##### *General Education Implementation:*

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.

At the end of the spring 2025 semester, the College Senate approved a curriculum moratorium, designed to pause all but the most necessary curriculum changes while the Registrar’s Office worked to implement the General Education Explorations program and for the Senate to review, approve, and implement policies/procedures. Implementation of the new General Education Program included the removal of prefixes, tagging courses for the Collegewide Learning Outcomes, and revising

all programs to reflect the new General Education Program. Student registration for fall 2026, which included the new changes, went smoothly and the transition seems to be well integrated.

### *Review of Majors*

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 examined the impact of faculty attrition and curriculum growth on substitutions, waivers, and low-enrolled courses and the interface with the general education program. The formal work of this group was paused during the Senate moratorium. An assessment of the May 2026 Intent of Curriculum Review submissions indicates programs are independently revising curriculum to efficiently utilize the new General Education program, clarify course semester availability, and remove roadblocks to student progression. As the Senate completes its work in February 2027, we will review program curriculum and determine next steps.

The college expects to see a reduction in 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.

We are in discussions with President Birx to extend the current Strategic Plan to spring 2027 to provide additional time to complete additional initiatives and assess effectiveness. Simultaneously, we will begin working on the next strategic plan which includes President Birx's five-year plan to ensure sufficient resources to accomplish our mission in collaboration with Plymouth State University.

### *Accreditation: New England Commission of Higher Education (NECHE)*

- Ten-year review: Conducted October 2020, accredited through 2030.
- Five-year interim review submitted August 15, 2025. NECHE noted that the report was
  - Well-written, collaboratively developed, and provided a vivid picture of the state of the College including its challenges and plans to meet them.
  - Demonstrated significant progress in achieving the key performance indicators of its 2023-2026 Strategic Plan shared with the campus through a success metrics dashboard.
  - Confirmed KSC's commitment to its mission and effectively aligning its resources to achieve its purposes, including "strategic rightsizing to match a smaller student population."
  - Noteworthy for the report of the implementation and evaluation of shared governance structures as reflected by the adoption of a transparent and inclusive process for advancing the institution's strategic plan and general education review.
  - Demonstrated strong mentorship for faculty teaching distance education courses and a commitment to providing professional development.
  - Provided a thoughtful and detailed Reflective Essay on Educational Effectiveness that highlights improvements in institutional capacity and infrastructure for assessment, including the addition of an Office of Accreditation, as well as the effective use of results for improvement as demonstrated by the analysis of DFW rates across the College.
  - Commended the College for exceeding the College's \$20 million Comprehensive Campaign goal by raising a total of \$28 million.
- The Commission asks the institution for an update on the following areas identified for development in the self-study prepared in advance of the fall 2020 visit: (1) Support for graduate programs; and (2) Evaluation of the integration of its distance education programs into the College's mission and strategic priorities.
- 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 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.
- Innovation Report Response: On May 28, 2026, KSC and PSU received responses from NECHE to the Innovation Reports submitted in March 2026. NECHE has scheduled both institutions for Focused Reports and site visits in the spring of 2027. The reports and visit will emphasize:
  - Assessing the effectiveness of the joint presidency model, with attention to determining the future of the shared role;

- Evaluating the effectiveness of the joint Executive Vice President for Finance and Administration, with attention to determining the future of the shared role;
- Differentiating and integrating the position of each institution within its respective five-year plan to ensure sufficient resources to accomplish its mission.

## 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 Calendar](#) is available online. The current program review engagement follows.

<i>Review Year</i>	<i>Program/Department</i>	<i>Review Progress</i>
2020-21 carryover	Psychology	Completed. Action plan approved May 2025, updated April 2026.
	Holocaust & Genocide Studies	Completed. Action plan approved May 2025, updated April 2026.
	Theatre & Dance	Self-study in progress
2021-22 carryover	Film Studies	Completed. Action plan approved Oct 2024, updated April 2026.
	Sociology/Anthropology	Completed. Action plan approved May 2025, updated April 2026.
	Criminal Justice Studies	Completed. Action plan approved May 2025, updated April 2026.
	Global Education Office	Self-study in progress
2022-23 carryover	Math Center	Completed. Action plan approved May 2025, updated April 2026.
	History	Completed. Action plan approved May 2025, updated April 2026.
	Management	Self-study completed. Review on hold as department merger with Finance is completed.
	Child Development Center	Self-study suspended, CDC outsourced to Boys and Girls Club.
	Computer Science	Self-study in progress
2024-25	Modern Languages	Self-study completed May 2025. External review suspended, program on hold.
	MS Safety & Occupational Health Applied Sciences	Deferred to spring 2026
2025-26	Art	Self-study in progress
	Political Science/Legal Studies	Self-study completed. External review on hold with departure of faculty and determination of program future.
	Health Science	Self-study in progress
	Environmental Studies, Sustainability Studies	Sustainability studies placed on hold. Environmental Studies loss of faculty have placed this program review on hold.
2026-27	Communication/Philosophy	Self-study due fall 2027
	Journalism/Social Media	Self-study due fall 2027
	Honors	Self-study due fall 2027
	Holocaust & Genocide MA	Self-study due fall 2027
	Cohen Center	Self-study due fall 2027

## 5.3 Implemented Changes to Academic Programs

Included in the consolidated USNH inventory of program changes implemented in 2025-26.

## 5.4 Educational Exchange Programs

The Global Education Office continues to maintain a robust portfolio of global partner exchange and study away programs. These opportunities provide students with a diverse range of academically rigorous experiences that support degree completion, advance intercultural learning, and contribute to the College’s goals for comprehensive internationalization and strategic planning.

Participation in study away and exchange programs remained strong during the 2025-26 academic year. Engagement across all approved university partnerships, faculty-led programs, and third-party providers was sustained. The University of Limerick (Ireland), York St John University (England), and Lorenzo de’ Medici (Italy) were the most popular destinations for Keene State students. As bilateral exchange partners, both the University of Limerick and York St John University also sent students to study at Keene State.

During the academic year, 32 Keene State students participated in semester-long, credit-bearing study away and exchange programs. An additional 24 students engaged in short-term global learning experiences through the Morris-August Honors Program's faculty-led Global Engagement initiative. Keene State also welcomed 10 exchange students for semester-long study and enrolled 13 new degree-seeking international students.

The GEO Advisory Committee reviewed and approved two new international program opportunities during the year: a summer dance program in Italy designed for Dance majors and a new partnership with Queen Margaret University in Edinburgh, Scotland. These additions further expand the range of global learning opportunities available to Keene State students.

Global education opportunities advance Keene State's College-Wide Learning Outcomes by strengthening students' intercultural competence, communication skills, and engagement with diverse perspectives. These experiences also support the College's 2023–2026 Strategic Plan by expanding high-impact learning opportunities, fostering student success, and preparing graduates for an interconnected world.

## Academic Plan and Program Review 2025-26

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

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### 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 Learning Model through President Bix's Eight 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.

- Ten-year review: Conducted 2023-24, accredited through 2033-34  
A 10-year comprehensive evaluation by NECHE was successfully completed during AY 2023-24, culminating with the granting of continued accreditation to PSU during the Commission's April 2024 meeting. The comprehensive self-study and NECHE's letter informing PSU about the results of the evaluation are [publicly available](#) for review.
- Two-year report: August 2026, with emphasis on continued success on the areas specified in the comprehensive evaluation.
- Five-year interim review: Fall 2028
- A requested Student Success Report in March 2026 regarding student completion and transfer rates based on reported national data was accepted by NECHE in April 2026. Comparator institution data will be added to NECHE's dashboards to allow continued monitoring of student success in comparison with similar institutions.

#### *New Programming*

In fall 2025, PSU implemented and enrolled students in the following 96-credit, three-year, Applied Bachelor's programs (APBs): Small Business Administration, Police Studies, Cybersecurity, Robotics and Automation Engineering, and Outdoor Adventure Leadership. NECHE's September 2024 approval of these degrees included a required report and site visit in spring 2027. All five APB programs participated in PSU's 96-credit degree program assessment processes in AY 2025-26.

PSU has implemented a variety of 3+3, 3+2, and 4+1 degree programs that are expected to increase enrollment in the undergraduate and graduate programs involved. Although it is too soon to draw definitive conclusions, early results show positive momentum in Allied Health Sciences (undergraduate options leading to graduate degrees in Athletic Training and Physical Therapy) and Clinical Mental Health Counseling (graduate concentration receiving undergraduate Psychology students).

Two new four-year BS programs, Conservation Law Enforcement and Cybersecurity, were approved and, with initial recruitment during spring and summer 2026, will be offered starting in fall 2026.

#### *Academic Restructure and Collaborations*

Stemming from President Bix's 8-Tactics Task Force charged with the "Evolution of Clusters and Academic Units," PSU has restructured from thirteen Academic Units into six Schools: School of Business, School of Education, School of Health, School of Human and Public Service, School of Integrated Liberal Arts, and School of Science and Technology.

Over the course of AY 2025-26, the USNH provosts continued meeting regularly with the aim of deepening programmatic ties between PSU, KSC, and UNH to leverage the USNH system for the benefit of its students and appropriate efficiencies. Plans developed and in-progress include the following:

- A new MOU was finalized between the PSU School of Health and the UNH College of Health for UNH students to join the PSU MS in Athletic Training through a 3+2 equivalent program. There are also plans for further collaborations for UNH students to join PSU's doctoral program in Physical Therapy through a 3+3 equivalent program, and PSU APB students in Outdoor Leadership to join appropriate options in the UNH MS Recreation Management and Policy.
- There are also additional plans for an MOU between KSC and the PSU School of Human and Public Service for KSC students to join 3+2 equivalent programs leading to PSU's MS in Counseling options in Clinical Mental Health and School Counseling, and for PSU undergraduate students in History and Social Studies Education to join KSC's MA in Holocaust and Genocide Studies.

Additional collaborations with CCSNH are leading to early plans for the development of stackable modules in the trades by partnering in dual enrollment programs for PSU's BS and APB students to complete certificates via appropriate community college programs.

### *Davis Foundation Grants*

PSU's Open Learning & Teaching Collaborative (CoLab) has progressed into its second year of a \$240,000 grant from the Davis Foundation to facilitate the training of PSU faculty and to increase instructional design capacity across the community to prepare students to live and work in a future immersed in and shaped by AI.

The PSU President's Office obtained a \$25,000 grant for implementation of retention and persistence initiatives resulting from the work of the PSU cross-functional Enrollment and Retention Working Group.

### *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. For students with a GPA between 1.75 and 2.0, Pathfinder is a required element on their admissions offer. These students participate in purposeful programming including a one-week summer launch experience prior to other students arriving on campus and high-touch weekly work with advisors. Pathfinder is optional for students with a GPA between 2.1 and 2.5. If these students "opt-in," they are assigned to Pathfinder advisors for the first year and given the opportunity to participate in a college readiness course.

### *Investments in Growth*

The nursing program has expanded its physical infrastructure and personnel capacity to accommodate a doubling in enrollment starting with the fall 2026 entering class (funded by a congressional appropriations grant).

Further supporting the workforce needs of the state of New Hampshire, purposeful recruitment efforts in graduate programs to train service professionals (e.g., Clinical Mental Health Counseling, School Counseling, and Doctor of Physical Therapy) have been expanded. A new combined option allows interested students to complete both Counseling options, leading to certification in both areas of practice.

Plans for continued investment in the Forensic Science undergraduate program include additional staffing and laboratory facilities to support the program's significant growth since its start in fall 2022.

Experiential learning has always been important to PSU, and most of our programs offer the requirement of or the possibility of internship experiences. We are working on expanding internship and co-op programs, including new pilots for full semester internships with private businesses, the development of the Panther Path Co-op experience, and the utilization of close partnerships, such as Chartwells Higher Ed (dining), who are interested in offering immersive co-op experiences for our students.

### *Habits of Mind Experience (HoME)/General Education Review*

PSU has redesigned its general education program for fall 2026 using a Pathways-based model that builds on the existing framework. The general education learning outcomes, or Habits of Mind, remain consistent and are assessed at key points in the curriculum, including an entry-level course and the capstone. The program introduces Pathway-level learning outcomes that allow students to develop greater depth in a selected area of skill development such as qualitative inquiry, ethical reasoning, or conflict management through coordinated, cross-disciplinary coursework. The new structure supports broad academic exposure alongside more intentional and applied learning. The institution will continue to assess general education outcomes in its current manner and is formalizing an approach to assess pathway-level learning outcomes. Students who complete a pathway are eligible to receive a certificate that is recorded on their transcript.

## **5.2 Results of Academic Program Review**

### **5.3 Implemented Changes to Academic Programs**

Included in the consolidated USNH inventory of program changes implemented in 2025-26.

### **5.4 Educational Exchange Program**

Since July 2022, PSU has partnered with the UNH Global Education Office to provide students with a comprehensive program that includes more than 200 annual opportunities to study outside of New Hampshire. In January and the spring 2026 semester, for example, 26 PSU students studied abroad in places ranging from Australia, New Zealand, and South Korea to several countries in Europe. In the summer and fall 2026 semesters, 28 additional students will study abroad in Europe, Australia, New Zealand, and Taiwan. Students are additionally participating in programs organized by external study-abroad organizations, the PSU exchange program with the University of South-Eastern Norway at Bo, as well as in UNH faculty-led programs. Each of the six PSU schools has students participating in global education.

# Academic Plan and Program Review 2025-26

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. **Programmatic 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. **Academic Program Review:** UNH has launched the AAUP-TT (section 14.4 of CBA) bargained process of academic program review. This process, reviewing every degree-granting program will allow us to assess vitality of each program by including analysis of finance, student headcount, faculty productivity and student success outcomes. A faculty driven process commencing in the Fall 2026 with initial report out to leadership in January 2027.

#### 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).
- Substantive changes approved during this academic year: (1) Prison education (enrolling fall 2026), and (2) Applied Bachelor's of Science (online 90-credit degree in Computer Information Technology and 90-credit degree in Management are enrolling students in fall 2026, and 96-credit program in Veterinary Technology will begin enrolling in fall 2027).
- NECHE recognition for noncredit programs
- 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. UNH-Law responded, and this response was considered at the council's August 2025 meeting, with all concerns being resolved. UNH-Law is fully accredited without further compliance issues.

#### 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 support with deep expertise in employer relations, technology/data, and marketing/communications. During the 2024-25 academic year, 47% of students engaged with CaPS, along with 804 industry partners representing 61 unique industries.

**Among these partners are Lonza Biologics and Fidelity Investments, two major employers and collaborators in student and workforce development.** CaPS partners with Lonza through recruiting, internships, faculty and student projects, and support of the Lonza Scholars Program, which provides scholarships, mentorship, career development support, paid internship opportunities, and pathways to full-time employment. Fidelity, UNH's top employer of students and graduates, maintains a strong campus presence through career events, classroom engagement, faculty collaboration, and initiatives such as "Fidelity Day." Together, these partnerships strengthen educational and career pathways while supporting workforce development across New Hampshire and beyond.

**First Destination Survey** results for the Class of 2025 showed that 95% of undergraduate respondents were either employed (69%) or enrolled in a program of further education (26%). Additionally, 72% participated in experiential learning opportunities (e.g., internships, practicums, clinicals, etc.), and 42% identified those experiences as a major contributor to their post-graduate outcomes. Overall, 83% strongly agreed or agreed that they were satisfied with their post-graduate outcomes.

### *Student Success and Retention*

In 2025-26, UNH continued to deepen its commitment to student success and retention. Knack Tutoring has grown year over year since 2022 and now includes CPS-Manchester. This year more than 1,000 students received tutoring from 265 peer tutors. Users of Knack tutoring experience higher course completion rates than do non-users. We are beginning to innovate in the success and retention space as well. Here founded in a decades-long and extremely successful STEM-focused peer led mentoring program (PLTL), we are planning on expanding it to include non-STEM courses linked to retention of freshman and sophomores. Further, we have convened a retention taskforce to understand patterns and drivers (academic and non-academic) of retention, with the goal of developing interventions aimed at increasing retention.

### *AI Task Force*

The UNH AI Task Force was established by the Provost's Office during the past academic year in collaboration with the Faculty Senate to bring together faculty, staff, and students to examine how AI is affecting teaching, learning, research, operations, and policy, and to recommend practical next steps for responsible institutional use. Practical concerns involving FERPA, IP rights, innovation, links to workplace demands are at the forefront.

Over the spring, the Task Force gathered campus input, organized work, and developed concise one-page guidance intended to clarify appropriate use, privacy, available tools, and policy considerations for the university community. Further, we hosted a full day symposium with more than 110 community members from across USNH to disseminate information and broaden participation.

## **5.2 Results of Academic Program Review**

During academic year 2025-26, 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 **NECHE driven 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. Additional APRs continue to move through the workflow of dean and provost review and approval. Note that the NECHE-driven APR process is distinct from the contractually driven program review process described above.

## **5.3 Implemented Changes to Academic Programs**

Included in the consolidated USNH inventory of program changes implemented in 2025-26.

## **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.

## Academic Plan and Program Review 2025-26

### Academic Program Changes Implemented in 2025-26

The program change information below fulfills two requirements set forth in Board Policy for Academic Program Planning and Review (BOT II.G):

(1) Informs the Educational Excellence Committee of completed implementation of intended program additions and deletions (BOT.II.G.4); and

(2) Details the changes made to academic programs since the last report (BOT.II.G.5.3).

	Program Type	Proposal Type	Grad Prog	Program Name
<b>KSC</b>	<b>Major</b>	<b>Addition</b>		<b>BA Data Analytics</b>
	<b>Major</b>	<b>Addition</b>	X	<b>MA Holocaust and Genocide Studies</b>
	<b>Major</b>	<b>Deletion</b>	X	<b>MA Genocide Prevention and Human Security</b>
	Certificate	Addition		Precision Optics
	Certificate	Addition		Applied Genocide Prevention
	Certificate	Deletion	X	Atrocity Prevention
	Minor	Addition		Early Childhood
	Minor	Addition		Sports Broadcasting
	Gen Ed	Substantive Change		Elimination of Integrative Studies / Addition of General Education Explorations
<b>PSU</b>	<b>Major</b>	<b>Addition</b>		<b>BS Music and Music Education, with 2 options</b>
	<b>Major</b>	<b>Addition</b>		<b>APB Cybersecurity</b>
	<b>Major</b>	<b>Addition</b>		<b>APB Outdoor Adventure Leadership</b>
	<b>Major</b>	<b>Addition</b>		<b>APB Police Studies</b>
	<b>Major</b>	<b>Addition</b>		<b>APB Robotics and Automation Engineering</b>
	<b>Major</b>	<b>Addition</b>		<b>APB Small Business Administration</b>
	<b>Major</b>	<b>Deletion</b>		<b>BA Music</b>
	<b>Major</b>	<b>Deletion</b>		<b>BS Music Education</b>
	<b>Major</b>	<b>Deletion</b>		<b>BS Public Health</b>
	<b>Major</b>	<b>Deletion</b>	X	<b>MEd English Education</b>
	<b>Major</b>	<b>Deletion</b>	X	<b>MEd Integrated Arts</b>
	<b>Major</b>	<b>Deletion</b>	X	<b>MEd Language Education</b>
	<b>Major</b>	<b>Deletion</b>	X	<b>MEd School Counseling</b>
	Major	Name Change	X	MS Exercise Science and Sport Performance <i>formerly MS Applied Exercise Physiology and Human Performance</i>
	Major	Name Change	X	MS Counseling <i>formerly MS Clinical Mental Health Counseling</i>
	Major	Name Change	X	MEd Teaching and Curriculum Development <i>formerly MEd Curriculum and Instruction</i>
	Certificate	Addition		Cybersecurity
	Option	Addition		General option – w/in BS Psychology
	Option	Additions (2)		(1) Public Health, (2) 3+3 Doctor of Physical Therapy – w/in BS Allied Health Sciences
	Option	Additions (3)	X	(1) Clinical Mental Health Counseling, (2) School Counseling (CIP 131101), and (3) Clinical Mental Health and School Counseling – w/in MS Counseling
Option	Additions (4)	X	(1) English Education, (2) Integrated Arts, (3) Inclusive Education, Secondary Literacy, and (4) General – w/in MEd Teaching and Curriculum Development	
Option	Deletion		Developmental Psychology – w/in BS Psychology	
Minor	Addition		Substance Use Prevention and Intervention	
Minor	Deletion		Lifestyle Wellness Coaching	

UNH *tbd*

## **University System of New Hampshire**

### **Academic Quality Metrics**

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

**2025-26**

# USNH ACADEMIC QUALITY METRICS

EDUCATIONAL EXCELLENCE COMMITTEE, JUNE 25, 2026

## Retention and Completion

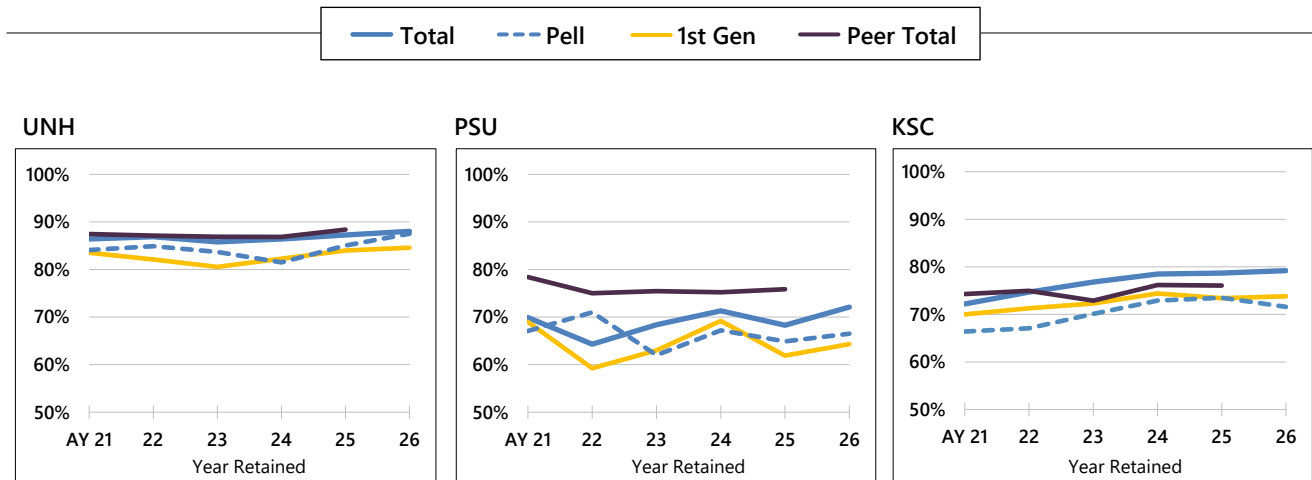
### 1ST to 2ND YEAR RETENTION RATE

Bachelor's Cohort - First-time, Full-time, First-year

Fall Cohort	Year 2	UNH				PSU				KSC			
		Total	Pell	1st Gen	Peer	Total	Pell	1st Gen	Peer	Total	Pell	1st Gen	Peer
2019	2020-21	86.4%	84.1%	83.5%	87.5%	69.9%	67.1%	69.0%	78.4%	72.2%	66.4%	70.0%	74.3%
2020	2021-22	86.9%	84.9%	82.1%	87.1%	64.3%	71.0%	59.2%	75.0%	74.7%	67.1%	71.3%	74.9%
2021	2022-23	85.8%	83.7%	80.6%	86.9%	68.4%	62.0%	63.0%	75.5%	76.8%	70.1%	72.3%	72.9%
2022	2023-24	86.4%	81.5%	82.3%	86.9%	71.3%	67.2%	69.2%	75.2%	78.5%	72.9%	74.4%	76.2%
2023	2024-25	87.3%	85.0%	84.0%	88.4%	68.3%	64.9%	61.9%	75.9%	78.7%	73.5%	73.4%	76.1%
2024	2025-26	88.0%	87.5%	84.6%	*	72.1%	66.5%	64.3%	*	79.2%	71.6%	73.8%	*

### Year 2 Retention Target, Total Cohort

2026	2027-28	90%		75%		80%
2023	2024-25	90%	✘	75%	✘	76%
2020	2021-22	90%	✘	73%	✘	75%



### Comparator Groups, all years

UNH: University at Buffalo  
 University of Connecticut  
 University of Delaware  
 University of Maine  
 University of Massachusetts Amherst  
 Binghamton University  
 University of Rhode Island  
 University of Vermont

PSU: Bridgewater State University  
 Frostburg State University  
 Millersville University of Pennsylvania  
 Shippensburg University of Pennsylvania  
 SUNY College at New Paltz  
 SUNY College at Plattsburgh  
 The College of New Jersey  
 University of Massachusetts-Dartmouth  
 University of Wisconsin-Stevens Point  
 University of Wisconsin-Whitewater  
 Western Connecticut State University  
 Westfield State University

KSC: Eastern Connecticut State University  
 Plymouth State University  
 Salem State University  
 SUNY at Geneseo  
 University of Maine at Farmington  
 Western Connecticut State University  
 Westfield State University

### Notes

\* Peer average not available

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

June 2026 report reflects modified UNH and KSC comparator groups

1st Gen = First-generation college student as defined for TRIO, i.e., no parent holds a bachelor's degree or higher

UNH rates for Durham

Sources: Campus Institutional Research; peer data from U.S. Dept. of Education, National Center for Education Statistics, IPEDS

# USNH ACADEMIC QUALITY METRICS

EDUCATIONAL EXCELLENCE COMMITTEE, JUNE 25, 2026

## Retention and Completion

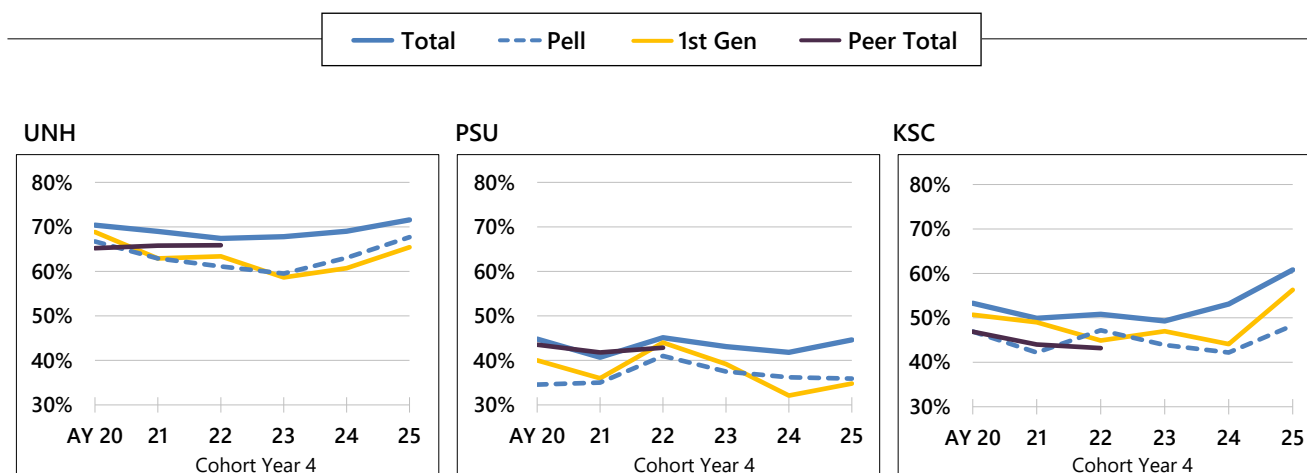
### 4-YEAR GRADUATION RATE

Bachelor's Cohort - First-time, Full-time, First-year

Fall Cohort	Year 4	UNH				PSU				KSC			
		Total	Pell	1st Gen	Peer	Total	Pell	1st Gen	Peer	Total	Pell	1st Gen	Peer
2016	2019-20	70.4%	66.7%	68.8%	65.2%	44.8%	34.6%	40.0%	43.5%	53.3%	46.9%	50.7%	46.9%
2017	2020-21	69.0%	62.9%	62.9%	65.8%	40.7%	35.0%	36.0%	41.8%	49.9%	42.2%	49.0%	44.0%
2018	2021-22	67.4%	61.1%	63.4%	65.9%	45.1%	41.0%	44.0%	42.9%	50.8%	47.2%	44.9%	43.2%
2019	2022-23	67.8%	59.5%	58.6%	✖	43.1%	37.5%	39.2%	✖	49.3%	43.9%	47.0%	✖
2020	2023-24	69.0%	63.1%	60.7%	✖	41.8%	36.2%	32.1%	✖	53.1%	42.2%	44.1%	✖
2021	2024-25	71.6%	67.7%	65.4%	✖	44.6%	35.9%	34.8%	✖	60.8%	48.3%	56.3%	✖

### Year 4 Grad Rate Target, Total Cohort

2026	2029-30	71%		50%		55%	
2021	2024-25	71%	✓	46%	✖	55%	✓
2016	2019-20	71%	✖	46%	✖	54%	✖



### Comparator Groups, all years

UNH: University at Buffalo  
 University of Connecticut  
 University of Delaware  
 University of Maine  
 University of Massachusetts Amherst  
 Binghamton University  
 University of Rhode Island  
 University of Vermont

PSU: Bridgewater State University  
 Frostburg State University  
 Millersville University of Pennsylvania  
 Shippensburg University of Pennsylvania  
 SUNY College at New Paltz  
 SUNY College at Plattsburgh  
 The College of New Jersey  
 University of Massachusetts-Dartmouth  
 University of Wisconsin-Stevens Point  
 University of Wisconsin-Whitewater  
 Western Connecticut State University  
 Westfield State University

KSC: Eastern Connecticut State University  
 Plymouth State University  
 Salem State University  
 SUNY at Geneseo  
 University of Maine at Farmington  
 Western Connecticut State University  
 Westfield State University

### Notes

\* Peer average not available

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

Lag in peer rate availability is due to cohort-based reporting in IPEDS, i.e., 4- and 6-year rates reported at the same time for a given cohort

June 2026 report reflects modified UNH and KSC comparator groups

1st Gen = First-generation college student as defined for TRIO, i.e., no parent holds a bachelor's degree or higher

UNH rates for Durham

Sources: Campus Institutional Research; peer data from U.S. Dept. of Education, National Center for Education Statistics, IPEDS

# USNH ACADEMIC QUALITY METRICS

EDUCATIONAL EXCELLENCE COMMITTEE, JUNE 25, 2026

## Retention and Completion

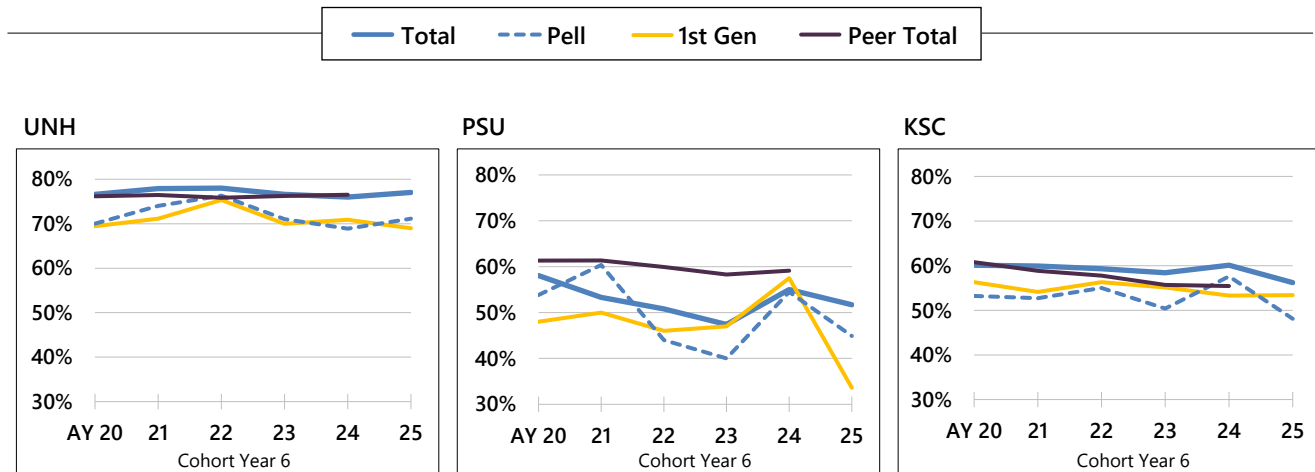
### 6-YEAR GRADUATION RATE

Bachelor's Cohort - First-time, Full-time, First-year

Fall Cohort	Year 6	UNH				PSU				KSC			
		Total	Pell	1st Gen	Peer	Total	Pell	1st Gen	Peer	Total	Pell	1st Gen	Peer
2014	2019-20	76.6%	70.0%	69.4%	76.2%	58.1%	53.8%	48.0%	61.3%	60.1%	53.2%	56.3%	60.8%
2015	2020-21	77.9%	74.0%	71.1%	76.4%	53.3%	60.4%	50.0%	61.4%	59.9%	52.7%	54.1%	58.8%
2016	2021-22	78.0%	76.3%	75.3%	75.8%	50.8%	44.0%	46.0%	59.9%	59.3%	55.0%	56.3%	57.8%
2017	2022-23	76.6%	71.0%	70.0%	76.2%	47.4%	40.0%	47.0%	58.3%	58.4%	50.4%	55.1%	55.7%
2018	2023-24	76.0%	68.9%	70.9%	76.5%	52.0%	54.5%	57.5%	59.1%	60.1%	57.6%	53.3%	55.4%
2019	2024-25	77.0%	71.2%	69.0%	*	51.7%	44.9%	33.6%	*	56.2%	48.1%	53.4%	*

#### Year 6 Grad Rate Target, Total Cohort

2024	2029-30	80%		60%		60%	
2019	2024-25	78%	✘	60%	✘	65%	✘
2014	2019-20	80%	✘	60%	✘	65%	✘



#### Comparator Groups, all years

UNH: University at Buffalo  
 University of Connecticut  
 University of Delaware  
 University of Maine  
 University of Massachusetts Amherst  
 Binghamton University  
 University of Rhode Island  
 University of Vermont

PSU: Bridgewater State University  
 Frostburg State University  
 Millersville University of Pennsylvania  
 Shippensburg University of Pennsylvania  
 SUNY College at New Paltz  
 SUNY College at Plattsburgh  
 The College of New Jersey  
 University of Massachusetts-Dartmouth  
 University of Wisconsin-Stevens Point  
 University of Wisconsin-Whitewater  
 Western Connecticut State University  
 Westfield State University

KSC: Eastern Connecticut State University  
 Plymouth State University  
 Salem State University  
 SUNY at Geneseo  
 University of Maine at Farmington  
 Western Connecticut State University  
 Westfield State University

#### Notes

\* Peer average not available

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

June 2026 report reflects modified UNH and KSC comparator groups

1st Gen = First-generation college student as defined for TRIO, i.e., no parent holds a bachelor's degree or higher

UNH rates for Durham

Sources: Campus Institutional Research; peer data from U.S. Dept. of Education, National Center for Education Statistics, IPEDS

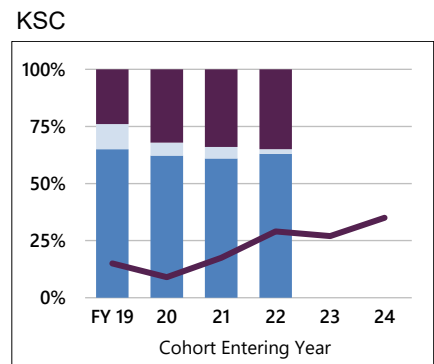
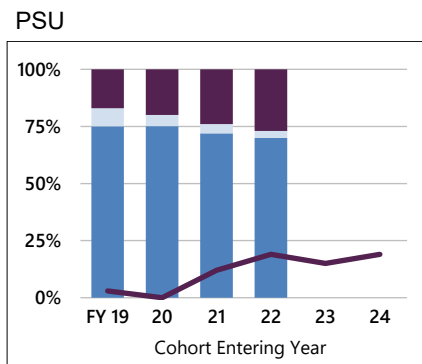
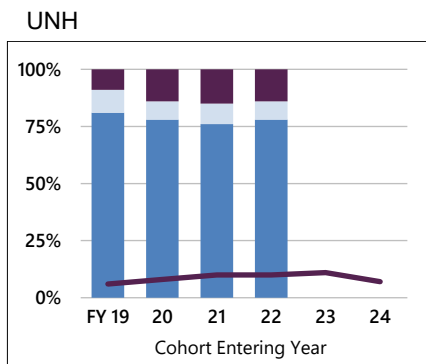
**USNH ACADEMIC QUALITY METRICS**

EDUCATIONAL EXCELLENCE COMMITTEE, JUNE 25, 2026

**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%	78%	226	52%	66%	70%	51	22%	55%	63%
	Continuation		40%	17%	8%		29%	10%	3%		49%	14%	2%
	Attrition		10%	13%	14%		19%	24%	27%		29%	31%	35%
2022-23	Completion	929	48%	72%	—	217	59%	74%	—	62	10%	29%	—
	Continuation		41%	14%	—		26%	12%	—		63%	26%	—
	Attrition		11%	14%	—		15%	14%	—		27%	45%	—
2023-24	Completion	893	56%	—	—	197	50%	—	—	71	18%	—	—
	Continuation		37%	—	—		31%	—	—		47%	—	—
	Attrition		7%	—	—		19%	—	—		35%	—	—
Targets		Year 4: 80% Completion				Year 2: 15% Attrition Max				Year 2: 15% Attrition Max			
2024-25 Cohort						Year 4: 68% Completion				Year 2: 50% Continuation			
Targets		Year 4: 80% Completion ❌				Year 2: 15% Attrition Max ✅				Year 2: 12% Attrition Max ✅			
2019-20 Cohort						Year 4: 64% Completion ✅				Year 2: 45% Continuation ✅			



Notes

\*Newly matriculated full- and part-time master's degree candidates, by year of matriculation. PSU additionally includes certificates of advanced graduate study (CAGS).  
Sources: PSU and KSC Institutional Research; UNH Graduate School

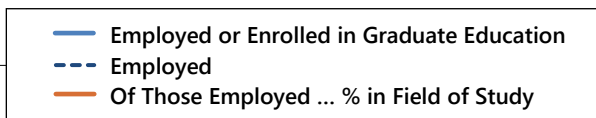
**USNH ACADEMIC QUALITY METRICS**

EDUCATIONAL EXCELLENCE COMMITTEE, JUNE 25, 2026

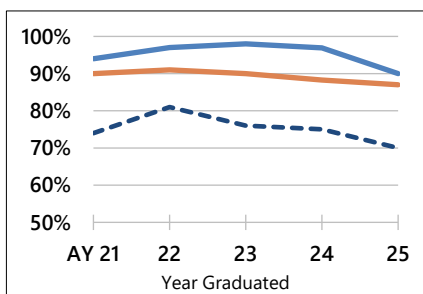
**Post-graduation Outcomes**

**UNDERGRADUATE EMPLOYMENT**

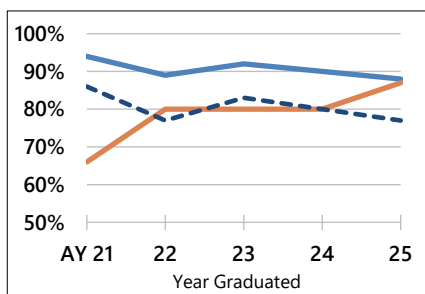
	Year Graduated	Employed or Enrolled in Graduate Education		Of Those Employed... % in Field of Study	Respondents as Percent of Graduated Class
		Employed	Employed		
UNH	2020-21	94%	74%	90%	41%
	2021-22	97%	81%	91%	43%
	2022-23	98%	76%	90%	37%
	2023-24	97%	75%	88%	32%
	2024-25	90%	70%	87%	26%
PSU	2020-21	94%	86%	66%	16%
	2021-22	89%	77%	80%	20%
	2022-23	92%	83%	80%	13%
	2023-24	90%	80%	80%	28%
	2024-25	88%	77%	87%	19%
KSC	2020-21	96%	78%	88%	24%
	2021-22	95%	84%	87%	38%
	2022-23	89%	78%	84%	32%
	2023-24	88%	75%	85%	29%
	2024-25	91%	87%	78%	28%



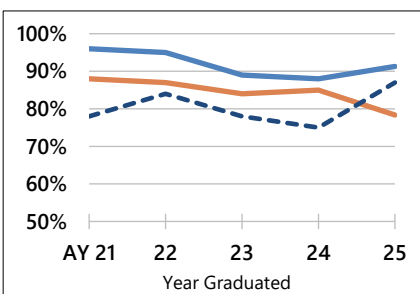
UNH



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: Campus Institutional Research

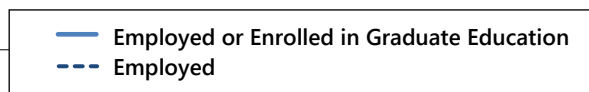
**USNH ACADEMIC QUALITY METRICS**

EDUCATIONAL EXCELLENCE COMMITTEE, JUNE 25, 2026

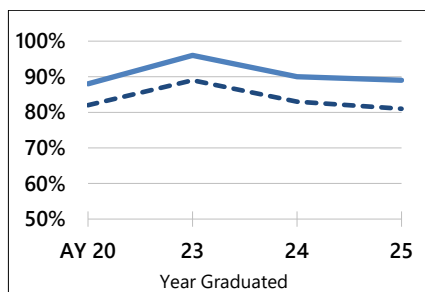
**Post-graduation Outcomes**

**GRADUATE EMPLOYMENT**

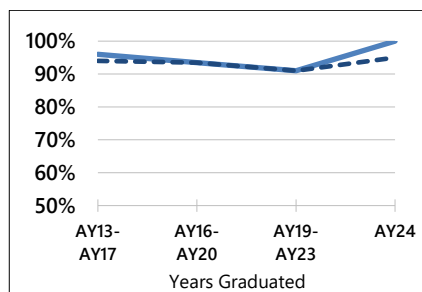
	Master's Program Grads				
	Year(s) Graduated	Number of Years Postgrad	Employed or Enrolled in Graduate Education		Respondents as Percent of Graduated Class(es)
			Education	Employed	
UNH	2019-20	1	88%	82%	46%
	2022-23	1	96%	89%	36%
	2023-24	1	90%	83%	21%
	2024-25	1	89%	81%	22%
PSU	AY13-AY17	1-5	96%	94%	15%
	AY16-AY20	1-5	93%	93%	11%
	AY19-AY23	1-5	91%	91%	10%
	2023-24	1	100%	95%	11%
KSC	2020-21	1	100%	100%	38%
	2021-22	1	100%	100%	52%
	2022-23	1	97%	91%	19%
	2024-25	1	90%	90%	19%



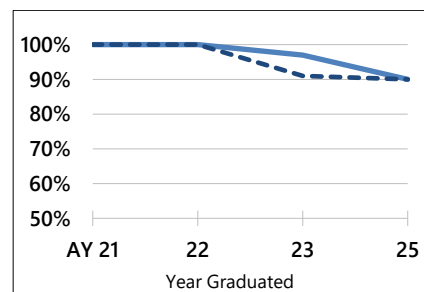
UNH



PSU



KSC



Notes

Rates reflect known first-destination outcomes based on all verifiable sources, including but not limited to survey results. PSU results include completers of certificate of advanced graduate studies (CAGS). Sources: Campus Institutional Research

## USNH ACADEMIC QUALITY METRICS

EDUCATIONAL EXCELLENCE COMMITTEE, JUNE 25, 2026

### Student Satisfaction

#### UNDERGRADUATE

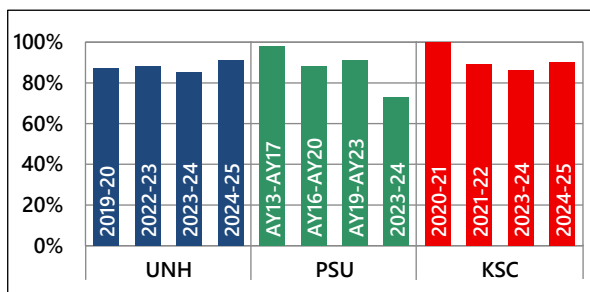
	Year Graduated	Percent of Respondents Who Were Satisfied	Respondents as Percent of Graduated Class
UNH	2024-25	90%	25%
PSU	2024-25	77%	19%
KSC	2024-25	96%	24%

Note: This metric previously reported satisfaction and engagement results of the National Survey of Student Engagement (NSSE), which all USNH institutions conducted but on a varied schedule. Summary results were presented in this report on a rotating basis by institution. NSSE administration has been discontinued by all USNH institutions, and the metric newly reports student satisfaction results obtained from the First Destination Survey.

#### GRADUATE

	Master's Program Grads			
	Year(s) Graduated	Number of Years Postgrad	Percent of Respondents Who Were Satisfied	Respondents as Percent of Graduated Class
UNH	2019-20	1	87%	44%
	2022-23	1	88%	35%
	2023-24	1	85%	21%
	2024-25	1	91%	21%
PSU	AY13-AY17	1-5	98%	26%
	AY16-AY20	1-5	88%	11%
	AY19-AY23	1-5	91%	10%
	2023-24	1	73%	11%
KSC	2020-21	1	100%	38%
	2021-22	1	89%	11%
	2023-24	1	86%	10%
	2024-25	1	90%	29%

Master's Satisfaction Rates



#### Notes

PSU results include completers of certificate of advanced graduate studies (CAGS).  
 UNH Durham and Manchester, excludes CPSO.  
 Sources: Campus Institutional Research

# USNH ACADEMIC QUALITY METRICS

EDUCATIONAL EXCELLENCE COMMITTEE, JUNE 25, 2026

## Student Learning Outcomes

### PROFESSIONAL EXAM PASS RATES

Caution advised when interpreting USNH rates, many are based on small numbers of test takers

		2021		2022		2023		2024		2025	
		USNH	US Rate	USNH	US Rate	USNH	US Rate	USNH	US Rate	USNH	US Rate
		Inst Rate	NH Rate (Ed & Law)	Inst Rate	NH Rate (Ed & Law)	Inst Rate	NH Rate (Ed & Law)	Inst Rate	NH Rate (Ed & Law)	Inst Rate	NH Rate (Ed & Law)
UNH	CHHS: Communications Sciences & Disorders	100	88	100	93	100	91	100	89	100	91
	CHHS: Nursing (BS)	94	82	92	80	100	89	99	92	89	88
	CHHS: Nursing (Direct Entry Master's)	96	—	88	80	96	89	91	92	96	88
	CHHS: Occupational Therapy*	94	98	100	96	98	94	96	93	93	92
	CHHS: Recreation Management & Policy	86	77	88	77	100	80	95	80	—	—
	COLA: Education	92	85	94	86	91	90	96	89	100	91
	CPSO: Education	89	85	89	86	95	90	94	89	93	91
	COLSA: Nutrition & Dietetics	—	—	—	—	88	64	100	62	89	64
SOL: Law**	88	69	94	62	57	64	81	76	75	66	
PSU	Athletic Training (MS)	90	77	100	74	86	69	86	69	85	75
	Education	75	85	78	86	86	90	81	89	89	91
	Nursing (BS)	100	82	100	80	100	89	100	92	100	88
	Physical Therapy (DPT)*	73	88	61	85	63	85	87.5	85	92	95
KSC	Education	94	85	93	86	96	90	91	89	92	91
	Nursing (BS)	69	82	74	80	95	89	100	92	89	88

Rates reflect first exam attempt unless noted otherwise.

\* Represents rates for all new graduates, regardless of number of attempts, following occupational and physical therapy accreditation policy.

\*\* Beginning 2022-23, Daniel Webster Scholars (DWS) no longer counted in the first-time pass rate.

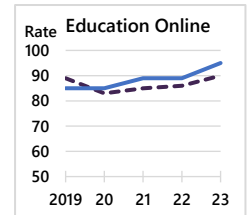
— Not available or not applicable for given year.

UNH colleges - CHHS: Health & Human Services | COLA: Liberal Arts | COLSA: Life Sciences & Agriculture | SOL: School of Law | CPSO: Professional Studies Online

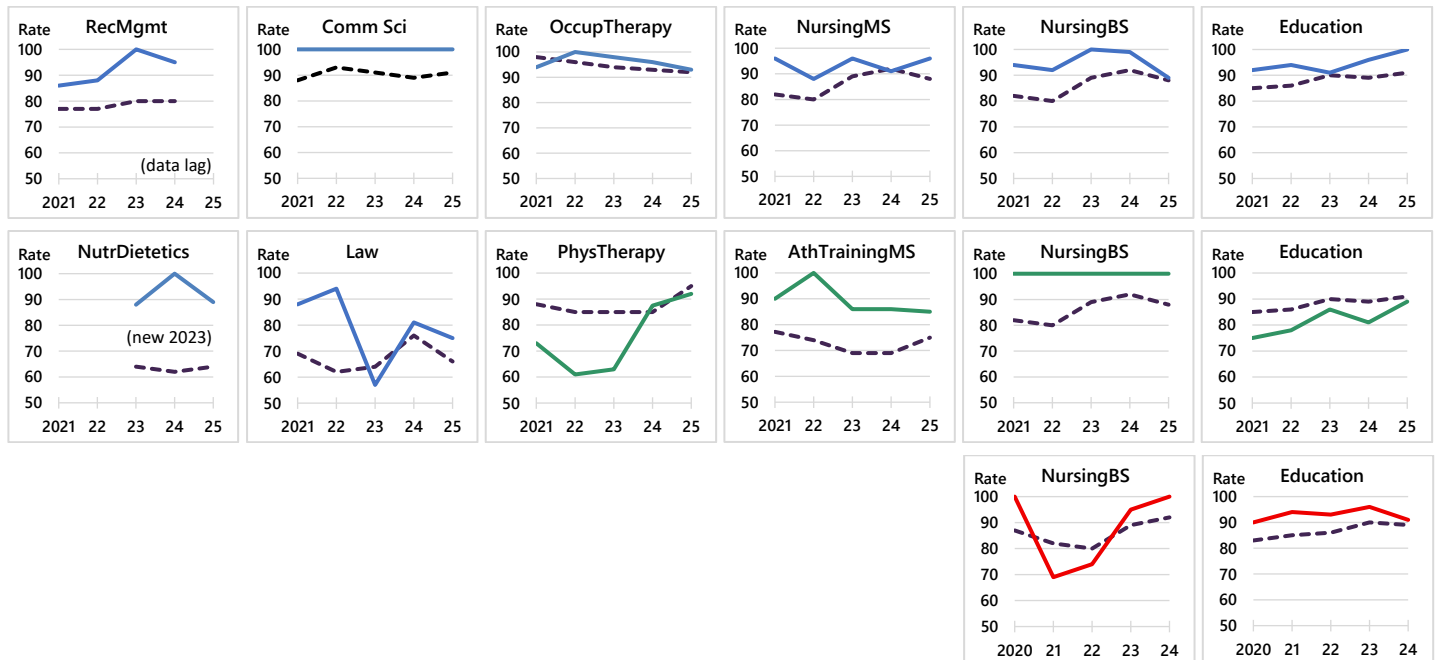
Education rates reflect all program completer's first PRAXIS II exam, summary pass rate as calculated by ETS for Title II.

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 Education and Law which compare to NH average | UNH — | PSU — | KSC —



## USNH ACADEMIC QUALITY METRICS

EDUCATIONAL EXCELLENCE COMMITTEE, JUNE 25, 2026

### 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 established 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 strategic use of the rubrics. Since the CWLOs are an integral part of the General Education Explorations (GEE) program, the calendar includes a timeline for development of learning outcomes and rubrics for the Liberal Arts. We have convened a working group of Natural Sciences faculty to begin this work. The faculty have agreed on a draft outcome that we will share with all Natural Science faculty in the fall as we move forward with creating a rubric.

In spring 2025, KSC completed a mapping of the curricula, and co-curriculum. This mapping process provided a starting place for assessment and has allowed 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 2026, the Accreditation and Assessment Officer launched a benchmarking of the Civic Engagement Collegewide Learning Outcome for Academic Programs via an online Qualtrics instrument. Faculty are currently evaluating random samples of student work from courses with a Civic Engagement “tag.” The evaluation tool will close on June 30, and the results will be analyzed in July.

Both the National Study of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE) were administered in spring 2025 and the results will be utilized in conjunction with the analysis of the rubric results to gain deeper understanding into the college’s progress on achieving the Civic Engagement Outcome.

##### *DWF Rates*

As a follow-up to the research Keene State has 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. This year we focused on course level DFW Rates. Our Team worked with faculty in Mathematics, Psychology, and Business Management.

Mathematics reviewed DFW rates for MATH 141 Introductory Statistics from fall 2022 to fall 2025 to explore patterns involving class time, student major, Pell eligible students, etc., in course sections with DFW rates higher than 20%. Most sections of MATH 141 are taught by adjunct faculty. While Mathematics will continue to examine the data, it was clear that students struggle most with the late day (4pm and 6pm) sections. Going forward, Keene State will facilitate meetings of MATH 141 instructors to discuss strategies to support students, especially those in key demographics such as first generation and Pell eligible. MATH will also apply for an assessment grant for professional development for MATH 141 instructors.

Psychology is reviewing PSYC 252 Research Methods, as a second course in the sequence with PSYC 251 Psychological Statistics, to determine if there are patterns that can be gleaned in student success potential and challenges from one course to the next. Business Management is reviewing MGT 101 Introduction to Business Management. Multiple course sections of this class are offered each semester with highly differential DWF rates. Faculty will work to determine best practice to apply those principles across all sections.

##### *Academic Program Learning Assessment*

With program revisions and additions, the college expected to receive 31 Assessment Reports in academic year 2025-26. At the June 1 deadline, 27 reports were submitted, for an 87% 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 79.2% in 2024.

## USNH ACADEMIC QUALITY METRICS

EDUCATIONAL EXCELLENCE COMMITTEE, JUNE 25, 2026

### 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 market, graduate school, 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, and block transfer agreements with community colleges can release students from both courses.)

Achievement is measured using an analogy connected PSU's 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 at "Pre-basecamp."

This and last year's assessment process represents progress in the collection of data for the program, with AY 2024-25 representing the first year of the InCap being fully operationalized. The number of assessments was roughly 25% lower in AY 2025-26 due to staffing transitions.

#### *Conclusions*

Plymouth State is succeeding in the goal of having 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 four years have shown improvement.

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 seven years, assessment results have shown a consistent pattern of achievement across all four Habits of Mind. The majority of students in TWP achieve the expected milestone of Basecamp or even higher.

<b>TWP</b>						
<b>Purposeful Communication</b>		<b>Sample Size*</b>	<b>Pre-Basecamp</b>	<b>Basecamp</b>	<b>Climbing</b>	<b>Summit</b>
	AY 19-20	242	28%	64%	8%	0%
	AY 20-21	247	20%	60%	20%	0%
	AY 21-22	252	19%	63%	17%	1%
	AY 22-23	232	22%	57%	19%	2%
	AY 23-24	498	13%	62%	19%	2%
	AY 24-25	424	17%	56%	25%	1%
	AY 25-26	312	17%	66%	14%	1%
<b>Problem Solving</b>						
	AY 19-20	242	24%	69%	7%	0%
	AY 20-21	247	19%	69%	12%	0%
	AY 21-22	252	22%	67%	10%	2%
	AY 22-23	232	14%	63%	23%	0%
	AY 23-24	498	13%	64%	16%	2%
	AY 24-25	424	20%	57%	21%	1%
	AY 25-26	312	17%	68%	12%	1%
<b>Integrated Perspective</b>						
	AY 19-20	242	31%	63%	6%	0%
	AY 20-21	247	22%	64%	14%	0%
	AY 21-22	252	21%	66%	12%	0%
	AY 22-23	232	21%	58%	20%	1%
	AY 23-24	498	15%	65%	14%	1%
	AY 24-25	424	10%	61%	25%	2%
	AY 25-26	312	18%	64%	14%	1%
<b>Self-Regulated Learning</b>						
	AY 19-20	242	36%	51%	13%	0%
	AY 20-21	247	28%	53%	16%	2%
	AY 21-22	252	25%	60%	13%	0%
	AY 22-23	232	18%	58%	20%	4%
	AY 23-24	498	19%	55%	20%	2%
	AY 24-25	424	23%	50%	25%	1%
	AY 25-26	312	26%	54%	18%	2%

\*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 six years, assessment results from the InCap course have consistently shown that students progress beyond the Basecamp level, with the majority achieving the Climbing or Summit levels.

<b>INCAP</b>						
<b>Purposeful Communication</b>		<b>Sample Size*</b>	<b>Pre-Basecamp</b>	<b>Basecamp</b>	<b>Climbing</b>	<b>Summit</b>
	AY 20-21	13	0%	46%	38%	15%
	AY 21-22	42	10%	19%	14%	57%
	AY 22-23	34	0%	6%	62%	32%
	AY 23-24	51	0%	12%	37%	51%
	AY 24-25	346	0%	12%	36%	52%
	AY 25-26	255	0%	2%	36%	62%
<b>Problem Solving</b>						
	AY 20-21	247	0%	31%	62%	8%
	AY 21-22	252	5%	21%	21%	52%
	AY 22-23	232	0%	2%	76%	21%
	AY 23-24	498	0%	4%	65%	29%
	AY 24-25	424	0%	16%	40%	46%
	AY 25-26	255	0%	1%	43%	56%
<b>Integrated Perspective</b>						
	AY 20-21	247	0%	69%	15%	15%
	AY 21-22	252	7%	17%	12%	64%
	AY 22-23	232	0%	3%	76%	21%
	AY 23-24	498	0%	6%	63%	31%
	AY 24-25	424	0%	10%	38%	51%
	AY 25-26	255	0%	2%	41%	56%
<b>Self-Regulated Learning</b>						
	AY 20-21	247	0%	46%	38%	15%
	AY 21-22	252	5%	12%	19%	64%
	AY 22-23	232	0%	6%	65%	29%
	AY 23-24	498	0%	18%	41%	41%
	AY 24-25	424	2%	11%	36%	52%
	AY 25-26	255	0%	4%	36%	59%

\*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, students who achieved the Basecamp level in TWP demonstrated substantially higher levels of achievement in the four Habits of Mind by the end of their HoME general education experience.

**Pathways from TWP to INCP: Comparing AY results in TWP and INCP 2-3 years later**

<b>Purposeful Communication</b>		<u>Pre-Basecamp</u>	<u>Basecamp</u>	<u>Climbing</u>	<u>Summit</u>
TWP	AY21-22	<b>19%</b>	<b>63%</b>	17%	1%
TWP	AY 22-23	<b>22%</b>	<b>57%</b>	19%	2%
INCP	AY24-25	0%	12%	<b>36%</b>	<b>52%</b>
INCP	AY25-26	0%	2%	<b>36%</b>	<b>62%</b>
<b>Problem Solving</b>					
TWP	AY21-22	<b>22%</b>	<b>67%</b>	10%	2%
TWP	AY 22-23	<b>14%</b>	<b>63%</b>	23%	0%
INCP	AY24-25	0%	16%	<b>40%</b>	<b>46%</b>
INCP	AY25-26	0%	1%	<b>43%</b>	<b>56%</b>
<b>Integrated Perspective</b>					
TWP	AY21-22	<b>21%</b>	<b>66%</b>	12%	0%
TWP	AY 22-23	<b>21%</b>	<b>58%</b>	20%	1%
INCP	AY24-25	0%	10%	<b>38%</b>	<b>51%</b>
INCP	AY25-26	0%	2%	<b>41%</b>	<b>56%</b>
<b>Self-Regulated Learning</b>					
TWP	AY21-22	<b>25%</b>	<b>60%</b>	13%	0%
TWP	AY 22-23	<b>18%</b>	<b>58%</b>	20%	4%
INCP	AY24-25	2%	11%	<b>36%</b>	<b>52%</b>
INCP	AY25-26	0%	4%	<b>36%</b>	<b>59%</b>

## USNH ACADEMIC QUALITY METRICS

EDUCATIONAL EXCELLENCE COMMITTEE, JUNE 25, 2026

### 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.

##### *AI Literacy in General Education*

As faculty senate begins to implement the newly approved general education, a timely endeavor is seeking to embed artificial intelligence (AI) literacy into the model. A team of faculty and assessment specialists have applied to be part of the American Association of Colleges & Universities (AAC&U) Institute on AI Pedagogy and Curriculum to support the development of a sustainable model for implementation and evaluation.

##### *General Education Assessment Pilot*

Educational Excellence and Effectiveness (E3) has been working with five faculty and staff members to pilot a process to assess the UNH undergraduate General Education curriculum that can be scaled to the institution. The group is piloting a portion of the Discovery learning outcome: "Communicate effectively by applying skills in reading, writing, speaking, and listening." Using the VALUE rubric for Written Communication from the AAC&U, the rubric is being normed Summer 2026 using student artifacts from five Instructors of Record who have agreed to submit their students' course assignments. Because one of the learning outcomes approved by Faculty Senate on April 6, 2026, for the new GenEd curriculum includes effective communication, the results of this pilot will provide information related to the assessment process and potential benchmark data related to student proficiency.

##### *Academic Program Review*

The quality of student academic achievement is largely formally and systematically 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) self-study and/or external review or the 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, review, and analyze the following information: admissions data, enrollment rates, degree completions, retention rates, graduation rates, student feedback, and First Destination survey data

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 USNH 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:

- Academic Program Review Cohort was formed to support departments throughout the APR process. This group meets monthly with E3 and other UNH offices who provide support (e.g., Institutional Research, Graduate School).
- Continuing to streamline 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.
- Continue 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 ongoing support for the Education Department to align the program with requirements from the Department of Education, Law School, ABET Computer Science and Information Technology, ACBSP CPS Business BS programs, and ACOTE Occupational Therapy programs.

### *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.

Continuous improvement efforts for the SEL survey this academic year included increased promotion for survey completion using bulletin boards and TVs across each campus, streamlined emails sent to faculty, improved timing issues for uniquely timed courses, and faculty senate approved change to solicit student feedback for all courses, regardless of enrollment size. Looking ahead, the year ahead will involve a full faculty senate vote on the addition of five quantitative questions. These items were reviewed and approved by associate deans and the academic affairs committee of the faculty senate, but faculty seek a full senate vote prior to implementation.

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*

The Division of Student Life continues to assess co-curricular learning and student support through departmental learning outcomes, program evaluation, utilization data, student feedback, and other measures appropriate to each area's work. In recent years, Student Life strengthened its assessment infrastructure through a unified annual reporting process and a shared Assessment SharePoint site, which continues to provide staff with resources, templates, and guidance for developing learning outcomes and assessing program impact.

Student Life is now moving into the next phase of this work. Following a division-wide restructure organized around core values and strategic priorities, the division is developing a new assessment model that better aligns departmental learning outcomes with divisional priorities and UNH's Roadmap 2030. This approach will allow Student Life to continue assessing specific programs and services while also telling a clearer division-wide story about its contributions to student success, retention, well-being, belonging, leadership development, and the overall student experience.

Recent assessment examples demonstrate the continued impact of co-curricular learning. In the Dean of Students area, Basic Needs supported 542 students through emergency financial assistance, meal swipe distribution, technology loans, and housing-related support, while Cat's Cupboard served 2,769 visitors. The Behavioral Intervention Team documented that nearly all cases resulted in resource referral, with more than 80% resulting in verified connection to a resource. SHARPP Center prevention programming reached more than 9,500 individuals and showed measurable gains in students' confidence to intervene in harmful situations and understanding of consent and healthy relationships.

This next phase of assessment work will preserve department-level learning outcomes while creating a more sustainable and integrated framework for demonstrating Student Life's role in advancing UNH's strategic priorities.

**USNH ACADEMIC QUALITY METRICS**

EDUCATIONAL EXCELLENCE COMMITTEE, JUNE 25, 2026

**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> Elementary Ed English Mathematics Sciences Social Studies Music Physical Ed <i>Advanced</i> Educational Leadership – Principal concentration	NH State Board of Education	Approved – NO conditions	n/a	2022-23	Spring 2030
Educator Preparation: <i>Advanced</i> Educational Leadership –Special Ed Administrator concentration	NH State Board of Education	Approved – NO conditions	n/a	Spring 2024	Spring 2027
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	tbd
Educator Preparation: <i>Initial</i> Elementary Ed English Mathematics Sciences Social Studies Music Physical Ed <i>Advanced</i> Educational Leadership – Principal concentration Educational Leadership –Special Ed Administrator concentration	Council for the Accreditation of Educator Preparation	Continued – NO conditions	n/a	Spring 2023	Spring 2028
Educator Preparation: <i>Initial – English*</i>	National Council of Teachers of English	Continued – NO conditions	n/a	Spring 2018	Spring 2028
Educator Preparation: <i>Initial - Math - Middle School*</i>	National Council of Teachers of Mathematics	Continued – NO conditions	n/a	Fall2018	Spring 2028
Educator Preparation: <i>Initial - Math - Secondary*</i>	National Council of Teachers of Mathematics	Continued – NO conditions	n/a	Spring 2018	Spring 2028
Educator Preparation: <i>Initial - Social Studies*</i>	National Council for the Social Studies	Continued – NO conditions	n/a	Summer 2020	2028

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

## 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> Middle Level Science*	National Science Teachers Assn	Continued – NO conditions	n/a	Spring 2018	Spring 2028
Educator Preparation: <i>Advanced</i> Educational Leadership – Principal concentration*	Educational Leadership Constituent Council	Continued – NO conditions	n/a	Spring 2018	Spring 2028
Educator Preparation: <i>Advanced</i> Educational Leadership – Special Ed Administrator concentration*	Educational Leadership Constituent Council	Initial review	n/a	Spring 2028	tbd
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 completed and accepted Nov 2025.	Spring 2025	2030
Music BA/BM	National Assn of Schools of Music	Continued – NO conditions	n/a	Dec2023	Fall2030
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	Dec2031

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

## USNH ACADEMIC QUALITY METRICS

EDUCATIONAL EXCELLENCE COMMITTEE, JUNE 25, 2026

### 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 Cert 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 Cert Grad (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 Cert 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	Note: PSU was granted 18-month extension for School of Education restructuring; renewal was previously slated for fall 2025-spring 2026. Site visit rescheduled to March 31-April 2, 2027.	2018	Apr2025
Nursing BS	NH Board of Nursing	Approved – NO conditions	Annual reports continue to be accepted without issue.	2025	2026

#### 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	na	2017	2026
Business – Undergraduate: Accounting Business Administration Finance Management Marketing Sports Management	Accreditation Council for Business Schools & Programs	Continued – NO conditions	na	2017	2027
Business – Graduate: MBA and MSA	Accreditation Council for Business Schools & Programs	Continued – NO conditions	na	2017	2027
<i>Clinical Mental Health Counseling</i>	<i>Council for Accreditation of Counseling &amp; Related Educational Programs</i>	<i>See Counseling MS</i>	<i>Approval reaffirmed July 2023 with requested progress report submitted March 2025 for review summer 2025. See resolution below</i>	<i>na</i>	<i>na</i>
Counseling MS <i>Note: Program consolidates Clinical Mental Health Counseling and School Counseling into one Counseling program in AY26</i>	Council for Accreditation of Counseling & Related Educational Programs	Continued – NO conditions	Fully accredited through 2032. Previously accredited pending resolution of noncompliance areas. PSU report of actions was submitted March 2025 and found by accreditor to fully address all standards. Further, PSU's substantive change request to consolidate Clinical Mental Health Counseling with School Counseling into one Counseling MS program was approved.	2023	2032
Educator Preparation: Initial Teacher Preparation	Assn for Advancing Quality in Educator Preparation (AAQEP)	Recognized – NO conditions	na	2019	2026

## 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: Elementary Ed (undergrad)	Assn for Childhood Education International	Voluntarily withdrawn	Specialized Professional Association (SPA) recognition was previously sought as a component of CAEP accreditation. PSU Ed programs are now accredited by AAQEP, which does not require SPA recognition.	na	na
Educator Preparation: Teaching English to Speakers of Other Languages	Teachers of English to Speakers of Other Languages	na	PSU no longer offers this program.	na	na
Educator Preparation: Physical Education	Society of Health & School Educators	Voluntarily withdrawn	Specialized Professional Association (SPA) recognition was previously sought as a component of CAEP accreditation. PSU Ed programs are now accredited by AAQEP, which does not require SPA recognition.	na	na
Educator Preparation: School Library/Media Specialist	American Library Assn/ American Assn of School Librarians	Recognized – NO Conditions	na	2021	2029
Educator Preparation: School Psychologist	National Assn of School Psychologists	Recognized – NO conditions	na	2021	2029
Educator Preparation: Social Studies	National Council for the Social Studies	Voluntarily withdrawn	Specialized Professional Association (SPA) recognition was previously sought as a component of CAEP accreditation. PSU Ed programs are now accredited by AAQEP, which does not require SPA recognition.	na	na
<i>School Counseling</i>	<i>Council for Accreditation of Counseling &amp; Related Educational Programs</i>	<i>See Counseling MS</i>	<i>Approval reaffirmed July 2023 with requested progress report submitted March 2025 for review summer 2025. Resolution noted under Counseling MS program above.</i>	<i>na</i>	<i>na</i>
Nursing BS	Commission on Collegiate Nursing Education	Recognized – NO conditions	na	2018	2028
Physical Therapy	Commission on Accreditation in Physical Therapy Education (CAPTE)	Recognized – NO conditions	na	2025	2035
Social Work	Council on Social Work Education	Continued – NO conditions	na	2023	2030

**USNH ACADEMIC QUALITY METRICS**

EDUCATIONAL EXCELLENCE COMMITTEE, JUNE 25, 2026

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

**I. State Approval**

<i>College</i>	<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>
CEPS	Teacher Education: Math Middle Level BS, MEd, MAT Math Upper Level BS, MEd, MAT	NH State Board of Education	Continued – NO conditions	n/a	2020-21	2026-27
CHHS	Nursing (undergrad)	NH Board of Nursing	Continued – NO conditions	n/a	Oct2021	2030
CHHS	Teacher Education: Health & Phys 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: 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	2019-20	2026-27
COLA	Teacher Education: Elementary K-8 MEd Life Sciences 7-12 MEd, MAT 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	2020-21	2026-27
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

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

### 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 option	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	Accreditation Board for Engineering & Technology	Continued – NO conditions	n/a	2023-24	2029-30
CEPS	Engineering: Computer, Electrical	Accreditation Board for Engineering & Technology	Accredited with conditions	Report addressing deficiencies regarding use of assessment data for continuous improvement submitted spring 2026. ABET to review July 2026.	2023-24	Sep2026
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 Music BM (pre-teaching)	National Assn of Schools of Music	Continued, renewal pending	Report submitted May 2026 addressing budget, facilities, and faculty teaching load. Vote expected June 2026.	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 Dev't & Family Studies, Child Dev't/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	Discontinued	Program voluntarily relinquished AUPHA accreditation Dec 2025. Will be removed from accredited program list.	2018-19	n/a
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	2031-32
CHHS	Occupational Therapy Doctoral Program	Accreditation Council for Occupational Therapy Education	Candidacy status granted	Enrolling students fall 2023.	Apr2019	2032-33
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.	Aug2023	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

## 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
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	n/a	2019-20	Oct2027
CHHS	Social Work (undergrad & grad)	Council on Social Work Education	Continued – NO conditions	n/a	2017-18	Fall2026
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 – NO conditions	n/a	2025	2035
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
CPSO	Business Admin AS Accounting & Finance BS Applied Studies BS - Mgmt option Business Mgmt BS Human Resource Mgmt BS Marketing BS Operations, Supply Chain, & Logistics Mgmt BS Public Admin BS Technology Mgmt BS	Accreditation Council for Business Schools and Programs	Candidate	CPS Online business programs are candidates for accreditation. Initial accreditation review scheduled for fall 2026.	n/a	2026
LAW	UNH Franklin Pierce School of Law	American Bar Assn	Continued, with progress report required	Continued, with progress report required Accreditation affirmed Aug 2025. Follow-up report of the law school's ongoing assessment activities is due June 2026.	2023-24	tbd
PAUL	Business Administration BS, MS	Assn to Advance Collegiate Schools of Business – International	Continued – NO conditions	n/a	Apr2024	2030
PAUL	Accounting MS	Assn to Advance Collegiate Schools of Business – International	Continued – NO conditions	n/a	Apr2024	2030

## 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>
PAUL	Hospitality Management BS	Assn to Advance Collegiate Schools of Business – International	Continued – NO conditions	n/a	Apr2024	2030
TSAS	Veterinary Technology AAS	Committee on Veterinary Technician Education & Activities, American Veterinary Medical Assn	Continued, with progress report required	Report on two deficiencies (licensure pass rates and attending veterinarian salary) submitted Apr 2026. Committee will review June 2026.	2019-20	2030
UNHM	Engineering Technology	Technology Accred. Commission of the Accred. Board for Engineering & Technology	Continued, with progress report required	Site visit Nov 2025. One procedural finding re: assessment of learning outcomes. Follow-up report submitted to ABET for review July 2026.	2019-20	tbd
UNHM	Sign Language Interpretation	Commission on Collegiate Interpreter Education	Continued – NO conditions	n/a	2016-17	2026-27

UNIVERSITY SYSTEM OF NEW HAMPSHIRE  
BOARD OF TRUSTEES

Educational Excellence Committee

**Information**

June 25, 2026

Keene State College, Plymouth State University

To: Educational Excellence Committee

Re: Academic Program Changes

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Supporting Materials

The attached information identifies major and ancillary programming changes under consideration, including the below-listed degree program additions and deletions.

KSC Addition: BS Computer Science Software and Data Engineering

KSC Deletions: BA Spanish  
BS Sustainability Studies  
BS Early Childhood Education  
BA Political Science

PSU Additions: BS Conservation Law Enforcement  
BS Cybersecurity

PSU Deletions: BS Chemistry  
BS Cell Molecular Biology (*converting to Biomedical Studies option w/in BS Biology*)  
BS Environmental Biology (*converting to Environmental Biology option w/in BS Biology*)  
MS Biology  
MS Accounting

Summary / Rationale for Submission

This information is presented to the Educational Excellence Committee pursuant to USNH Board of Trustees Academic Program Planning and Review policy, BOT.II.G.4:

“Prior to taking action, a President shall inform the Educational Excellence Committee of his or her plans to add or delete degree programs (i.e., degrees and majors).”

---

Approved by: President Birx

Submitted by: USNH System Office



**Keene State College**  
 229 Main Street  
 Keene, NH 03435  
 (603) 358-1909  
 keene.edu

DT: June 16, 2026

TO: Patrick W. Griffin, Chair  
 Educational Excellence Committee  
 USNH Board of Trustees

FR: Kirsti Sandy  
 Provost and Vice President for Academic Affairs

RE: Keene State College Academic Program Changes

The following academic program changes at Keene State College (KSC) were implemented during the 25-26 Academic Year:

Eliminating	General Education	Integrative Studies Program
Adding	General Education	General Education Explorations Program

During the 25-26 Academic Year, the KSC Senate observed a curriculum change moratorium, a pause designed to allow the Senate and the KSC Registrar to focus on the work related to changes in General Education. Some programs were placed on “Administrative Hold” and are not currently accepting new Majors/Minors. The following academic program changes at KSC are in effect for Fall 2026:

Administrative Hold	BA	Spanish
Administrative Hold	Minor	Spanish
Administrative Hold	BS	Sustainability Studies
Administrative Hold	BS	Early Childhood Education
Administrative Hold	BA	Political Science
Name Change	Department	From Safety and Occupational Health Applied Science to Safety and Construction Sciences

In anticipation of curricular work for the 26-27 Academic Year, KSC completed its “Intent of Curriculum Change” process and will be providing feedback to the faculty sponsors of the following proposed academic program changes:

Adding	Minor	Health Sciences
Adding	Minor	Accounting
Adding	BS	Computer Science Software and Data Engineering
Adding	Minor	Musical Theatre
Revisions	BS	Sustainable Product Design into three tracks (Product Design, Manufacturing Engineering, and General Engineering)

In addition, we are pleased to share that the following departments have formalized mergers:

- Finance and Business Management
- Nursing and Health Science

Approved by:

---

Donald L. Birx, Interim President, Keene State College

To: Educational Excellence Committee From:  
Donald L. Birx, President  
Date: June 17, 2026  
RE: Academic Program Change Information for AY2026-2027

**New Majors**

- BS Conservation Law Enforcement
- BS Cybersecurity

**Name Changes**

- Psychology BS 3+2 option in Mental Health Counseling changing to 3+2 option in Counseling

**Deleted Majors**

- MS Biology
- MS Accounting
- BS Chemistry
- BS Cell Molecular Biology, now Biomedical Studies option
- BS Environmental Biology, now Environmental Biology option

**Options/Concentrations changes**

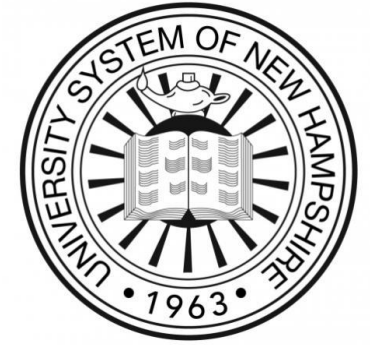
- BS Biology new options (formerly no options, separate majors)
  - General
  - Environmental Biology
  - Biomedical Sciences
- BS Forensic Science new options (formerly no options)
  - Laboratory Science
  - Digital Forensics
  - Forensic Psychology
- Deleted BS Allied Health Sciences, Public Health option

**Minors/Certificates changes**

- No new or deleted minors
- New graduate certificate – Business Innovation and Entrepreneurship
- New undergraduate Pathway Program certificates – supporting new General Education program
  - Aesthetic Expression
  - Communicating Strategically
  - Coordinating Organizations
  - Creating Holistic Wellness
  - Engaging the Natural World
  - Managing Conflict
  - Navigating Cultures
  - Qualitative Inquiry
  - Quantitative Inquiry
  - Reasoning Ethically



Donald L. Birx  
President



# **USSB Presentation: 2<sup>nd</sup> USNH-USSB Student Forum Communication Findings**

**University System of New Hampshire University System Student Board  
25 June 2026  
Durham, New Hampshire**

# 2nd USNH-USSB Student Forum: USNH Student Opinions For Communications

14

USNH Student Leader Attendees

3

New Attendees from the First USSB Student Forum

6

USNH Campus Constituencies Represented

## USSB STUDENT FORUM MISSION:

A USSB-led, systemwide student forum convening student leaders across USNH campus constituencies to identify and collaborate on shared student issues and test a repeatable feedback model for providing student insights to the USNH BoT.

## USSB STUDENT FORUM ATTENDEES:

UNH Undergraduate

UNH Graduate

UNH Manchester / CPS

UNH Law

Plymouth State University

Keene State College

USNH USSB Members

## GOALS:

- Translate student perspectives and lived experiences into BoT-ready insight.
- Assess USNH communication clarity, timing, rationale, and trust.
- Inform student-centric and feasible next steps for USNH leadership.
- Identify emerging areas for USSB involvement and student-centric perspectives.

# Communications: Where System-Level Decisions Become Student Experiences

## WHY THIS TOPIC:

### Communication Bridges USNH Governance Intent & Student Understanding

Clear rationale, timing, and  
student-impact framing  
turns major decisions  
into understandable processes

## RATIONALE:

- USSB Student Forum Feedback Points to Process Transparency, Predictability, and Student-Impact Explanations as Opportunities.
- Top Student Communication Priorities are Trustee-Governed Issues: Finances, Long-term Institutional Strategy, and Academic Sustainability.
- Evidence Suggests an Explanation Gap; Not an Information-Volume Gap.
- Improving the Student Communication Model is a High-Leverage, Low-Cost Governance Response from USNH Administration.

**Central Question:** How Can USNH Make Major Decisions More Legible to Students?

# USNH Students Perceive a Gap in Explanation, Not Trustworthiness

## 1. Students Understand USNH Governance

A Majority of Students Report Understanding the Difference Between USNH and Campus-Level Decisions. The Issue is Less Awareness Than Explanatory Confidence.

## 2. Breakdowns Around The “Why”

Lowest-Scoring areas are Rationale, Proactivity, a Lack of Student Input, and Communicating Possible Student-Level Impacts.

## 3. Trusted Messengers = Close to Students

Student Government and Faculty/Staff are the Strongest Trust Channels by a Wide Margin.

14%

Agreed USNH Campuses Explain Why Decisions Are Made

7%

Agreed USNH Campus Communication Feels Proactive

79%

Trust the Accuracy of Leadership Information

86%

Strong Trust in USNH Campus Student Government and Faculty/Staff

**USNH Students are Not Asking for More Messages. They Are Asking USNH to Explain Major Decisions Earlier, More Clearly, and the Student Impact.**

# USNH Students Value the System More Than They Feel Connected To It

**Opportunity:** USNH Student Leaders Can Follow System Governance, But The Collective Feels More Distant Than The Campus.

93%

Rated USNH Campus Belonging  
at 4/5 or 5/5

43%

Rated USNH System-Level Belonging  
at 4/5 or 5/5

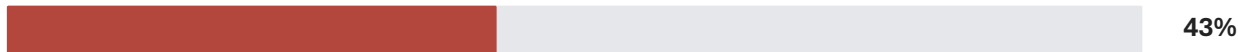
93%

Agreed Cross USNH Campus  
Student Collaboration Has Value

USNH Campus Belonging at 4/5 or 5/5



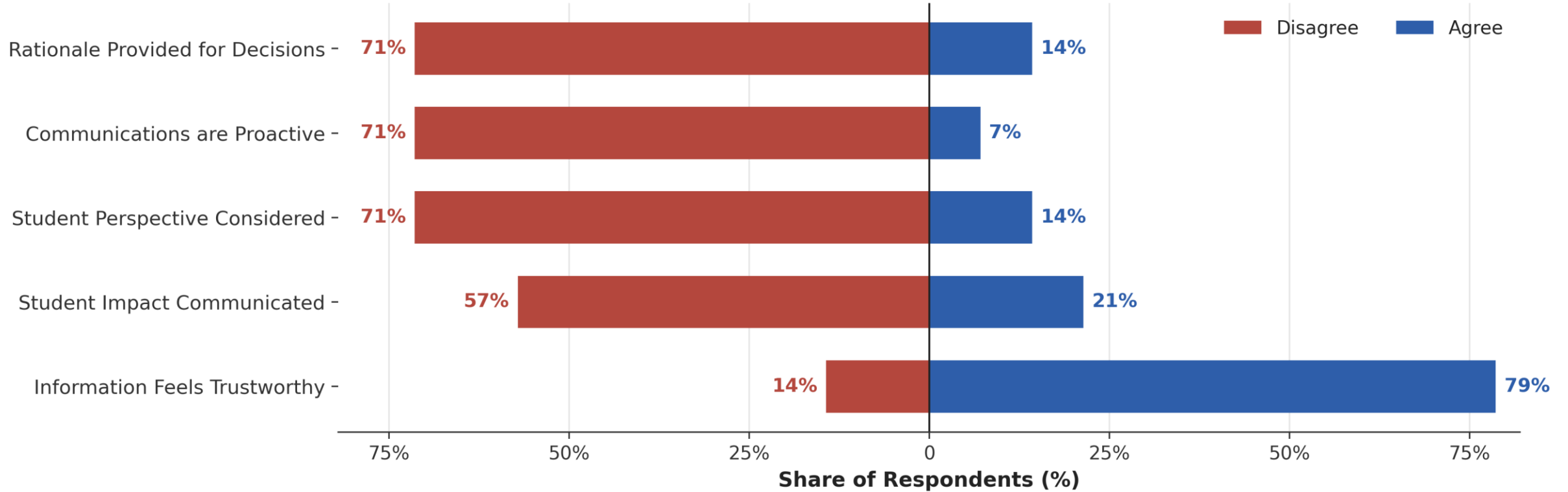
USNH System-Level Belonging at 4/5 or 5/5



**Implication:**

**USNH Communications Should Bridge the Distance Between “The System” and Students’ Day-to-Day Campus Experience.**

# The Core Communication Gap is Explanation, Not Trustworthiness



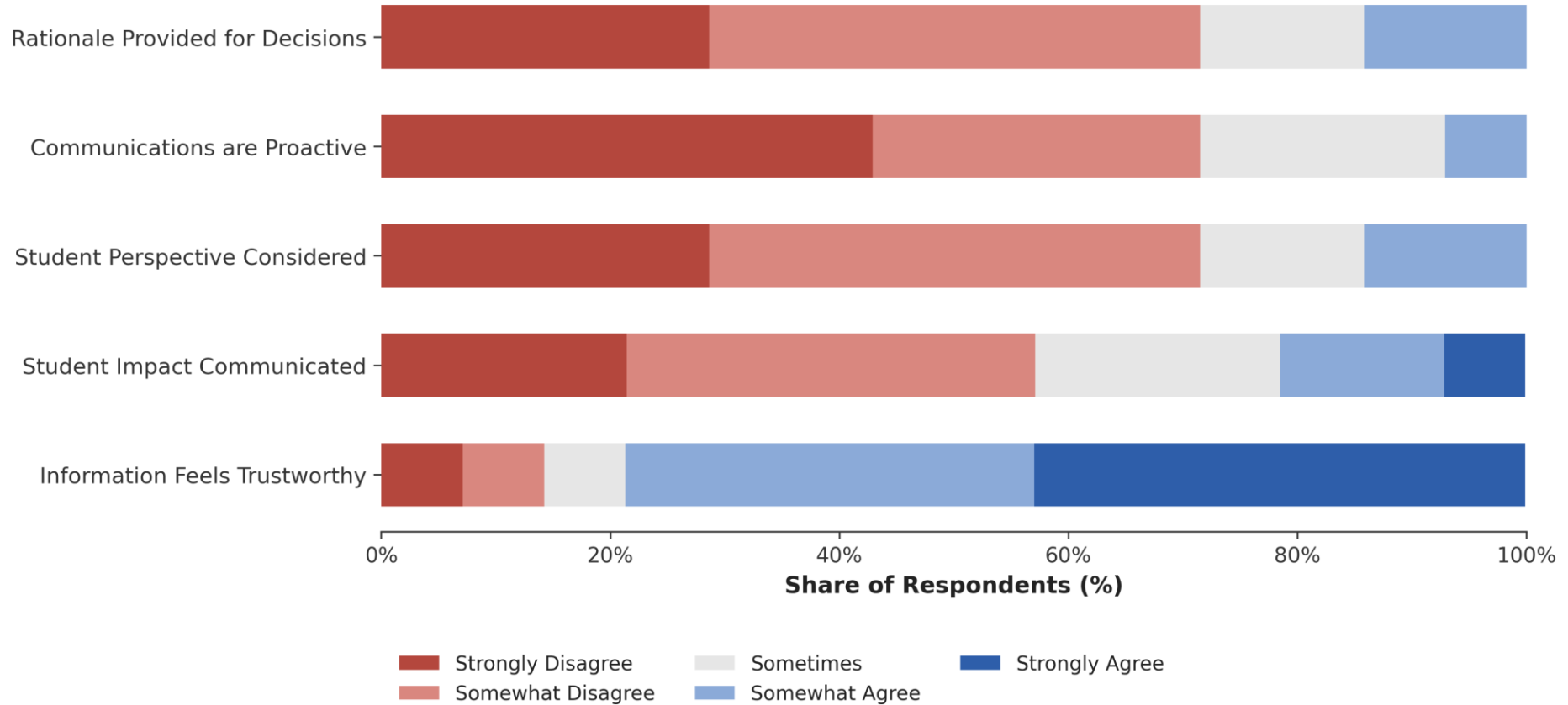
**Interpretation:**

Accuracy is a relative strength; rationale, proactivity, student voice, and student impact are the gaps.

**Action Implication:**

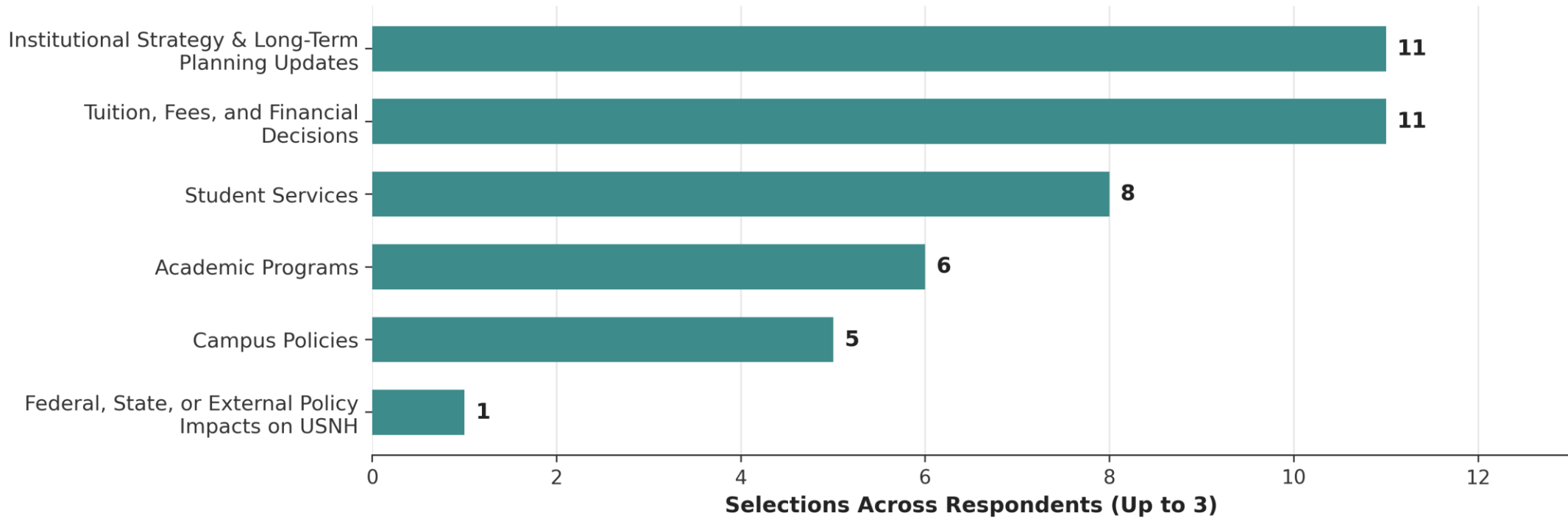
Focus less on message volume and more on explanation quality.

## Student Responses Indicate Four Gaps & One Major Strength



**Reading the chart:** the four upper rows show weak affirmation; the final row is the relative strength to preserve.

# Students Want Clearer Communications on Trustee-Governed Issues



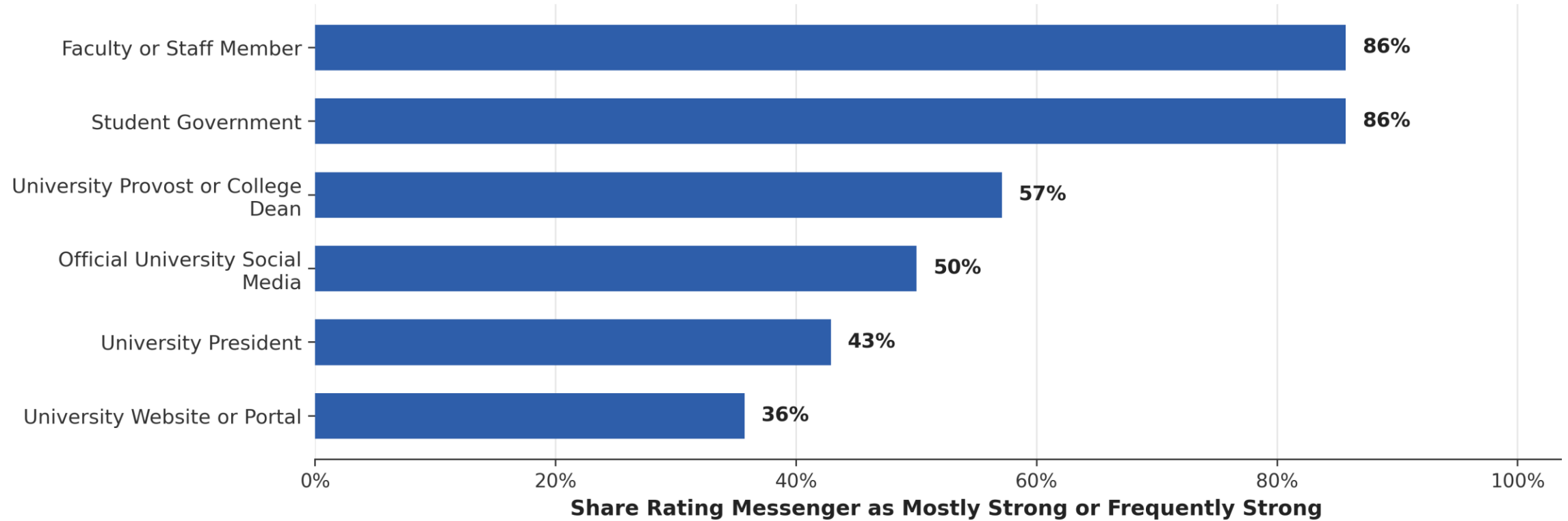
### High-Salience Topics:

Financial Decisions and Institutional Long-Term Strategy Were the Two Most Selected Communication Priorities Among USNH Students.

### Why This Matters:

These are the Issues Where Campus and System-Level Rationale, Strategic Tradeoffs, and Timing Matter Most to the USNH Student Experience.

## Trusted Messengers are Those Closest to Students



### The Message Route or Messenger Matters:

Presidents and USNH Central Office to Set Context, but Better Equip Student-Facing Messengers to Translate Decisions to their Peers.

# A Case For Explanation-Based Communications

Based on USNH Student Feedback, Needs are Straightforward:



## The USNH Communication to Students Standard Should Be:

Every Major Decision Gets a Plain-Language Explanation That USNH Students Can Trace from Campus or System-Level Governance Rationale to the Lived Impact on Their Student Experience.

**Explain**

The Rationale

**Translate**

The Student Impact

**Route**

Through Trusted Messengers

**Close**

The Feedback Loop

## Near-Term Actions to Address the Core Communication Gap

1

### **Predictable Decision Explainer Template:**

For Major Decisions: Clear Decision, Rationale, Options Considered, Student Impact, Timeline, and Point of Contact.

2

### **Pre-Brief Trusted Messengers:**

Provide Student Government and Faculty or Staff with Talking Points Before Major Announcements. Means of Continuing to Curate Trusting Campus Relationships.

3

### **Create a Student-Impact Section:**

Add a Consistent “What This Means for Students” Section for Financial, Strategic, and Academic Updates.

4

### **Close the Feedback Loop:**

Show What Student Input Changed for Major Decisions, What It Did Not Change, and Why.

# Sustained Student Involvement Requires A Pathway Into USNH Governance

**USSB ROLE:**

## Advise The USNH BoT on Student Matters Across USNH Campuses.

The Student Forums Makes The USNH Student Voice More Visible, Continuous, and Easier To Identify Future Student Leaders.

**100%**

Attendees Want to Continue the USNH-USSB Student Forums Model

**DISCOVER**

USNH Student Governments Identify Existing and Emerging Student Leaders and Invite Them to USNH-USSB Student Forums.

**LEARN**

USSB Leadership Created a Simple Onboarding Brief and Leadership Missive: USNH BoT & USSB Structure, Committees, Policies, and Norms.

**PARTICIPATE**

USNH Students Attend USNH-USSB Student Forums and Have Regular Contact With USSB Members Regarding Trustee-Facing Discussions.

**LEAD**

Interested, Informed, and Empowered Student Leaders Pursue USSB Roles, Student Trustee Pathways, or Other Campus Leadership Roles.

**Successful Outcome:** A Stronger Annual Bench of Prepared USSB Members and Student Trustees.

## 2026 Graduating USSB Members

Thank You for Representing USNH Students and  
Strengthening the Connection Between the USNH Student Experience and System Governance!

**Erin Ciempa**

Keene State College, USSB Representative  
B.S. in Architecture

**Delaney Cote**

UNH Manchester-CPS, USSB Representative  
M.A. in Public Administration

**Ethan Dupuis**

Plymouth State University, Student Trustee  
B.A. in History, Minor in Political Science

**Luca Fortin**

University of New Hampshire, USSB Representative  
B.S. in Finance

**Dr. Tim Hoheneder, Ph.D.**

University of New Hampshire, Student Trustee  
USSB Chair  
Ph.D. in Natural Resources & Earth Sciences

**Jessica O'Brien, J.D.**

UNH Law, USSB Representative  
Juris Doctor

University System  
of New Hampshire

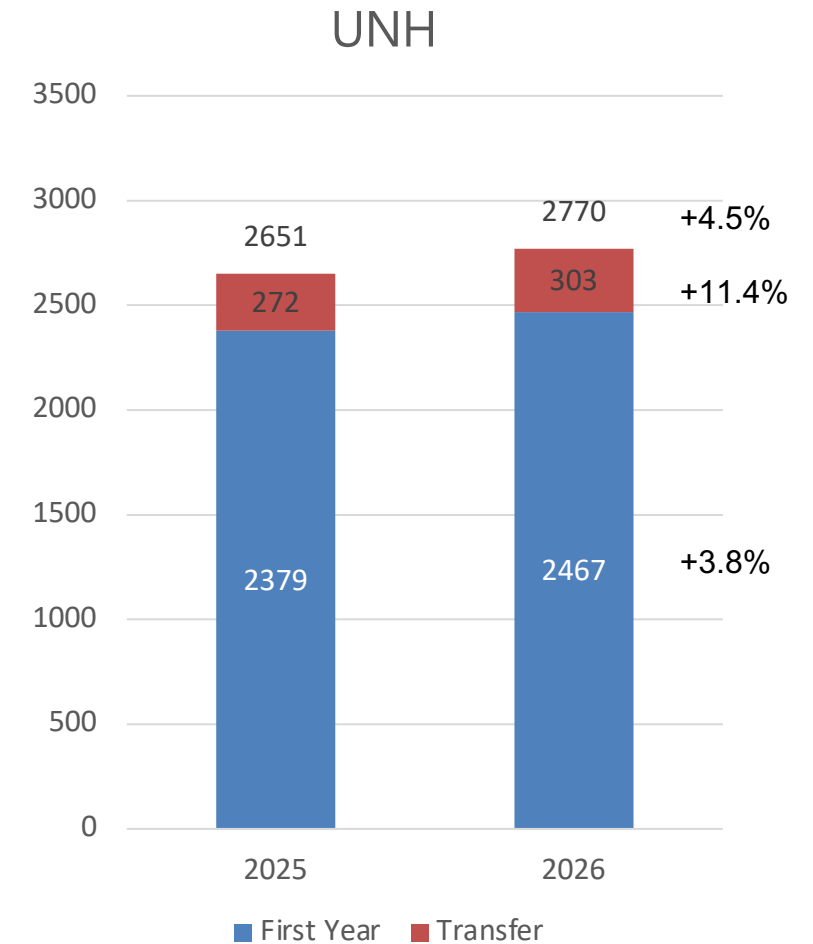
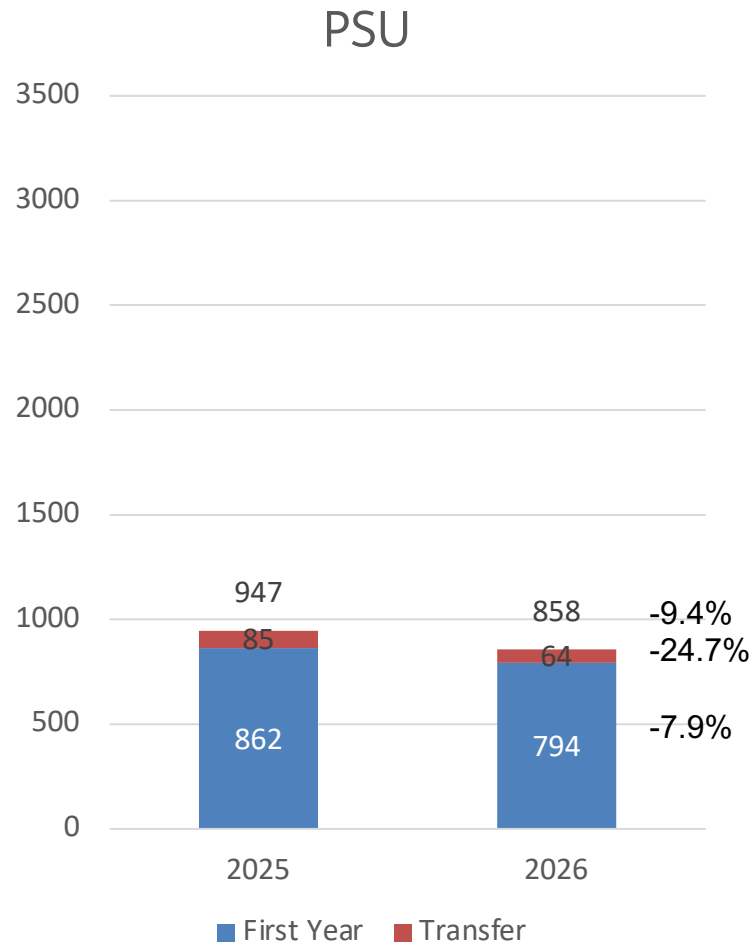
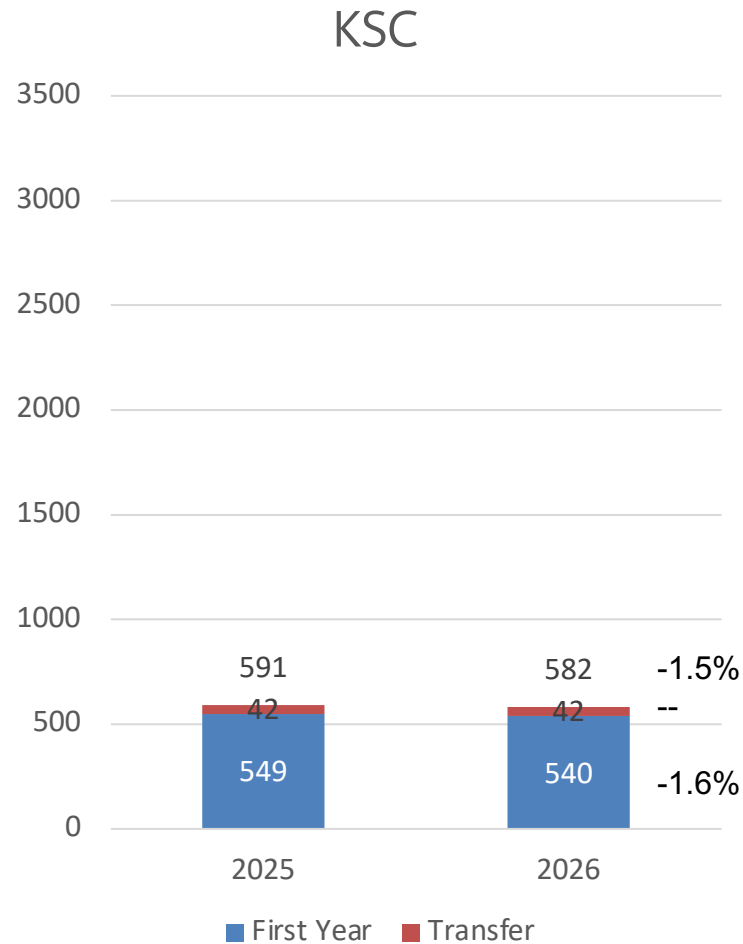


University System  
*of New Hampshire*

USNH Enrollment Management Update  
Board of Trustees Meeting  
Educational Excellence Committee

*June 2026*

# New Undergraduate Student May 1 Outcomes



Fall 2026 vs Fall 2025 (as of May 1)

# 2026 Undergraduate Strategy: USNH



Strategy	Tactics	Outcomes
Optimize scholarship strategy	UNH and KSC adjusted scholarships and matched marketing messages to strategy. PSU brought down FY scholarships.	UNH & Keene campuses improved yield trends for first year students. UNH saw enrollment growth overall. Keene saw growth for out of state.
Individualized enrollment communications & marketing through AI	All campuses used CollegeVine to drive yield through individualized communications (email, phone, SMS)	Outreach and engagement with prospective families increased across all campuses
Strengthen enrollment practices and on-campus experience	All campuses revamped campus experience, tours and events	UNH's ASVD attendance and "day of" deposits were up vs last year. KSC admitted student day deposits up over last year. PSU's specialized Open Houses saw extremely strong yield

# Strategy & Results: UNH



## STRATEGY

Augment financial aid

AI-driven applicant comms

Improve on-campus events

**+275**

deposits vs. goal

**+4%**

overall enrollment first-year growth

**+22**

net deposit change from May 1  
(up from +2 last year)

**3.66**

average HS GPA

## We grew while the region shrank

*First year of the anticipated demographic cliff*

New England: Decline of – 1% in HS grads → **UNH +7%**

New Hampshire: Decline of – 7% in HS grads → **UNH flat**

### Class profile

Pell-eligible ↑ · multicultural ↑ · first-generation ↓

### Vs. the market

New England colleges overall reported 2.5% fewer deposits

### Revenue outlook

OM Neutral

# Strategy & Results: KSC



## STRATEGY

Augment financial aid

AI-driven applicant comms

Improve on-campus events

**-9**

deposits vs. goal

**-2%**

overall enrollment first year decline

**+125**

net deposit change from May 1  
(down from +131 last year)

**3.39**

average HS GPA

## We held while the region shrank

*First year of the anticipated demographic cliff*

New England: Decline of – 1% in HS grads → **KSC +13% OOS**

New Hampshire: Decline of – 7% in HS grads → **KSC -13%**

### Conversion lift

Both completion rate and yield rate improved

### Anti-melt impact

Targeted strategies cut deposit melt by 3 points

### Against the cliff

Out-of-state growth despite 20% fewer applicants

# Strategy & Results: PSU



## STRATEGY

Augment financial aid

AI-driven applicant comms

Improve on-campus events

**-68**

deposits vs. goal

**-8%**

overall enrollment first-year decline

**+27**

net deposit change from May 1  
(down from +61 last year)

**3.13**

average HS GPA

**Direct admissions widened the funnel, but ultimately did not land more students**

New England: Decline of -1% in HS grads → **PSU -8% OOS**

New Hampshire: Decline of -7% in HS grads → **PSU -8%**

### Specialized Open Houses

Allied Health Sciences & Business each yielded 50% of attendees

### Accepted Student Days

Redefined format drove more positive attendee communication

### Demographic context

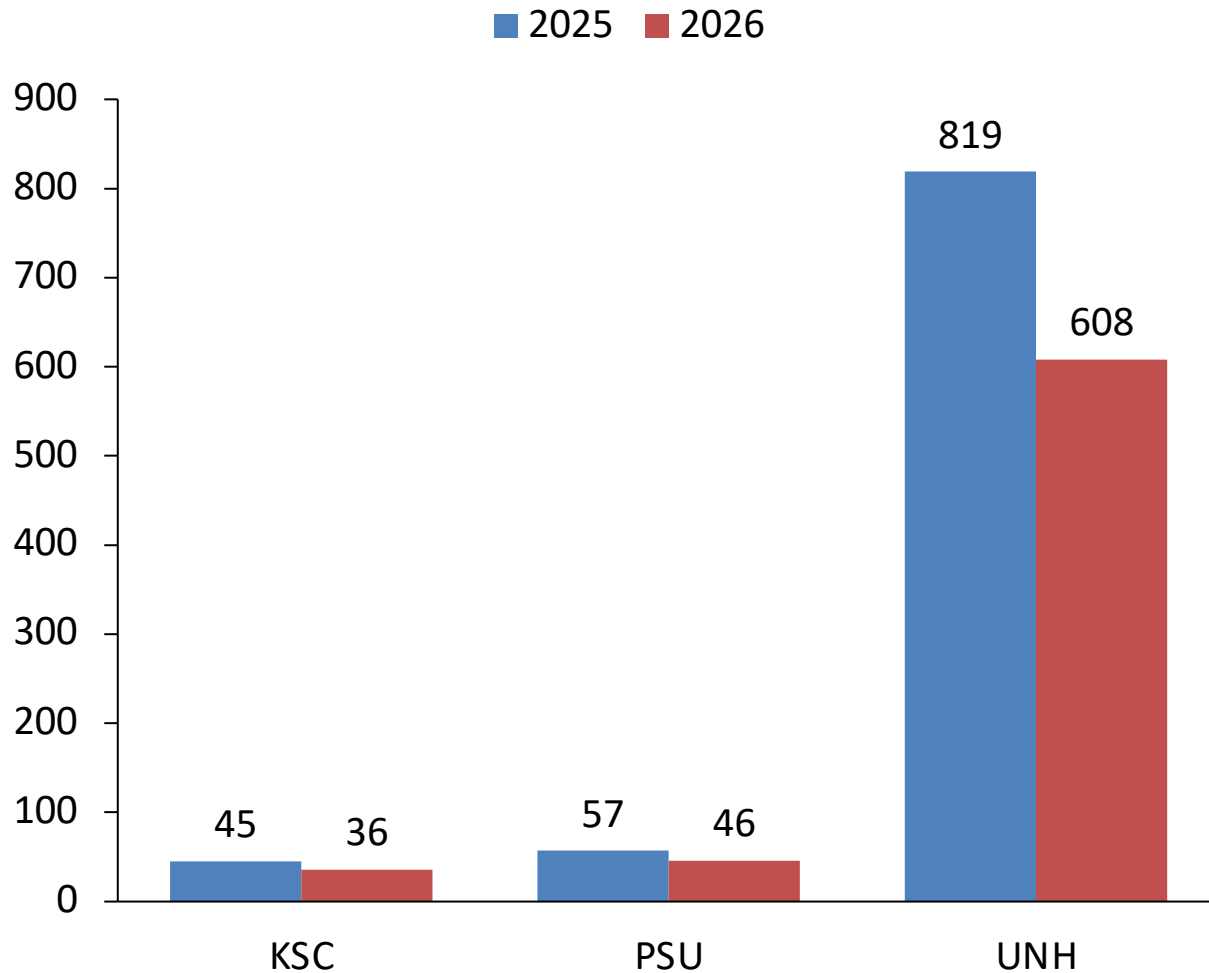
YoY deposit decline tracks the NH demographic cliff

# New Graduate & Law Students YTD

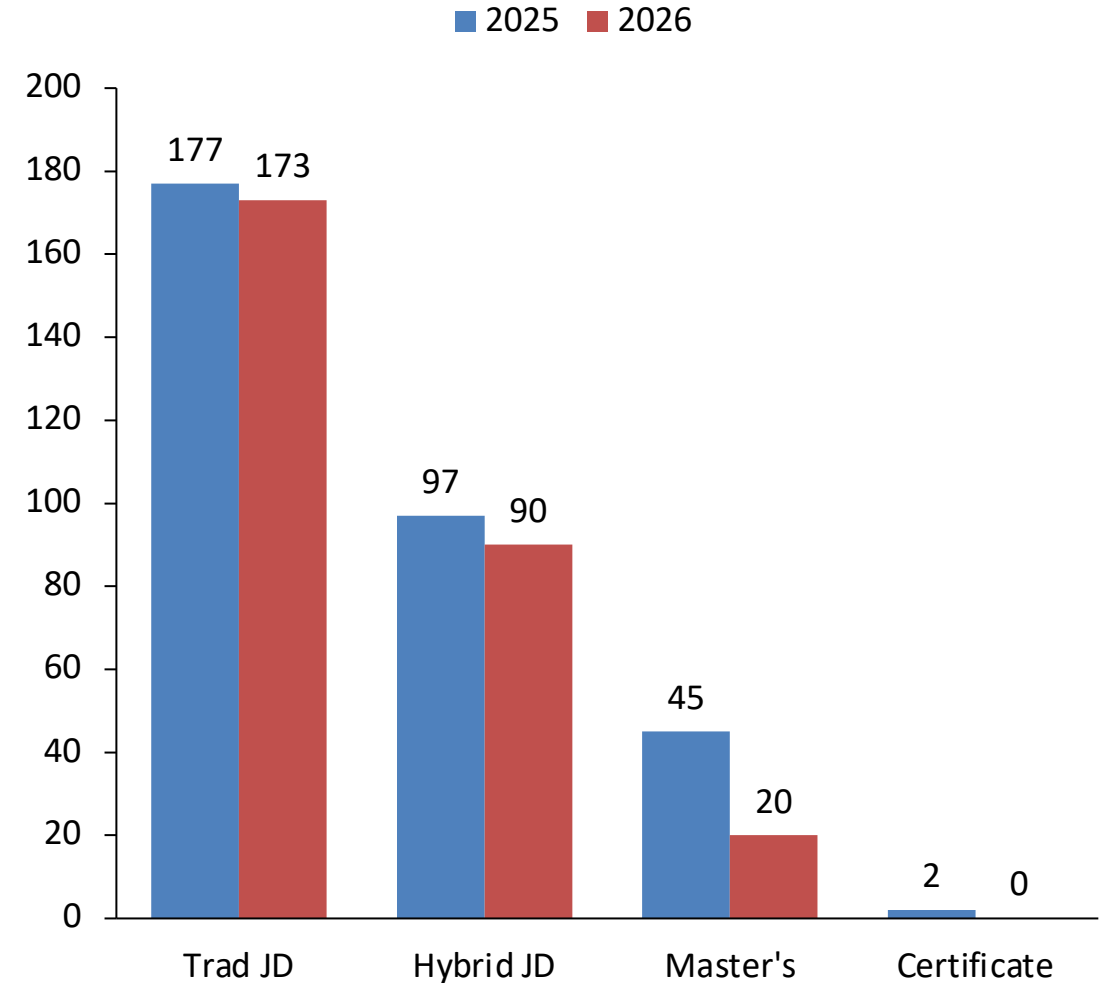
International graduate students declined. The Law school is in the process of right-sizing toward maximizing revenue



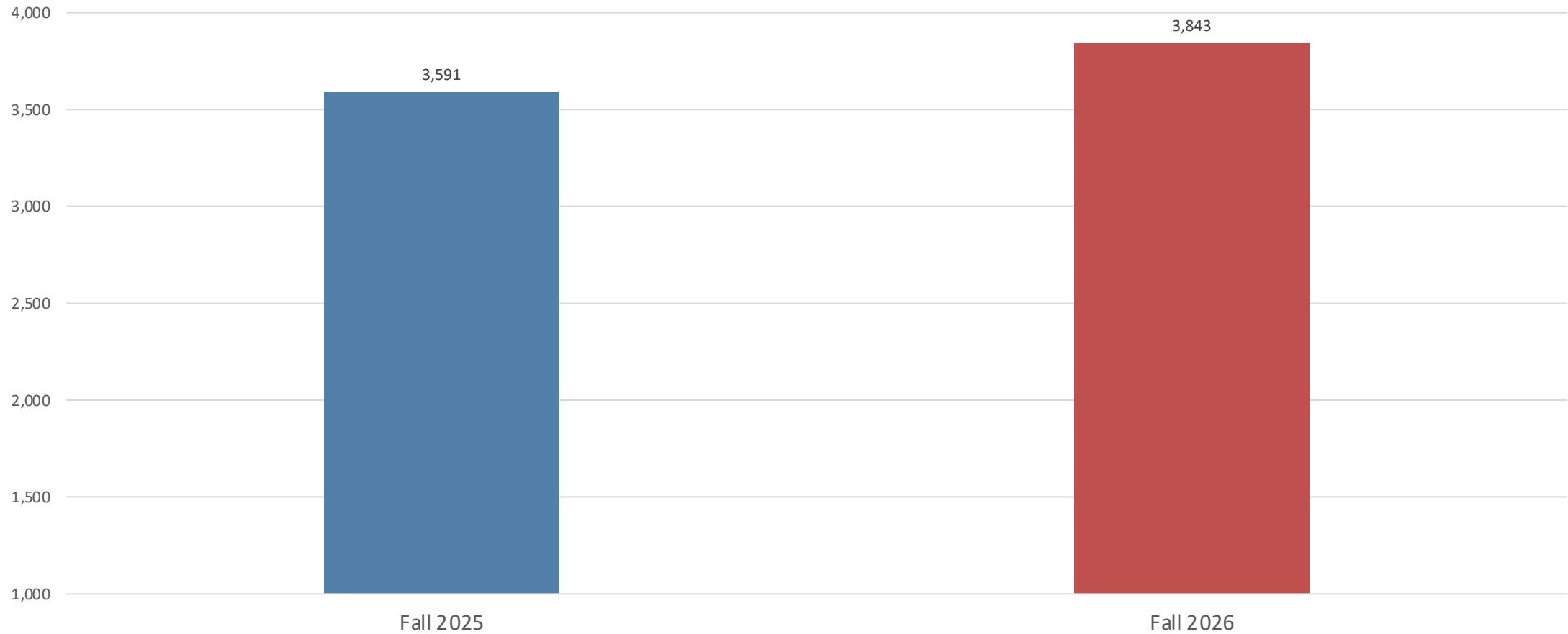
## New Graduate Headcount: 2026 vs 2025



## New Law Headcount: 2026 vs 2025



# College of Professional Studies Online Credits Fall YTD\*



\*Registrations as of 6/4/2026

# Anti-melt strategies

Common approaches across Keene, Plymouth, and UNH

## Parent Engagement



All three institutions explicitly target parents, not just students, through calls, newsletters, and billing/FAFSA reminders.

## High-Risk Targeting



Each campus identifies and prioritizes students with unchecked enrollment milestones for focused outreach.

## Multi-Channel Outreach



Campaigns combine phone, text, email, and in-person touchpoints to maximize reach across communication preferences.

## Structured Coordination



Plymouth and UNH have formal anti-melt committees. Keene's strategy spans multiple functional areas with clear role assignments.

## Milestone Tracking



Orientation registration, housing, FAFSA, and class registration are the universal checkpoints driving outreach sequencing.

## Sustained Summer Cadence



All efforts run continuously through the summer, not as one-time campaigns — with weekly or monthly rhythms built in.

# Ongoing Risks and Mitigation



## Risks

- Demographic decline: U.S. high school graduates peaked in 2025 and will fall 13% by 2041; NH graduates are projected to decline 10% — compressing the in-state pipeline
- Escalating price competition: private college discount rates hit a record 57.1% for first-time students in 2025–26 (NACUBO), up from 54.5% the prior year, pressuring USNH net price positioning
- Value skepticism: sustained negative national press is causing families to question both the ROI and the stability of higher education, increasing non-consumption
- Immigration policy volatility destabilizing international recruitment
- Negative press about public higher education funding in NH causing reputation risk and cost confusion

## Mitigation Steps

- Each campus executing its strategic enrollment plan with defined funnel targets
- Deploying financial aid optimization modeling to set award strategies that protect net tuition revenue per student while remaining price-competitive
- Piloting CRM enhancements, AI-assisted enrollment communications to improve inquiry-to-applicant conversion and family engagement
- Granite Guarantee review underway to expand public awareness



# UNH Online

June 25-26, 2026

USNH Board of Trustees Meeting



# UNH Online and GSC Online Timeline



# Why Change Needed

- Multiple online units operated independently
- Separate marketing and recruiting efforts
- Inconsistent instructional design support
- Duplicative costs and fragmented student experience

# UNH Online Model

- Academic home for fully online undergraduate programs
- Integration with UNH Graduate School with colleges actively overseeing online graduate programs and development
- Integration with UNH Law School
- Shared services hub for online undergraduate and graduate programs that centralizes recruiting, marketing, and student support
- Unified instructional design and faculty development



# Organizational Structure: 2023 – 2025

Online & Continuing Education			
<b>Graduate School</b> <i>(supported by OCE)</i>		<b>College of Professional Studies Manchester</b> <i>(supported by OCE)</i>	
Master	14	Master	10
Certificate	11	Certificate	8
DNP	4		
EdD	1		
<b>College of Professional Studies Online</b> <i>(self supported)</i>		<b>Paul College</b> <i>(self supported)</i>	
Associate	5	Master	1
Bachelor	32	Certificate	2
Master	9		
Certificate	22		
		<b>UNH Law School</b> <i>(supported by OPM)</i>	
		Master	2
		LLM	2
		JD (hybrid)	1
		Certificate	1



# UNH Online – New Structure Spring 2026

- Merger of Online and Continuing Education with CPSO to create UNH Online
- Academic home for fully online undergraduate degree programs and shared service and support hub for online undergraduate and graduate programs

UNH Online					
College of Professional Studies Online		Graduate School		UNH Law School	
Associate	5	Master	14	Master	2
Bachelor	32	Certificate	19	LLM	2
Master	9	DNP	4	JD (hybrid)	1
Certificate	22	EdD	1	Certificate	1

Paul College	
<i>(self supported)</i>	
Master	1
Certificate	2



# Next Steps

- Shared services for online recruiting and admissions, online student support, online program marketing, online faculty support, and new program development provided for all of UNH
- Franklin Pierce will end Barbri contract in December 2026 and join UNH Online for support
- Paul College transition to UNH Online structure
- Expand support to Keene State College and Plymouth State University

UNH Online			
College of Professional Studies Online		Graduate School	
Associate	5	Master	14
Bachelor	32	Certificate	19
Masters	9	DNP	4
Certificate	22	EdD	1
Paul College		UNH Law School	
Master	1	Master	2
Certificate	2	LLM	2
		JD (hybrid)	1
		Certificate	1



# Benefits and Impact of Reorganization

- Centralized and expanded Instructional Design and Innovation group to support hybrid and online programming for UNH and USNH
- Centralized outreach and marketing through new organizational structural focused on lead generation and recruiting to improve enrollment growth potential
- Centralized marketing eliminates unintentional internal competition for digital ad space and reduces costs per advertisement overall
- Reduced duplication and operating costs by \$1.2M for FY27
- UNH Franklin Pierce School of Law – ending Barbri contract and joining UNH Online will save \$750k annually
- Scalable support model across institutions - new unit able to support online needs from KSC and PSU



# Rural Health Transformation: Overview of GO-NORTH USNH Hub

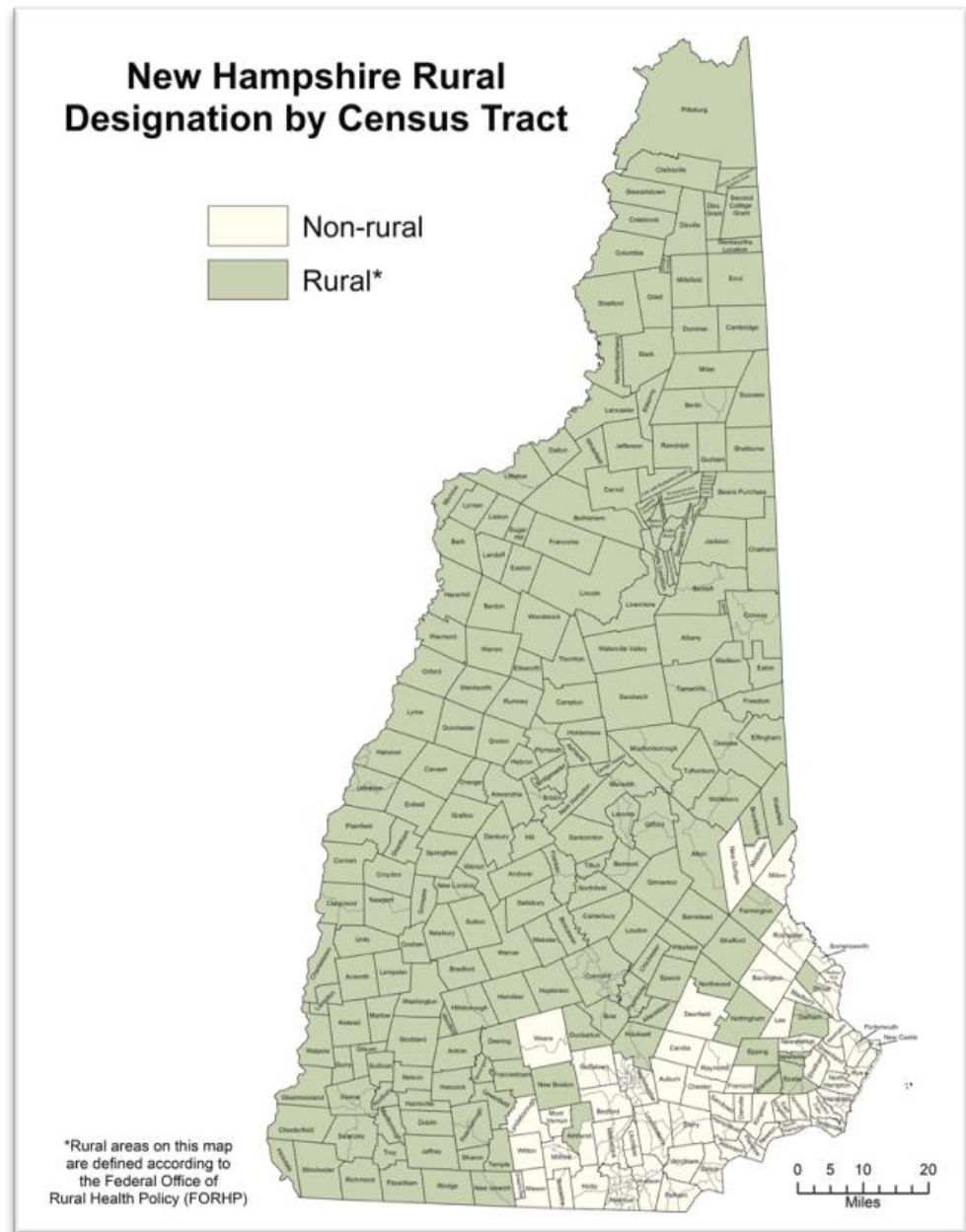
Educational Excellence Committee  
June 25, 2025

*This project is supported by the Centers for Medicare & Medicaid Services (CMS) of the U.S. Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$204,016,550.20 with 100 percent funded by CMS/HHS. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by CMS/HHS, or the U.S. Government.*



# The Opportunity

- Federal investment via Centers for Medicare and Medicaid Services (CMS) of \$200 million +/- per year to the state of New Hampshire
- First year award of \$204M; the most of any New England State!
- 5-year system transformation effort
- NH's success drives future funding
- **Priority Areas:**
  - Improve Population Health
  - Increase Access
  - Strengthen Workforce
  - Leverage Technology
  - Invest in Longterm Financial Sustainability of Rural Healthcare Providers



# Governor's Office of New Opportunities for Rural Transformational Health (GO-NORTH)

- Created by the Governor via executive order to direct implementation and ensure investments support coordinated, long-term transformation.
- GO-NORTH is an independent unit under the direct authority of the Governor's Office:  
<https://www.gonorth.nh.gov/>
- Five initial hubs, including USNH



# USNH's Role in Building the State's Healthcare Workforce Pipeline

- USNH and CCSNH hubs designated as the healthcare workforce development hubs for GO-NORTH, responsible for expanding education, training, and career pathways that attract, prepare, and retain healthcare professionals in rural New Hampshire.
- In March 2026, the New Hampshire Executive Council approved the first cycle of \$15.6 million RHT funds to UNH on behalf of USNH; potential allocation of \$97 million over five years.



# USNH's Role in Building the State's Healthcare Workforce Pipeline

- Create and operate a statewide Common Campus **clinical education simulation network**, including fixed and mobile simulation labs
- Establish the **Governor's Health Scholars Awards Program** to provide targeted financial awards to recruit and retain students in health care degrees, in **partnership** with providers and educational institutions
- In **partnership** with CCSNH and Career & Technical Education Centers, create and expand education-to-career **pathways** from high school through advanced degrees, aligning curricula with rural workforce needs
- The initiative brings together USNH, CCSNH, private educational institutions, healthcare providers, and community partners.



# Overall Framework

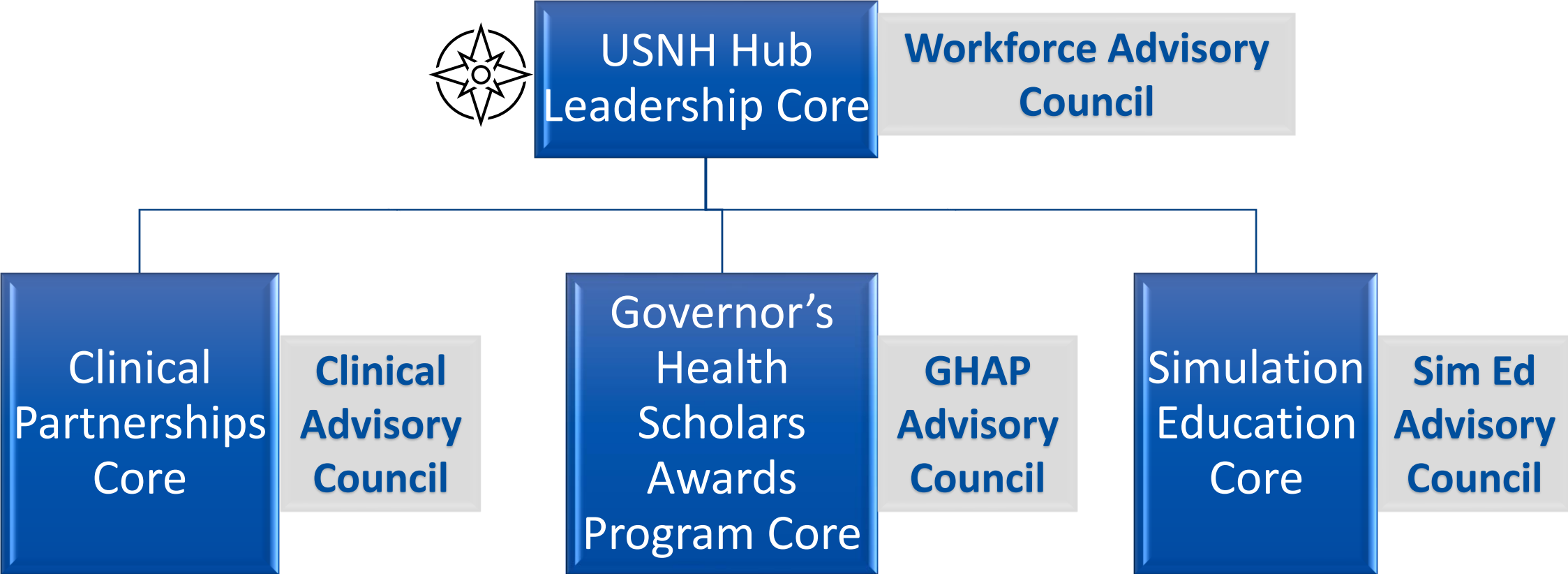
GO-NORTH RHT  
INVESTMENT to  
leverage expertise &  
build capacity

Grow PIPELINES,  
PATHWAYS &  
PARTNERSHIPS

Build SUSTAINABLE  
workforce  
development models  
for our rural state



# Overall Structure





# Leadership Core

- Ensuring coordinated, sustainable, community-embedded and locally-responsive
- Conducting series of rural health forums
- Placing rural health liaisons across state, leveraging cooperative extension network
- Establishing regional nodes across state
  - Examples:
    - Keene State College – River Valley Community College – Cheshire Medical Center
    - Plymouth State University – Littleton Regional Healthcare – White Mountains Community College





# Activities to Date: Rural Health Forums

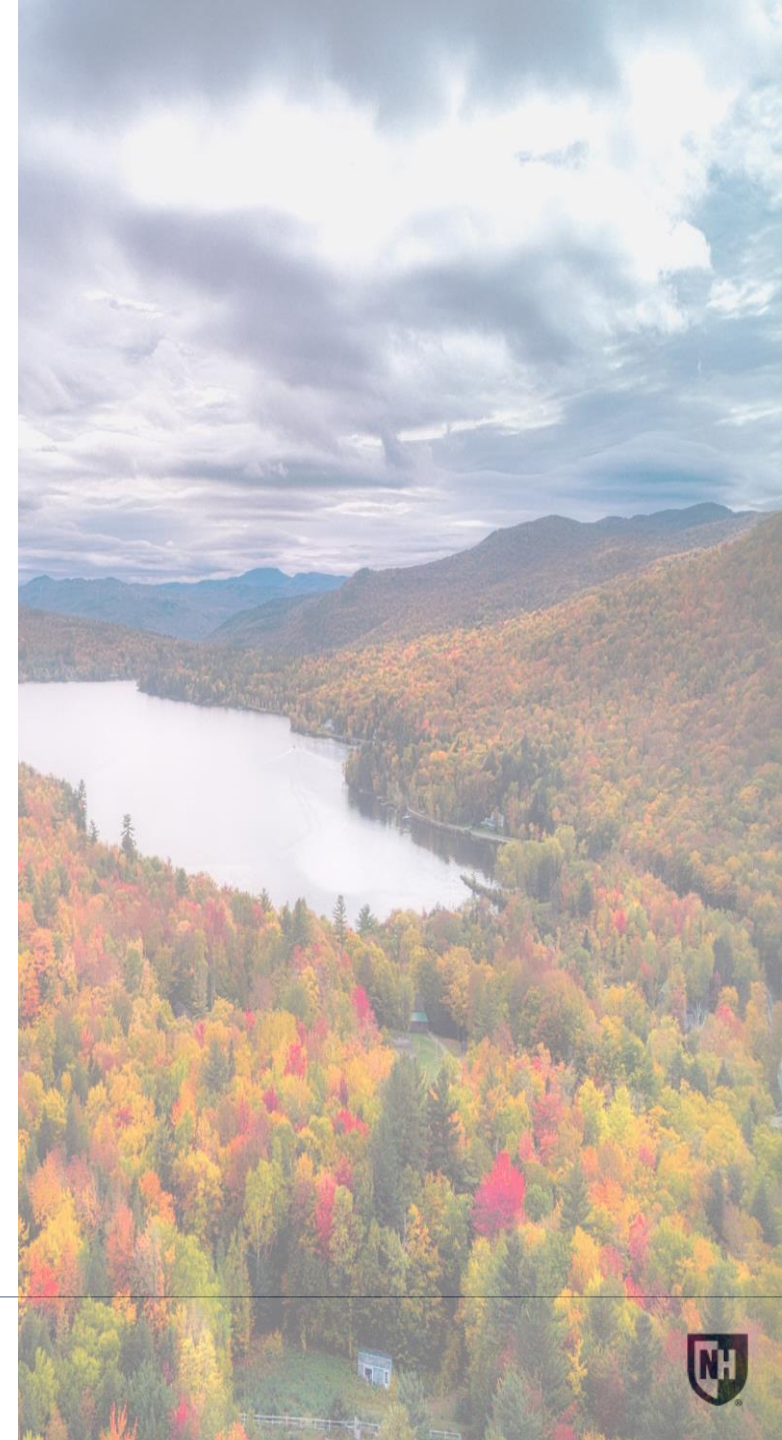
Forum	Total Participants	Unique Organizations
Littleton	64	45
Keene	34	29
Manchester	64	30
Plymouth	32	28
Berlin	19	15
Portsmouth	40	20
<b>Total</b>	<b>253</b>	<b>167</b>





# Rural Health Forums: Themes

- Workforce **shortages are widespread and interconnected** across healthcare sectors, driven by recruitment, retention, burnout, and capacity challenges.
- **Education pipelines exist but need expansion**, particularly in clinical placements, faculty capacity, and seamless pathways from training to employment.
- Workforce **solutions must address broader, inter-sectoral barriers**, including housing, childcare, transportation, and affordability, alongside education and training.
- Communities favor **locally driven, collaborative approaches**, including earn-and-learn models, stronger partnerships, policy reform, and investment in community-based care roles.





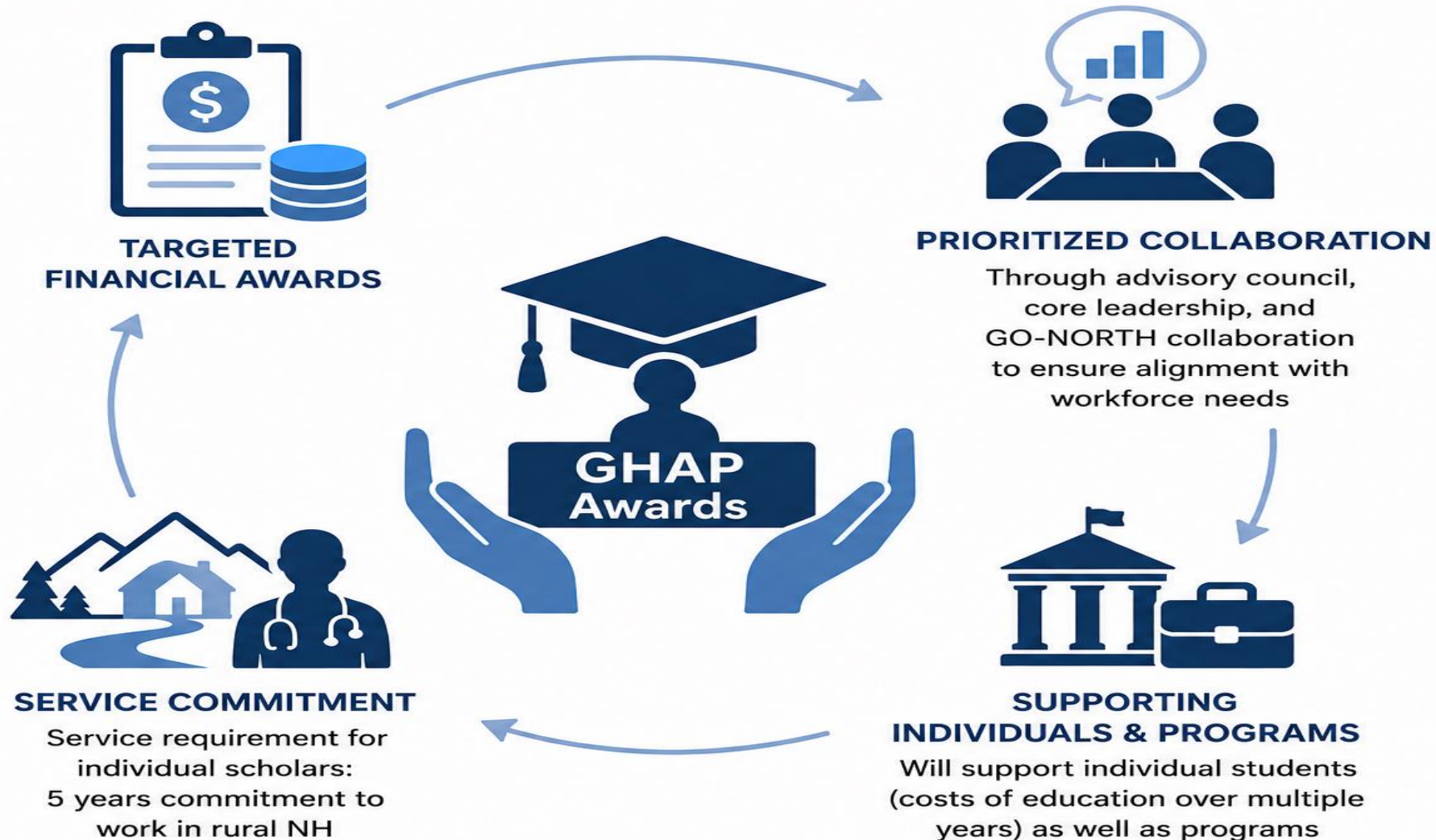
# Clinical Partnerships Core

- Connecting with healthcare locations across the state
  - Identify capacity
  - Identify challenges
  - Identify opportunities
- Encouraging advancement for current healthcare professionals
- Growing Education-to-Career Pathways
- Connecting academic programs with healthcare sites
- Training preceptors
- Developing and expanding incentives for clinical precepting
- Developing and expanding incentives for student placements in rural settings





# Governor's Health Scholars Award Program (GHAP) Core





# Youth Healthcare Pipeline Programs – Summer 2026

- **Seven programs** to be funded summer 2026
- Will engage **middle and high school students** through hands-on, experiential learning about health care careers
- Focusing on **rural and underserved populations**
- Total participants: **185-200 youth**



**Geographic Reach**  
Northern, Central,  
Southern NH



**Age Range**  
Grades 7-12



**Focus**  
Rural & underserved  
populations





# Simulation Education Core

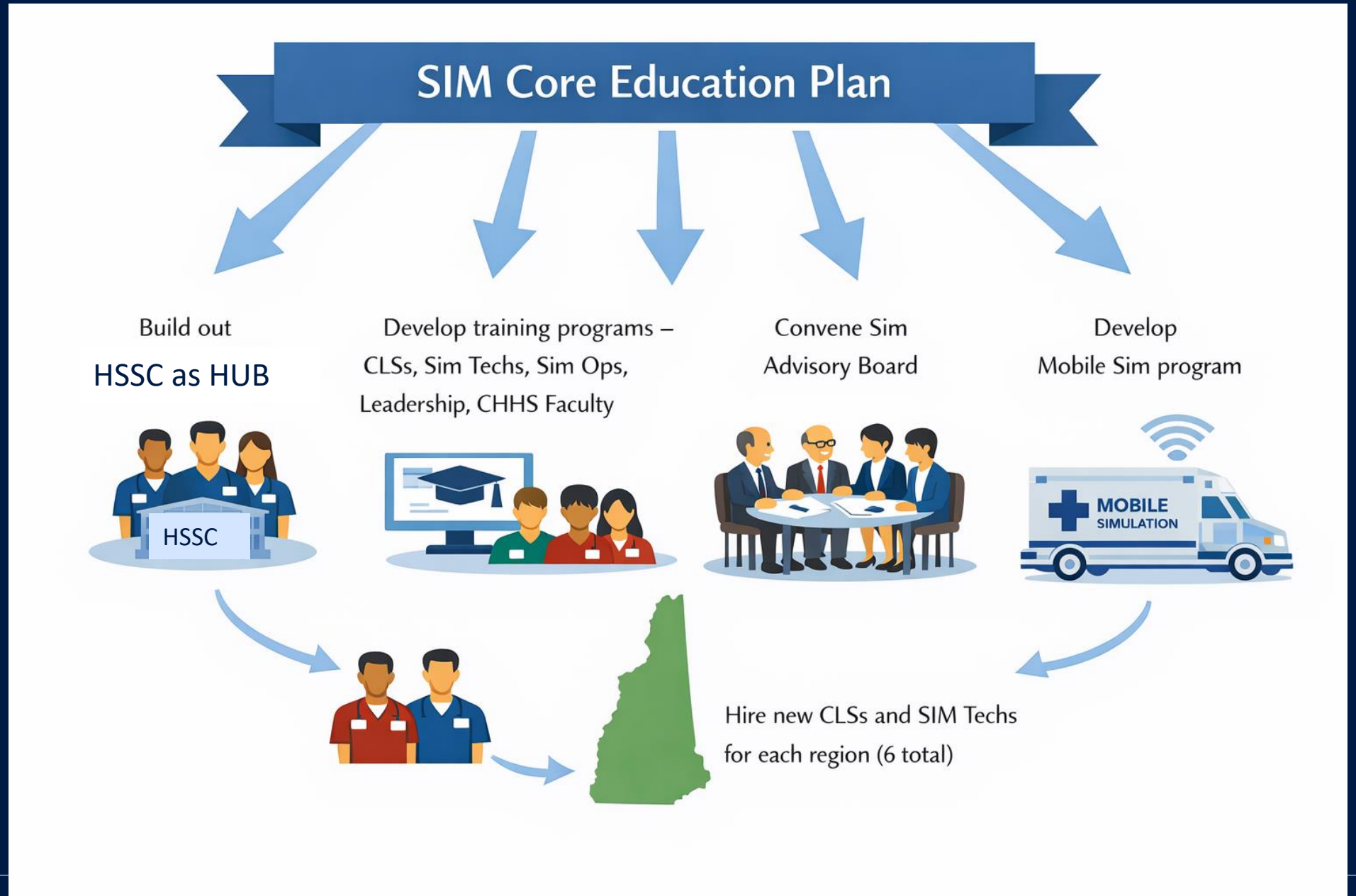
- Conducting comprehensive needs assessment across the state
  - Ranges from technological to pedagogical expertise
- Launching place-based and mobile simulation infrastructure tailored to local capacity and needs
  - Deploying simulation technology
  - Target launch of first two mobile units Fall 2026





Goals:

- 1) Identify Rural SIM Hubs across the state for sharing resources; and
- 2) Build the Governor's Mobile SIM Fleet
- 3) Develop a Simulation Network





# Demonstration of Clinical Simulation

