

## STANDARD SIX: STUDENTS

### Description

#### Admissions

The University of New Hampshire enrolls approximately 16,210 students, primarily through residential instruction on the Durham and Manchester campuses (and with a small, but growing, number through online programs). Of the total enrollment, approximately 13,340 are pursuing undergraduate degrees (with approximately 95% of those in baccalaureate degree programs and the balance in associate degree programs); approximately 2,560 are enrolled in graduate degree programs; and approximately 310 are non-degree students taking courses at the undergraduate level. Among both undergraduate and graduate students, UNH draws approximately 56% of its enrollment from the state of New Hampshire; however, in each of the past two admissions cycles, the percentage of first-year students drawn from New Hampshire has been [less than 50%](#), suggesting an imminent change in this profile. While representing approximately 10% of the graduate degree enrollment, but less than one percent of the undergraduate degree enrollment, the introduction of the Navitas program, which promotes and recruits nationally for UNH, is likely to change the face of undergraduate enrollment over the coming decade.

The Durham campus is made up of a historically traditional student body of approximately 12,500 undergraduates. Approximately 98% of these students are full-time and only one percent of the undergraduate student body is 25 years of age or older. Among first year students enrolled at Durham, approximately 96% reside in on-campus housing. By contrast, students enrolled at Manchester are virtually all commuter students (with a small number living in apartments managed by a nearby institution), and the proportion of part-time students is appreciably higher. Graduate enrollment, which has trended down in recent years, is now almost evenly divided between full-time and part-time students.

The University of New Hampshire's land grant charter roots the institution in a hundred and fifty year old tradition of ensuring access to high-quality higher education for the students of this state. Complemented by the more recent addition of both [sea grant](#) and [space grant](#) charters, we are reminded that this is not a quaint or dated tradition, but one that is forward-looking and obligates us to be attentive to the evolving population of students to be served as well as the dynamic needs of the world to which they will contribute and in which they must be prepared to participate.

In addition to statewide outreach and recruitment, the university recognizes a particular responsibility to be a resource for the state's key population centers, and maintains a physical presence in Manchester that serves students in this urban setting with an array of programs that aligns with the economic and civic needs of the region. [UNH Manchester](#) (UNHM) is an academic college of the university, offering three associate degree and 12 baccalaureate degree programs as well as 12 graduate level programs. As a physical location, the Manchester campus also contributes to affordability as a location that primarily draws commuting students from the most populous region of the state. At this time, UNH Manchester is playing a prominent role in the university's response to increased demand for STEM graduates, collaborating with Manchester-based businesses to drive innovation. Currently, the university is also in the midst of integrating a law school that is located in Concord, New Hampshire. In addition to the benefits

that this location in the state capital affords to law students, the university has already developed joint graduate programs (e.g. MBA-JD) and is developing additional collaborative programs that will serve undergraduate as well as graduate students who are currently enrolled in Durham and Manchester. Thus, the university continues to make itself accessible to residents of the state, while simultaneously incorporating the state into the curriculum and the experiences provided for its students.

The university's long-standing practice of recruiting extensively beyond the borders of New Hampshire has permitted us to achieve the economies of scale to support both the quality and scope of programs needed to serve the interests of our students and the state. To ensure that our students are well prepared to be successful and effective in a diverse and increasingly interconnected world, the university has worked hard to build a more inclusive community to expose students to more varied perspectives that contribute to their understanding of complex issues. The expectation to pursue this objective is reflected in the Faculty Senate's Motion # VIII-M8, adopted 8 March 2004, that reads in part, "...to advance the interests of inquiry at UNH it is essential to construct an intellectual community in which a plurality of voices can be heard. Furthermore, to prepare our students for the future, we must provide them with an environment that reflects multicultural and socio-economic diversity." To satisfy this commitment (and to be respectful of both [federal](#) and state laws), the efforts of the university's admissions offices establish an appropriately broad definition of diversity and effectively execute this plan on behalf of the institution. While the increasing diversity of the state facilitates this effort, the overall demographic and socioeconomic trends that affect the Northeast prompt us to reach beyond the region, both nationally and internationally, to ensure sufficient enrollment to sustain the institution as a student-centered, enrollment-driven one.

The university's admissions efforts are shaped by institutional values that ensure alignment between the best interests of our students and those of the institution. The university, and particularly the staff in the Office of Admissions (operating out of both Durham and Manchester), subscribe to the principles of good practice outlined by the National Association of College Admissions Counselors, and the university provides prospective and current students with ready access to all policies related to enrollment and enrollment-related matters on our [Student Consumer Information](#) website.

The University of New Hampshire conducts an individualized, holistic review of applications for admission, but the underlying standards by which the university grants admission are built upon widely accepted best practices. At the undergraduate level, "[a] student's academic record, including program of study, class rigor, standing in their class, and achievement, is of primary importance in assessing a student's potential for success at UNH." For transfer students and graduate candidates, appropriate consideration is given to past performance in college courses, demonstrated competencies as well as the potential to succeed in the candidate's requested field of study. The basic criteria for admission are made visible for [first year](#), [transfer](#), [international](#), [home schooled](#), and [graduate](#) students (by program) online and through on-campus and off-campus presentations. Admission to the university—whether at Durham or Manchester—requires comparable preparation for baccalaureate programs; however, admission requirements differ for the university's Associate degree programs in the [Thompson School of Applied Science](#) and at [UNH Manchester](#).

In keeping with our stated responsibility to create an intellectual community reflecting a plurality of voices among potentially successful candidates, UNH *does* give particular consideration to students who come from families with limited income as well as students who

are going to be first generation college students. The Center for Academic Resources , through a US Department of Education TRIO Student Support Services grant, provides targeted support for this population. Additionally, CFAR—working in conjunction with the University Advising & Career Center and the colleges—provides support for students in specific courses who face common challenges, as well as helping individual students to identify appropriate assistance from across the campus. Those resources include the [Connors Writing Center](#), the Mathematics Assistance Center, and an array of department-managed and student-led programs that provide peer tutoring as well as course-specific assistance that targets critical courses. For students on the UNH Manchester campus, the Center for Academic Enrichment provides parallel services. The university’s student-athletes also are able to draw upon [Athletic Academic Support](#) for additional assistance that takes into account some of the logistical challenges of balancing demanding curricula and successful competition at the Division I level of intercollegiate athletics. Students



with documented disabilities can receive appropriate accommodations through Disability Services for Students and the [Academic Counseling Office](#) in Manchester. Veterans can receive support through [several offices](#) on the Durham campus and in [Manchester](#).

Looking to the future, the university will continue to find ways to better serve the students and the State of New Hampshire as well as students across

the New England region. Simultaneously, we expect to continue to extend our outreach beyond the Northeast, identifying markets whose students and families demonstrate a willingness to pursue quality higher education outside of their respective regions. This same approach underlies our ongoing work with [Navitas](#) that has already brought approximately 100 international undergraduate students to UNH. We expect this effort to internationalize the campus to produce continued growth over the next three to five years. UNH Manchester has reached out to prospective students who are speakers of other languages through the intensive summer ESOL program available to high school students, recent high school graduates, transfer students, returning students, and other interested personnel. UNH Manchester also offers the Educational Excellence for English Language Learners (EXCELL) summer program for middle-school students. Both programs are designed to help participants improve their academic English Skills and introduce them to U.S. college culture, and both support enrollment growth for the future.

Through the University of Choice initiative, currently being led by the Provost’s Office, we plan to provide our students with increased flexibility through more creative uses of technology and the calendar to maximize their opportunities to complete degrees and to help control the costs associated with a UNH education. Already, we have made a large number of courses available [online](#) to complement the undergraduate curriculum, and we are planning to create additional online degree programs at the graduate level in accordance with NEASC policy. For example, the MSW and MBA programs have recently been made available fully online. Additionally, we continue to build stronger articulation agreements and better partnerships between Community College System of New Hampshire (CCSNH) institutions and UNH that will help students to manage the costs of higher education in New Hampshire more effectively without compromising on quality. These efforts include partnership with the CCSNH a reverse transfer program. Beyond these strategies to build new markets and to create more flexible and efficient pathways for students, the university continues to pursue greater private support and to

advocate for restoration and expansion of public support for higher education. For the current biennium, partial restoration of state funds has been achieved that will be sufficient to freeze tuition for New Hampshire residents and to provide an incremental increase in financial aid to New Hampshire residents that should exceed \$5,000,000 over these next two years.

For the University of New Hampshire, the litmus test for the efficacy of our admissions efforts is not simply the ability to recruit students to the institution, but the degree to which admitted students who choose to enroll are successful in their degree programs and in pursuit of their career and personal objectives. While our placement data remain incomplete, available data on retention and graduation rates for [undergraduates](#) and [graduate](#) students, as well as the data on student [satisfaction](#), all support a determination that the university is appropriately articulating the opportunities and expectations of our institution in a manner that is consistent with the real experiences that students encounter. While we recognize that students' plans and circumstances



will change and that these changes can result in decisions to leave the institution, we begin with the premise that every student who is admitted has the potential to be successful at UNH. Additionally, at the undergraduate level, we do not view our primary role as one that serves as the starting point for students who will ultimately transfer to other institutions to complete baccalaureate degrees (although our Thompson School of Applied Sciences and Manchester campus offer programs that do support such plans). Instead, we begin with the expectation that we will work with

students throughout their undergraduate careers, providing appropriate forms of support to ensure success. These efforts include strong engagement by staff in all of our student service areas that recognize their roles as complementary to the academic mission of the institution, targeted academic support in areas critical to students' basic academic needs, as noted above, and careful planning for course availability so that students will have the courses that they need in order to sustain timely academic progress, culminating in the retention rates in the chart below.

### Six Year Baccalaureate Retention & Graduation Rates, Fall 1991 through Fall 2013

Year	New FR	Year 2	%	Year 3	%	Year 4	%	Year 5	%	Year 6	%	GRADS	%
199101	2296	1963	85.5%	1814	79.0%	1759	76.6%	456	20%	58	2.5%	1720	75%
199201	2242	1887	84.2%	1742	77.7%	1691	75.4%	425	19%	66	2.9%	1652	74%
199301	2359	1941	82.3%	1753	74.3%	1704	72.2%	507	21%	80	3.4%	1611	68%
199401	2305	1904	82.6%	1772	76.9%	1722	74.7%	549	24%	145	6.3%	1616	70%
199501	2232	1867	83.6%	1698	76.1%	1637	73.3%	494	22%	134	6.0%	1591	71%
199601	2422	1977	81.6%	1875	77.4%	1775	73.3%	537	22%	77	3.2%	1755	72%
199701	2149	1793	83.4%	1663	77.4%	1599	74.4%	384	18%	68	3.2%	1549	72%
199801	1969	1648	83.7%	1509	76.6%	1438	73.0%	333	17%	52	2.6%	1434	73%
199901	2397	2037	85.0%	1865	77.8%	1795	74.9%	393	16%	57	2.4%	1692	71%
200001	2404	2030	84.4%	1885	78.4%	1820	75.7%	343	14%	156	6.5%	1765	73%
200101	2389	2016	84.4%	1839	77.0%	1775	74.3%	509	21%	60	2.5%	1742	73%
200201	2530	2139	84.5%	1995	78.9%	1913	75.6%	378	15%	183	7.2%	1843	73%
200301	2447	2104	86.0%	1976	80.8%	1922	78.5%	348	14%	47	1.9%	1794	73%
200401	2422	2077	85.8%	1950	80.5%	1867	77.1%	316	13%	48	2.0%	1810	75%
200501	2622	2278	86.9%	2142	81.7%	2052	78.3%	331	13%	184	7.0%	2001	76%
200601	2914	2547	87.4%	2385	81.8%	2354	80.8%	325	11%	147	5.0%	2256	77%
200701	2463	2192	89.0%	2110	85.7%	2001	81.2%	264	11%	51	2.1%	1944	79%
200801	2530	2187	86.4%	2062	81.5%	1992	78.7%	266	11%	44	1.7%	1914	76%
200901	2839	2507	88.3%	2357	83.0%	2301	81.0%	315	11%			1944	68%
201010	2706	2345	86.7%	2196	81.2%	2126	78.6%					19	1%
201110	2802	2399	85.6%	2267	80.9%								
201210	2849	2446	85.9%										
201310	2751												

Although the data reflect some variation, the overall themes for retention and graduate rates are positive. These retention rates reflect a good concordance between the representations that the Office of Admissions makes about the university and appropriate selection of candidates for admission as well as alignment with the support services afforded our students. The relatively stable retention rates are congruent with the university's expectations and serve as a feedback mechanism for the Office of Admissions as it seeks to calibrate criteria for selecting candidates for future cohorts. More recently, the Office of Admissions has renewed use of the College Board's ACES program for additional insight into first-year academic performance relative to expectations for student success.

At the graduate level, aggregate retention and graduation figures are roughly comparable to those observed at similar institutions. For students who entered Master's degree programs between 2003 and 2012, 84% have completed those degrees (with some students still active), and at the doctoral level, the aggregate figure for degree completion is 43% across that same time period. Looking within these broad measures of graduate degree completion, we do observe significant variation in completion by program; however, this variation is a function of myriad factors including market demand (for candidates with and without the advanced degree), program modality (e.g., the MBA is delivered in five different formats), and program history (e.g., programs that are too new to have allowed students adequate time to measure completion rates). These data highlight the strong and relatively stable success for our students, in aggregate, but a more complete measure of our success requires comparable outcomes for identified subgroups. Notable among these are low-income students (identified by Pell grant eligibility), students from underrepresented racial and ethnic groups and student-athletes. The following table illustrates the retention and graduation outcomes for Pell-eligible baccalaureate candidates who enrolled at UNH between Fall 2006 and Fall 2012. As the table illustrates, the Pell-eligible subset of students has typically been retained through the first year at rates that are within three percent of the total population (except in Fall 2007). Six-year graduation rates, though lower for the Pell-eligible students than others, have been increasing, and the gap has been narrowing.

### Retention and Graduation Results for Baccalaureate Cohorts and Pell-Eligible Subsets, Fall 2006-2013

Year	New FR	%	Year 2	%	Year 3	%	Year 4	%	Year 5	%	Year 6	%	GRADS	%
200601	2914		2540	87.2%	2376	81.5%	2300	78.9%	325	11%	51	1.8%	2255	77%
2006P	432	14.8%	371	85.9%	334	77.3%	330	76.4%	66	15%	9	2.1%	269	62%
200701	2463		2187	88.8%	2052	83.3%	1995	81.0%	264	11%	51	2.1%	1924	78%
2007P	384	15.6%	317	82.6%	299	77.9%	295	76.8%	51	13%	9	2.3%	277	72%
200801	2530		2187	86.4%	2062	81.5%	1992	78.7%	266	11%	44	1.7%	1676	66%
2008P	368	14.5%	321	87.2%	293	79.6%	280	76.1%	45	12%	12	3.3%	239	65%
200901	2839		2507	88.3%	2357	83.0%	2301	81.0%	315	11%				
2009P	554	19.5%	472	85.2%	441	79.6%	425	76.7%	90	16%				
201010	2706		2345	86.7%	2196	81.2%	2126	78.6%						
2010P	637	23.5%	533	83.7%	492	77.2%	493	77.4%						
201110	2802		2399	85.6%	2267	80.9%								
2011P	661	23.6%	555	84.0%	515	77.9%								
201210	2849		2446	85.9%										
2012P	644	22.6%	534	82.9%										
201310	2751													
2013P	615	22.4%												

With respect to students from underrepresented racial and ethnic minority groups, the university has been effective, to a large degree, relative to [national benchmarks](#), in mitigating differences in retention and graduation outcomes that are often seen between minority and majority students. As the data in the following table illustrate, the first-year to second-year retention rates for multicultural students at UNH are typically within a few percentage points of those for majority (“other”) students, reflecting the benefits of both the holistic admission process described above and also the targeted efforts of the Office of Multicultural Student Affairs, the Center for Academic Resources (which focuses on support for first-generation college students and those from low income households), and the [Center for Academic Enrichment](#) on the UNH Manchester campus, which work with faculty, college offices and other [student service](#) offices to provide appropriate support for underrepresented students. Statewide, faculty and staff members from both the Durham and Manchester campuses serve on the New Hampshire Multicultural Student Affairs Consortium ([NHMSAC](#)) whose mission is to give voice to underrepresented students and their allies and serve as a clearinghouse for the outreach, retention, support, enrichment, and advancement of students from underrepresented students in higher education. UNH faculty and staff from both campuses also serve on the New Hampshire Inclusive Learning Communities ([NHIL](#)) board, which is a higher education coalition that has launched an Inclusive Excellence initiative focused on preparing New Hampshire’s students to meet society’s needs in the face of changing demographics.

The chart below shows retention rates of first year students by race and ethnicity from 2006 until 2013.

**First Year Baccalaureate Retention Rates By Race & Ethnicity,  
Fall 2006 through Fall 2013**

Year	Entering Cohort	Multicultural Students in Entering Cohort	Total Cohort Retention	Multicultural Cohort Retention	Difference
FALL 96	2615	83	81%	81%	0
FALL 97	2318	81	82%	81%	-1
FALL 98	2104	67	82%	85%	3
FALL 99	2569	85	84%	81%	-3
FALL 00	2597	105	85%	74%	-11
FALL 01	2555	126	84%	81%	-3
FALL 02	2710	141	85%	76%	-9
FALL 03	2636	163	86%	78%	-8
FALL 04	2573	150	85%	78%	-7
FALL 05	2798	158	86%	77%	-9
FALL 06	3079	207	87%	86%	-1
FALL 07	2649	184	88%	86%	-2
FALL 08	2711	170	86%	80%	-6
FALL 09	3006	232	90%	85%	-5
FALL 10	2850	248	87%	81%	-6
FALL 11	2949	251	86%	84%	-2
FALL 12	2999	242	86%	83%	-3
FALL13	2869	250			

While this early success is important, the real goal of our efforts is graduation. Our data suggest relatively positive results, particularly against [national benchmarks](#); but they do point to greater divergence between majority candidates and those from multicultural backgrounds. As illustrated in the following table, the six-year graduation rates for the cohort that entered UNH in Fall 2005 shows variation across racial and ethnic groups ranging from 80% for American Indian/Native American candidates (noting the small cohort size of 10) to 51% for Hispanic candidates, with majority candidates in that cohort being graduated at 79%; however, when noting the average for the four cohorts (representing entering classes in Fall 2002 through Fall 2005), one sees some moderation to those disparities.

**Fall 2005 Cohort SixYear Graduation Rates by Race & Ethnicity  
(With four cohort average represented parenthetically)**

Race/Ethnicity	Men	Women	Total
American Indian/Native American	N=4 Rate = 50%	N=6 Rate = 100%	N=10 Rate =80% (58%)
Asian American	N=27 Rate = 74%	N=37 Rate = 68%	N=64 Rate = 70% (66%)
Black	N=20 Rate = 70%	N=12 Rate = 67%	N=32 Rate = 69% (58%)
Hispanic	N=25 Rate = 52%	N=24 Rate = 50%	N=49 Rate = 51% (67%)
Non-Resident Alien	N=7 Rate = 71%	N=6 Rate = 50%	N=13 Rate = 62% (67%)
White	N=913 Rate = 78%	N=1263 Rate = 79%	N=2176 Rate = 79% (76%)

Among the categories of students often cited for special consideration are student-athletes. This attention is the product of both the demands placed on these students to balance academic and co-curricular responsibilities and the broad, national concern about poor college

completion rates among student-athletes in high profile sports. As such, the university pays particular attention to this population to ensure that athletic participation does not impinge on the academic experiences of these individuals. As illustrated below, the student-athlete graduation rate tends to compare favorably with the graduation rate for the UNH student body, surpassing it as frequently as falling below it over the past eight years.

**Comparison of Student Athlete and Student Body Graduation Rates, Fall 98-Fall 2005**

Cohorts	Student Body Federal Rate	Student-Athlete Federal Rate	Student-Athlete Graduation Success Rate (GSR)
2005-06	76	80	88
2004-05	75	62	89
2003 - 04	75	78	95
2002 - 03	73	72	96
2001 - 02	74	69	96
2000 - 01	74	85	92
1999 - 00	73	75	90
1998 - 99	72	69	90

### Student Services

Whether on the Durham campus or in Manchester (or studying away or online), a UNH education is always about more than classrooms and always focused on how to support the academic success of our students. As an enrollment-driven institution and one where faculty and staff are deeply engaged with students, the institution has excellent understanding of who our students are and myriad ways for understanding their needs. For more than 30 years, the university had used the Higher Education Research Institute’s Cooperative Institutional Research Program’s Freshman Survey ([CIRP TFS](#)) to understand the characteristics and expectations of our students as they begin their college careers. Additionally, for more than 20 years, we supplemented this with a survey of students in our Durham residence halls (representing approximately 60% of our students, but skewed toward undergraduates) to better understand how they are experiencing the university. Since 2005, we have conducted the [College Senior Survey](#) on a biennial basis to better understand students’ experiences throughout the complete undergraduate lifecycle. In 2013, we introduced the National Survey of Student Engagement for both first-year students and seniors, capitalizing on a more appropriate set of comparator institutions for purposes of benchmarking our results.

In recent years, we have introduced more comprehensive and granular efforts at assessment. These assessment studies have looked at numerous facets of student experience including academic advising, career services, residential life, campus recreation, student training programs (e.g., social justice education and the MLK Leadership Summit) as well as benchmarking where comparator data are available (e.g., NIRSA data on campus recreation). These efforts also include more direct outreach to identified segments of the student body that might be missed or obscured by aggregated data (e.g., transfer and commuter students, graduate students, veterans, multicultural students). Additionally, individual departments across campus

have developed unique mechanisms for eliciting feedback. Notable among these is Dining Services' "napkin notes," which began (and continue) in literal form, but which have evolved to include an [electronic version](#).

Since many of our services are funded as auxiliaries, the long-standing custom has been to meet with students—in recent years, both undergraduate and graduate students—to receive direct feedback on the services we provide, to discuss plans for changes to those services and to discuss the cost of delivering those services. Offices such as the [Counseling Center](#), [Academic Technology](#), [Health Services](#), [Housing](#) and [Dining](#) provide detailed information on the services they offer and the tradeoffs that can be considered to help optimize value relative to cost<sup>1</sup>. This process leads to recommendations from the Student Senates that come up through the Administration to the Board of Trustees, ensuring a very transparent process. In the past year, we have modified this process to include the President, the Provost and the Vice Presidents for Finance & Administration and Student & Academic Services to incorporate discussions about non-auxiliary services. UNH also regularly conducts community-wide planning efforts around facilities as well as the use of open space. The Campus process occurs approximately every 10 years with periodic targeted updates and cost analyses. Student services (e.g., graduate and family [housing](#) and recreation) are areas of regular focus, along with academic and other support buildings. Students are active participants in these discussions.

Students are represented on nearly all standing committees on both campuses of the university and serve, alternatively, as Trustees or University System Student Board Representatives on the USNH Board and Committees that oversee the University. Students are involved in review of fees, master planning process, and transportation policy, among other areas.

Following admission to UNH, the first "service" that students encounter at UNH is Orientation. For students enrolling on the Manchester campus, the process of placement testing, advising, and registration is complemented by opportunities to increase the likelihood of a successful transition, which include participation in the First-Year Experience ([FYE](#)), the First-Year [Seminar](#), and First-Year Service Day, as well as through the work of [peer mentors](#). Stepping Stones is a summer bridge program providing essential skills for success in college. On the Durham campus, core academic support begins with the interface between Admissions and the Office of [First Year Programs](#) to facilitate a successful transition to college. Pre-enrollment programs including [Connect](#), [UNH PrOVES](#) and [PAWS](#) afford opportunities for students to establish peer support networks, become acquainted with campus offices and services and acclimate to living on campus. Prior to the start of the fall semester, college meetings led by the associate deans of each college afford an opportunity to confirm academic expectations and are followed by meetings with the academic departments that allow students to meet with advisors and make adjustments to their fall schedules. Students who are "undeclared" (regarding an academic major) within a particular college typically are advised by professional staff in the respective dean's office. For undeclared students in Liberal Arts - often as many as 600 incoming

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<sup>1</sup> Please note that UNH Manchester students pay significantly smaller fees and do not have this same elaborate process.

students - advising is provided by the University Advising and Career Center (UACC).<sup>2</sup> The UACC represents a unique integration of professional academic advisors and career counselors that supports the efforts of undeclared students to explore academic and career interests in order to identify an appropriate major. Academic advising for students with declared majors is provided by faculty<sup>3</sup> in the major department. In addition to the services above, Manchester students have access to the UNHM Office of Internship and Career Services, and additional employment databases and networking systems. The university has implemented Banner's CAPP module to track students' progress in satisfying Discovery requirements, and students can review this information at any time through WebCat. (See also standard 4.) The university is also now in the earliest stages of implementing DegreeWorks to help students and advisors to better plan and manage each student's overall academic program.



On the Durham campus, with over 7,000 students residing on campus, [Residential Life](#) supports collaborative learning inside and outside the classroom, helping students make the most of their academic experiences while navigating the developmental experience of independence that college requires. To accomplish these goals, core staff in Residential Life and the Residence Hall Director who guides each hall create a curriculum built around four educational focus areas: academic engagement, citizenship, social justice, and healthy

living. These categories offer a good representation of the student development efforts of the university that are provided, primarily, through the Division of [Student & Academic Services](#).

Given that more than 14,000 students are enrolled in Durham, a town with a year-round resident population less than half that size, the university provides access to primary healthcare and mental health services to ensure that these critical needs of students are met without overwhelming the resources of the host community. [Health Services](#), accredited by the Accreditation Association for Ambulatory Health Care, is staffed by teams of physicians, nurse practitioners, physician assistants, nurses (RN, LPN), and medical assistants who provide basic and preventive [care](#). Health Services also employs staff who offer [laboratory](#), [radiology](#), and [pharmacy](#) services as well as health [education and counseling](#) through professional staff and peer educators. The [Counseling Center](#) is the university's primary resource for mental health services. Staffed by nine Ph.D./Psy.D. trained [psychologists](#), three post-doctoral fellows and three pre-doctoral interns, the Counseling Center provides short-term, individual counseling, ongoing [group counseling](#) (e.g. International Circle, Anxiety Management, Men's Group, Women's Group, and LGBTQ+ Support) and crisis/emergency intervention. The Center also provides [consultation and outreach](#) to the university community. Outreach activities include educational

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<sup>2</sup> In addition to undeclared Liberal Arts students, the UACC also advises provisional majors in English and Psychology and assists all UNH students wishing to explore the connections between UNH major and career options. Through the university's PreLaw and the PreMedical/PreDental Advisory Committees, the Center also advises students and alumni seeking admission to professional schools in those areas.

<sup>3</sup> Through the Peter T. Paul College of Business and Economics' peer advising system, first-year students are introduced to the college experience by selected upper-class students. The program familiarizes new students with their major, college, and the university and encourages them to use campus academic support resources.

programs and classes, committee participation, and clinical consultation. Staff members are available to consult with faculty, staff, parents, or students who may be concerned about a student. As with Health Services, after hours care is available through contract with a local hospital. Because UNH Manchester is located within a city with a population of over 100,000 boasting many services, UNHM has partnered with a number of community-based organizations such as the YWCA Crisis Center for programming that addresses relationship violence and sexual assault. The Manchester Police Department has offered workshops on the Manchester campus on safety and security on an urban campus. UNH Manchester has a contract with the Mental Health Center of Greater Manchester for a bank of clinical hours, and for emergency services that may be needed on the campus. In response to growing concerns nationally about mental health, the university established a Behavioral Intervention Team (BIT) in 2007 on the Durham campus. Chaired by the Dean of Students and staffed by representatives from the Counseling Center, Health Services, the UNH Police Department, Residential Life, and Academic Achievement & Support, the group meets regularly to evaluate reports of behavior that cause concern to faculty, staff and fellow students in the UNH community. Operating under policies established in recent years to support a safer campus environment, the Dean of Students exercises authority that includes mandated assessment and administrative separation in instances where behaviors are deemed threatening. UNH Manchester also has an on-campus response team composed of the Associate Dean of Academic Affairs, the Assistant Dean of Academic Student Services, the Director of Academic Counseling, and Security Services. This team draws upon Durham-based resources as needed.

Prior to admission or enrollment at UNH, prospective students receive information via websites, publications and campus tours that highlight the services available to them, how they are accessed, and where they are located. For those who choose to enroll, comprehensive information is provided electronically, along with a one-day orientation in June. For those enrolling as first-time college students in Durham, a three-day program in the fall prior to the start of classes expands on these efforts to ensure that students have information about available services and know how to access those services. Similar orientation occurs in Manchester, as noted earlier. UNH encourages students themselves to become involved as trained service providers for their fellow students. With over [200 recognized student organizations](#), the university affords both undergraduate and graduate students ample opportunities for involvement. We take an active role in preparing student leaders through a variety of structured [leadership development programs](#), including the [Leadership Certificate Program](#) and the MLK Leadership Summit. Students are also provided with extensive training and leadership opportunities in a variety of student services including Orientation Leaders, SHARRP (Sexual Harassment & Rape Prevention Program) [advocates](#), [Peer Mentors](#), [Residential Assistants](#) and [Building Managers](#) for both [Campus Recreation](#) and the [Memorial Union Building](#). It is not unusual on nights and weekends for these multi-million dollar facilities to be managed exclusively by students.

A hallmark of the UNH experience is the level of contact that our students have with faculty who serve as mentors, engage students directly in research (supporting co-authored publications and presentations) and, ultimately, in networking for graduate school and employment. The [Hamel Center](#) for Undergraduate Research provides structure to these efforts and awards [grants](#) to facilitate student research—on campus, across the country and [internationally](#)—during both the academic year and during the [summer](#). The undergraduate and graduate research conferences are highlights of the academic year in Durham and Manchester.

The university is responsible in its administration of grants, as well as federal, state, private and institutional financial aid. Need-based aid is awarded in a consistent and even-handed manner based on students' documented need through the Free Application for Federal Student Aid (FAFSA). Merit-based awards are generally based on consistent application of published criteria, but some awards allow for flexibility in these criteria to ensure that students are not unfairly excluded from consideration based on certain criteria such as test scores. The university has implemented the [net price calculator](#) to facilitate students' understanding of the cost of attendance at UNH prior to enrolling (or applying), and individual students who complete the (FAFSA) receive timely notification of awards prior to enrollment.

The university offers extensive opportunities for students to engage in sports and recreational pursuits in ways that complement their educational experiences. At the most basic level, UNH provides an array of fitness and wellness opportunities through the [Hamel Recreation Center](#), the Swazey Pool and the Outdoor Pool, College Woods, and local discounts to Manchester gyms. Students who are interested in competitive sports can choose to participate in more than two dozen sports at levels ranging from informal recreational to intramural to club. Additionally, more than 500 students participate in [intercollegiate athletics](#) in 20 NCAA sports.

For students pursuing degrees in [Kinesiology](#) ([Athletic Training](#)), [Outdoor Education](#), [Recreation Management & Policy](#) and other majors, the athletics and recreation programs provide important practical experiences to support classroom-based instruction.

Athletic programs are conducted with sound educational policy and standards of integrity consistent with all other areas of the university. The Board of Trustees has an oversight responsibility for intercollegiate athletics at the university in the same manner as they have for academic, financial and student affairs. The Board is advised of all major decisions concerning athletics and on an annual basis



the Board approves all student fees to include those for athletics. Major decisions related to the Intercollegiate Athletics Program are under the control of the President and the Director of Athletics (AD). The AD reports directly to the President and is responsible for the day-to-day operations of the program. The President serves as the final authority within the university administration for all standards and regulations of agencies that have legitimate authority to promulgate standards and regulations for intercollegiate athletics, including the NCAA, conferences, Federal government and the University of New Hampshire System. The university also has an Athletic Advisory Committee (AAC) that is composed of faculty, staff and students and acts in an advisory role to the President of the university in all matters pertaining to intercollegiate athletics. The committee regularly reviews the Athletic Department's mission statement, ensures compliance with the Gender Equity Plan, and may recommend changes in the status of teams, facility renovations or budget when requested by the President. Educational programs and academic expectations are the same for student-athletes as they are for all students. Each student must meet the requirements of their prescribed degree program as stated in the university catalog and must meet individual course requirements as prescribed by the course instructors.

Across the spectrum of student service offices, formal position descriptions are established for each position that provides services to students. For each role, specific criteria for educational background, training and experience are considerations for employment and for incumbents. Departments provide detailed training, formal policies and procedures where appropriate and evaluation (including initial probationary reviews) by experienced supervisors.

The institution's facilities and resources are generally adequate, but as with many aspects of existence at UNH, capacities are often stretched beyond ideal limits. This is most apparent with respect to campus recreation and housing, both of which regularly accommodate greater demand than original design requirements anticipated. Creative collaborations between faculty and staff have been employed to create model services. Examples include the assistance of Occupational Therapy faculty to Disability Services for Students (DSS) to launch an [assistive technology laboratory](#), and [Prevention Innovations](#), with assistance from SHARPP, to develop the nationally-recognized [bystander program](#) which employs training on pro-social behavior to address sexual violence.

The university has established policies for [nearly all aspects of student life](#), as spelled out in the *Student Rights, Rules and Responsibilities Handbook*. Policies are available electronically and through alternate means to all students and include a statement regarding access to student records: "Student records are maintained in the University, and the right of access to these records is provided to the student or other individuals according to the guarantees and limitations specified in the federal government's Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232 g). By university policy, no records shall be kept that reflect political or ideological beliefs or associations." The policies update process is annual, and students and other community members are regularly notified of any changes. Additionally, each semester, UNH community members (students, faculty and staff) receive reminders about the existence and location of institutional policies including those related to discriminatory harassment and grievance procedures.

## **Appraisal**

### Admissions

The University of New Hampshire has been successful over an extended period of time in recruiting well-qualified students who benefit from and contribute to the mission of a learning-centered, enrollment-driven institution. This contention is supported by an [upward trend](#) in overall enrollment, managed through effective new student enrollment efforts that balance demand with institutional capacities. While some variation is observed during this period, with entering classes ranging from between 2,572 (2004) and 3,079 (2006), the past four years have shown a narrower and more consistent range between 2,800 and 3,000 first-year students. Over the past decade, these efforts have translated to near-capacity levels for [majors](#) in STEM (science, technology, engineering, and mathematics) and Health fields (represented by our programs in COLSA, CEPS and CHHS) as well as substantial growth in enrollment for our business programs. For UNH Manchester, baccalaureate enrollments have also increased, but enrollments in [Associate Degree](#) programs have fallen in recent years, seemingly from price competition with institutions in the Community College System of New Hampshire ([CCSNH](#)).

Beyond aggregate growth in enrollment, the efficacy of the university's recruitment efforts are illustrated by success in building a more inclusive community of students who benefit

from and contribute to the dynamism of a UNH education. Predicated on the realization that it was imperative for UNH to become a more diverse and inclusive campus in order to afford all of our students an education that would prepare them to be successful citizens and leaders in an increasingly diverse world, the university has developed and implemented plans to reach a broader and more diverse group of learners that is consistent with that objective and is also compliant with applicable federal and state laws. A retrospective review of enrollment data for traditionally underrepresented racial and ethnic groups at UNH between Fall 2002 and Fall 2012 highlights the steady growth—from 550 to 1,152—in the number of students drawn from underrepresented groups who now attend the university.<sup>4</sup> While demographic changes in the state and in the region contribute to this progress, the more substantial contributing forces include [concerted university-wide efforts](#) to support the work of inclusive excellence, [professional development](#) for staff and faculty, consistent community-oriented [outreach](#) by the Office of Admissions and other offices, and equal attention to the retention and the quality of the campus experience for enrolled students. The results of these efforts are observed not only in the growth in enrollment, but also in the improvements we have made—and that we know we need to continue to make—in the quality of experiences that all our students have at UNH. Periodic “climate studies” illustrate progress, but also point to persistent differences between most multicultural student groups and majority students as well as among those groups. Additionally, the recently administered National Survey of Student Engagement confirmed what we had observed in the previous administration of the College Senior Survey which is that most of our seniors report limited meaningful contact with people whose racial and ethnic backgrounds are different from their own. This reflects a loss of ground between the first year (when most of our students live on campus and participate in formally structured activities designed to encourage such interaction) and the senior year when most of our students reside off campus and are less affected by our student development efforts. Among the opportunities that we continue to explore are those involving career-related services that might benefit from students’ ability to draw a connection between such opportunities that we create and students’ self-interest related to their own futures. Additionally, the campus community continues to discuss whether or not there is a place in the curriculum where exploration of social identities might be appropriately incorporated.

Other notable markers of the university’s efforts toward inclusion are the number of first generation students in a typical entering class (845 or 29% of the 2013 entering cohort); the number of Community College System of New Hampshire transfer students, increasing from 147 in 2008 to 208 in 2012, the number of Pell Grant recipients (approximately 3,000 each year); the number of students registered with Disability Services for Students (now exceeding 700); and the number of veterans enrolled at UNH (approximately 250 in Fall 2013). Coupled with significant growth in the number of international undergraduate students that have enrolled at UNH through our [Navitas](#) program, it is evident that the university is making progress toward fulfilling the objective of creating an environment where the plurality of voices engaged in classroom and community discussions and interactions contributes to the enriched education that we seek to provide to our students.

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<sup>4</sup> Within the past three years, the introduction of new IPEDS categories that allow for bi-racial and multi-racial students to self-identify accounts for 229 students. If we remove these students from the count, the figure for Fall 2012 is 923, still representing an increase of 67.8%; however, this heuristic is probably misleading as it assumes that no multi-racial or bi-racial students would have been reflected in historical counts by virtue of having made a “forced choice” to self-identify with a particular underrepresented racial group.

Still, while the results of admissions efforts have been good, the process reveals some emerging challenges that are expected to grow. Declining yield from the numbers of offers to admitted candidates reveals the increasingly competitive environment that the university encounters. Limited state support (and the resulting high in-state tuition) has been problematic, but the recent and partial restoration of state funding that allowed both a tuition freeze for New Hampshire residents, and an incremental investment in financial aid for those students, offers encouragement for our efforts. Still, a decline in the traditional-age college bound population in the Northeast and the concentration of high-quality college options in the region all contribute to the challenges of sustaining enrollment growth. Concerns about cost and debt, at both the undergraduate and graduate levels, weigh upon application and enrollment decisions for prospective students as well as decisions about completion for those students already enrolled. In response, the university has to work aggressively to bend the cost curve: to actively pursue private support for financial aid; to ensure that the educational experiences we provide to our students prepare them for success beyond college; and to look more broadly, beyond the region and outside of the country, to recruit students, but without abdicating responsibilities to the students of the state or to our mission's call to provide access.

### Retention and Graduation

The data presented above suggest that the university has been successful in building effective structures and implementing appropriate strategies to support retention and graduation at the undergraduate level. At the graduate level, as noted previously, our aggregate data appear to match reasonably well with reports from our peer institutions; however, again, as noted above, the data by individual programs reflect great variation. For some of our programs we currently have limited data to evaluate efficacy. With respect to online programs in particular, the university's enrollment and experience are still too limited to have meaningful measurable results, but we recognize that, as our enrollment grows and becomes more diverse (along many axes), it is imperative that we scale those structures and strategies that can remain effective within these new modalities and that we identify and introduce new and more appropriate, data-driven approaches that are responsive to changes in our student population and to changing circumstances. The introduction of technology and a more flexible calendar are two strategies that we believe will enhance our retention efforts by responding to the growing cost pressures that we feel contribute to attrition.

The university recognizes that retention to graduation is an integral measure of success for our mission. Over time, we have evidence of relatively high first-year retention (cited above) and consistently improving four-year and six-year graduation rates.

<b>Cohort</b>	<b>% grad in 4 years</b>	<b>% grad in 6 years</b>
Fall 1998	54%	71%
Fall 1999	53%	73%
Fall 2000	55%	74%
Fall 2001	58%	72%
Fall 2002	53%	73%
Fall 2003	60%	75%
Fall 2004	61%	75%
Fall 2005	64%	76%
Fall 2006	65%	
Fall 2007	69%	

Thus, it is reasonable to assert that the university has good structures and strategies in place for facilitating student success at the undergraduate level. With that as a foundation, we must continue to focus on improving our ability to facilitate similar levels of success for students from underrepresented groups as well as for populations that we know will become increasingly significant to our future enrollment. These include veterans, transfer students and international students. Specific to students from underrepresented groups, while our results are better and relatively less divergent from those of majority students than outcomes observed nationally, they still do not reflect the institution's goal of consistently good outcomes for all of our students. Unfortunately, to the extent that institutional data on student/family income (associated with the financial aid process) indicates that there is a correlation between income and graduation rates, it is possible that this pattern could be exacerbated by growing cost pressures. This observation will only reinforce the need for developing more efficient and cost-effective pathways for our students as well as continued efforts to control costs and to provide financial support. In response, the university is working more closely with the Community College System of New Hampshire to build stronger and more visible pathways to help students construct more affordable pathways to a UNH degree. Still, this approach does not allow for the comprehensive residential experience that we believe contributes significantly to the development of our students as learners and as citizens. Thus, the university is also working hard to build alternative pathways within the institution—making better use of the calendar (with January-term [“J-term”] and summer sessions), technology and our campus in Manchester to facilitate a more efficient time-to-degree for students who want to pursue an ambitious timeline to complete their undergraduate studies without relinquishing the benefits of the residential experience.

Both campuses offer an effective summer program to help speakers of other languages improve their academic English skills and adjust to U.S. college culture. Additionally, even for our current (and historical) core demographic—traditional age, full-time majority students—we cannot take future success for granted, particularly as our recruitment efforts expand to new markets where distance could become a factor in rates of persistence and completion. Further, we need to ensure that this is equally true for graduate students as well as for those students who take courses and enroll in programs online.

The strategies for improving retention and graduation rates largely mirror those for Admissions. Specifically, we must: develop more efficient transfer pathways with the Community College System of New Hampshire and other regional community colleges, develop greater flexibility through technology and the use of time, increase private support for UNH; continue advocacy for more state support for UNH, improve assessment of retention strategies and data collection on outcomes (and placement) for UNH graduates to test and enhance the “value proposition” for a UNH degree.

Beyond degree completion, the university also recognizes that post-graduation outcomes are critical to our students and can provide a critical metric of efficacy in fulfilling our mission. While we have long viewed retention rates, graduation rates, and self-reported student satisfaction measures as proxies for this metric, our emphasis in recent years has shifted to post-graduate employment and placement in graduate and professional programs. Within the past year, the university has made new investments in staffing for career-related services. This is visible both in our central university Advising & Career Center and also in three of our colleges (Paul College of Business & Economics, the College of Engineering & Physical Sciences, and UNHM) with two colleges (Life Sciences & Agriculture and Health & Human Services)

contemplating similar investments. Simultaneously, the university is evaluating a strategic investment to ensure that these efforts evolve in a coordinated way that serves all of our students (and alumni) and the institution well. Additionally, we continue to work on our data collection efforts, both to be able to document the outcomes for our graduates, but also to create and contribute to better connections between our alumni and the institution.

## Student Services

The university's primary experience is a residential one (although our UNHM campus does serve a commuter population). Since the main campus in Durham is so much larger than the municipal environment that we share, it is incumbent on the institution that we provide virtually all essential services needed to support our students to avoid leaving them without those services or imposing an undue burden on the Durham community. This includes Housing and the accompanying student development programming within the Residential Life environment that is necessary to foster civility, citizenship and an environment conducive to learning. We also provide extensive, effective health and counseling services; recreation and entertainment for students on campus; and a plethora of varied opportunities for students to develop leadership skills in an array of academic, social, cultural, artistic, recreational and pre-professional avenues. While the institution remains predominantly white, our progress in becoming more inclusive and our desire to build on this progress has encouraged us to build professional and cultural [competencies](#) to better support the needs and deliver services and programs for underrepresented groups including domestic multicultural students, international students, veterans and first-generation college students. Manchester is able to serve these students well through on-campus and community-based services.

The pace of growth for international student enrollments, and the efforts to expand both summer activity and online educational programs in particular, will require additional training and possibly additional staffing. The need for the former is predicated on the review (including a site visit to Simon Fraser University) that was undertaken by faculty and staff prior to entering into our agreement with Navitas. In turn, the need for the latter—additional staffing—was anticipated from the outset and is addressed through a dedicated funding stream through Navitas-related revenue, beginning with a senior position with responsibility to coordinate the university's efforts toward internationalization. Efforts to address the current deficiencies in recreational space are also underway, but will be costly. The efforts to control costs (“bend the cost curve”) will present a challenge if there is not a balance among these efforts that allow us to capture economies of scale and increased private support.

New Hampshire is visible as the state whose graduates carry the highest undergraduate debt burden at graduation. This is a function of high-cost schools in the state, limited state aid, large out-of-state enrollments and the prevalence of a significant number of borrowers (~20%) whose borrowing is sufficiently extreme that it drives the mean debt up by almost \$8000 over the median debt. Given that the median debt of our most recent graduates is less than \$27,000, we believe that the majority of our students are making informed and reasonable decisions about debt, but again, we remain concerned about the subset of students whose borrowing could be labeled as extreme. In recent years, the university has observed a growing number of students each semester who are finding “the next semester's tuition to be too much, and we have begun to look more closely at how to communicate the cost and debt issues to students; however, this is complicated by the results of our most recent survey on the issue of debt (among our seniors with

above average debt) where most were aware of options for more affordable education, but given the chance, would still follow the same path.

More recently, in response to marketplace demands from prospective students and their families, national discussions about accountability and local conversations with our Board of Trustees, we have initiated an effort to improve understanding of post-graduate outcomes for our alumni. Initial stages of this process have involved gathering input from our six colleges, the Graduate School, Institutional Research and Advancement to clarify what information we currently collect—for accreditation and other purposes—in order to understand where gaps exist. This same attention to post-graduate outcomes has resulted in the allocation of additional resources to expand our career counseling staff. With career-related services offered in the UACC, through the Paul College and at UNH Manchester, an emerging challenge will be to ensure coordination that serves our students, alumni and corporate (including non-profit) partners well.

## **Projections**

In AY 2013-14, all units, including those associated with student services, will be surveyed regarding planning and financial impact of anticipated needs. (See Standard 9.)

In fall, 2014, the university will pilot an enhanced course evaluation form to better capture student responses to online and compressed delivery formats. Data will become part of ongoing improvement and increase in these alternate formats. (See Standard 8.)

The VPAA is working with a faculty committee to accomplish better tracking of our graduates. Committee recommendations are expected in spring, 2014.

## **Institutional Effectiveness**

The true test of institutional efficacy is the degree to which admitted students who choose to enroll at UNH are able to succeed. Consistently high retention and graduation rates illustrate clear congruence between the university's efforts to recruit and admit candidates and the ability of those students to be successful at UNH. This, of course, is not a cold, mechanical process reflecting the precise meshing of sharply carved gears. Instead, it reflects a much more dynamic interplay between candidates' aptitudes and potential that is interpreted in the context of the university's academic culture, faculty expectations for students, and institutional resources to support student development and success.

Through regular and systematic assessment, the university monitors the performance of its enrollment and student service offices to ensure that there is careful calibration among these facets that are required for students to be successful. This includes tracking of grade performance, and retention and graduation rates in aggregate as well as among identified subpopulations. Additionally, this assessment includes periodic analysis of student satisfaction data among virtually all facets of the student experience. This feedback is factored into resource allocation decisions and is used to refine and improve the delivery of programs and services.

The success we have realized with respect to retention and graduation are indicative of a well-organized student service program that can facilitate and support such outcomes. The challenge for the institution will be to ensure continued success under evolving circumstances

that include overall increases in enrollment, increasingly diverse enrollment, expansion of summer and on-line enrollments (representing two areas where we have little or no history for programming student services) and increased concerns about cost containment.

[STANDARD SIX DATA FIRST FORMS](#)