



NORWICH
UNIVERSITY®

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2020 Comprehensive Evaluation Self-Study



Submitted to the New England Commission of Higher Education

January 2020

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Institutional Characteristics Form

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Institutional Characteristics Form

This form is to be completed and placed at the beginning of the self-study report:

Date January 10, 2020

1. Corporate name of institution: Norwich University

2. Date institution was chartered or authorized: 1834

3. Date institution enrolled first students in degree programs: 1834

4. Date institution awarded first degrees: 1834

5. Type of control:

Public

☐ State

☐ City

☐ Other

(Specify) _____

Private

☒ Independent, not-for-profit

☐ Religious Group

(Name of Church) _____

☐ Proprietary

☐ Other: (Specify) _____

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant?

The Vermont Legislature in the 1834 charter says: "the Presidents... with the consent of the Trustees, shall have the power to give and confer all such diplomas, degrees, honors, or licenses, as are usually given or conferred in colleges or universities..." Norwich University currently confers Baccalaureate and Masters Degrees.

7. Level of postsecondary offering (check all that apply)

☐ Less than one year of work

☐ At least one but less than two years

☐ Diploma or certificate programs of at least two but less than four years

☐ Associate degree granting program of at least two years

☒ Four- or five-year baccalaureate degree granting program

☐ First professional degree

☒ Master's and/or work beyond the first professional degree

☐ Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)

☐ A doctor of philosophy or equivalent degree

☐ Other doctoral programs _____

☐ Other (Specify)

8. Type of undergraduate programs (check all that apply)

- | | |
|--|--|
| ☐ Occupational training at the crafts/clerical level (certificate or diploma) | ☒ Liberal arts and general |
| ☐ Occupational training at the technical or semi-professional level (degree) | ☒ Teacher preparatory |
| ☐ Two-year programs designed for full transfer to a baccalaureate degree | ☒ Professional |
| | ☐ Other _____ |

9. The calendar system at the institution is:

- ☒ Semester ☐ Quarter ☐ Trimester ☐ Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

- a) Undergraduate 12 credit hours
- b) Graduate 6 credit hours for online program, 12 credit hours for campus-based programs
- c) Professional N/A credit hours

11. Student population:

a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	2,643	648	3,291
Part-time student headcount	689	22	711
FTE	3,042	661	3,703

- b) Number of students (headcount) in non-credit, short-term courses: 41 (as of 11/2019)

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
Architecture, Master	NAAB	1999	2018	2025
Business and Management: Management, BS, Accounting, BS, MBA	ACBSP	1991	2008	2019-20
Engineering, BS: Mechanical (ME), Civil (CE), Electrical and Computer (EE, CPE) Construction management (CM)	ABET	CE 1936 ME 1949 EE 1936 CPE 2007 CM 2016	2014 2016	2020 2022
Nursing, BS	CCNE, VT board of Nursing	2011	2016	2026
Nursing, MS	CCNE, VT board of Nursing	2008	2013	2023
Education: Elementary Education Secondary Education, Mathematics Physical Education	VT Agency of Education via VT Standards Board of Professional Educators	1996	2017	2022
Athletic Training, BS Athletic Training, MS	CAATE	2005	2011	2020
Criminal Justice, BA	MA Department of Higher Education	2003	2012	N/A

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year. Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations	N/A		
B. Out-of-state Locations	N/A		

14. **International Locations:** For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program.” **Do not include study abroad locations.**

Name of program(s)	Location	Headcount
N/A		

15. **Degrees and certificates offered 50% or more electronically:** For each degree or Title IV-eligible certificate, indicate the level (certificate, associate’s, baccalaureate, master’s, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line*	FTE (Fall 2019)
Architecture (ARC)	Master	98.5	11
Business Administration (MBA)	Master	98.5	111
Civil Engineering (MCE)	Master	98.5	34
Criminal Justice (MSCJ)	Master	98.5	18
Diplomacy (MDY)	Master	98.5	44
Executive Leadership (MSEL)	Master	98.5	2
History (MAH)	Master	98.5	48
Information Security (MSISA)	Master	98.5	69
International Relations (MIR)	Master	98.5	78
Leadership (MSL)	Master	98.5	56
Military History (MMH)	Master	98.5	67
Nursing (MSN)	Master	98.5	32
Public Administration (MPA)	Master	98.5	56
Strategic Studies (MASS)	Master	98.5	30
<i>*100% of credits are earned online; however, students are required to attend an on-campus one-week residency in order to fulfill degree requirements; the residency is not credit bearing</i>			
Criminal Justice-degree completion (BSCJ)	Baccalaureate	100	70
Cyber Security-degree completion (BSCS)	Baccalaureate	100	139
Interdisciplinary Studies-degree completion (BIS)	Baccalaureate	100	16
Management Studies-degree completion (BSMS)	Baccalaureate	100	44
National Security-degree completion (BSNS)	Baccalaureate	100	34

Strategic Studies & Defense Analysis- degree completion (BSSSDA)	Baccalaureate	100	450
Computer Forensic Investigation/Incident Response Team Management (QCIF)	Post-Baccalaureate Certificate	100	2
Critical Infrastructure Protection and Cyber Crime (QCIC)	Post-Baccalaureate Certificate**	100	0
Cyber law and International Perspectives on Cyberspace (QCIL)	Post-Baccalaureate Certificate**	100	0
Effective Nonprofit Management (QCNM)	Post-Baccalaureate Certificate**	100	0
Fiscal Management (QCFP)	Post-Baccalaureate Certificate**	100	1
Human Resource Leadership (QCNH)	Post-Baccalaureate Certificate**	100	0
International Development and Influence (QCPI)	Post-Baccalaureate Certificate**	100	0
Leading Change Management Consulting (QCLC)	Post-Baccalaureate Certificate**	100	0
Nonprofit Healthcare Management (QCNL)	Post-Baccalaureate Certificate**	100	0
Nonprofit Resource Management (QCNR)	Post-Baccalaureate Certificate**	100	0
Organizational Leadership (QCLO)	Post-Baccalaureate Certificate**	100	0
Public Administration and Leadership (QCPL)	Post-Baccalaureate Certificate**	100	0
Public Sector, Government & Military Leadership (QCLP)	Post-Baccalaureate Certificate**	100	0
Rural Municipal Governance (QCPR)	Post-Baccalaureate Certificate**	100	0
Teaching & Learning Certificate (TLCT)	Post-Baccalaureate Certificate**	100	0
Urban Municipal Governance (QCPU)	Post-Baccalaureate Certificate**	100	0
Vulnerability Management (QCIV)	Post-Baccalaureate Certificate**	100	1
** All Post-Baccalaureate Certificates do not carry Title IV eligibility			

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

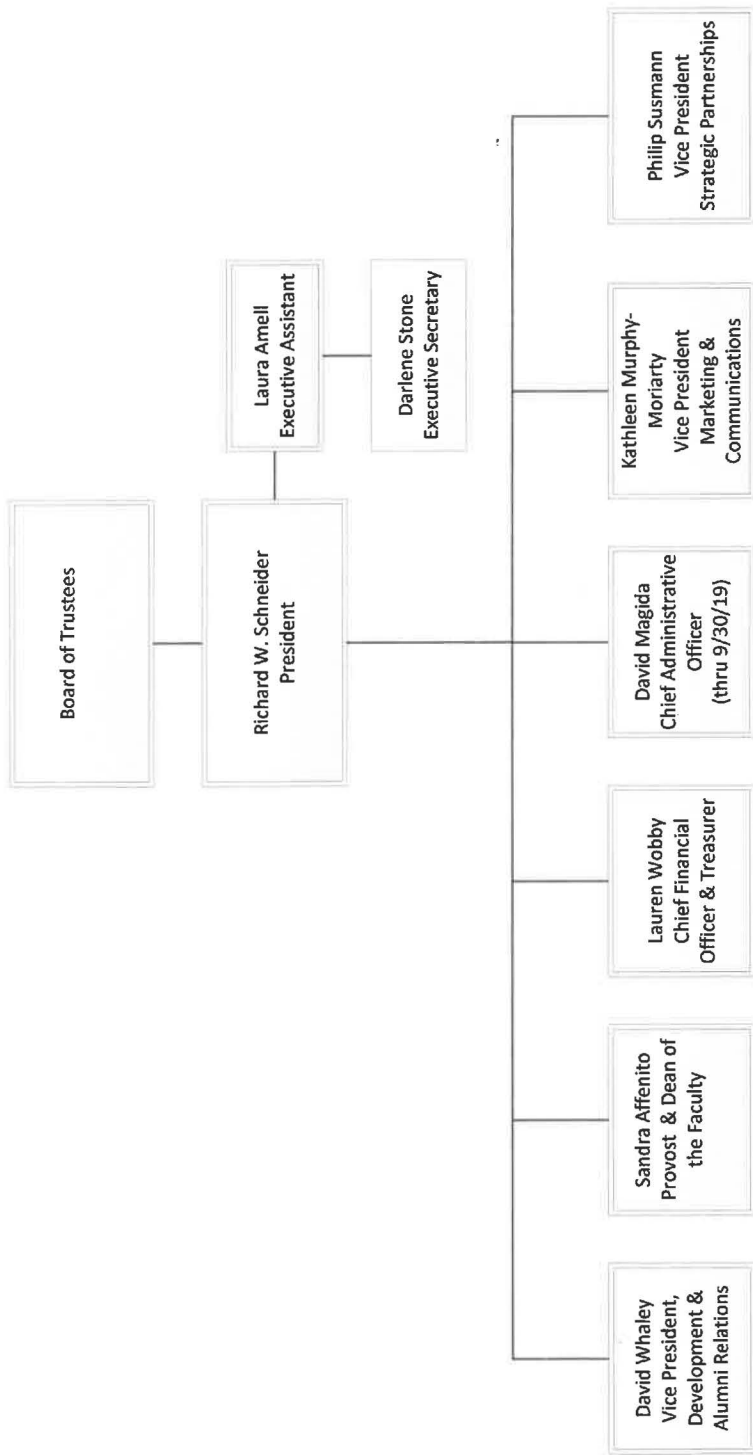
Name of contractor	Location	Name of program	Degree or certificate	# of credits
N/A				

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)
18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
 - a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
 - b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
 - c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
 - d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.
19. Record briefly the central elements in the history of the institution:

1819	Founded in Norwich, Vermont, by Captain Alden Partridge, as the American Literary, Scientific and Military Academy, the nation's first private military college
1834	Vermont legislature chartered Norwich University
1866	Relocated to Northfield, Vermont
1898	Designated as the Military College of Vermont by Vermont legislature
1916	ROTC created following the model of Norwich University
1972	Merged with Vermont College in Montpelier, adding a civilian population
1974	Accepted Women into Corps of Cadets, prior to Service Academies
1981	Adult Low Residency programs purchased from Goddard College
1994	Moved civilian students from Montpelier to Northfield Campus
1997	Offered the first fully online graduate program, Master of Arts in Diplomacy
2001	Former Vermont College real estate and its graduate programs sold to Union Institute
2001	Adopted current mission statement that first appeared in 1843 catalog
2009	Offered the first online degree-completion program

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Alan DeForest	Chairman of the Board	2016
President/CEO	Richard Schneider	President	1992
Chief Academic Officer	Sandra Affenito	Provost and Dean of Faculty	2017
Deans of Schools and Colleges	Aron Temkin	Dean of the College of Professional Schools	2010
Deans of Schools and Colleges	Michael McGinnis	Dean of the College of Science and Mathematics	2013
Deans of Schools and Colleges	Edward Kohn	Dean of the College of Liberal Arts	2017
Deans of Schools and Colleges	Steven Wolf	Dean of the College of National Services	2019
Deans of Schools and Colleges	William Clements	Vice President and Dean of the College of Graduate and Continuing Studies	2005
Chief Financial Officer	Lauren Wobby	Chief Financial Officer and Treasurer	2010
Chief Student Services Officer	Frank Vanecek	Senior Vice President for Student Affairs and Information Technology	2012
Institutional Research	Alexandria Najdich	Director of the Office of Institutional Effectiveness	2019
Assessment	Natalia Blank	Associate Provost for Academic Affairs and Assessment and Chief Assessment Officer	2017
Development	David Whaley	Vice President for Development and Alumni Relations	1998
Library	Gregory Sauer	Executive Director of Library, Archives and Museum	2015
Chief Information Officer	Francis Moore	Chief Information Officer	2017
Continuing Education	William Clements	Vice President and Dean of the College of Graduate and Continuing Studies	2005
Grants/Research	Karen Hinkle	Associate Provost for Research and Chief Research Officer	2017
Admissions	Greg Matthews	Vice President for Enrollment Management	2015
Registrar	Cynthia Suter	Registrar	2019
Financial Aid	Meaghan Drumm	Director of Financial Aid	2017
Public Relations	Kathleen Murphy-Moriarty	Vice President, Marketing and Communications	2018
Alumni Association	Diane Scolaro	Associate Vice President for Alumni Relations and Bicentennial Celebrations	2010
Other	Bizhan Yahyazadeh	Vice President for Facilities Operations and Conference Services	2019
Other	Philip Susmann	Vice President for Strategic Partnerships and President, Norwich University Applied Research Institutes (NUARI)	2005

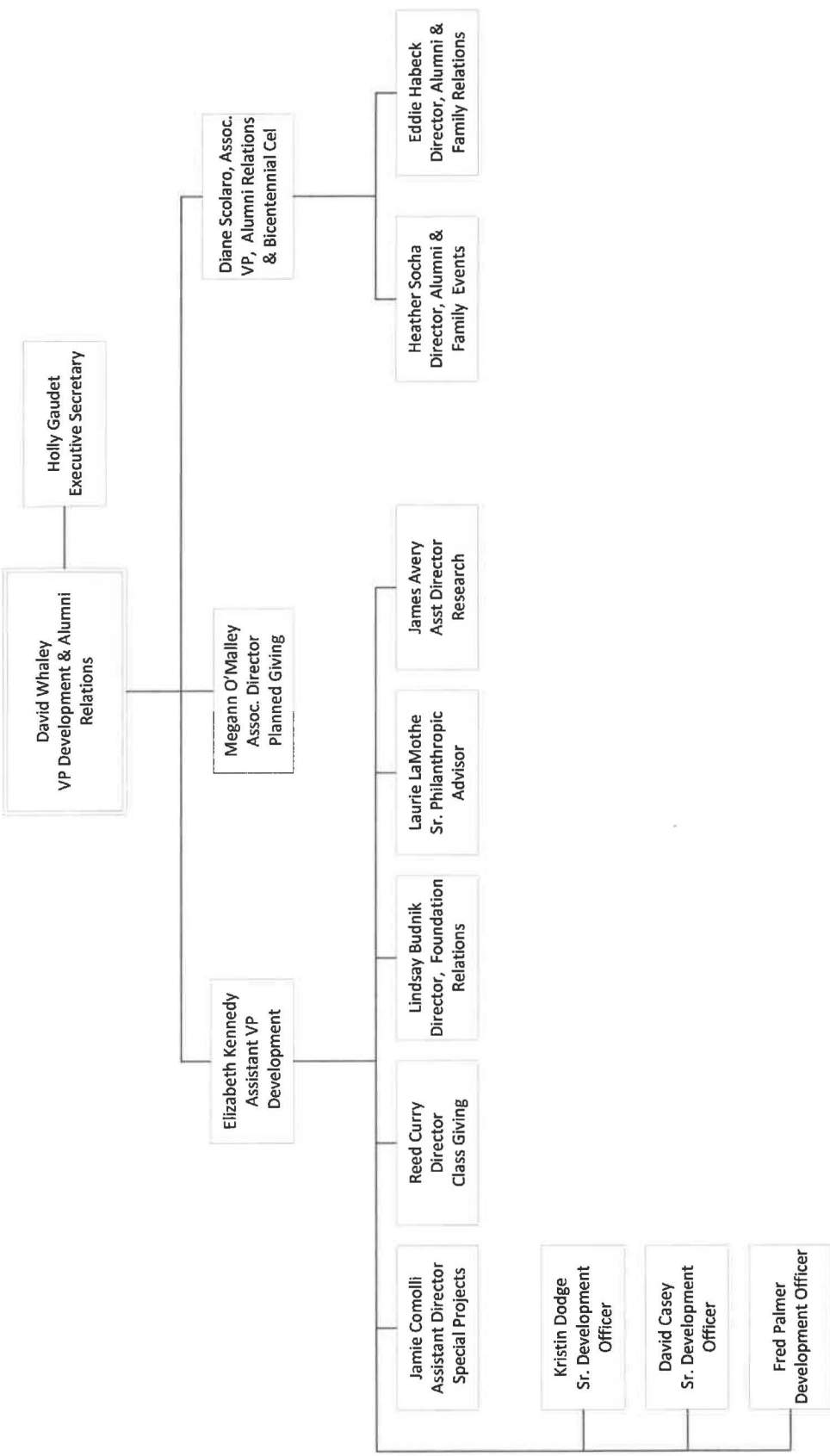


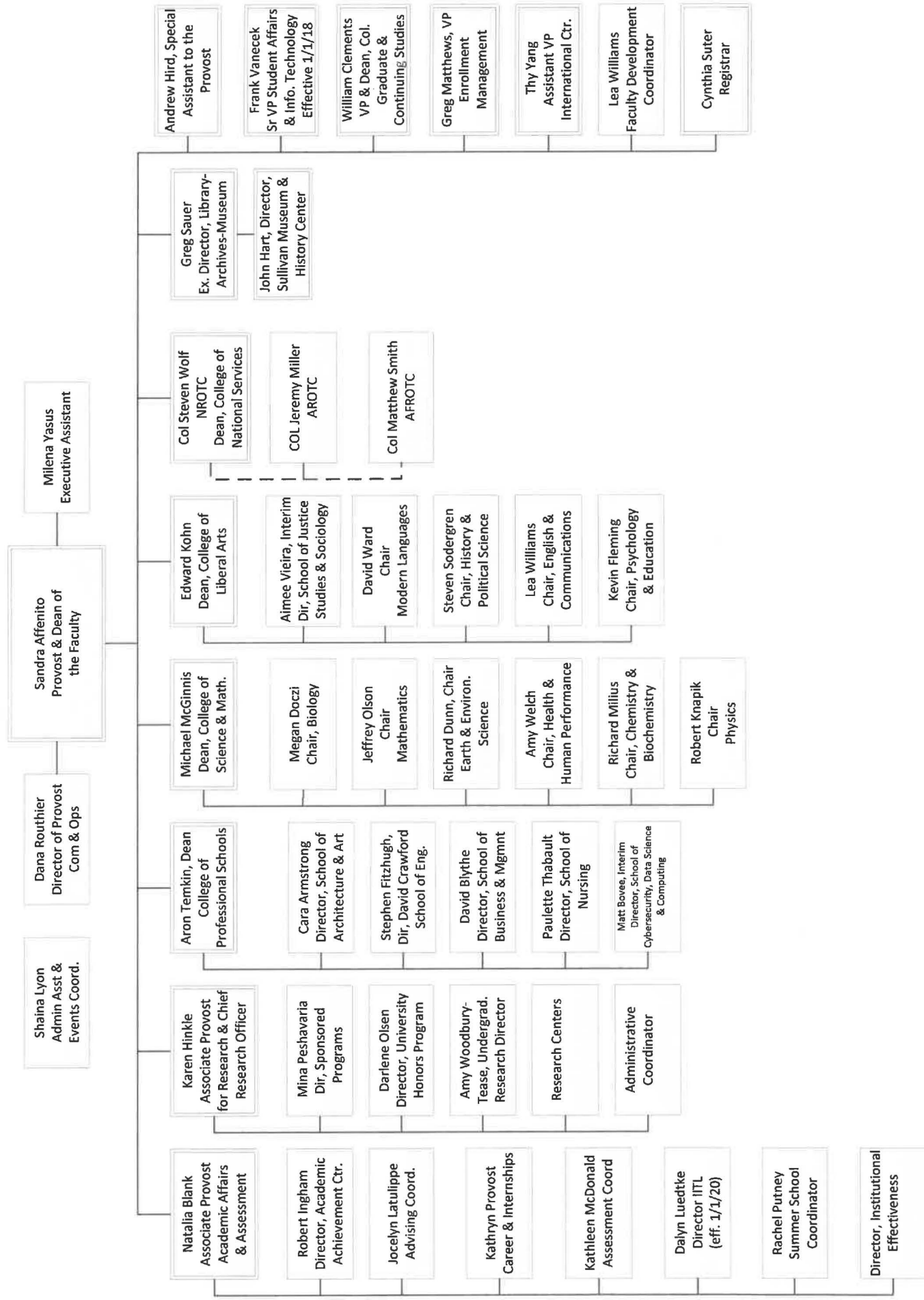
Norwich University

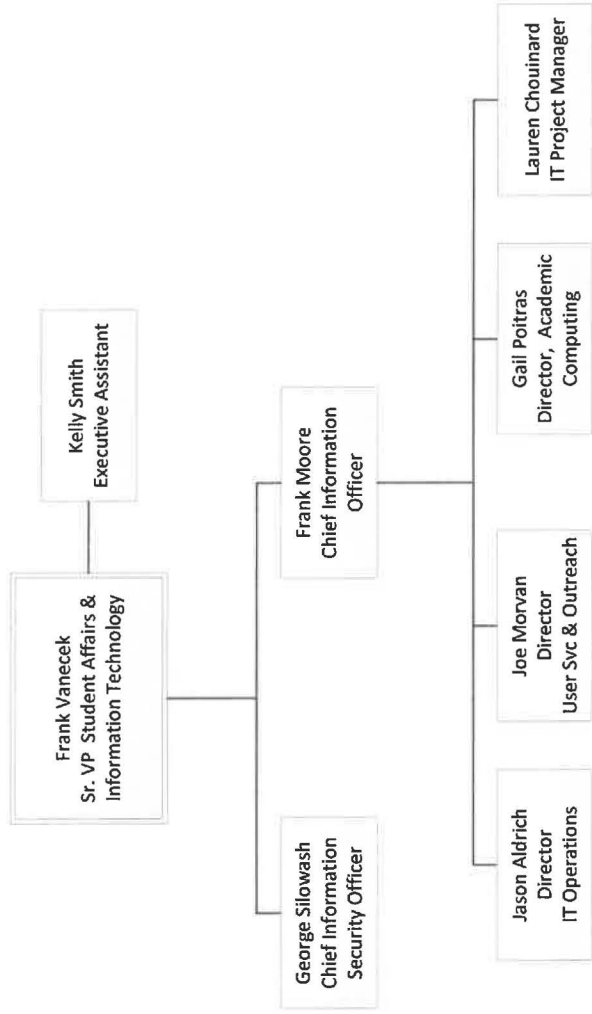
Organizational Chart

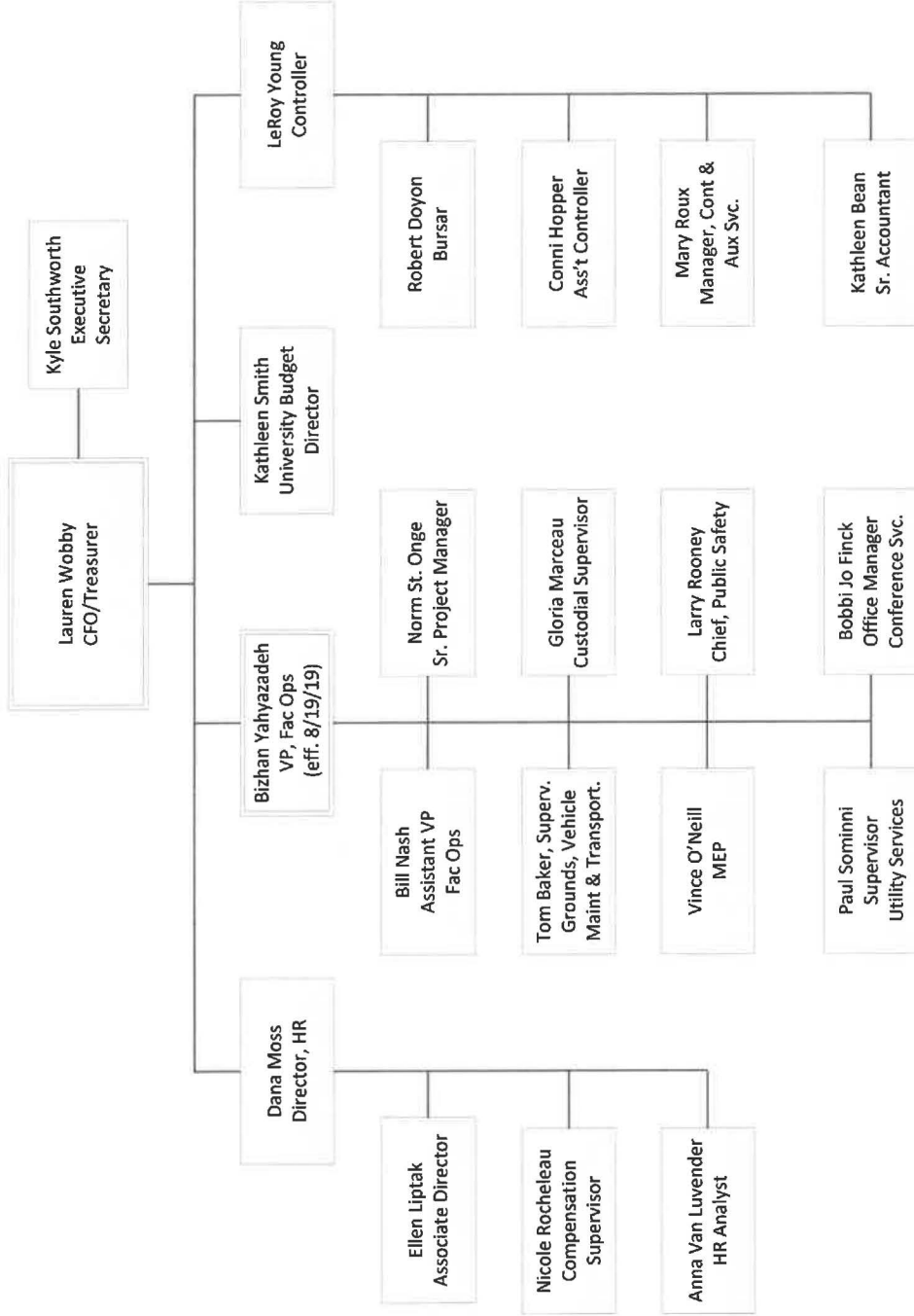
As of 9/11/19

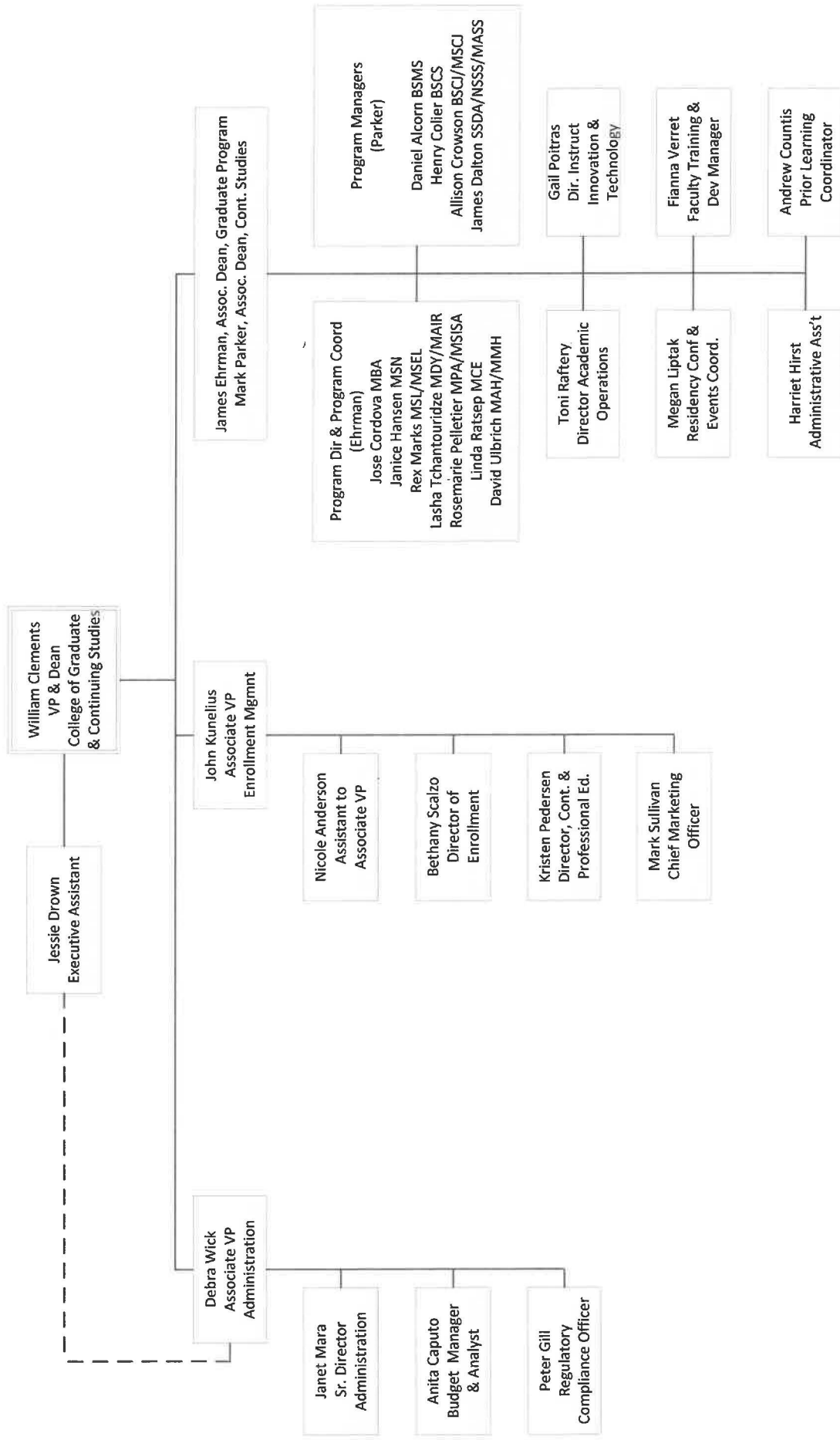
Richard W. Schneider 9/11/19
Approved: Richard W. Schneider
President

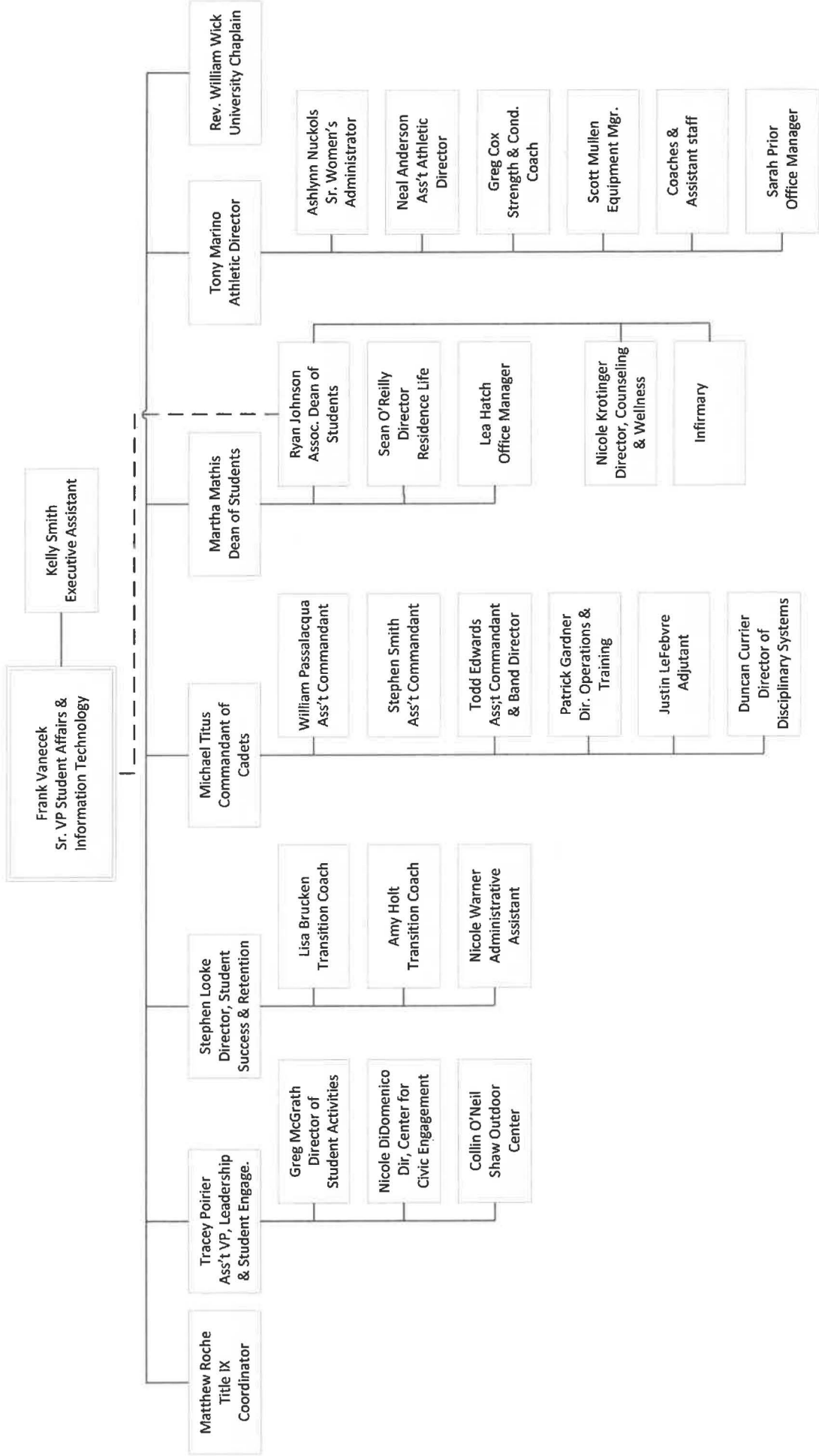


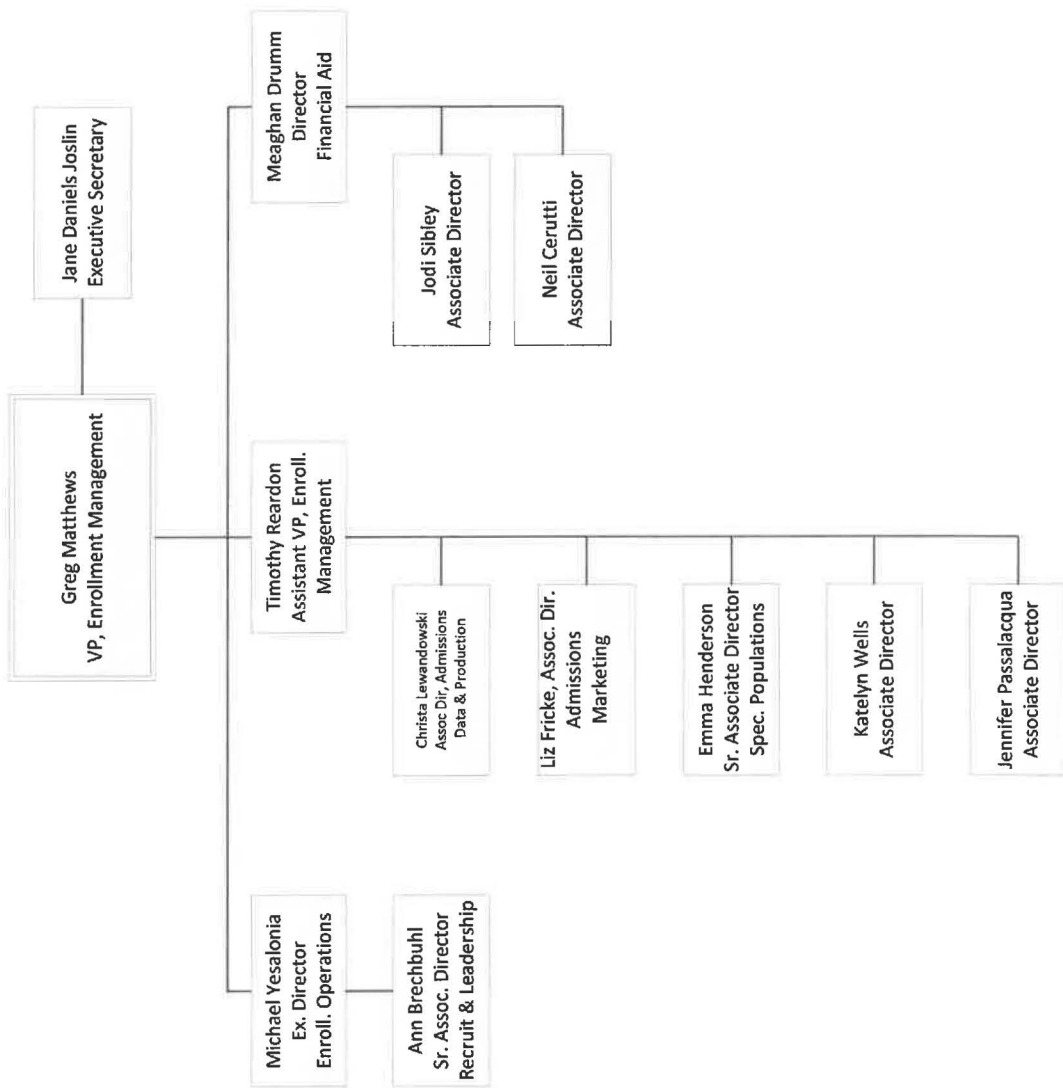


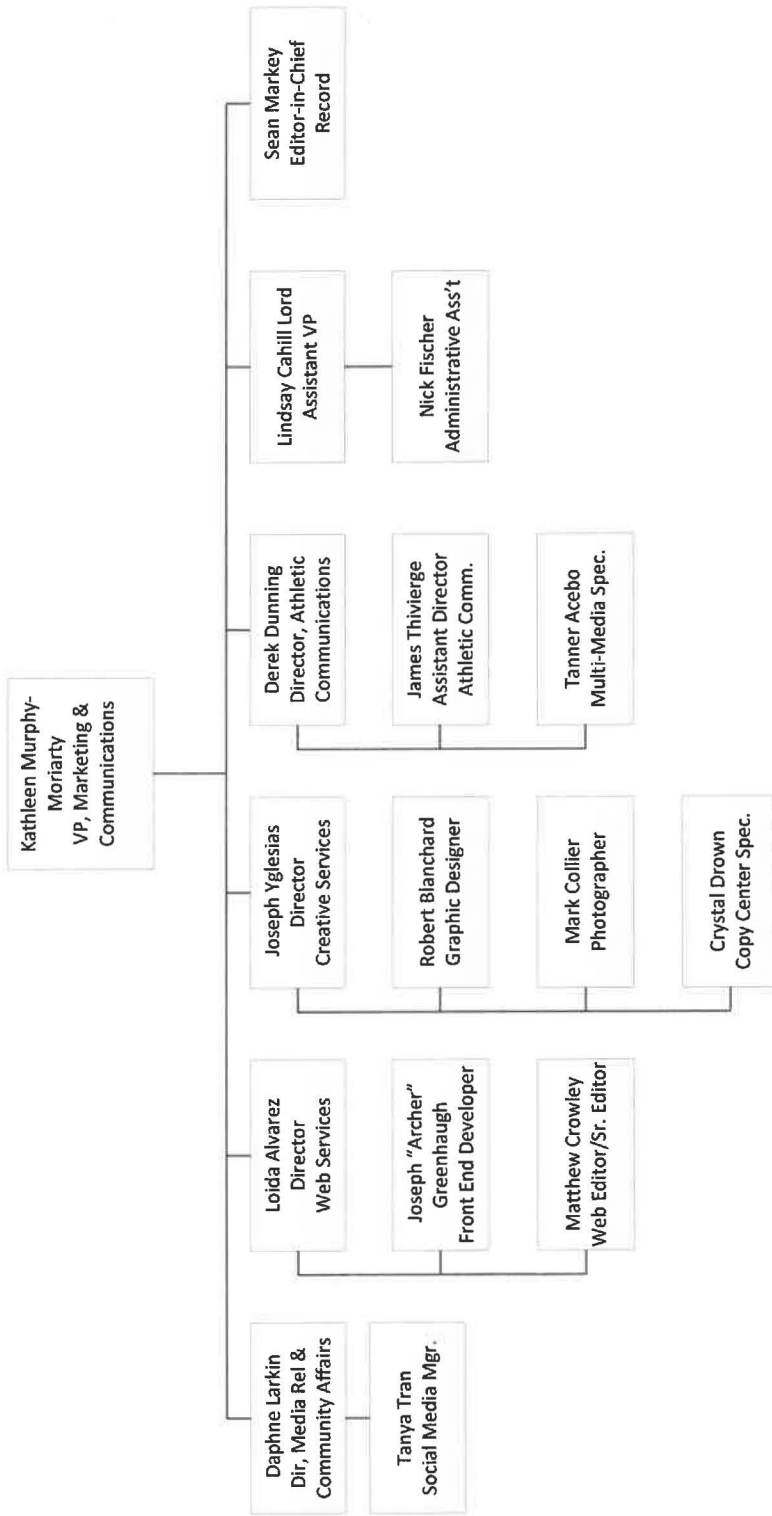












NORWICH UNIVERSITY APPLIED RESEARCH INSTITUTES (NUARI) Organization Chart

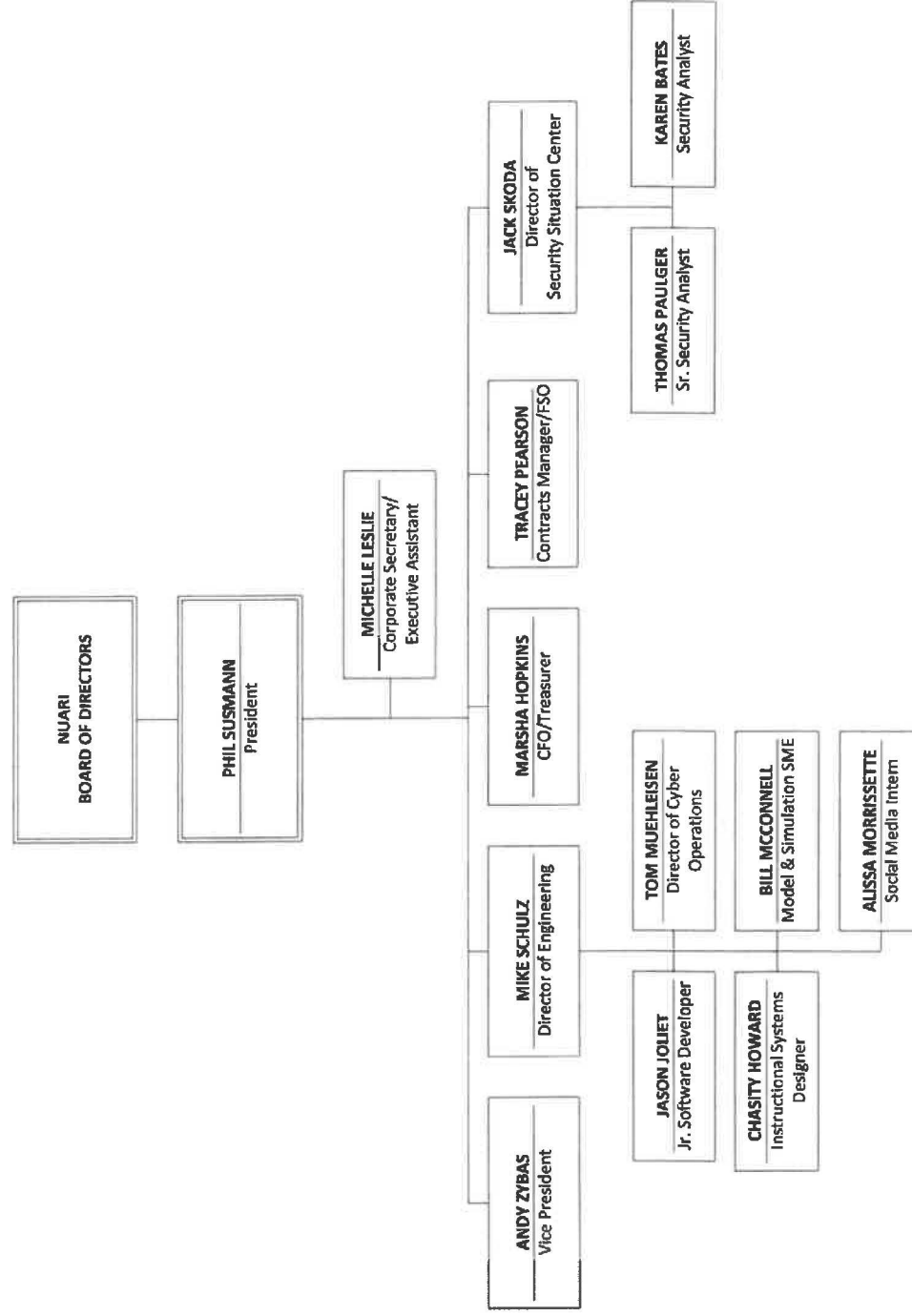


TABLE OF NECHE ACTIONS, ITEMS OF SPECIAL ATTENTION, OR CONCERNS

Date of NECHE Letter	Detailed Actions, Items of Special Attention, or Concerns	NECHE Standards¹ Cited in Letter	Self- Study Page Number
Nov 17, 2015	Update on implementing Strategic Plan NU2019 and developing the “post NU2019” strategic plan	2.1; 2.3; 2.4 7.6; 7.7	pp. viii, 5–6, 7–8, 70–72
Nov 17, 2015	Update on implementing plans to expand online and graduate programs, ensuring that faculty are sufficient in number to support the programs and achieve the institution’s mission	4.8 6.1; 6.2	pp. 24, 26–27, 28, 31, 57, 58, 60, 62–63
Nov 17, 2015	Update on continued implementation of assessment plans to evaluate student learning outcomes and use the results for making improvements	2.5 8.2; 8.3; 8.6; 8.8	pp. viii, 10, 13–14, 25, 27–28, 30, 32–33, 34, 82–83, 84–86, 92–93
Nov 17, 2015	Update on success in achieving goals to increase enrollment, retention, and graduation rates and reduce the discount rate	5.2; 5.6; 5.7 7.6; 7.7 8.6; 8.10	pp. 39–41, 49, 50–51, 53–54, 75–77, 86–88, 89

¹ Original citations in 2015 were in reference to the 2011 Standards for Accreditation. In collaboration with NECHE staff, this table has converted the original citations relative to the 2016 Standards for Accreditation.

INTRODUCTION

SUMMARY OF SELF-STUDY PROCESS

Norwich University welcomes the opportunity to present its decennial accreditation report to the New England Commission on Higher Education (NECHE), the visiting team, and assigned commissioners. Preparation for the Spring 2020 self-study commenced more than two years ago; Provost Sandra Affenito was named by President Richard Schneider to lead the process. To prepare for the ten-year report, in January 2018 the Provost issued an open call for nominations of faculty and staff to serve as members of the NECHE Steering Committee. At this time, Associate Provost for Academic Affairs and Assessment, Dr. Natalia Blank, was announced as Chair of the Steering Committee. In March 2018, the President announced membership of the Steering Committee and invited anyone interested in the process of accreditation to attend an open meeting on the self-study process, led by NECHE Senior Vice President Dr. Patricia O'Brien. Between March and April, Associate Provost Blank met individually with Steering Committee members to identify and finalize their respective Standards Committee membership. These groups, together with other Norwich community members interested in the process of accreditation, attended the April 13, 2018 NECHE Kickoff open meeting led by Dr. O'Brien. Dr. O'Brien additionally met with senior leadership and members of the Steering Committee as a small group, to discuss the specifics of leading a candid and inclusive self-study process.

Through the remainder of 2018, Steering Committee members led their respective Standards Committees through a process of data collection, evaluation, and synthesis relative to the 2016 Standards for Accreditation. A team SharePoint site was created to house data and working documents collected and generated by the Standards Committees. The Steering Committee itself met regularly as well to share information, process, and best practice. All members of the Steering Committee attended the October 2018 NECHE Self-Study Workshop; Director of Provost Communications and Operations, Ms. Dana Routhier and Associate Registrar for Compliance, Ms. Carissa Tomczyk attended the January 2019 Data First Workshop.

Throughout the Spring 2019 term, the Steering and Standards Committees focused their work on producing a series of outlines for their respective standards chapters based on evidence and data collected the previous year. At the same time, Associate Provost Blank visited Norwich campus unit and departmental meetings to continue conversation with faculty, staff, and students regarding the value of accreditation to Norwich, the self-study process, the institution's timeline for its work, and to answer any questions the community had at that time. The Standards Committees submitted initial narrative drafts for the self-study in March 2019. These drafts were reviewed and further honed over the next several months by the Steering Committee, Associate Provost Blank, and Ms. Routhier.

A working draft of the self-study was submitted to the Provost and President for their review and comment in July 2019, and the first draft of the report (140 pages) was shared with the Board of Trustees and with NECHE staff in August 2019. Comments and feedback received on this first draft informed the creation of a second draft (104 pages) which was posted to the University's intranet (my.norwich.edu) for administrators, faculty, staff, and students to review and provide feedback. This second draft was additionally shared with the Board of Fellows and with the Norwich University Parent and Family Association for their review and comment, as well as

with the institution's NECHE Team Chair, RADM Michael Alfultis in advance of his preliminary visit to campus in October 2019.

Comments and feedback on the self-study were collected in person via open meetings with Norwich constituencies throughout November 2019. A dedicated email address was made available throughout the Fall 2019 term to collect feedback from Norwich faculty, staff, and students not able to attend these meetings in person. The community's feedback was immensely valuable in informing subsequent drafts of the self-study. A near-final draft (101 pages) was submitted in December 2019 to the President, Provost, and NECHE staff for final review and feedback. The Public Notice for Comments to NECHE was shared with local media outlets the second week of January 2020. At the same time, the notice was posted to the institution's intranet site, external website, and shared broadly with the Norwich community via social media channels. The final self-study document found here was submitted to NECHE, the visiting team, and made available to the Norwich community the last week of January 2020.

PARTICIPANTS

The original Standards Committees consisted of the following individuals. Standards Committee Chairs comprised the NECHE Steering Committee, chaired by Associate Provost Blank. As committee membership fluctuated due to changes in members' work-related responsibilities or employment, the committee listing was refreshed.

Standard One: Mission and Purposes

Chair: Edward Kohn, Dean, College of Liberal Arts

Reed Curry, Director of Class Giving, Alumni and Development Office; Michael Kelley, Associate Professor of Civil Engineering; Rosemarie Pelletier, Associate Professor and Director of the Graduate Programs in Public Administration and Information Security and Assurance, Special Assistant to the Provost for Diversity, Equity, and Inclusion

Standard Two: Planning and Evaluation

Chair: William Clements, Vice President and Dean, College of Graduate and Continuing Studies (CGCS)

Natalia Blank, Associate Provost for Academic Affairs and Assessment; Lindsay Budnik, Director of Foundation Relations, Alumni and Development Office; Janet Mara, Senior Director of Administration, CGCS; Martha Mathis, Dean of Students; Frank Moore, Chief Information Officer; Robert Poodiack, Professor of Mathematics; Kathleen Smith, University Budget Director; Bizhan Yahyazadeh, Vice President of Facilities Operations; LeRoy Young, Controller

Standard Three: Organization and Governance

Chair: Michael McGinnis, Dean, College of Science and Mathematics

Laura Amell, Executive Assistant to the President; Thomas Blood, Assistant Director of Education Abroad and Chair of Staff Council; Cathy Frey, Professor of Mathematics and Chair of Faculty Senate; Blaine Hawkins, Vice-Chair, Norwich University Board of Trustees

Standard Four: The Academic Program

Co-Chairs: Kathleen McDonald, Associate Professor of English and James Ehrman, Associate Dean of Graduate Studies, CGCS

Kate Healy, Associate Professor of Nursing; Robert Knapik, Chair and Associate Professor of Physics; Mark Parker, Associate Dean of Continuing Studies, CGCS; Steven Sodergren, Associate Professor of History and Chair of the Department of History and Political Science; Claire Veach, Head of Instructional Services, Kreitzberg Library; Lt Col Jason Zimmerman (USAF), Operations Officer, Air Force ROTC

Standard Five: Students

Chair: Gregory McGrath, Director, Wise Campus Center and Student Activities, Deputy Title IX Coordinator

Meghan Drumm, Financial Aid Director; Patrick Gardner, Director of Operations and Training, Commandant's Office; Ryan Johnson, Associate Dean of Students; Jocelyn Latulippe, Associate Professor of Mathematics, Assistant Coach Men's Lacrosse; Greg Matthews, Vice President of Enrollment Management; Jennifer West, Student Services Advisor, CGCS

Standard Six: Teaching, Learning, and Scholarship

Chair: Karen Hinkle, Associate Provost for Research and Chief Research Officer

Brett Cox, Dana Professor of English; Richard Dunn, Dana Professor of Geology and Chair of Earth and Environmental Sciences; Christine Latulippe, Associate Professor of Mathematics and Associate Dean of the College of Science and Mathematics; Kelly Nolin, Director of Archives and Special Collections; Gail Poitras, Director of Instructional Technology and Innovation; Karen Supan, Associate Professor of Mechanical Engineering and Associate Dean of the College of Professional Schools; Paulette Thabault, Professor of Nursing and Director of the School of Nursing; Johnny Trutor, Instructional Technologist; David Ulbrich, Director of the Graduate Programs in History and Military History; Col Steven Wolf (USN), Dean of the College of National Services

Standard Seven: Institutional Resources

Chair: Lauren Wobby, Chief Financial Officer and Treasurer

Jason Aldrich, Director of Information Technology Operations; Ellen Liptak, Associate Director of Human Resources; Joseph Morvan, Director of User Support Services, ITS; Greg Sauer, Executive Director of the Library, Museum, and Archives; George Silowash, Chief Information Security Officer; Kathleen Smith, University Budget Director; Debra Wick, Associate Vice President, CGCS; Bizhan Yahyazadeh, Vice President of Facilities Operations; Thomas Yandow, Professor of Accounting; LeRoy Young, Controller

Standard Eight: Educational Effectiveness

Chair: Stephen Looke, Director of the Center for Student Success

Natalia Blank, Associate Provost for Academic Affairs and Assessment; Rowland Brucken, Professor of History; Nicole DiDomenico, Director of the Center for Civic Engagements; Stephen Fitzhugh, Professor of Electrical Engineering and Director of the David Crawford School of Engineering; Tucker Harding, Director of Student Success and Retention; Simon Pearish, Assistant Professor of Biology; Fianna Verret, Faculty Development Manager, CGCS; Thy Yang, Associate Vice President of International Education

Standard Nine: Integrity, Transparency, and Public Disclosure

Chair: Kathleen Murphy-Moriarty, Vice President, Marketing and Communications

Loida Alvarez, Web Services Director; Cara Armstrong, Associate Professor and Director of the School of Architecture + Art; James Avery, Associate Director of Prospect Management; Daphne Larkin, Director of Media Relations and Community Affairs; Ashley Legacy, Director of Marketing, CGCS; Dana Moss, Human Resources Director; Kathryn Provost, Director of Career Services; Tim Reardon, Assistant Vice President of Enrollment Management; Carissa Tomczyk, Associate Registrar for Compliance

GOALS OF THE SELF-STUDY

The self-study process was an opportunity for the Norwich community to identify strengths and areas in need of improvement. Norwich will use the results of this self-study for continuous quality improvement in light of the institution's history and mission, its current status, and its vision for the future. The evaluation of institutional practices relative to the Standards enables Norwich to assess whether it is indeed achieving its purpose, as well as provide evidence that it has the capacity to meet the Standards as it advances institutional and strategic agendas responsive to the ever-changing higher education landscape.

One of the major goals of the self-study was to employ an inclusive approach to the examination of the institution. This was achieved by engaging all University constituencies throughout a process both comprehensive and thoughtful. Additionally, the self-study provided the institution an opportunity to apply data in support of its planning and evaluation efforts, which has resulted in a meaningful integration of the self-study into current strategic planning for Norwich through 2035.

AREAS OF EMPHASIS

In 2010, the Commission requested that Norwich University submit a progress report in Fall 2013 to give emphasis to its success in (1) implementing a comprehensive and systematic program of assessment of student learning and using the results for improvement; (2) strengthening assessment and evaluation efforts throughout the institution by providing training and support; and (3) improving retention and graduation rates. Additionally, Norwich was asked to submit an interim report in Fall 2015.

Upon acceptance of the interim report in November 2015, the Commission confirmed Norwich's comprehensive evaluation for 2020 and requested the self-study emphasize success in the following areas:

1. Strategic Planning
2. Expansion and Support of Online and Graduate Programs
3. Assessment of Student Learning Outcomes
4. Enrollment, Retention, Graduation, and Discount Rates

The 2020 Self-Study provides a comprehensive overview of the University's progress across all Standards, with specific attention given to the aforementioned areas of emphasis throughout the report. The responses to the detailed actions, items of special attention, or concerns are documented in the Table of NECHE Actions.

The following comprehensive report provides specific evidence of the institution's success in:

1. successful completion of the NU 2019 strategic plan and inclusive development of the subsequent plan, Norwich University After Next (NUaN);
2. successful conclusion of the Forging the Future capital campaign, raising a total of \$121M against a \$100M goal and enabling completion of the largest construction project in the institution's history (specifically, on-time and on-budget construction of the new Mack Hall; renovation of Dewey, Ainsworth, and North Halls; and renovation of Kreitzberg Library);
3. expansion of the College of Graduate and Continuing Studies (CGCS) portfolio to include new master's programs as well as multiple undergraduate degree-completion programs; close relationships established between online and campus-based programs, as demonstrated by alignment of the academic calendars, and deep integration of CGCS faculty and staff into University governance and academic processes;
4. significant progress in the establishment of a General Education (GenEd) assessment plan, currently in implementation year three of five;
5. support of an institution-wide culture of assessment, with the creation of an Office of Institutional Effectiveness (IE), the hiring of a director of IE, and the creation of the position of University Assessment Coordinator;
6. greater University focus on enrollment management, as well as retention of current students, graduation rates, and timely graduation; establishment of University-wide Strategic Enrollment Management (SEM) Committee and Educational Effectiveness Committee; institutional emphasis on academic advising and success coaching in support of overall student success; and
7. consistent with a national accelerating trend in tuition discount rates, close monitoring of discount rates as well as long-term fiscal health of the University; Norwich's balanced budget and notable \$200M+ endowment has enabled the University to advance its distinctive mission as it strives to makes this exceptional educational experience affordable to all students.

INSTITUTIONAL OVERVIEW

INSTITUTIONAL HISTORY

Norwich University was founded in 1819 by Captain Alden Partridge as the nation's first private military college and is credited as being the birthplace of the Reserve Officers' Training Corps (ROTC). Norwich is one of six federally recognized Senior Military Colleges and offers students the opportunity to engage as members of a University Corps of Cadets. True to its founding commitment to a pedagogy of experiential, hands-on learning and the development of "moral, patriotic, efficient, and useful citizens," Norwich continues to be an institution of distinctive purpose and character as it begins its third century of service to its students and to the nation.

CONTEXT IN WHICH NORWICH OPERATES TODAY

Norwich University today is a comprehensive regional institution educating campus-based and online undergraduates, and online graduate students (3,330 and 750 students, respectively). Rooted firmly in its founding vision, the University strives to support rigorous, experiential education for all students and is committed to the development of the world's future leaders as not only citizen soldiers (as originally conceived by Partridge), but also as educated citizens.

This commitment is demonstrated throughout the Standards and is evidenced by Norwich's dynamic faculty of teacher scholars, broad leadership and co-curricular experiences for students, and the institution's support for engaged teaching and learning and high-impact practices. For example, ongoing support of internal funding and dedicated pursuit of extramural grants (totaling \$2.2M in 2019) has resulted in tremendous growth in faculty research and scholarship, elevating Norwich's scholarly visibility and supporting broad opportunities for student research. There has also been a significant increase in extramural awards via Norwich University Applied Research Institutes (NUARI) from the state of Vermont and nationally in the area of Cybersecurity. Campus-based students are increasingly engaged with study abroad and study away opportunities, facilitating cultivation of multicultural awareness and agility while simultaneously opening doors to their professional futures. More than half of campus-based undergraduate degree programs are professional or pre-professional, making Norwich unique among schools of its size. And the residency experience for online students not only connects that population to the physical campus in Northfield, Vermont, but also links them to their peers and colleagues through shared capstone experiences and presentations.

These achievements speak to the legacy of Norwich's 23rd President, Richard W. Schneider, who will retire from the institution in May 2020. Under President Schneider's leadership, Norwich has been well-positioned to successfully deliver its mission from a place of academic, operational, and financial strength. Despite the turbulence of the current higher education landscape, the University is poised to move forward successfully and innovatively in support of ongoing student success.

CHANGES SINCE LAST EVALUATION

Norwich's last comprehensive evaluation occurred in 2010. Since that time, there have been significant institutional changes. Chief among these is the reorganization of the University's academic structure, from nine Schools with rotating Deans to five Colleges with permanent Deans. These include the College of Liberal Arts (CoLA), the College of Professional Schools

(CoPS), the College of Science and Mathematics (CoSM), the College of National Services (CoNS), and the College of Graduate and Continuing Studies (CGCS, encompassing all online programs). In CGCS, Norwich has added significant depth to its degree completion program offerings, which have grown from one program in 2010 to six programs in 2019. Further, the college continuously updates its graduate level offerings in response to market demand. In 2019, CGCS launched Norwich Pro, supporting lifelong learning through access to professional development courses and non-credit bearing certificates. In CoPS, the University has recently decoupled business and computing programs, creating the new School of Cybersecurity, Data Science, and Computing in support of increasing growth in these fields. All of these programs are in fact new since 2010, and in that time Norwich's Computer Security and Information Assurance (CSIA) program has achieved recognition by the National Security Agency and Department of Homeland Security as a Center of Academic Excellence in Cyber Defense Education (CAE-CDE) and by the Department of Defense Cyber Crime Center (DC3) as a National Center for Digital Forensic Academic Excellence (CDFAE).

At the same time, Norwich has significantly enhanced assessment efforts across the curriculum, from General Education to internal program review (i.e., academic program self-studies). Through these efforts, the University is advancing a broad-based, systematic, and comprehensive assessment plan which will be further supported by the newly-established Office of IE and the appointment of a University Assessment Coordinator.

To support the institution's current academic structure as well as to prepare for Presidential transition in 2020, senior leadership has also been restructured to include the position of Provost and Dean of the Faculty. The role has consolidated operational oversight of the institution and has been vital to alignment of academic and operational strategic planning with the University's current strategic plan, Norwich University After Next (NUaN).

Planned to conclude with the University's celebration of its bicentennial in 2019, the recent Forging the Future capital campaign supported significant improvement to Norwich's physical plant and technological infrastructure, in alignment with the previous NU 2019 strategic plan. New, state-of-the-art academic buildings and renovations dovetail with the institution's commitment to engaged teaching and learning. The campus' shift from wired to wireless has enabled students to utilize technology in support of academics while also meeting today's students' technology expectations.

Campus-based enrollment has increased from 1,554 (2004) to 2,513 (2018), and six-year graduation rates have improved from 52% (2003 cohort) to 62% (2012 cohort). At the same time the institution is experiencing growth, however, Norwich student demographics are also shifting, with students identifying as Latinx or Hispanic accounting for the greatest growth. As a result, Norwich recognizes the need to continuously adapt and be flexible in envisioning and realizing student success initiatives and implementing strategic planning. The University has strengthened its efforts in support of diversity, equity, and inclusion (DEI) initiatives by establishing an Office of Diversity, Equity, and Inclusion as well as a DEI committee inclusive of student representation. Increased attention to internationalization across the University has resulted in the highest number of international students studying on campus (AY 2019–20), and students have a

wide range of opportunities for short-term and long-term study abroad and study away experiences. Strategic planning identifies and resources these initiatives as institutional priorities.

SUMMARY OF PRINCIPAL SELF-STUDY FINDINGS

Standard One: Mission and Purposes

Norwich University is a mission-centric institution emphasizing commitment to leadership, integrity, honor, and service. NU has assessed undergraduate engagement with the institution's mission and values by surveying the 2013, 2014, and 2015 incoming classes. The cohorts were assessed twice, as first-year students and as seniors. For all cohorts, the values of *integrity* and *accountability* moved from 7th and 9th position (first-year survey) to 1st and 2nd position (senior survey). The institution will now work to engage online students in a similar assessment. The incoming President will review early in their tenure the institution's mission and vision with the Board of Trustees.

Standard Two: Planning and Evaluation

Norwich is adept and successful with planning and implementation activities. For example, the institution achieved nearly all NU 2019 goals, exceeded bicentennial capital campaign goals, and is well positioned with progress on the current strategic plan, which supports the goals of flexibility, affordability, and relevance. Norwich's challenge lies in consistent evaluation and assessment ("closing the loop"). In support of improvement, the Office of Institutional Effectiveness (IE) has been stood up and a director hired. The Provost and director will collaborate to establish a feedback and accountability process for evaluation of institutional success.

Standard Three: Organization and Governance

Norwich's governing structure works well and engages all levels of the institution, from students to Trustees. Two significant shifts have occurred since 2010: academic reorganization from Schools to Colleges and leadership restructuring to the Provost model. Norwich continues to work to align institutional policies and procedures with these new models. Norwich expects a new President to be announced in January 2020; this person will commence their tenure in June 2020.

Standard Four: The Academic Program

Norwich offers Bachelor's and Master's degrees, as well as certificates, and is compliant with NECHE policies. There are no plans for Associate's or doctoral degrees. Since 2010, Norwich has implemented success coaches for undeclared majors to support first-year student success. Per NECHE's request at the 2015 interim review, a process of General Education assessment is well under way, and the institution will continue to promote a culture of assessment in its academic programs. In alignment with strategic planning, an Institute for Innovation in Teaching and Learning has recently been established. Additionally, the School of Business and Management has split into the School of Business and the new School of Cybersecurity, Data Science, and Computing.

Standard Five: Students

Norwich supports both campus-based and online student populations. Campus-based students engage either as members of the Corps of Cadets or as civilians. The institution's enrollment

continues to be healthy, and the strategic plan resources the development of new student pipelines. Student support services are strong, but new generations of students expect more and are accustomed to certain levels of service. The institution has invested in increased support relating to all areas of student success, including automated student support services, enhanced orientation, advisement, counseling and wellness, career and internships, as well as international education. In response to changes in the student population, Norwich is focused on diversity, equity, and inclusion (DEI) initiatives that support student success and wellbeing. Cohort-based study away programs (expeditions) have been developed to support students' cultural intelligence and agility both abroad and domestically, as well as provide meaningful professional development and leadership opportunities (e.g., internships). Norwich is confident in its ability to address headwinds in enrollment management and is working to further streamline and automate business processes in support of students, as well as casting its recruitment net more widely.

Standard Six: Teaching, Learning, and Scholarship

Since 2010, Norwich has adopted a 3-4 teaching model for tenure-track faculty, allowing for higher faculty engagement with scholarship. Though successful as indicated by increased scholarly output and visibility, the shift has highlighted the need for a comprehensive faculty workload policy. The faculty's composition is changing as an older generation retires: Norwich has fewer full professors now than five years ago, but is attracting new faculty committed to the teacher-scholar model of engaged teaching and learning. Faculty salaries have increased relative to benchmarks, from 86% of faculty at compensation benchmarks in 2010 to 95% of faculty at benchmark currently. Norwich will work to achieve similar results for staff. Faculty are engaged with student success and retention efforts, evidenced by improvements in holistic academic advising, career coaching, increased internship opportunities, and creation of an advisor assessment plan.

Standard Seven: Institutional Resources

In the last 10 years, Norwich has seen improvement in its bond rating and is fully funding depreciation. Major improvements in the physical plan include six new buildings constructed and major renovations to ten buildings. The value of the work (\$198.3M) was supported by fundraising. The additional construction of two new dorms was funded through bond issue and traditional borrowing. Technology infrastructure has been improved to accommodate new teaching methodologies as well as broadband access. Having just concluded a \$121M capital campaign, Norwich is developing a new capital campaign and master plan for campus facilities. The institution's focus is on new revenue-building initiatives, as aligned with the strategic plan.

Standard Eight: Educational Effectiveness

Since 2010, Norwich has become a more data-driven institution, using data to inform decision-making with respect to enrollment, course completion rates, retention, and graduation rates. Undergraduate retention has improved by 8 points from 2010, and 6-year graduation rates improved by 10 points. Online graduate programs will benefit from a thorough analysis of attrition points and the reasons for student disengagement. Over 90% of campus-based graduates were employed immediately upon graduation, with nearly one-third of graduates commissioned into U.S. military service. Norwich regularly assesses student satisfaction through Ruffalo Noel Levitz and NSSE surveys. Assessment of co-curricular activities has been a challenge to date.

Standard Nine: Integrity, Transparency, Disclosure

Norwich is compliant with DOE and NECHE standards and policies. The institution launched a new website three years ago and is evaluating the possibility of an enterprise-wide site to serve all populations.

Respectfully submitted by Norwich University for its 2020 comprehensive evaluation.

DATA FIRST FORMS GENERAL INFORMATION

Institution Name:

OPE ID:

		Annual Audit	
		Certified:	Qualified
		Yes/No	Unqualified
Financial Results for Year Ending:	05/31		
Most Recent Year	2019	Yes	Unqualified
1 Year Prior	2018	Yes	Unqualified
2 Years Prior	2017	Yes	Unqualified

Fiscal Year Ends on: (month/day)

Budget / Plans	
Current Year	2020
Next Year	2021

Contact Person:

Title:

Telephone No:

E-mail address:

STANDARD ONE: MISSION AND PURPOSES

Norwich University was [founded in 1819 by Captain Alden Partridge](#) as the nation's first private military college and is credited as being the birthplace of the Reserve Officers' Training Corps (ROTC). Partridge envisioned an "American System" of higher education that included not only the classics curriculum but also modern languages, history, political economy, and engineering. A radical innovation for higher education in 1819, Partridge's commitment to a pedagogy of experiential, hands-on learning and the development of "moral, patriotic, efficient, and useful citizens" continues to define the institution's distinctive purpose and character two hundred years later.

Description

[Chartered by the Vermont legislature](#) in 1834, the campus moved from Norwich, Vermont to Northfield, Vermont in 1866. In 1898, the University was designated the Military College of Vermont by the state legislature. Norwich expanded in 1972 to include a civilian population of students by merging with Vermont College in Montpelier. Two years later, Norwich accepted women into the Corps of Cadets, a year prior to the Department of Defense service academies. In 1981, adult graduate programs with short residencies were purchased from Goddard College, and in 1994, when its programs for traditional-age students moved to the Northfield campus, the Montpelier campus became dedicated solely to adult education. Norwich offered in 1997 its first fully online graduate degree program, the Master of Arts in Diplomacy. In 2001, Vermont College and its programs were sold to Union Institute.

Throughout its history, Norwich University has held firm to the original goals of its founder. As frequently expressed in his writings, paramount of these objectives was to create leaders for both civilian enterprise and national defense, Partridge's concept of a citizen-soldier. Partridge's philosophy of education was so broadly conceived that it maintains vital currency today. As such, with the sale of Vermont College in 2001, the Board of Trustees (BOT) re-adopted the mission statement originally printed in the institution's 1843 catalog:

MISSION STATEMENT

To give our youth an education that shall be American in its character – to enable them to act as well as to think – to execute as well as to conceive – "to tolerate all opinions when reason is left free to combat them"² – to make moral, patriotic, efficient, and useful citizens, and to qualify them for all those high responsibilities resting upon a citizen in this free republic.

All components of teaching, research, scholarship, and service are supported by the University's mission. Since 2001, the BOT has twice reaffirmed the centrality of the mission, in 2009 and again in 2019. The institution's mission is further developed and future-focused by the Statement of Guiding Values (created in 1993, this statement underpins the University's Honor Code), the Vision Statement (created in 1997 by a cross-sectional committee of the University community), and the President's Institutional Priorities (most recently revised in January 2019):

² Quote from Thomas Jefferson

STATEMENT OF GUIDING VALUES

Norwich University was founded in 1819 by Captain Alden Partridge, U.S. Army, and is the oldest private military college in the country. Norwich University is a diversified academic institution that educates traditional age students in a Corps of Cadets or as civilians, and adult students. Norwich identifies the following as our guiding values.

1. We are men and women of honor and integrity. We shall not tolerate those who lie, cheat or steal.
2. We are dedicated to learning, emphasizing teamwork, leadership, creativity, and critical thinking.
3. We respect the right to diverse points of view as a cornerstone of our democracy.
4. We encourage service to nation and others before self.
5. We stress being physically fit and drug free.
6. To live the Norwich motto, – “I will try!” – meaning perseverance in the face of adversity.
7. We stress self-discipline, personal responsibility, and respect for law.
8. We hold in highest esteem our people and reputation.

VISION STATEMENT

Norwich University will be a learning community, American in character yet global in perspective, engaged in personal and intellectual transformation and dedicated to knowledge, mutual respect, creativity, and service.

INSTITUTIONAL PRIORITIES (7 I’s)

Innovative Teaching and Learning; Interdisciplinary Collaboration; Inspire Students; Inclusive Leadership; Information Technology; Internationalization; and Invest Strategically

These institutional statements are featured on the University’s website, in the [University Catalog](#), the Student Rules and Regulations, the [Civilian](#) and [Commuter](#) Handbooks, and the [Cadet Handbook](#). The President regularly emphasizes the centrality of the mission, vision, and guiding values in community meetings, at Commencement, Convocation, and in new student, faculty, and staff orientations. Trustees and cabinet officers are expected to distribute and discuss “hard cards” – physical cards printed with the mission, vision, guiding values, and institutional priorities – with their constituencies. The BOT reaffirmed the mission at their January 2019 meeting. [Hard cards](#) are distributed to all students during student orientations. Additionally, all new employees, both faculty and staff, participate in an orientation breakfast, hosted by the President, at which the mission and history of Norwich are discussed. In January 2019, the President publically reaffirmed for the full Norwich community the mission and guiding values of the institution by re-issuing an updated hard card to all faculty, students, and staff, and by minting a bicentennial coin to celebrate Norwich’s 200th anniversary and its guiding values of honor, integrity, and mutual respect. Such broad-based and frequent opportunities for the community to engage Norwich’s mission result in the University’s confidence that its mission and guiding values deeply permeate institutional culture.

Appraisal

The BOT considers Norwich's mission its sole purview, central to the distinctive character of the University and essential to its academic programs, operations, and strategic planning.

Development of the [Norwich University after Next \(NUaN\) Strategic Plan](#) and its subsidiary Academic Strategic Plan (ASP) were informed by the continued relevance of Norwich's mission and the community's commitment to the mission, vision, and values of the institution (see Standard 2). Revision of the Institutional Priorities in 2019, to include Interdisciplinary Collaboration and Inclusive Leadership, emphasizes Norwich's commitment to diversity, equity, and inclusion, acknowledging and adapting to changing demographics of the student population. Norwich's mission to serve the republic and democracy by creating "moral, patriotic, efficient, and useful citizens" who qualify "...for all those high responsibilities resting upon a citizen in this free republic" could not be more valuable to our students' success as global citizens, as the call for service to nation and others before self extends to service to *all*.

Norwich University carries out its mission at the academic and co-curricular level through research activities and knowledge dissemination to the community. Annual reports and program reviews provide an opportunity for all University units to evaluate their continuous efforts to advance the mission (see Standard 4). In addition to strong institutional commitment to ROTC programs in all four branches of service, Norwich offers at the undergraduate level a major in [Studies of War and Peace](#) (SWAP). This program illustrates academic extension of the institution's mission to produce educated citizens who are prepared for military or civil service, and who are knowledgeable about diplomatic and military affairs. At the graduate level, the [Master of Arts in Diplomacy](#) and [Master of Arts in Military History](#) support an education that is, as the vision statement describes, "... American in character yet global in perspective..." Campus-based co-curricular programs supporting the institution's mission, vision, and values include a Leadership Development Program; service-learning opportunities through the Center for Civic Engagement; experiential learning trips to Washington, D.C.; Olmsted Scholars trips to Israel/Palestine; and cohort-based Norwich Expeditions to France, Germany, China, and the U.S. Virgin Islands. Annual events such as the Norwich University (formerly Colby) Military Writers' Symposium, Todd Lecture Series, Peace and War Center Summit, and Center for Global Resilience and Security round tables – to name only a few – additionally support the University's mission and are open to all Norwich students, faculty, staff, and the public. Many of these events are also live-streamed for our online community of students, faculty, and alumni.

In 2014, the BOT authorized a longitudinal study to determine whether the Norwich experience fosters in campus-based students a commitment to the University's guiding values. The study was conducted by DWB & Associates using an online assessment tool developed by Blackwood and Mauser. Incoming 2013, 2014, and 2015 classes were surveyed twice: the first time as first-semester freshmen and the second time as last-semester seniors. For all three classes, the values of *integrity* and *accountability* were among the three most important named by graduating seniors. Significantly, the value of *integrity* moved from 9th, 7th, and 9th positions (2013, 2014, and 2015 freshmen surveys, respectively) to being 1st, 2nd, and 2nd (2017, 2018, and 2019 Senior surveys, respectively). This trend indicates a commitment by students to Norwich's guiding values.

To assess campus-based students' understanding of the mission, the University added three questions to its 2015 Ruffalo Noel-Levitz (RNL) Student Satisfaction Inventory regarding mission awareness, importance, and effectiveness, as well as regarding the community's commitment to the Honor Code. Using a Likert scale of 1–7, students were asked to score the importance of and their satisfaction with the three statements. All three statements received scores above 5.7, indicating that our students find the statements “important.” The satisfaction scores were lower (4.72–5.13), indicating that as a community, the institution needs to continue to engage in activities to support our students' internalization of Norwich's mission at a level deeper than identification or memorization.

The results of both the DWB and RNL studies provided insight into our campus-based student population; however, we do not yet have comparable data for Norwich's online student population. Further, the broader community's understanding of and engagement with the mission was last assessed in 2009. Considering significant changes in the faculty and staff population, due primarily to retirements over the last ten years, Norwich cannot rely on these data and would benefit from re-assessment.

Projections

1. By Fall 2021, the Office of Institutional Effectiveness will aggregate data from University surveys relating to mission effectiveness; results will inform actions of the incoming President regarding institutional alignment with the University's mission.
2. By 2022, the Dean of the College of Graduate and Continuing Studies (CGCS) will develop a plan for assessing the understanding of and engagement with Norwich's mission, vision, and guiding values among the online student population.
3. By 2024, the President will re-assess the University's mission with the Board of Trustees and report to the community.
4. By 2025, the Associate Deans at CGCS will implement the Dean's assessment plan (Projection 2) and collect the first round of results.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website location	Date Approved by the Governing Board
Institutional Mission Statement	https://www.norwich.edu/about/1212-mission-statement	2001 adopted

Mission Statement published	Website location	Print Publication
College catalog	http://catalog.norwich.edu/residentialprogramscatalog/visionmissionguidingvalues/	Catalog, Available in work room
Rook Book	https://norwich0.sharepoint.com/sites/nucc/SOP%20and%20Regulations/Forms/AllItems.aspx?RootFolder=%2Fsites%2Fnucc%2FSOP%20and%20Regulations%2FCadet%20Handbook&FolderCTID=0x0120007AE3074E4D0E6449B9FC193CA41B8DE7	Rook Book, Available in work room
NU Student Rules and Regulations	https://norwich0.sharepoint.com/resources/NU%20resources/NUSRR%202018-2019.pdf#search=student%20rules%20and%20regulations	NU student Rules and Regulations, available in work room
Commuter Handbook	https://norwich0.sharepoint.com/resources/NU%20resources/Commuter%20Handbook%20web%202016.pdf#search=student%20handbook	N/A
CGCS	https://online.norwich.edu/about-us/mission	N/A
Library	https://www.norwich.edu/library	

Related statements	Website location	Print Publication
Guiding Values	https://www.norwich.edu/about/1210-guiding-values	"Hard Card"
Vision Statement	https://www.norwich.edu/about/1212-mission-statement	

Please enter any explanatory notes in the box below

Mission printed around the mezzanine of the Kreitzberg Library; Hard Card provided by President personally in meeting with new employees within one month of employment; "Rook Book" (Cadet Handbook) provided in hard copy to each new member of incoming cadet first year class; NU Student Rules and Regulations provided to each student room; Commuter Handbook emailed to commuter students;

STANDARD TWO: PLANNING AND EVALUATION

Since its last self-study, Norwich has developed and continues to improve its ability to respond to the changing higher education environment through planning and evaluation across the institution. Norwich has experienced notable positive change in its academic programs, physical plant, and the increasing diversity of learners during the past decade. Central to these successes are sustained institutional strategic planning and a culture of planning and evaluation fostered by the continued leadership of [President Richard Schneider](#), the longest-serving president in the University's 200-year history. In an atypical move for higher education, President Schneider announced his planned retirement (in May 2020) five years in advance. This has allowed for significant succession planning in personnel, organizational structure, and resource alignment (see Standard 3). To continue to deliver the institution's mission, organizational functions and processes require ongoing enhancements to keep pace with changes both internal and external to the institution.

PLANNING

Description

Strategic Planning. University-wide strategic planning has been an important activity under current presidential leadership with three major planning cycles: Plan 2000, NU 2019, and [Norwich University after Next \(NUaN\)](#). The most recent and significant of these efforts include the successful conclusion of NU 2019 and the associated Forging the Future Bicentennial capital campaign, as well as early success of the NUaN plan in laying a foundation for Norwich University in 2035.

Strategic planning for NU 2019 was a comprehensive effort with significant involvement of the Board of Trustees (BOT), senior leadership, and the University community, as well as out-reports from twelve broadly-staffed implementation committees. Key areas of focus for that plan were the improvement of academic programs, financial stability, and greater brand recognition.

Similar to the development of NU 2019, the current NUaN plan was developed through a collaborative process over several years. Discussion was initiated in 2013 in the form of a charge from the BOT Chairman to the BOT Vice Chair to lead a planning effort inclusive of all University constituencies and stakeholders. A timeline outlining the phases of the strategic planning process provided a roadmap for the work of the New Business Initiatives and Strategic Planning (NBI) committee of the BOT, and in March 2018 a culminating vision for Norwich in 2035 was articulated and shared with the larger community.

The NUaN plan is mission-centric, informed by Alden Partridge's founding vision and the institution's value of "service before self" (see Standard 1). Four overarching themes direct the plan's vision: (1) Expand enrollments to better serve the nation and world; (2) Enhance financial sustainability for the campus; (3) Strengthen the student experience and University brand as the exceptional Senior Military Institution; and (4) Transform the organization into one characterized by extreme flexibility, high-demand, and affordability. This last theme, in particular, has become a beacon for the institution's recent work and provides the foundation for the operational goals of the current Academic Strategic Plan (ASP).

Norwich adopted its first Academic Plan in 2015 following the implementation of a new academic structure of five colleges, per BOT approval (see Standard 3). This plan focused on five areas: academic enhancement, experiential learning, leadership, currency of technology, and innovation. Notable accomplishments include the implementation of a 3-4 teaching load model to facilitate faculty scholarship (see Standard 6). Although the 2015 plan achieved a number of its objectives, it was not funded at levels required for full implementation; this plan has now been superseded by the current ASP, which aligns with NUaN themes and guides the University through 2021.

The ASP was developed by the Provost and academic deans, with significant input from the faculty and academic staff through town hall and college meetings. The Provost announced the ASP (2018–2021) as an extension of the earlier Academic Plan (2015–2019), citing the importance of responding to changes in the higher education landscape and the need to integrate academic planning with University strategic and financial planning. The ASP is aligned to the overarching and overlapping themes of NUaN, and outlines three strategic goals: (1) Strengthen the Distinctive Mission-Centric Academic Experience; (2) Enhance the Distinctive Academic and Student Success Programs; and (3) Achieve Financial Sustainability and Value. The ASP provides pertinent metrics linked with the budget and emphasizes experiential learning, diversity, and internationalization. After shared governance review, the BOT approved the resulting ASP draft in April 2018 and approved the final version in October 2019.

The ASP comprises one of three pillars around which operational projects have been built in the first phases of NUaN implementation: Campus 2.0 (the nexus of which is the ASP), CGCS 2.0, and the Norwich Group. The Campus 2.0 pillar is devoted to high impact educational practices, including increased learning opportunities for students through full-time study during summer months, study away and study abroad opportunities, and support and improvement in undergraduate academics through innovation in teaching and learning. The CGCS 2.0 pillar is devoted to life-long learning. Significant investments in technology, academic programs, professional and continuing education, and strategic partner development are occurring here. A third pillar, the Norwich Group, represents efforts aimed at maintaining financial sustainability through new market recruiting efforts, developing strong industry partners (in support of funding, internships, and market relevance), and researching innovative ways of funding education, such as with Income Share Agreements (ISAs).

Strategic Budget Planning. Annual budget planning at the University is carried out by the University Budget and Finance Committee (UBFC), comprised of faculty, staff, and administration. The annual budget consists of both the campus-based budget and the CGCS budget. Though these budgets are maintained separately, they are consolidated and approved each spring by the BOT. The annual budget is developed in anticipation of changes associated with strategic planning. For example, when the NU 2019 strategic plan called for the addition and renovation of several academic buildings, the budget was developed to anticipate the additional depreciation expense associated with capital improvements, as well as the anticipated additional operating costs associated with the addition of a new building. When the strategic plan calls for an increase in undergraduate enrollments, the annual budget is adjusted to anticipate the additional revenue and marginal cost increases. Financial Affairs in coordination with Enrollment Management have developed models to forecast current and future enrollment, and

the financial effects of changes in discounting necessary to stimulate targeted increases in enrollments and optimize net revenues. If the University were to experience an unexpected enrollment shortfall, the budget is prepared to absorb up to \$1M without moving into crisis response (see Standard 7).

Planning Across Campus. Units across campus develop unit-specific plans regarding the delivery of services critical to the educational mission of the University. For example, the Library, Archives, and Museum (LAM) recently articulated goals related to enhancing instruction, increasing student engagement, enhancing access to University information resources, investing strategically, and sharing University resources externally. This plan was a subject of SWOT analysis to ensure its currency.

Another example of successful planning comes from Information Technology Services (ITS). In its previous strategic plan, adopted in 2016, ITS identified a set of high-level themes and goals to be accomplished in three years. The updated ITS strategic plan takes into consideration the dynamic changes in teaching and learning, as well as ongoing training of staff to maintain currency in an ever-evolving field. Part of the service delivered by ITS now includes a new technology governance structure, established to assist the University in prioritizing its technology needs.

Norwich also plans for emergency situations and public safety on a regular basis, with the most recent Emergency Management Plan being drafted in 2018 and approved in Fall 2019. The plan provides guidance on critical functions such as Cleary Act Reporting and critical incident response, the latter of which is coordinated by a team led by the Senior Vice President for Student Affairs.

Appraisal

Strategic Planning. The NU 2019 plan and its 2015 update have been completed with the majority of goals and objectives realized. The University has been successful in raising \$118M on a goal of \$100M in the Forging the Future Bicentennial capital campaign, which focused on supporting the plan's goals by providing resources for the academic enterprise (e.g., \$34M for scholarships and programs), instructional space, and residential living (\$66M for buildings and technology). Further outcomes of NU 2019 include the realization of diversified revenue sources through online programs, the strengthening of academic programs and faculty research, increased enrollment of the undergraduate residential campus to what is now full capacity, enhanced brand recognition nationally as reflected in a more diverse student body (see Standard 5), and financial strength as represented in annual budget performance with a [positive Statement of Account \(SOA\)](#) and growth of the endowment from \$136M in 2008 to approximately \$220M.

Over the past decade, the most visible signs of the success of NU 2019 are in the institution's physical plant, with the addition of two contemporary dormitories for civilian housing, completion of the renovation cycle on existing dormitories for the Corps of Cadets, the addition of Mack Hall, and the renovation of Dewey Hall, Ainsworth Hall, North Hall, and Kreitzberg Library to provide significant state-of-the-art academic and contemporary learning spaces. All of these projects were envisioned in the NU 2019 comprehensive strategic planning process through a representative committee formed to guide academic space design and use. Moreover, the

Facilities Master Plan was developed congruently with the NU 2019 plan (see Standard 7), providing a roadmap for implementation as well as articulating facilities needs for fundraising campaigns.

The adequate resourcing of NU 2019 in order to achieve success has been an important model for the development and resourcing of the NUaN plan. As such, the BOT authorized in January 2017 an initial \$1.5M from the endowment to identify the plan's most important priorities toward achieving its long-term vision. Three priorities – enrollment growth, curricular transformation, and financial sustainability – resulted in three pillars (Campus 2.0, CGCS 2.0, and the Norwich Group) around which operational projects have been built in the first phases of NUaN implementation. At its April and October 2018 meetings, the BOT authorized further resources of up to \$8.2M from the endowment to invest in these operational pillars over the next four years. Seven workgroup teams of the BOT have been formed to develop NUaN metrics and track project success. These workgroups report outcomes regularly to the full board, and the President updates the Norwich community on progress following each BOT meeting. To date, the process has assured the effective use of investment funds, ongoing monitoring and reporting, accountability, and transparency.

With presidential oversight, plan implementation is directed by a “core group” comprised of key senior leadership including the Provost, the Special Consultant to the President and Provost, and the Vice Presidents of CGCS, Strategic Partnerships, and Communications. In early 2019, the President expanded this group to include additional senior staff responsible for and involved in NUaN implementation. The group meets weekly with the President and reports quarterly to the BOT on progress made with key projects. The reporting activities and status charts for the BOT form the basis of the President's NUaN reports to the broader Norwich community.

One outcome of this monitoring structure is the institution's ability to be flexible and responsive in its decision-making. For example, the alumni fundraising initiative “\$20.19 for 2019,” designed to increase campaign contributions from alumni of the online programs, saw only mediocre effectiveness raising \$74,000 against a goal of \$100,000; the initiative was therefore ended due to lack of results. Another example is the late-2018 merger of the Leadership and Change Institute (LCI) with [Norwich Pro](#), the institutional unit for non-credit bearing continuing and professional education. The merger of these two units will better leverage technology and staff experience in bringing leadership products to market.

Ongoing assessment is equally important to successful implementation of the ASP. Monitoring tools and mechanisms were built into the plan from its conception and include ongoing solicitation of feedback from the community. For example, in support of NUaN's enrollment goal of 3,000 residential students in 2035, the ASP is resourcing the pilot of [full-time study during the summer months](#), as well as providing increased funding for undergraduate campus marketing (\$1M) to impact Fall 2020 enrollment. Additionally, current enrollment and projected demand for programs in cybersecurity, data analytics, and artificial intelligence indicated the need for additional faculty; therefore, two new tenure track positions were added in these areas for the 2019–2020 academic year.

The ASP supports educational effectiveness in contemporary technology-enhanced learning environments, campus life, and the ability of the University to offer academic programs that both attract students and provide financial sustainability to the institution. For example, unique or leveraged (through other sources and operating budget commitments) funds for instructional design have supported the development and implementation of a campus-based iPad initiative, later renamed the Digital Citizen Project. The project was piloted in Fall 2017 with the mission to create an active learning experience promoting experimentation, reconsideration, and innovation, therefore enhancing student engagement and scholarship. In Fall 2018, over 700 students in all first-year B.A. programs, as well as all nursing, health science, and athletic training students, 140 faculty members, and 30 staff are using iPads to enhance teaching and learning experiences; in 2019, all first-year students received devices.

Subsidiary plans in support of experiential education – including study abroad, study away, and internship opportunities for students – have been developed with guidance from the Provost and link back to the ASP. Initiatives include the creation of an International Advisory Committee and an international education plan; creation of a Strategic Enrollment Management committee; a restructured Educational Effectiveness Committee; and a Task Force for Online Pedagogy for Traditional Age Residential Students, charged with examining the effectiveness of online teaching and learning for students studying abroad and away.

Additionally, the ASP provides support for the creation of an Institute for Innovation in Teaching and Learning (IITL), creation of an Office of Institutional Effectiveness (OIE), and supports diversity, equity, and inclusion (DEI) efforts across campus, prompted most recently by student concerns and feedback collected through open sessions with the President in Spring 2018. Norwich has created an [Office of DEI](#) with two full-time staff positions dedicated to supporting DEI and Title IX programming. In January 2019, the Provost named a Special Assistant for Diversity, Equity, and Inclusion, chosen from the faculty body (.25 FTE), to coordinate workshops, awareness activities, and training in collaboration with the Office of DEI.

EVALUATION

Description

Administrative and Operational Assessment. While planning and evaluation are conducted by various University units, these activities have not historically occurred in a coordinated way. In an attempt to remedy the unevenness, an institution-wide planning process was created in 2000 alongside the development of NU 2019. That process outlines planning and evaluation cycles for long-range and strategic plans (every 10 years), academic and administrative unit plans (every 3 years), and operational units such as marketing, enrollment, and technology (annually). The process has not been rigorously implemented, however, with most units producing plans absent of uniform evaluation of impact. While the University and academic strategic plans are broadly known and monitored by the BOT, the President, and the Provost, there is significantly less understanding and adherence to University planning and evaluation processes among administrative and operational units.

Benchmarking Efforts. Norwich University's Chief Financial Officer (CFO) formed the Administrative Benchmark Task Force in Fall 2016 as a tool to evaluate and adjust administrative staffing and processes relative to a selected cohort of 11 similarly-situated

schools. Members appointed to the task force were charged with assessing whether Norwich is adequately staffed and resourced when compared to other institutions in the selected cohort. The areas to be benchmarked were selected in collaboration with the CFO and the President, and a survey instrument was created. In addition to this ongoing internal assessment, the Provost conducted in 2019 external assessments of the Offices of the Registrar and Financial Aid to evaluate organizational effectiveness and efficiency, support the infusion of best practices, and to assess validated policies and procedures.

Academic Assessment. Academic departments are required to compile a self-study every six years on a schedule managed by the University Curriculum Committee (UCC). Exceptions are made for professionally-accredited programs who follow a schedule mandated by their specialty accrediting agency. The focus of departmental self-studies (per Standard 2.7) is ensuring the quality, integrity, and effectiveness of the University's academic programs. In support of departments and programs, UCC has published guidelines detailing all requirements for the faculty-driven self-study; these guidelines are meant to assure standardization of information and format across all campus programs.

UCC requests academic self-studies be submitted to the committee as information, to ensure the evaluation process meets criteria articulated in Standards 4.5, 4.6, and 4.7. In preparing the self-study, departments review data and progress over the previous six years and develop a narrative assessing the department's strengths and challenges. As prescribed in Standard 4.6, an external reviewer is identified by the department, approved by the Provost, and invited to participate in the evaluation process. This reviewer reads a copy of the self-study, visits campus, talks with all department faculty, students, and administrators, and then compiles an independent report that is included with the self-study. Self-studies contain evidence of student success as well as challenges faced by the program and the faculty. These documents assist the institution in supporting educational effectiveness through the assessment of student outcomes at the program level (see Standard 8). Department members are encouraged to read self-study drafts and provide comment, and may rebut the report if they deem it necessary.

Self-studies are compiled and written by a departmental faculty member coordinator and are submitted to the UCC through the College curriculum committees. Either curriculum committee may make suggestions, return to the department for further information, require an interim report before the next self-study date, or send the document with commentary to the Provost for review and response. As of 2019, the Provost has implemented an additional level of review, requiring presentation of self-studies to the Academic Council to specifically address resource allocation plans (see Standard 4).

Appraisal

Administrative and Operational Assessment. Unevenness across institutional planning and evaluation has resulted in a decentralized approach to institutional research. There have been several attempts to designate a specific employee to oversee the University's work in this area, such as the hire of a Director of Institutional Research and Effectiveness (employed 2010–2014) and the designation of the Registrar to fulfill this role (2015–2018). While the Registrar's Office is responsible for IPEDs and other institutional reporting and compliance, this unit lacks the resources and expertise to conduct institutional research, particularly as pertains to evaluation

design for ongoing or new initiatives. Prior attempts to consolidate institutional research have not been sustained in the annual budget. In 2018, a Key Performance Indicators (KPI) publication was reinstated (formerly called the Critical Data Book) after an absence of several years. While the KPI publication is useful for planning purposes, it is a static document comprised of predetermined data presentation, not a dynamic resource capable of query for broader evaluation and assessment needs. No single office has comprehensive oversight of planning or organized evaluation. Lack of an Institutional Research or Institutional Effectiveness Office has made the planning and evaluation processes less coordinated and therefore less effective.

To address this gap, the ASP included resources of over \$250,000 to establish an Office of Institutional Effectiveness (IE). A review of planning and evaluation was conducted under contract with an experienced institutional researcher beginning in Fall 2018, the results of which confirmed the need for such an office. The consultant's report identified the following as major issues: limited accessibility and inflexibility of NU data reporting infrastructure; absence of adequate IT support to develop useful reports and dashboards integrated across the University's reporting systems; dependency on a key "data" person in administrative units; and "silo-ing" data within administrative and academic units, rather than sharing them broadly. In response to this feedback and as described by the ASP, the search for a full-time Director of Institutional Effectiveness was initiated in Spring 2019 and a successful hire was completed in Fall 2019. A priority for the Office of IE will be to develop an assessment cycle for all unit planning and evaluation activities (e.g., academic colleges, administrative offices, student success programs, etc.), as they are related to new and ongoing initiatives associated with University-level strategic planning. Focus will be placed on the use of data collected to inform future unit planning cycles.

Despite the shortcomings of the University's decentralized approach to date, planning and evaluation activities continue to occur across the institution in a variety of ways, with some efforts embedded into an ongoing process and others related to specific projects. Implementation of NUaN and the ASP has required greater cooperation between academic units, including online programs. One such effort, undertaken in 2018, was to align the undergraduate calendars of both campus-based and online programs in order to maintain compliance with federal financial aid requirements, as well as to provide the opportunity for full-time campus-based study during the summer months. The Provost, Deans, and Faculty Senate worked closely to develop a calendar that would allow for the pilot of this opportunity, access to online courses compliant with federal financial aid regulations, and increased options to support students studying away, abroad, or on internship assignments.

A previous effort to improve summer school resulted in an ad-hoc study committee who reported findings in 2015. The committee's report noted a reduction in revenue from \$715,000 in FY 2010 to \$459,000 in FY 2015. Over the five years following that report, summer school has been redesigned to lower per-credit tuition (supporting competitiveness with other local and online schools), create more advanced marketing, and to allow for careful analysis by the Office of the Provost of students' course needs and patterns. Additionally, the position of Summer School Coordinator was established within the Office of the Provost in Spring 2019. The result of these changes has been additional options for students regarding summer school and a marked improvement in revenue to \$843,000 in FY 2020. As the [Summer School](#) initiative advances, data relating to student retention and graduation will be monitored.

Benchmarking Efforts. Because Norwich was reviewing its counseling center (now Counseling & Wellness Center) operations at the time the CFO formed the Administrative Benchmark Task Force in Fall 2016, it was selected as the initial benchmark project. Additionally, anticipated staff retirements presented the opportunity to reorganize that unit's operations. Responses to the survey tool developed by the Task Force indicated that Norwich's service model, which offered unrestricted counseling services by supervised doctoral interns, was considerably more far-reaching than those offered by comparative institutions. As a result, the counseling center was redesigned with structured access to services provided by mental health counselors rather than doctoral interns. To date, these changes have been both well-received and effective (see Standard 5). Since 2016, three other units have been assessed in a similar manner: the [Career and Internship Center \(CIC\)](#), the [Office of Communications \(OC\)](#), and the [International Center \(IC\)](#). In the case of the CIC and OC, neither survey identified any compelling need for change in Norwich's operations. Comparative analysis for the International Center (IC) proved difficult, in that most administrative structures, responsibilities, and/or populations of comparable institutions differ widely from Norwich. Where there was operational similarity, responses proved to be relatively comparable. Given the institution's strategic focus on study abroad and study away initiatives, there is need for an external reassessment of IC operations; this will be undertaken by an external consulting group in early January 2020.

Enterprise Risk Assessment. The BOT and administration have instituted an active enterprise risk management process. The President's executive leadership team annually assesses risks associated with their respective domains of influence, measuring potential severity as well as likelihood of occurrence. The BOT annually reviews the results of the risk analysis and assesses the adequacy of the controls that the administration has in place to mitigate risks. The BOT additionally reviews the institution's Composite Financial Index (CFI) as presented by our auditing firm, CliftonLarsonAllen (CLA), to gain confidence that the University is financially positioned to move forward with strategic initiatives. In 2016, for example, CLA presented to the BOT and administration a scale for the CFI index that indicated the University, based upon its CFI score, was well-positioned to move forward with the NUaN strategic plan.

Noel-Levitz Employee Satisfaction Survey. The University implemented the Noel-Levitz Employee Satisfaction Survey (ESS) in 2013 and replicated it in 2017 to assess and track progress on concerns raised by the Campus Climate Committee in 2013 and in the 2014 Noel-Levitz Satisfaction Survey Task Force Report. Analysis of the results from the 2013 ESS revealed significant staff concern in three areas: fear of retaliation, equitable application of policies, and communication. In response, the President appointed a Task Force to investigate and validate survey findings and to recommend mitigation and corrective actions. The Task Force conducted Town Hall meetings in December 2014 and January 2015 to review the final report with the community. In February 2015, the President formally approved the implementation of eleven of the Task Force's recommendations.

The Office of Human Resources, Staff Council (see Standard 3), and the Campus Climate Committee developed and implemented training and tools designed to address a lack of manager/supervisor training, knowledge gaps in current supervisors, and opportunities for employee development and communication. Implementation of the mitigation strategies began in

2015. Following the report from the Task Force and the President's approval, Staff Council created three subcommittees, each of which built detailed plans and recommendations to address identified areas needing improvement: lack of professional development, leadership and management training for all supervisors; perceived inequality in the application of policy; and use of the annual performance review process. This latter subcommittee responded by designing a new evaluation tool and changing the name of the process to better reflect the desired principles of dialogue, effectiveness, efficiency, and responsibility. The new Performance Development Review tool was implemented in 2016.

In 2018, in support of the NUaN strategic plan, a new workgroup (Workforce Next) was chartered by the President to focus specifically on the transformation of the *culture* of the organization into one characterized by extreme flexibility, high-demand, and affordability. This workgroup is charged with facilitating change with regard to current and future employees of Norwich. In 2019, based on staff feedback and per best practices in the field, the group proposed to move from annual evaluations (the above Performance Development Review) to a "quarterly conversation" format, allowing for quicker feedback on employee performance. The new format was tested in select units throughout 2019 and is expected to be fully adopted by the University in 2020 (see Standard 7).

Another area of emphasis in response to the 2013 ESS was supervisor training. The corresponding subcommittee was charged with creating a training program for new and existing supervisors where nothing had existed previously. Designed and piloted in 2015, a 10-hour series of training to all supervisors was implemented in January 2016. Since then, ongoing training and development for supervisors has been provided by HR and the Norwich Employee Enrichment and Development (NEED) committee, which combined the original group of subcommittees into one body.

Analysis of the 2017 ESS results indicated improvement from 2013. Staff Council noted that the Norwich community should be commended for fostering the type of environment in which staff feel pride in their work on behalf of the institution. Results of the survey indicated improvement in all areas, with room to continue education and training for all staff, but especially for new supervisors. Further improvement is also needed with regards to communication between departments: this area showed the highest reported gap between satisfaction and importance. Additional concerns noted in the 2017 results were in regard to administrative staffing levels, appropriate allocation of the budget, and opportunities for professional development.

Academic Assessment. Most departments fulfill their self-study obligations in a timely manner, producing one report approximately every six years either internally or in concert with the discipline's relevant external accreditation body. The self-study documents produced are candid snapshots of the departments at the time of their compiling, generating legitimate praise together with constructive feedback.

Many departments, however, have had great difficulty during the review period in acquiring data required to compile the self-studies. Originally, the Director of Institutional Research and Effectiveness was responsible for providing much of the data that could be utilized by departments in their self-studies. As noted above, however, this position has not been operational

since 2014. Further, data compiled in the University's Critical Data Books (now KPI Reports) was broad and aggregated, and therefore not useful for the focused nature of self-study at the departmental level; additionally, Critical Data Books/KPI Reports have not been routinely produced. The prescribed remedy for departments encountering a lack of data was to simply write, "data not available," which in large part has rendered the self-study useless for meaningful assessment. While some departments have created self-studies based on their own data, collected according to their preferred methodology, this approach has generated discrepancies when comparing data across the institution.

More recently, the situation has begun to improve with the addition of a financial analyst in the CFO's unit; this role has been tasked with generating the type of data needed for departmental self-studies. For the past few years, regular reports to deans have been created and shared, providing data on students served, student and faculty FTEs, and other data needed for self-studies. Additionally, surveys of alumni have begun to be conducted at regular intervals, allowing departments to evaluate requirements for Standard 8.6. The recent establishment of the Office of Institutional Effectiveness is also expected to improve access to data in support of academic self-studies.

Another challenge to the self-study process has been the lack of accountability mechanisms for review and assessment of self-study outcomes. Self-studies have been viewed only as "useful exercises" for departments, summaries of the current state of departmental faculty and students that assessed whether the department is achieving its listed objectives. Except for the very few cases in which the UCC has requested an interim report, it has only been with the next self-study – six years later – that any progress has been reported at the department level. In response, the Provost implemented in Spring 2019 a new level of review and accountability. Self-studies not only pass through the department's College curriculum committee and the UCC, but they are presented to the Provost's Academic Council for additional discussion and comment. It is anticipated that oversight of the evaluation process at this level will better support departments in closing the loop on their self-assessment.

Projections

1. Prior to the presidential leadership change in Summer 2020, an updated version of the NUaN strategic plan and related communications will be developed by the President and Provost. The updated plan will include built-in tools and metrics for the new President to assess effectiveness of NUaN plan implementation.
2. By Spring 2021, The Director of Institutional Effectiveness (IE), in coordination with the Provost, will develop an assessment cycle for unit-based and University-wide planning activities.
3. In Fall 2021, the chair(s) of the Benchmarking Task Force will engage with the Director of IE to evaluate the benchmarking process and implement identified adjustments. The benchmarking group will engage in 1–2 studies per year, producing appropriate reports.
4. By 2022, a feedback and accountability process will be developed through the Provost's office to assess progress on academic program self-study recommendations.

Standard 2: Planning and Evaluation

PLANNING

Strategic Plans

	Year approved by governing board	Effective Dates	Website location
Immediately prior Strategic Plan	2004	2004-2013	https://norwich0.sharepoint.com/resources/Important%20documents%20for%20faculty%20and%20staff/NU2019Plan.pdf
Current Strategic Plan	2013	2013-2019	https://norwich0.sharepoint.com/resources/Important%20documents%20for%20faculty%20and%20staff/2019StratPlanUpdate.pdf
Next Strategic Plan	2018	2019-2022	https://norwich0.sharepoint.com/:b:/s/NEASCteamsite-sandbox/EUX4jTPaNTZIHqmNBYnFebisB2nD-aSXXmvP2VoZGg1Cf1A?e=ddvEbl

Other institution-wide plans*

	Year completed	Effective Dates	Website location
Master plan	2011	2011-2019	https://norwich0.sharepoint.com/resources/Documents%20for%20the%20NU%20community/Forms/Campus%20Master%20Plan.aspx
Academic plan	2018	2018-2021	https://norwich0.sharepoint.com/:w:/s/NEASCteamsite-sandbox/EYourSWq6nhBkPpYO5gy0JYBB8erTaanEg806pK8qyY7dA?e=AOwHlg
Financial plan (in Current Strategic Plan)	2013	2013-2019	https://norwich0.sharepoint.com/resources/Important%20documents%20for%20faculty%20and%20staff/2019StratPlanUpdate.pdf
Technology plan	2016	2016-2020	https://norwich0.sharepoint.com/:w:/r/sites/it/_layouts/15/Doc.aspx?sourcedoc=%7B33CD12EF-7CA9-4912-A511-B41B92064BC2%7D&file=IT%20Strategic%20Plan%202020%20Final%20Version15.docx&action=default&mobileRedirect=true
Enrollment plan (in Current Strategic Plan)	2013	2013-2019	https://norwich0.sharepoint.com/resources/Important%20documents%20for%20faculty%20and%20staff/2019StratPlanUpdate.pdf
Development plan	2014	2014-2019	https://norwich0.sharepoint.com/sites/NEASCteamsite-sandbox/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FNEASCteamsite%2Dsandbox%2FShared%20Documents%2FStandard%202%20Planning%20and%20Evaluation%2FEvidence%20for%20Workroom%2FNU%5F6x9%5FBicentennialBro2018%2DDistinction%2DFinal%2Epdf&parent=%2Fsites%2FNEASCteamsite%2Dsandbox%2FShared%20Documents%2FStandard%202%20Planning%20and%20Evaluation%2FEvidence%20for%20Workroom
Plans for major units (e.g., departments, library)*			

Emergency Management Plan	2018	2018-2019	https://norwich0.sharepoint.com/:w:/s/NEASCteamsite-sandbox/EZ3wyMIg7wBOg8a6hbpxzD0B1v3i9Gr2qsQrM34MpbTT7A?e=HDAqpl
Student Affairs Strategic Plan	2018	2018-2019	https://norwich0.sharepoint.com/:b:/s/NEASCteamsite-sandbox/EVCd6_7JRehBnFeZ9MKFT5QB2ZgCsOyP7GbDgilgGGLjng?e=rsTG2b
Corps of Cadets Leader Development System	2018		https://norwich0.sharepoint.com/:b:/s/NEASCteamsite-sandbox/EazmlZpf7zlOsXjFZ5LiuhobRIsqVByxyWMegKxY9p_6Q?e=5aa9Yo
Library Strategic Plan	2017	2017-2019	https://norwich0.sharepoint.com/:b:/s/NEASCteamsite-sandbox/Ed3AbkUrABREhxfj7EmmncBrDTWfY86Zk7s8AWcuMc6lw?e=g2raTZ
Museum Strategic Plan	2018	2018-2019	https://norwich0.sharepoint.com/:b:/s/NEASCteamsite-sandbox/EcLbc7Bikq5Nnj-1_3ELT1kBIlaOUbNVJxCnDDiz2WCi4Q?e=4ALmm_y
International Education Plan	2018		https://norwich0.sharepoint.com/:b:/s/NEASCteamsite-sandbox/EVZa_S8pbhxHgxup634aJFABWg1Qubnz1urYCdiS1-Qug?e=DQZ1Ov
ITS Strategic Plan	2015		https://norwich0.sharepoint.com/:w:/s/NEASCteamsite-sandbox/EagUDrneNuJCsCW29Yl6a7cBoBcnQl1xGwMBjFWpaQXypg?e=obYnijl
Alumni Association Plan	2017	2017-2019	https://norwich0.sharepoint.com/:b:/s/NEASCteamsite-sandbox/Ed7uF2fgS5Pn7APQqKeBjwBhRTBvo4MjPORjfiCLaEcLg?e=ZY8Shj

EVALUATION

Academic program review

Program review system (colleges and departments). System last update

Website location

<https://norwich0.sharepoint.com/sites/assessment/Self%20Studies/Forms/AllItems.aspx?viewpath=%2Fsites%2Fassessment%2FSelf%20Studies%2FForms%2FAllItems.aspx>

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

Every 6 years or per cycle of an accreditor

Sample program review reports (name of unit or program)

Mathematics
Criminal Justice
Civil Engineering ABET Self Study

https://norwich0.sharepoint.com/:b:/s/assessment/EZIGpdPoAO1BsN7JbEWimRwBYkrOgGxqIn4ognsZ_NQ_r6Q?e=pAnsRy
https://norwich0.sharepoint.com/:b:/s/assessment/ESgTqlafSsNDRrEFKGCsNmuoB9J3jKrZboM2Os-ti6PrAfA?e=HBcYWG
https://norwich0.sharepoint.com/:b:/s/assessment/EcJhKsL0EFhCoBnkMXckDNcB3ii2Pr75MZgRYdd6Z9RPSg?e=1DCh4P

System to review other functions and units

Program review schedule (every X years or website location of schedule)

Sample program review reports (name of unit or program)

Career and Internship Center, Benchmarking Study
Office of Communications, Benchmarking Study
Counseling Services, Benchmarking Study
International Office, Benchmarking Study

https://norwich0.sharepoint.com/:x:/s/NEASCteamsite-sandbox/EXxV45M6BHdGioC2Ut2ORLsBWZuIZi2IkWBnobBnT'Z2IHg?e=lZDeGN
https://norwich0.sharepoint.com/:w:/s/NEASCteamsite-sandbox/EXXNwTnidiNDsGuI5pxjPfUBoHhllVHR2tzS6XYvuWn4Lg?e=ju3Key
https://norwich0.sharepoint.com/:w:/s/NEASCteamsite-sandbox/EazN6Mr1IYxKr-zwrpwwVrkB8ZGjsvH9aNz_R2EU3yL6Gw?e=415x9T
https://norwich0.sharepoint.com/:w:/s/NEASCteamsite-sandbox/EU613gRp7kdIppqRogT9rfoIBQ_6GtCaU_IOgApHSi6rdhg?e=pY4FWp

Other significant institutional studies (Name and web location)*

ACES Benchmarking, Administration
https://norwich0.sharepoint.com/:b:/s/NEASCteamsite-sandbox/EfGSJuKZMUfMrB93Rb0qVU8BbxdzmGh6EhSI5QM5_hel.pw?e=oBMjyW
ACES Benchmarking, Payroll
https://norwich0.sharepoint.com/:b:/s/NEASCteamsite-sandbox/ES-g2nF3xJpAuUe-vd378-kBcGlJBj5P-oRxUArpyglavQ?e=bRfgYo

Date
2017
2018

*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

STANDARD THREE: ORGANIZATION AND GOVERNANCE

Description

Governing Board

Norwich University is governed by its [Board of Trustees \(BOT\)](#). As outlined in the University's bylaws, the BOT is ultimately responsible for establishing the University's mission and maintaining its fiscal and academic strength. The [President of the University](#), being both a chief executive officer and a member of the BOT, promotes a close relationship between the BOT and internal institutional structure. Norwich's organizational structure, decision-making process, and policies are consistent with its mission and are anchored in its current strategic plans, [Norwich University After Next \(NUaN\)](#) and the Academic Strategic Plan (ASP).

[Board of Trustees.](#) The BOT is currently comprised of 31 members: 21 are alumni/ae and two are presidents of other institutions of higher education. The BOT is responsible for ensuring that the University's resources are aligned with institutional priorities and that policies support its mission. With the President's guidance, the BOT focuses on major strategic issues and not on day-to-day operating issues. Typically, trustees are elected to serve no more than three five-year terms. The only trustee with a direct financial interest in the University is the President. Otherwise, trustees receive no compensation for their service, allowing them to operate at all times in the best interest of the institution. Annually, the University requires each trustee to sign a conflict of interest disclosure, which is reviewed by the BOT Audit Committee. The BOT strongly discourages any form of financial interest or relationship between board members, their companies, and/or the University, encouraging total transparency. Upon board appointment, every new trustee participates in an orientation session to gain deeper understanding of the University's mission, vision, guiding values, and strategic goals, as well as the board's *modus operandi*. To aid the acclimation process, each new trustee is assigned a trustee mentor for their first year of service.

The BOT exercises its fiduciary duties through a structure of 12 committees that reflect the core activities of the University (Academic Affairs, Student Affairs, Human Resources, Facilities), financial oversight (Budget and Finance, Development, Investment, Audit), current strategic imperatives (Technology, New Business Initiatives/Strategic Planning), and trustee affairs (Trustee Affairs). An Executive Committee of the board meets only in urgent cases. The full board meets three times annually, with a retreat format for the winter meeting. All standing committees report to the full board at the fall and spring meetings. Approximately one month prior to face-to-face meetings, the board chairman teleconferences with committee chairs, staff liaisons and, at times, the full board, to brief trustees on critical issues on the agenda.

Internal Governance

President. The BOT invests executive authority in the University's President, who is responsible for articulating a broad vision for the institution, communicating effectively with diverse groups, cultivating external financial resources, overseeing budgeting and financial management, and instilling enthusiasm and pride in various constituencies internally as well as across the broader Norwich community. Norwich University's 23rd President, RADM Richard Schneider, USCGR (Ret.) is one of the longest seated college presidents in the country, leading the institution since 1992.

In 2015, Dr. Schneider communicated his desire to retire in May 2020 and proposed a transition plan that called for shifting the University's operational model to one with a Provost who serves as Chief Operating Officer. The BOT approved this plan at their January 2017 meeting. Norwich is currently engaged in [a presidential search](#) and plans to announce a new President in Spring 2020.

The transition to the Provost model has affected the composition of the President's cabinet. Prior to 2017, the President's cabinet consisted of individuals who led major academic and administrative units. The group included the VPs for Academic Affairs, Enrollment Management, Marketing and Communications, Student Affairs, Development and Alumni Relations, and Technology and Strategic Partnerships; the Dean of the College of Graduate and Continuing Studies; the Chief Administrative Officer; the Chief Financial Officer; and the President's Executive Assistant. With the appointment of the Provost, this cabinet was dissolved. In its place, the President formed [a Senior Executive Team](#) whose purpose is to assist the President in identifying and addressing strategic issues facing Norwich University. As of Spring 2020, the Senior Executive Team consists of the Provost, the VP for Development and Alumni Relations, the VP for Strategic Partnerships, the VP for Marketing and Communications, the Chief Financial Officer & Treasurer, and the Special Consultant to the President and Provost.

Provost. Prior to 2017, Norwich operated with a Senior Vice President for Academic Affairs as Chief Academic Officer responsible for academic operations. The position of Provost assumed additional operational responsibilities including oversight of enrollment management, financial aid, student affairs, and information technology. This change was designed to allow the President to focus on finishing the Forging the Future Campaign and to work with the BOT on the strategic direction of the institution. The main functions of the Provost position were defined to lead the academic and intellectual community of learners; to lead administrative and support operations; to monitor processes, resolve personnel matters, balance budgets, arbitrate demands for facilities; and to act as an "internal President," allowing the President to focus on building external relations.

The transition to this model began in August 2017 with the hire of Dr. Sandra Affenito, the first female Provost of Norwich University. In 2018, the Senior VP for Student Affairs and Technology and the VP for Enrollment Management became direct reports to the Provost, shifting these areas of operation under the office of Provost. To align existing positions with the new model, the Associate VP for Academic Affairs became the Associate Provost for Academic Affairs and Assessment, and the Associate VP for Research and Chief Research Officer became Associate Provost for Research and Chief Research Officer. [A Provost's Cabinet](#) was formed in June 2018, charged to be responsible for creating and implementing the academic and operational vision that will most benefit all students and the University community.

Academic Structure Reorganization. In response to Commission suggestions made after the University's last comprehensive evaluation, Norwich undertook a significant and thoughtful reorganization of the academic structure of the University between 2010 and 2014. The primary goal of this process was to ensure academic excellence while creating administrative efficiency and effectiveness. As a result of this comprehensive process, nine academic schools with rotating

Deans selected from the faculty were consolidated into [five academic Colleges](#) with permanent Deans:

- The School of Graduate and Continuing Studies (SGCS) became [the College of Graduate and Continuing Studies \(CGCS\)](#), which administers online master's and degree-completion programs.
- The School of Social Sciences (Departments of Justice Studies; History and Political Science; Psychology and Education) and the School of Humanities (Departments of English and Communications; Modern Languages) merged to become [the College of Liberal Arts](#). The current Department of Justice Studies was named the School of Justice Studies & Sociology.
- The School of Mathematics and Sciences became [the College of Science and Mathematics](#). The College retained the same departments, except the Department of Nursing was renamed the School of Nursing and moved to [the College of Professional Schools](#).
- The College of Professional Schools was created to house programs that carry an external accreditation. These programs were renamed accordingly: [David Crawford School of Engineering](#); [School of Architecture and Art](#); School of Business and Management; [School of Nursing](#). In 2019, the School of Business and Management, comprised of both business programs and computing programs, was divided into [the School of Business](#) and [the School of Cybersecurity, Data Science, and Computing](#).
- The School of National Services was named [the College of National Services](#). Deanship responsibilities rotate among the ROTC commanding officers (COs) annually.

Faculty Participation in University Governance. Faculty members participate in the University's governance process directly through the Faculty Assembly and indirectly through the [Faculty Senate](#). The assembly – which meets regularly in October, February, and April, as well as in special session as needed – consists of all full-time (FT) faculty members. The Provost, serving as the Dean of Faculty, presides over the assembly in collaboration with Faculty Senate leadership. The institution's Faculty Manual (FM) describes shared governance, including the operation, agenda items, and qualified members of the Faculty Assembly. The President attends assembly meetings occasionally and typically twice per year meets with the full Senate.

The Faculty Senate consists of faculty members in both campus-based and online programs who are elected from their respective Colleges or via at-large elections for terms of three years. The chair and vice-chair of the Senate are tenured, full-time faculty members, elected at large by the voting members of the Faculty Assembly. The executive committee (composed of the chair, vice-chair, and secretary) meets monthly with the President and the Provost; the Senate meets monthly during the academic year. The Senate has ongoing duties of recommending changes to the FM and Academic Policies. Recommendations on other issues can also be presented to the Provost and the President. Much of the Senate's work is done through a committee structure that includes standing and ad-hoc committees.

Staff Participation in University Governance. Norwich staff participate in the governance system through [Staff Council](#), an advisory body to the President and the Provost. In 2012, the President issued a new charge to the Council, stating that the Council should, among other duties, ensure representation of all staff constituencies and that staff issues and advice are

considered in institutional decision-making. The charge clearly affirms the Council as an essential part of the shared governance process of the University.

The selection of Staff Council members as well as its procedures are outlined in its bylaws. Sitting Council members select candidates from a pool of applicants and recommend them to the President for appointment. Members serve two-year staggered terms so that no more than half of the members are replaced each year. An executive committee composed of a chair, vice-chair, and secretary are elected annually from Council membership. The Council's chair is a member of the President's Advisory Council, the University Budget and Finance Committee, and the Compensation Committee. The chair (or the chair's designee) is often appointed to, or invited to serve on, ad hoc committees to represent the interests of staff members. Staff Council meets twice per month, and the chair meets frequently with the Provost and Director of Human Resources, who provide oversight and support to the Staff Council.

Student Participation in University Governance. Campus-based students participate in University governance through the [Student Government Association \(SGA\)](#). SGA is a self-selected body, wherein students apply for the position of student senator. The body chooses its own officers from among the senators, including a president, vice president, and a secretary. SGA authority extends to overseeing and holding annual elections for officers, administering SGA funds for distribution to student groups and clubs, and acting "in accordance with the wishes of the student body" on all matters that affect students. SGA representatives may attend Faculty Senate meetings or relevant committee meetings to provide input on issues affecting students.

President's Advisory Council (PAC). PAC is a group of individuals who lead major administrative units of the University, including VPs, deans, directors, as well as representatives of Faculty Senate and Staff Council. PAC's mission is to advise the President on University-wide policies with particular attention to those processes that cross departmental boundaries. Additionally, the group is charged with building a sense of teamwork between all units at Norwich. PAC typically meets twice per semester, or as convened by the President.

Norwich University Applied Research Institutes (NUARI). [NUARI](#) was established as a national center to address cyber incident management challenges through research, training programs, and technology development. NUARI was federally chartered in 2002 and is funded in part through the Department of Homeland Security and the Department of Defense. It functions as a separate non-profit corporation led by a board of directors appointed by Norwich's BOT. The University's President is a permanent member of the NUARI board of directors. The President of NUARI serves in turn as Norwich's Vice President for Strategic Partnerships.

Appraisal **Governing Board**

Board of Trustees. Every five years, the board typically undergoes an extensive self-evaluation, led by the Association of Governing Boards (AGB) or other qualified organizations. This practice is expected to continue under new presidential leadership. In years during which it conducts self-evaluations, the board devotes a significant portion of its January meeting to discussion of its effectiveness and means for improvement. As appropriate, the board gives

attention to the outcomes of these evaluations, incorporating suggestions for change into its operations. For example, after its most recent regular self-evaluation in 2015, the Board reorganized its committee structure to better align with institutional priorities. This included forming the New Business Initiatives (NBI) committee.

Since 2010, the BOT has made a deliberate effort to increase the number of female trustees through targeted recruitment of qualified individuals. Considering that up until 1974 Norwich was an all-male institution, and even now the composition of the student body skews heavily male, the pool of female alumni is limited. Despite this, however, Norwich has been successful in attracting women to serve as trustees. In 2019, there were seven female trustees (23%), representing a 6-point increase since 2012. Female trustees have been attracted to the University either through their Norwich, military, or higher education connections.

BOT committees align with the University's strategic imperatives; Trustee Affairs focuses on board composition and supports a culture of good governance, transparency, and accountability. Board meetings on campus include opportunities for members to connect with University officers, faculty, and students. The University regularly presents trustees with informational sessions designed to provide a broad overview of all institutional activity, particularly academic programs.

Since 2014, the BOT has been actively involved in developing the current NUaN strategic plan that will guide the University through 2035. The responsibility for designing NUaN was added to the charge of the NBI committee of the Board. The NBI committee actively engaged with all University constituencies in development of NUaN. The President, in collaboration with the committee, engaged trustees in discussions to resource proposed strategic initiatives through endowment funds. Through a transparent and collaborative process, the BOT has complete oversight of the development of the strategic plan (see Standard 2).

Another significant focus for the BOT in recent years has been the search for a President to succeed Dr. Schneider upon his retirement in May 2020. Having served the University continuously for 28 years, President Schneider's atypically long tenure puts tremendous pressure on the BOT in its selection of the next President. To aid the BOT in this critical process, the University engaged in late 2017 the consulting services of Academic Search, Inc. The search process began with a BOT self-assessment survey, aimed to prepare the BOT for a leadership transition. The survey was conducted March–April 2018 and was completed by 24 of 29 trustees (83% participation). Per the survey's results, the board views itself a well-functioning, fully-engaged body that makes decisions based on the University's mission, guiding values, and institutional priorities. The survey's results confirm that the board is fully prepared to publicly support and maintain a strong working relationship with the new President.

In accordance with the presidential search timeline, the selection of the Presidential Search Committee began in October 2018 through a nomination process. Candidates were vetted by shared governance bodies, including the Faculty Senate and Staff Council, and each made final recommendations to the BOT Chairman, who was charged with structuring a committee representative of all University constituencies. The presidential job description was published in June 2019, and candidate interviews began in Summer 2019. It is anticipated that the President

will be selected by the BOT in January 2020 and will assume the presidency on June 1, 2020. Throughout this process, the University community has been continually included and updated. It is expected that upon completion of presidential transition, the BOT will engage in evaluation of the effectiveness of the process.

Internal Governance

Provost Model, President's Senior Executive Team, and the Provost's Cabinet. Since the establishment of and transition to the Provost model, and through AY 2018–2019, it has become clear that the institution's policies and procedures will need to be adjusted in order to function successfully under the new operational structure. One of the primary challenges for the institution will be to reconfigure decision-making processes to eliminate inefficiencies and redundancies, as well as to establish a clear chain of command for communications among campus units; a plan outlining the parties responsible for recommendations and/or decision-making in specific areas is needed. To aid in achieving these goals, the new position of Director of Provost Communications and Operations was established in June 2018.

As the Provost model continues to mature, and with the appointment of a new President, it is expected that the roles of these two functions will be demarcated further. At this time, it is expected that the President will focus primarily on fundraising, strategic planning, external relationships, and strategic partnerships, while the Provost will assume complete responsibility for day-to-day operations of the institution. Therefore, the compositions, missions, and procedures of both the President's Senior Executive Team and the Provost's Cabinet are expected to shift over time to address the evolving needs of the institution's structure.

Academic Structure Reorganization. Reorganization of the University's academic structure to a college model was completed in 2014. For some groups, specifically the College of Graduate and Continuing Studies (CGCS) and the College of Science and Mathematics (CoSM), the change appeared in name only and required minimal transition. For the College of Professional Schools (CoPS) and the College of Liberal Arts (CoLA), significant change occurred and required adjustment to a new governance model as well as committee representation. For example, encompassing a diverse set of fields among its original four schools (Engineering, Nursing, Architecture, and Business and Computer Science), CoPS representatives to University-wide committees were required to adjust to representation of the interests of all constituents of the college as opposed to faculty solely within their respective field. As a direct result of the restructure and realignment of the Faculty Manual, faculty members from the College of Natural Services (CoNS) are now more involved with governance, actively engaged with the work of the Faculty Senate, the University Curriculum Committee (UCC), the Academic Integrity Committee (AIC), and the Committee on Academic Standing and Degrees (CASD). CoNS faculty also served as members of the NECHE subcommittees during the preparation of this self-study.

As with the operational transition to the Provost model, the academic transition to colleges led by full-time administrators requires realignment of policies and procedures in relation to the new structure; Norwich has work to do in this area. By way of example and atypical of higher education institutions, at the time of transition Deans did not have decision-making authority for routine student petitions – this function was instead centralized with CASD, a committee of the

Faculty Senate. In Summer 2019, the CASD petitioning process was revised to empower the Deans with decision-making authority over course-, program-, and college-level petitions. CASD will retain responsibility for petitions regarding exceptions to University-wide policies. Continued assessment of the Colleges' internal operations needs to be conducted to ensure optimal organizational flow.

Faculty Participation in University Governance. As described above, Norwich faculty members are actively engaged in University governance. Faculty Senate standing committees are productive, meet regularly, and submit annual reports outlining their yearly activities and accomplishments. Activities vary from committee to committee, with most committees focused on supporting student success. For example, in collaboration with the Digital Citizen Project, the Committee on Academic Technology (CAT) organized in August 2019 a daylong faculty development retreat on best practices for teaching with mobile technology. Further, in support of High Impact Practices (HIPs), the Faculty Development Committee reviews campus-based undergraduate research proposals for summer research fellowships, enabling funding for student and faculty research and scholarship throughout the summer months.

In tandem with the reorganization of the University's academic structure, in 2013–2014 the Senate undertook a substantial revision of the Faculty Manual, transforming the document from a collection of memoranda to a single, searchable document. During this process, the Senate affirmed the definition of shared governance and expressed an intent to systematically assess the faculty's awareness of Senate actions and the overall attitude of the faculty towards the Senate and governance process. However, no recent effort has been made in that direction.

Staff Participation in University Governance. A major accomplishment of Staff Council has been the organization of a staff in-service day, held annually in January. The goal of this event is to provide staff with professional development, work-life balance and wellness workshops, as well as team-building activities to foster cross-unit networking and collaboration. The organization of this event has recently transitioned to the Office of Human Resources.

One of the most significant challenges for Staff Council has been that its membership and staff participation is uneven; some units are better represented than others, which results in a limited set of staff opinions available to Council leadership. As long as the Council continues to be self-selecting and not an elected representative body, this challenge is expected to continue.

Presidential Advisory Council (PAC). As discussed in Standard 2, Norwich has worked diligently since its last comprehensive evaluation to address campus climate concerns. One outcome of this work was the formation of PAC, established by the President to support transparency in University decision-making and to engage active stakeholder review of University-wide policies. While the purpose of PAC remains relevant and the established policy review process allows for sufficient evaluation by all campus units, the process is quite cumbersome and at times inefficient. In support of organizational and leadership change since 2017, the President approved in December 2019 a University-wide Policy on Policies (PoP), establishing a new advisory and recommending body, the Policy Review Commission, to more efficiently manage policy creation, review, and amendment. The Commission, to be stood up in

Spring 2020, will replace the current PAC structure and process while retaining executive leadership's commitment to transparency, inclusivity, and accessibility (see Standard 9).

Student Participation in University Governance. The SGA is an invaluable laboratory in which students learn the skills and value of inclusive, engaged citizenship. Of note, the SGA explicitly works to ensure balance in cadet-civilian membership, ensuring equity in its representation of the student body. In recent years, the SGA has made recommendations on dining services, priority registration for varsity athletes, as well as on issues of campus security and sexual assault. The SGA regularly organizes fundraisers to support veterans and other worthy causes. Notable examples include a Breast Cancer Foundation fundraiser, organized in support of one of our dining room staff members; in the wake of the tragic death of one of our students in AY 2018–19, the SGA became actively and visibly involved in education campaigns on the topics of depression, mental health, and self-harm.

The SGA is actively involved in University governance, and members regularly attend Faculty Senate meetings. This engagement is evidenced by the SGA's successful petition to the Senate regarding a change in Latin Honors requirements: in Spring 2018, the Senate approved a change to the Policy on Academic Honors which increased the minimum levels of GPA eligibility for graduation with Latin Honors. The policy was planned to go into effect immediately for all students regardless of their Catalog year. In response, the SGA collected 1,000+ signatures and successfully petitioned the Senate to grandfather the graduating classes for 2019 and 2020 under the previous standards. The Senate recommended approval of the petition to the President, who approved the change in January 2019.

One area in which the SGA could improve is in its communications with other University governing bodies, as well as transparency of its operations through the archiving of minutes and other actions.

Norwich University Applied Research Institutes (NUARI). NUARI collaborates with the University to provide research opportunities for faculty and staff, as well as co-sponsors activities that enhance student education and the Norwich brand. NUARI has been particularly successful in securing external funding. For example, in 2018, NUARI announced three grants totaling \$7.3M. These grants will support the University's Center for Global Resilience and Security in developing an energy-resilience research track (\$499K); the College of Graduate and Continuing Studies in developing online cybersecurity education programs for National Guard and Reserve Forces (\$905K); as well as an expansion of NUARI's simulation-based cyber exercise tool to address the needs of the Department of Homeland Security and the United States Air Force (\$5.9M).

Projections

1. In Spring 2020, the BOT will appoint a new President of Norwich University. Prior to the institution's interim report (2025), the BOT will evaluate the effectiveness of the leadership transition process.
2. During AY2019–2021, the Provost will continue to collaborate with the Faculty Senate and the Academic Council to evaluate and revise policies and procedures to fully implement the Provost and College Dean administration models.

3. During AY2020–21, Faculty Senate leadership will initiate an assessment of faculty members' attitudes toward the shared governance process in general and the Senate's functioning in particular. Survey results will be shared at the April 2021 Faculty Assembly.
4. By Spring 2021, Staff Council will create a plan to support comprehensive representation of staff units on the Council.
5. The SGA's faculty advisor will ensure that by Fall 2021, the SGA has established a process of recording and archiving its minutes and decisions.
6. By Spring 2022, the Provost will stand up a task force to formally assess academic reorganization and the Colleges' internal operations.

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

Please attach to this form:

- 1) A copy of the institution's organization chart(s).
- 2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

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

Name of the sponsoring entity

Website location of documentation of relationship

Norwich University Applied Research Institutes

<https://www.norwich.edu/about/276-norwich-university-governance?start=4>

Governing Board

By-laws

Board members' names and affiliations

Website location

<http://www.norwich.edu/about/276-norwich-university-governance?showall=&start=1>

<http://www.norwich.edu/about/276-norwich-university-governance?showall=&start=3>

Board committees *

?	Academic Affairs
	Budget & Finance
	Deveopment
	Student Affairs
	Facilities
	NBI/Statagic Planning
	Executive
	Investment
	Audit
	Trustee Affairs
	Human Resources
	Technology
	Presidential Search

Website location or document name for meeting minutes

Available in work room

Available in work room

Available in work room

Available in work room

Available in work room

Available in work room

Available in work room

Available in work room

Available in work room

Available in work room

Available in work room

Available in work room

Available in work room

Major institutional faculty committees or governance

Faculty Assembly
Faculty Senate
University Curriculum Committee (UCC)
Faculty Development (FD)
University Budget Committee
President's Advisory Council (PAC)

Website location or document name for meeting minutes

https://norwich0.sharepoint.com/sites/faculty_senate/default.aspx

https://norwich0.sharepoint.com/sites/faculty_senate/default.aspx

https://norwich0.sharepoint.com/sites/faculty_senate/ucc/mab/Forms/AllItems.aspx?viewpath=%2Fsites%2Ffaculty_senate%2Fucc%2Fmab%2FForms%2FAllItems.aspx

https://norwich0.sharepoint.com/sites/faculty_senate/facdev/SitePages/Home.aspx

<https://norwich0.sharepoint.com/sites/ubcommittee/SitePages/Home.aspx>

<https://norwich0.sharepoint.com/sites/pac>

Major institutional student committees or governance

Student Government Association (SGA)

Website location or document name for meeting minutes

<https://norwich0.sharepoint.com/sites/campuslife/sgaclubs/default.aspx>

Other major institutional committees or governance

Staff Council

Website location or document name for meeting minutes

https://norwich0.sharepoint.com/sites/staffcouncil/default.aspx

*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

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Standard 3: Organization and Governance (Locations and Modalities)

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior (FY 2017)	1 year prior (FY 2018)	Current year (FY 2019)
 Main campus	Northfield, VT	1866	2,540	2,634	2,635
 Other principal campuses					
 Branch campuses (US)					
 Other instructional locations (US)					
 Branch campuses (overseas)					
 Other instructional locations (overseas)					

Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior (FY 2017)	1 year prior (FY 2018)	Current year (FY 2019)
Distance Learning Programs					
Programs 50-99% on-line			0		
Programs 100% on-line	24	1997	2,330	2,363	2,250
 Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs					
Contractual Arrangements involving the award of credit					

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

Please enter any explanatory notes in the box below

for FY2018: Main Campus counts include terms 201720, 201740, 201810.
Distance Learning Programs include degree-completion terms: 1724, 1741, and 1811 and Master's programs terms: 1725, 1742, 1745, and 1812. FY2019: 201820, 201824, 201840, 201841, 201842, 201845, 201910, 201911, 2010912
FY18 24 PROGRAMS INCLUDE 6 DEGREE-COMPLETION PROGRAMS, 13 MASTER'S PROGRAMS, AND 5 MASTER'S

STANDARD FOUR: THE ACADEMIC PROGRAM

Norwich University's academic offerings are consistent with and serve to fulfill its distinctive mission and purposes. The University offers 41 undergraduate majors, with two masters programs on campus and 13 masters programs online, as well as 19 online graduate certificates. Courses and programs offered for credit are consistent with the educational objectives of the institution, irrespective of learning modality or location. Given learning outcomes for all programs, the institution maintains clear oversight of its academic program through a strong and agile University Curriculum Committee (UCC), composed of faculty representatives from each college. The UCC employs a rigorous, multi-tiered curricula approval process that reviews all proposed new courses, majors, minors, and certificates, for both campus-based and online programs. This body oversees the rigor of the academic credit and requires all proposed courses adhere to the federal definition of time and effort required for credit at each level.

All programs are named according to the edicts of the field and require at least 120 credits for the baccalaureate degree and 30 credits for the Master's degree; Norwich does not offer Associate's or doctoral degrees. Most undergraduate programs also offer minors or concentrations, which require a minimum of 18 credits. As described fully in Standard 2, internal program review and external professional accreditation of programs ensure that all programs are consistent with disciplinary best practices. [Catalogs for campus-based programs](#) are published annually, and [catalogs for online programs](#) are published digitally three times per year, with courses offered on regular and frequent rotations. Norwich has no competency-based programs, and prior learning assessment is performed in accordance with our [Transfer Credit Policy](#) found on the Registrar's webpage and in the Catalog.

Both the Catalog and the [Registrar's webpage](#) clearly document all requirements for admission, readmission, progression, and suspension from all academic programs, as well as graduation requirements. These standards have been approved by the UCC and the Faculty Senate and can be found in the Catalog. The Registrar conducts degree audits to ensure degree conferral is done only after a student has successfully completed all required work and that all policies align with [FERPA](#) protections.

Catalogs for campus-based programs are published in advance of each academic year and are available in hard copy to campus offices as well as in digital formats to all constituencies. Catalogs provide curriculum maps for all majors, which clearly state a sample path to each undergraduate degree, list required pre-requisites for courses, and note minimum grades required for certain courses, as this varies based on the program and whether the course counts as a major requirement or fulfills a [General Education](#) objective.

Description

Assuring Academic Quality

Program Assessment. The University is committed to consistently promoting high academic quality for all programs in all modalities and all locations through regular, formal assessment such as program review, compliance with external accreditation, and adherence to appropriate policies and procedures when programs are modified. Since Norwich's last comprehensive evaluation in 2010, and in response to the institution's interim review letter in 2015, the

University has worked purposefully to create significant improvements in its assessment system by further developing the charge and visibility of its University Assessment Committee (UAC) and recently appointing a faculty member to serve as University Assessment Coordinator. The institution's improved assessment process has resulted in a stronger understanding of what students are learning as well as how to improve learning outcomes based on collected data.

The UCC and UAC have worked hand-in-hand with faculty to ensure all programs have articulated goals and outcomes. All programs are charged with annual assessment of these outcomes and the resulting report is submitted to the UAC. Programs additionally undergo a comprehensive self-evaluation through a self-study process performed every six years. Self-studies are used to ensure regular, internal review of all majors and provide the opportunity for comparison with similar programs at other institutions (see Standard 2).

For the undergraduate student population (both campus-based and online degree completion), there are [44 minors](#) and 28 concentrations currently listed in the Catalog. Several of these programs have single-digit enrollments that have been declining for many years. Conversely, several minors and concentrations (e.g., Neuroscience and Information Assurance Management) have in recent years become offered as majors due to strong student interest and supporting market research.

Academic and Strategic Planning. Norwich has engaged a comprehensive strategic planning process which has resulted most recently in the Norwich University After Next (NUaN) strategic plan, which guides the institution through 2035 (see Standard 2). All curricular decisions are made relative to this plan, with the aim of making a Norwich education affordable to students, flexible in terms of curricular pathways students may pursue, and relevant in terms of professional and career outcomes.

Internationalization/Experiential Learning. In addition to critical thinking and problem solving; teamwork and collaboration; and professional and work ethics, the National Association of Colleges and Employers ([NACE](#)) identified global and intercultural fluency (value, respect, and learning from diverse cultures) as a competency associated with leadership and career readiness. Norwich is committed to providing opportunities for students to develop this fluency and multicultural agility to become engaged, global citizens. As such, there has been an increasing focus on the development of both academic and professional study abroad and study away opportunities.

Norwich offers study abroad programs in Berlin, Germany; Chengdu, China; and Strasbourg, France that are either under the institution's sole auspices or offered in partnership with a third party. The institution also permits students to choose from many additional study abroad options offered on the market by third-party providers. Students are required to use the Norwich [International Center](#) in this process. In Fall 2019, the University added study away programs in the U.S. Virgin Islands, Denver, Colo., and Washington, D.C. These latter programs are in the earliest stages; start-up costs have been allocated through the Academic Strategic Plan (ASP) and regular assessment of the offerings has been built into program implementation. Validated assessment tools on global learning/multicultural agility will be administered pre- and post-

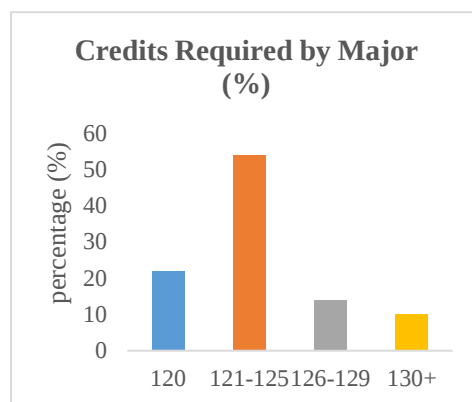
experience. Given this transformative educational experience, the capacity for sustainability of these programs is supported through the University budget (see Standard 7).

Norwich welcomes international students to both its campus-based and online programs. Online students at both the undergraduate and graduate levels are required to [demonstrate the ability to complete college-level work in English](#) either through a test score or by having completed a degree in English already. [International admission to a campus-based program](#) requires TOEFL (or comparable test) scores submitted with the application. As part of the undergraduate General Education requirement, all campus-based undergraduate students are required to complete EN 101 and EN 102, while all online degree completion students must complete EN 101 if a comparable course is not transferred.

Undergraduate Degree Programs, and The Major or Concentration

All undergraduate degree programs have clear pathways to the degree delineated in the Catalog and require in-depth focus and study at the advanced undergraduate level.

As evidenced by Data First Form 4.3, Norwich offers 41 undergraduate majors, all requiring at least 120 credits for graduation (mean = 124 credits). The majority of programs (54%) require between 121–125 credits; 22% require 120 credits; and 10% require more than 130 credits. Programs in this latter group are pre-professional programs with curricula specifically dictated by external accrediting agencies (e.g., Architectural Studies and Mechanical, Electrical, and Civil Engineering). Some majors with multiple pathways to the degree may also require more than 130 credits, depending on the specific concentration a student chooses to pursue.



[Undergraduate Degree Completion Programs](#). As with campus-based programs, degree completion programs (offered online through the College of Graduate and Continuing Studies, CGCS) require 120 credits minimum for the undergraduate degree and are subject to the same academic policies as campus-based programs. All undergraduate degree completion programs are also subject to the same General Education requirements. The one exception is the lab science experience required by GenEd Goal 4 Natural Science, as it has proved challenging to replicate this experience online. Degree completion students may instead take science courses without the laboratory component and still satisfy the GenEd requirement. In Spring 2019, degree completion programs added the GenEd Goal 8 Leadership requirement to maintain consistency with campus-based programs.

While the library provides a comparable level of service to both degree completion and campus-based students, the same cannot be said with regard to all academic support services. Campus-based students have access to resources such as the Academic Achievement Center (AAC) and the Center for Writing, both of which provide in-person professional and peer tutoring and academic support. Neither of these units is currently accessible to online students directly. Alternatively, online students may seek academic support through [Tutor.com](#), a service that is

available only to the online population. Additionally, in Fall 2019, CGCS piloted a virtual writing center where program alumni serve as writing coaches for current students; the program is administered by CGCS staff.

One major challenge for undergraduate degree completion programs is the wide disparity of writing competencies among students. CGCS is currently working to implement a writing placement assessment for incoming students that will allow program staff to identify those in need of writing support prior to commencement of their course work. Some aspects of writing competency may be able to be addressed during CGCS's comprehensive online orientation.

Undeclared Majors. In 2016, Norwich re-instituted an Undeclared major option for incoming campus-based students. Students accepted into this major either have not made a definitive choice of program or have not yet been accepted into their first choice of major. Per Norwich policy, a student must declare a major upon reaching 45 attempted credits. During the first year on campus, undeclared students typically pursue coursework in General Education, as those courses would apply to any major available.

ROTC Programs. Norwich has a strong Reserve Officers' Training Corps (ROTC) presence on campus. All ROTC courses are taught according to the curriculum approved by the U.S. Department of Defense (DoD). Via the UCC, the institution reviews and approves ROTC courses and lists them in the Catalog. Academic credit is awarded according to course level. Depending on the ROTC service branch and course level, courses can carry up to 3 credits. Students may earn between 6 and 24 ROTC credits during their time at Norwich, depending on their commissioning status and service branch. Up to 6 credits of ROTC courses may be counted toward a student's degree as free electives. Some upper-level courses are also certified as satisfying GenEd requirements; these courses are applied toward the degree in addition to the 6 free electives, if applicable. To recognize the additional work that these students invest in their education through enrollment in ROTC courses, in 2017 the University developed and approved [Military Science certificates](#) in Army, Aerospace Science, and Naval Science. The appropriate certificate is awarded upon completion of a specific set of courses, as outlined in the Catalog.

Dual Enrollment and Early College Programs. Norwich offers dual enrollment and early college opportunities to Vermont high school students. Enrollment in these programs has steadily grown over the last several years, reaching over 40 students in Fall 2019. All offerings in these programs are approved courses taught at Norwich by Norwich faculty; therefore, they are subject to the University's standard course oversight.

General Education

Norwich's GenEd requirement is coherent and substantive, projecting a vision of an educated person that aligns with the University's mission and vision (see Standard 1). With relation to educational effectiveness, by Fall 2021, assessment of the University's GenEd requirements will have yielded concrete data from which to permit faculty to engage in a formal discussion regarding how the current GenEd system interfaces with the University's vision for a "Norwich-educated" person (see Standard 8).

There is currently no University-wide process to ensure that all sections of a particular course provide the same experiences for campus-based students (see Standard 6). In general, many campus-based programs offering multiple sections of the same course do not utilize common syllabi. This can be explained in part by growing campus-based enrollment: many courses that used to be offered as a single section and taught by the same instructor year after year now have multiple sections taught by a team of faculty, some of whom could be adjuncts. Curricular oversight for these sections resides with departments. Some departments are responding by formally appointing course curricula coordinators (i.e., the Department of English and Communications and the Department of Mathematics). Other departments are informally coordinating their efforts through faculty team-leader models (i.e., the Department of Chemistry and Biochemistry, and the School of Sociology and Justice Studies).

In contrast, online degree completion courses do utilize common syllabi, instructional materials, and assignments which are uploaded to Moodle classrooms. All instructors are expected to use these materials as the basis for their course content, thereby ensuring consistency in students' experiences.

Graduate Degree Programs

Norwich offers [13 online Master's degree programs](#), a residential [Master in Architecture \(M.Arch\) program](#), and beginning in 2022, a residential [Master in Athletic Training \(MAT\)](#). The institution additionally offers [19 graduate certificates](#). Rationale for course progression as well as learning objectives are listed on program webpages and in the Catalog. Instructional designers and CGCS program directors are trained in [Quality Matters \(QM\)](#) standards, and online programs utilize QM rubrics when designing courses and assessing existing curriculum. Proposals for new graduate programs are reviewed by UCC and approved only when a full financial disclosure supports program viability and market demand.

Program directors supervising online graduate programs possess terminal degrees and are devoted full-time to managing their assigned programs. All faculty teaching in online graduate programs possess a terminal degree and/or have sufficient professional and scholarly experience to teach at the graduate level. As evidenced by Data First Form 4.4, all but three graduate programs require 36 credits of graduate-level work. These exceptions include the M.Arch (a 34-credit campus-based program), the M.S. in Criminal Justice (30 credits), and the M.A. in International Relations (33 credits). The most popular graduate program continues to be the University's MBA program, followed by programs in Diplomacy, Military History, and Information Assurance (see Standard 8).

Baseline admissions requirements for all graduate degree programs are found on their webpages and in the Catalog. For most graduate programs an undergraduate GPA of 2.75 or higher from an accredited institution is required. The M.Arch has slightly less stringent criteria but is open only to applicants who possess a B.S. in Architectural Studies from Norwich. The M.S. in Nursing has more stringent criteria, including a minimum undergraduate GPA of 3.0 and possession of an unencumbered active nursing license in the state of practice. The M.A. in Strategic Studies is a closed-cohort program open only to military personnel and those with veteran status.

The graduate curricula present cohesive programs that advance beyond the baccalaureate level. All graduate programs prepare students for the field, with a clear delineation of research and practice as evidenced in the course descriptions. Program quality is assessed according to the same process used in undergraduate program assessment. Degree programs accredited by external bodies follow accreditation guidelines to comply with their discipline-specific self-study process. Programs not subject to discipline-specific accreditation undergo self-study every six years according to the UCC process.

Integrity in the Award of Academic Credit

The University's form for new course proposals, reviewed by UCC, requires all programs to attest that proposed courses meet the federal definition of a credit hour, are appropriate to the level of the course and the field of the course, and were developed by faculty and reviewed by faculty and administrators. To preserve the integrity of the degree, all undergraduate transfer students must meet the same degree requirements as non-transfer students. Transfer credit is awarded according to the institution's transfer credit policy. College Level Education Program ([CLEP](#)), International Baccalaureate ([IB](#)), and Defense Activity for Non-Traditional Education Support ([DANTES](#)) exams all have scores identified for the awarding of credit; each academic program determines the minimum acceptable score to award credit for courses in their field. The University's transfer credit policy clearly limits how much extra-institutional credit can be awarded. In most cases, transfer courses are adjudicated through an external body such as the American Council on Education ([ACE](#)), which reviews military service in order to apply the appropriate college credit. No graduation credit is given for high school or remedial-level work. Norwich has a stated requirement that undergraduates must complete at least one-quarter of their coursework at Norwich; graduate students must complete two-thirds of their coursework at Norwich and have a 12-credit transfer limit.

The University maintains [articulation agreements](#) with multiple community and 2-year colleges. Transfer students who have an earned Associate's degree from an accredited institution are considered to be GenEd-complete. Upon matriculation at Norwich, these students focus their studies on major-specific requirements.

Campus-based faculty are required to hold five office hours per week and to respond to student emails in a prompt fashion. Online faculty are available via the online portal, email, phone, or virtual conference systems and are required to respond to students' inquiries within 48 hours.

Appraisal

Assuring Academic Quality

Program assessment. Program assessment provides faculty and administration an opportunity to evaluate the status of academic programs, receive constructive feedback, and plan for changes in areas identified as in need of improvement.

A strong example of how the University's updated assessment system has improved academic programs and course offerings can be found in the Spanish program's 2013 self-study. After undertaking a thorough self-study, the program received feedback from an external evaluator that requiring 12 credits of elementary (100-level) Spanish courses was in excess of the norms of the field. Additionally, the requirement was not resulting in higher student aptitude than competing

programs. After much discussion, the Modern Languages Department decided to reduce the elementary requirement for all languages from 12 to 8 credits, thereby aligning more closely with the disciplinary field. The implementation of this decision-making occurred in Fall 2018. The Modern Languages Department worked collaboratively with all B.A.-granting programs and the UCC to ensure that the reduction in required language credits was reflected across all B.A. curriculum maps.

Another example of program response to the self-study process comes from the Physics Department, where considerable change to the Physics curriculum was implemented as the result of the department's 2009 self-study. Assessment revealed a steady decrease in the number of majors, in part because the major required 131 credits hours, a number out of line with national averages. As a result, the department worked diligently to re-engineer the curriculum, implementing changes in Fall 2016. The principal change was to break 4-credit courses into their 3-credit lecture component and 1-credit laboratory component. As a result, six new 3-credit courses replaced the lecture portions of eight previously existing 4-credit courses; four stand-alone laboratory courses replaced the laboratory portions of eight previously existing courses. This enabled the number of credit hours of physics courses required for the B.S. to drop from 54 to 46, a reduction of 15%. The content of the lecture courses was principally unchanged and retained the rigor of the major, and offering laboratories as stand-alone courses enabled the faculty to implement the high impact practice of engaging students in multi-semester research projects.

Despite these and other successes, the assessment of program outcomes and resultant improvements remain uneven across the disciplines (see Standard 2). In an effort to examine programs in a systematic manner, the faculty-led program review process was enhanced in 2019. Department chairs and/or program directors are now required to present internal program self-studies to the Academic Council, which consists of the Provost, Associate Provosts, and Deans. After a program's strengths, challenges, and departmental strategic plans are provided to the Council, an executive summary is prepared by the Dean of the program's college in consultation with the department chair. The Provost provides feedback on the program review, along with potential approval for resources to further advance programmatic improvements and outcomes. It is anticipated this new process will better close the assessment loop and resource programs as needed to support continuous improvement.

University-level assessment of all campus-based and online programs ensures program subject matter and degree levels are in keeping with generally accepted practices in higher education. However, there is currently no process for the assessment of minors or concentrations, despite the University's active promotion of them to students. Additionally, while minors and concentrations proposed in recent years have clearly identified goals and outcomes, minors and concentrations that have existed at Norwich for many years are less likely to have articulated, robust, and/or current goals and outcomes. A minor can be seen as a value-added proposition for a student's education, and, in some circumstances, a test case for building the University's capacity toward offering a new major. The University will benefit from regular and systematic assessment of its minors by requiring programs to regularly evaluate whether minors continue to add value (as described by stated goals and outcomes), and therefore whether the minor should continue, be discontinued, or be built up as a major.

Program Closures. All programs ended in the past decade were done so due to low enrollments, interpreted as signifying that student interest had moved to a tangential area, which was often then added. In the last ten years, the University has closed several programs.³

Most online graduate programs use extensive market research to determine which programs continue to have relevance in the competitive online marketplace. Given that these programs have a streamlined curriculum and all faculty are non-tenured, the closure of such programs can be efficiently performed. Campus-based undergraduate programs have recently begun using market research more explicitly as part of this decision-making, through investment in customer relations management (CRM) systems and the Education Advisory Board (EAB).

Once the decision is made to discontinue a program, teach-out plans are put in place, ensuring all registered majors at the time of program cessation are able to complete their chosen course of study. However, there is currently no formalized University process by which programs are closed, resulting in inconsistent practice across departments.

Academic and Strategic Planning. One significant outcome of the interplay between the institution's strategic planning and academic planning, in the form of the ASP, has been the alignment of the academic calendar for campus-based and online undergraduate programs. This alignment occurred in order to support the University's exploration of alternate degree sequences, online and hybrid courses, accelerated pathways, the possibility for undergraduate students to enroll in graduate-level courses, and alternative timelines which could include summer study and Bachelor's to Master's programs. To full engage these possibilities with the faculty, in December 2018 the Provost stood up an Online Pedagogy Task Force (OPTF), charged with examining pedagogical approaches to teaching and learning among traditional-age residential students, and focused specifically on the role online teaching and learning may have at Norwich in support of student success. The OPTF is comprised of members of the faculty and academic staff and will issue its recommendations to the Provost by May 2020.

The ASP additionally allocates funding for technology resources in support of student learning. In Fall 2017, Norwich launched the first phase of the Digital Citizen Initiative (see Standards 2 and 6). Initial survey data show that, especially in the beginning of the project, both students and faculty felt training with the device was insufficient, and many students complained about the

³ **Program Closures Since Last Comprehensive Evaluation**

Degree	Major	Discontinued	Replaced With	Date
BS	Engineering Management	Fall 2013	Construction Management (BS)	2013
BS	Sports Medicine	Fall 2015	Health Sciences (BS)	2015
BS	Secondary Education (English and History concentrations only)	Fall 2017		N/A
BS	Athletic Training	Fall 2019	Athletic Training (MAT)	2022
BA	Chinese	Fall 2019		N/A
MJA	Justice Administration	2010		N/A
MED	Education	2010		N/A
MS	Business Continuity Management	2014		N/A
MS	Executive Leadership	2018	Leadership Studies (MS)	2018

device being under-utilized or confusing. In response, additional training was provided to faculty (e.g., thematic workshops, best practices peer panels, individual consultation with instructional designers) and to students (e.g., updated orientation activities and peer-to-peer training available on demand).

Internationalization/Experiential Learning. In addition to promoting international study abroad among domestic students, Norwich admits international students to campus-based programs in an effort to foster student multicultural agility and to diversify the student population on campus. While this practice is not new to the University, the decision to admit larger cohorts of foreign nationals (e.g., 47 students from Nepal in Fall 2017 and 14 students from SAE in Spring 2019) has exposed some challenges the institution will need to address. Primary among these is supporting communication channels between Admissions, the International Center, and other campus support systems for international students, as well as supporting the coordination of available resources. To this end, the Department of English and Communications created the position of International and Multilingual Curriculum Coordinator to work specifically with students from foreign cultures. Additionally, [two new 100-level courses in American Academic English](#) were added in Fall 2018 to support non-native speakers of English in the improvement of their language skills and cultural awareness.

Undergraduate Degree Programs, and The Major or Concentration

In accordance with GenEd requirements, all undergraduate degrees require a capstone course. In addition, Norwich has dramatically increased undergraduate student research both in-class and independently and has prioritized the inclusion of internships and experiential learning opportunities in coursework (see Standard 6).

The University pays close attention to retention rates in newly offered programs of study. For example, Spring 2019 review of key performance indicators for the Undeclared program (implemented in Fall 2016) indicated that students in this cohort retain at a much lower rate than the general population. One possibility for this finding is that Undeclared majors may be in need of a more formalized curriculum that includes a freshmen seminar equivalent, a course that would support students with the high school-college transition as well as in career and self-exploration. Two sections of this course were piloted in Fall 2019 to 40 incoming Undeclared majors. Assessment of this pilot will inform next steps in developing an Undeclared Freshmen Seminar. While current Undeclared majors are supported by success coaches, the process needs to be codified by the institution, as opposed to dependent upon a single individual.

General Education

All undergraduates must complete 40 credits of GenEd coursework in addition to at least 36 credits in their major. The University's GenEd requirements were created in direct alignment with NECHE guidelines and therefore conform closely to expectations stated in the standard (4.16–4.18).

In the summer of 2016, Norwich began a process of assessment of the current GenEd course offerings. All eight GenEd requirements now have goals, outcomes, and assessment rubrics that have been approved by faculty representatives to the UAC and the UCC. As part of this process, programs are required to recertify their courses as meeting the outcomes for a specific GenEd

goal. Through the recertification process, programs asserted their commitment to assessing courses on a regular basis using the approved Student Learning Outcomes and rubrics. The recertification process followed the standard UCC pathway for all course approval; courses for all eight goals are expected to be recertified by Fall 2021. The first formal assessment of GenEd course offerings took place in summer 2019, and all General Education courses will be assessed on a rotating schedule going forward.

While Norwich's GenEd requirements include offerings that focus on the subject matter and methodologies of the three primary domains of knowledge specified in 4.17 (Arts & Humanities, Sciences including Mathematics, and Social Sciences), there has not until recently been a consistent effort to integrate and promote the relationships between the domains. In 2017, Norwich received [a pilot grant from the National Endowment for the Humanities \(NEH\)](#) to create a plan allowing the University to offer interdisciplinary courses with a humanities focus. As a result of this work, four interdisciplinary courses have been scheduled to run during AY 2019–2020. These courses will be team-taught by faculty from different departments and are planned to integrate the humanities domain with one of the other two domains (i.e., Nursing, Criminology, Economics, and Geology). The results of the course assessments will be used as justification for the next installment of the NEH grant, focused on widening the scope of such interdisciplinary courses and, potentially, making such courses a permanent feature of the GenEd curriculum.

Although Norwich has made significant progress in developing its GenEd requirements, two areas remain in which the University's curricular expectations for undergraduate students do not align with competencies described in section 4.15 of the standard. The first area of concern is oral communication. Although many courses have components of oral communication, there is no single course or requirement that ensures all students have the opportunity to engage in an oral communication experience. This concern is especially pertinent to our online students who are less likely to gain oral communication skills through in-person classroom discussions. The second area of interest is information literacy. While the University does offer informational literacy sessions (175 on average over the last four years; see Data First Form 4.5), as part of course content for EN 101 and EN 102, Composition and Literature I and II, these sessions are habitually incorporated into course syllabi by only some faculty. There is no formal requirement for course instructors to cover material related to the informational literacy.

There is some concern about a perceived lack of parity between courses considered to be equivalent but offered in different modalities (face-to-face versus online). More specifically, some Departments (i.e., English and Communications, History and Political Science, Mathematics) do not feel they have a sufficient degree of oversight for GenEd courses (EN, HIST, PO, MA) offered online for undergraduate degree completion students.

As much as possible, students are permitted choice in the courses they use to fulfill the University's GenEd requirements. This is not feasible in all programs, as some are so tightly controlled by the discipline's external accrediting body that students have very limited GenEd choice and a minimal number of free electives (e.g., Nursing, Engineering, and Architectural Studies). One of the primary reasons for aligning the campus-based and online undergraduate calendars was to permit students more flexibility in completing their degrees by utilizing

multiple modalities. In addition, summer offerings expanded in 2019, with an eye to offering a variety of courses to allow students to enroll full time in the summer. Data gathered from these courses will be used to review the feasibility of offering a full summer semester in the future.

Graduate Degree Programs

Prior to Fall 2018, online graduate students enrolled in two 6-credit, 11-week long graduate seminars offered in 22-week long semesters; students enrolled in these seminars consecutively rather than concurrently. To comply fully with financial aid regulations and to ensure error-free regulatory reporting, in Fall 2018 CGCS switched to non-standard terms of 11 weeks, with students enrolling in a single seminar each term. The change from semesters to terms simplified student withdrawals and financial aid refunds and made the process more equitable. The change has also made it easier for students to resume their program of study at a later date.

Assessment. Specialty accreditation, self-studies, assessments, and evaluations of the graduate programs all indicate that program curricula is rigorous and appropriate for the master's level, and that all programs have appropriate learning objectives. The online graduate programs have made strides in improving assessment of students and the curriculum but additional work needs to be done. Online programs currently utilize instructor and student course survey instruments, QM evaluations of curriculum, self-studies, external reviews, external accreditor reports, weekly participation reports, student portfolio reviews, and student self-assessment rubrics to evaluate and improve the curriculum and student learning experience. Some programs are also experimenting with the use of Acadiate as a tool for assessment of student learning as well as career development. Unfortunately, these methods are very labor- and time-intensive and often only yield data many months after the end of a term. An obstacle to building more detailed and scientific assessments of student learning and curricula has been the difficulty in finding and implementing technology that facilitates the fast and efficient assessment of more than 180 courses with several hundred students enrolled in each of the college's four terms per year.

Integrity in the Award of Academic Credit

The University ensures the integrity of the transfer credit it accepts. Using the Transfer Evaluation System, a list of courses pre-approved for transfer credit is available on the Registrar's webpage in the Transfer Credit Pre-Approval Guide. There is, however, no periodic review of these courses to ensure that they continue to meet current institutional requirements and align with Norwich equivalencies. In order to ensure that courses approved for transfer years ago are meeting current course learning outcomes, the institution should review all currently-approved courses listed in the Transfer Credit Pre-Approval Guide. Norwich's new Registrar is currently leading this charge. The work is being undertaken in conjunction with the alignment and update of Banner processes and protocols that the University is currently engaged in with the help of a consulting team from Ellucian.

The Registrar's Office conducts the final review for degree evaluations and is the final bar keeping students without the requisite courses from receiving a degree or certificate. In 2019, the switch was made from Banner CAPP software to the DegreeWorks system to ensure that all requirements for a degree are met prior to issuing a diploma or certificate. There is still room for improvement, however, in fine-tuning DegreeWorks to accommodate complex cases such as students pursuing double or triple majors, or more than one degree.

As Norwich continues to find success in delivering study abroad opportunities to students, the institution will be faced with the need to establish consistent policy and a streamlined process for the evaluation of credit transferred from foreign institutions. At the same time, Norwich will need to create a process by which service-learning activities (strongly encouraged for our students in support of the University's mission; see Standard 1) can be evaluated for potential college credit. The Office of the Provost has implemented reviews of international transcripts by external agencies and is exploring best practices in the field of credit-bearing service-learning opportunities.

Clarification is also needed in the process of issuing and evaluating challenge exams. Although the current [transfer credit policy](#) presents the option of a challenge exam for receipt of academic credit, this option is rarely requested by students or offered by programs. In part, this is because the University lacks clear guidelines as to when challenge exams may be optioned and how the process can be initiated. Relatedly, major-specific admissions criteria for competitive programs can be difficult to locate on the website or in the Catalog. While goals and outcomes are defined for all programs at the time of UCC approval, there are several online programs that still lack this information. These issues are currently being addressed by the Registrar's Office as a result of the self-study process, and changes will be made in the 2020 catalogs.

The University has always deferred to the expertise of faculty in individual programs to ensure student achievement and skills are appropriate to the subject matter and degree level. However, University-wide expectations, to ensure consistency, do not exist. Additionally, at the University-level, there are currently no guidelines with regard to independent studies; their use is left to the chair or director of each program. As a result, there is no consistent understanding of when it is warranted to offer a course as an independent study, and if warranted, how many students such courses can enroll, and who makes the final decision for scheduling such courses. The majority of courses offered as independent study are required courses for students' majors, offered to help students who find themselves out of sequence continue timely progression towards the degree. Although this approach ensures opportunity for students, the practice results in faculty being asked to teach independent studies as unpaid overloads. This makes staffing these courses problematic.

Online learning courses, courses of truncated duration, and summer school courses deliver similar content and set comparable expectations to courses taught during full academic semesters. Five-week summer courses must contain 48 hours of instruction to comply with the federal definition of a credit hour. For this reason, summer school students are normally limited to 7 credit hours of simultaneous enrollment (e.g., a student can take up to 7 credits in the first 5-week session of the summer, and up to another 7 credits in the second 5-week session). This structure may change in Summer 2020, as the University considers implementation of a full 15-week summer semester. The 11-week CGCS schedule of courses differs from the traditional 15-week semester, but provides students ample time to reflect on material.

The ability to ensure that an online student is who they claim to be is one that the entire field of online education has been working to solve. As a result, CGCS is currently implementing solutions to verify student identity, per the Student Identification and Verification policy.

Implementation includes integration of web video conferencing capabilities into online classrooms throughout the 2019–2020 school year, as well as requiring instructors to have live video calls with students in support of verifying identity. Since Summer 2019, all newly admitted CGCS students are required to submit a copy of government-issued identification such as a driver’s license or passport, to establish identity before students begin their program. The College will phase in this requirement for students enrolled prior to Summer 2019 as the terms progress.

All faculty are required to report suspected violations of academic integrity. These cases are heard and adjudicated by the Academic Integrity Committees, one for campus-based and one for online programs. Both committees are overseen by the Associate Provost for Academic Affairs and Assessment (APAAA). The [academic integrity policy](#) was streamlined in Fall 2018 and approved by the Faculty Senate, the Provost, and the President. In Spring 2019, a faculty-led initiative proposed to investigate alternate options for managing academic integrity, as many faculty perceived the current system to be unwieldy and punitive. In response to faculty concern, the chair of the Senate stood up a committee tasked with reviewing best practices based on the International Center for Academic Integrity. The committee’s report, anticipated in Spring 2020, will inform future directions in this area.

Projections

1. In Fall 2020, the Provost will charge the Director of the Institute for Innovation in Teaching & Learning with facilitation of a discussion between faculty and staff responsible for teaching and administering the same course in different modalities to ensure parity and consistency. The implementation of a cross-modality assessment plan is projected for AY 2022–23.
2. By Fall 2021, the CGCS Director of Graduate Programs will propose a more rigorous assessment plan for all online Master’s degree programs.
3. By Fall 2021, the APAAA in coordination with UCC will develop a process and guidelines for the assessment of minors to ensure that minor courses of study deliver stated Student Learning Outcomes. Anticipated implementation is for AY 2021–22.
4. By Fall 2022, the APAAA in coordination with the Faculty Senate will ensure that the University creates guidelines and procedures to close academic programs, to include guidelines for creating teach-out plans.
5. By Fall 2022, the APAAA will establish a task force to assess inclusion of the Oral Communication and Information Literacy General Education requirements.
6. The UCC will establish University-wide guidelines for the circumstances in which Independent Study opportunities can be offered. Anticipated implementation is for the AY 2022–23 Catalog.

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

Fall 2019 Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT		2,388	11					2,399
Main Campus PT		33	0					33
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT		38						38
Other Locations PT								0
Overseas Locations FT		52						52
Overseas Locations PT		0						0
Distance education FT		125	631					756
Distance education PT		626	18					644
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	0	3,262	660	0	0	0	0	3,922
Total FTE		2,933.13	775.42					3,708.55
Enter FTE definition:	Undgraduate FTE = (Total number of credits)/15; Graduate FTE = (total number of credits)/12							
Degrees Awarded, Most Recent Year ^a		715	522					1,237

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

FY 19 (AY 18-19) T-26 is NOT a unique headcount. There were a total of 1,213 graduates in FY19. Of those, 22 received a second bachelor's degree and 2 students received both a master's degree and a post-bac certificate.

^a data for FY 2019, data for FY 2020 will be available in August 2020

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

Fall Enrollment 2019 by location and modality, as of Census Date

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT		31	6	37	2,399	2,436
Main Campus PT		30	0	30	34	64
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0	38	38
Other Locations PT				0		0
Overseas Locations FT		3		3	52	55
Overseas Locations PT		0		0		0
Distance education FT		6		6	756	762
Distance education PT		4		4	644	648
Correspondence FT				0	0	0
Correspondence PT				0	0	0
Low-Residency FT				0	0	0
Low-Residency PT				0	0	0
Unduplicated Headcount Total	0	74	6	80	3,922	4,002
Total FTE		49.13	5.33	54.46	3,649.00	3,703.46
Enter FTE definition:	Undegraduate FTE = (Total number of credits)/15; Graduate FTE = (total number of credits)/12					
Certificates Awarded, Most Recent Year ^a	0					

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

^a Certificate programs are not Title IV eligible

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

		Number of credits*	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
			(Fall 2016)	(Fall 2017)	(Fall 2018)	(Fall 2019)	(Fall 2020)
For Fall Term, as of Census Date							
Certificate (add more rows as needed)							
	Military Studies-Aerospace Science				-	-	
	Military Studies-Army				-	-	
	Military Studies-Naval Science				-	-	
Total			0	0	0	0	0
Associate (add more rows as needed)							
	N/A						
	Undeclared						
Total			0	0	0	0	0
Baccalaureate (add more rows as needed)							
	Accounting (ACC)	124	49	34	33	30	31
	Architecture Studies (AST)	140	65	77	88	80	83
	Athletic Training (SPA)	124	40	29	30	21	10
	Biochemistry (BCH)	122	23	28	24	21	22
	Biology (BIO)	121	58	69	56	58	60
	Chemistry (CHM)	122	18	17	13	11	12
	Chinese (CHN)	122	13	13	11	6	3
	Civil Engineering (CE)	132	116	119	85	73	76
	Communications (CMS)	121	55	44	35	38	40
	Computer Info Assurance (CIA)	122	161	176	178	217	226
	Computer Science (CS)	125	36	48	42	43	45
	Construction Management (CON)	130	76	75	101	95	99
	Criminal Justice (CJ)	120	445	474	467	494	510
	Education (ED)	123	31	32	31	23	25
	Electrical & Comp. Engineering (ECP)	129	45	59	63	54	56
	Engineering (ENGR)	127	0	24	46	46	50
	Engineering Mgmt. (EMN)	128	4	0	0	-	-
	English (EN)	122	17	7	12	11	11
	Environmental Science (ENV)	131	37	32	34	36	37
	Exercise Science (EXS)	123	14	32	34	35	36
	Geology (GEO)	144	13	11	9	9	10
	Health Science (HLS)	126	70	62	58	50	65
	History (HI)	122	78	75	83	80	83
	International Business (INTB)	125	0	9	22	31	32
	International Studies (IS)	124	60	58	54	47	49
	Management (MNG)	123	162	150	142	133	138
	Math (MTH)	123	22	20	20	21	22
	Mechanical Engineering (ME)	130	168	162	150	170	176
	Neuroscience (NS)	122	5	16	26	23	25
	Nursing (NR)	130	150	157	171	177	185
	Physical Education (PE)	121	31	29	23	29	30
	Physics (PHY)	121	24	21	13	11	11
	Political Science (PO)	122	94	93	97	92	96
	Psychology (PY)	120	87	76	96	105	110
	Spanish (SP)	122	21	19	18	16	16
	Sports Medicine (SHS)	127-134	6	1	-	-	-
	Studies War & Peace (SWP)	122	66	75	61	73	76

Degree Completion Programs (online)						
Criminal Justice-degree completion (BSCJ)	120-123	102	85	67	70	77
Cyber Security-degree completion (BSCS)	120-121	64	81	104	139	153
Interdisciplinary Studies-degree completion (BIS)	120	8	12	17	16	18
Management Studies-degree completion (BSMS)	120	34	39	39	44	48
National Security-degree completion (BSNS)	120	0	17	35	34	37
Strategic Studies & Defense Analysis- degree completion (BSSSDA)	120	518	494	412	450	495
Undeclared	45	97	107	121	148	154
	Total	3,183	3,258	3,221	3,360	3,538

Total Undergraduate

3,183 3,258 3,221 3,360 3,538

* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

Major numbers represent both first and second majors. Not unique headcounts. The head count projection is made with an assumption of 4% growth in Campus programs, and 10% growth in online Degree completion programs

Standard 4: The Academic Program
(Headcount by GRADUATE Major)

? For Fall Term, as of Census Date
?

Number of credits*	3 Years Prior (Fall 2016)	2 Years Prior (Fall 2017)	1 Year Prior (Fall 2018)	Current Year (Fall 2019)	Next Year Forward (goal) (Fall 2020)
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Master's (add more rows as needed)

? Architecture (ARC)	34	11	14	5	11	10
Business Administration (MBA)	36	232	183	134	111	110
Civil Engineering (MCE)	36	78	68	40	34	34
Criminal Justice (MSCJ)	30	2	5	14	18	18
Diplomacy (MDY)	36	151	83	75	44	45
Executive Leadership (MSEL)	36	0	2	5	2	0
History (MAH)	36	80	79	74	48	45
Information Security (MSISA)	36	109	97	75	69	70
International Relations (MIR)	33	52	99	99	78	80
Leadership (MSL)	36	66	56	57	56	56
Military History (MMH)	36	109	93	77	67	70
Nursing (MSN)	36	66	36	36	32	35
Public Administration (MPA)	36	63	52	44	56	55
Strategic Studies (MASS)	36	0	0	15	30	35
Total		1,019	867	750	656	663

Doctorate (add more rows as needed)

? N/A						
Total		0	0	0	0	0

First Professional (add more rows as needed)

? N/A						
Total		0	0	0	0	0

Others (add more rows as needed)

? Post-Baccalaureate Certificates						
Computer Forensic Investigation/Incident Response Team Management (QCIF)	12	3	1	5	2	2
Critical Infrastructure Protection and Cyber Crime (QCIC)	12	9		11		10
Cyber law and International Perspectives on Cyberspace (QCIL)	12	4		1		2
Effective Nonprofit Management (QCNM)	12					2
Fiscal Management (QCFP)	12				1	1
Human Resource Leadership (QCNH)	12					1
International Development and Influence (QCPI)	12					1
Leading Change Management Consulting (QCLC)	12					1
Nonprofit Healthcare Management (QCNL)	12		1			1
Nonprofit Resource Management (QCNR)	12					1

Organizational Leadership (QCLO)	12			1		1
Public Administration and Leadership (QCPL)	12					1
Public Sector, Government & Military Leadership (QCLP)	12					1
Rural Municipal Governance (QCPR)	12					1
Teaching & Learning Certificate (TLCT)	12	21	11	6		1
Urban Municipal Governance (QCPU)	12					1
Vulnerability Management (QCIV)	12	8		14	1	2
Non-Matriculating Students		3	5	16	10	
Total		48	18	54	14	30

Total Graduate	1,067	885	804	670	693
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* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

Projections are made with an assumption that the Masters Programs population will stay the same, except for MS in Nursing (adding Nurse Practitioner Track) is expected to grow, while MSEL is being going through teach out and is not accepting any more applicants

Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit



3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
(FY 2017) AY 16-17	(FY 2018) AY 17-18	(FY 2019) AY 18-19	(FY 2020) AY 19-20 ^a	(FY 2021) AY 20-21 ^b

Undergraduate (add more rows as needed)

Biology	3,356	3,546	3,473	3,186	3,313
Chemistry	2,765	3,016	2,898	3,124	3,250
Environmental Science and Geology	1,639	1,828	1,612	1,564	1,626
Physical Education and Health Sciences	2,498	2,208	2,100	1,968	2,050
Mathematics	7,520	7,777	7,484	8,234	8,563
Physics	1,798	1,983	1,906	1,920	1,996
Criminal Justice	4,305	4,643	4,780	5,028	5,229
Communications	1,651	1,523	1,451	1,490	1,550
Chinese	483	378	336	336	300
Education	210	228	251	288	300
English	9,111	8,850	7,548	7,308	7,600
French	597	375	338	468	470
German	651	519	408	610	630
History	3,570	3,570	4,194	3,880	4,035
International Studies	105	138	96	138	130
Modern Languages	0	0	0	54	54
Music	318	311	285	184	280
Philosophy	1,212	1,152	1,245	1,302	1,354
Political Science	2,229	2,070	2,172	2,412	2,500
Psychology	3,040	3,176	4,016	4,300	4,400
Sociology	1,618	1,728	1,914	2,396	2,492
Spanish	2,289	2,142	1,983	1,964	2,000
Architecture	1,322	1,258	1,588	1,454	1,520
Studio Arts	729	876	981	768	800
Fine Arts	237	294	321	264	275
Business Management	4,612	4,797	4,870	4,876	5,000
Computer Science	2,954	3,227	3,855	4,070	4,230
Engineering	6,794	7,553	7,852	8,364	8,700
Nursing	2,460	2,397	2,681	2,858	2,970
Degree Completion Programs					
Criminal Justice-degree completion (BSCJ)	1,998	1,527	1,200	1,152	1,267
Cyber Security-degree completion (BSCS)	1,391	1,819	2,358	2,868	3,155
Interdisciplinary Studies-degree completion (BIS)	216	288	390	324	337
Management Studies-degree completion (BSMS)	750	930	765	822	905
National Security-degree completion (BSNSS)	42	417	777	702	770
Strategic Studies & Defense Analysis-degree completion (BSSSDA)	10,116	9,132	8,199	7,686	8,455
Total	84,586	85,676	86,327	88,362	92,506

Graduate (add more rows as needed)

Architecture	230	339	137	308	300
History (MAH)	1,815	1,824	1,680	1,152	1,200
Strategic Studies (MASS)	0	48	396	600	600
Business Administration (MBA)	5,544	4,338	3,288	2,628	2,700
Civil Engineering (MCE)	1,603	1,414	1,058	982	1,000
Diplomacy (MDY)	3,162	1,895	1,524	1,068	1,100
International Relations (MIR)	1,368	2,463	2,223	1,764	1,800
Information Security (MSISA)	2,670	2,298	1,752	1,596	1,600
Military History (MMH)	2,508	2,196	1,950	1,560	1,600
Public Administration (MPA)	1,434	1,194	1,134	1,272	1,200
Criminal Justice (MSCJ)	72	102	408	456	500
Executive Leadership (MSEL)	12	60	108	48	0
Leadership (MSL)	1,710	1,410	1,344	1,236	1,200
Nursing (MSN)	1,605	1,107	1,030	866	1,200
Total	23,733	20,688	18,032	15,536	16,000

Information Literacy Sessions ^c

Main campus

Sessions embedded in a class

189	152	174	180	180
2	10	5	5	5

Free-standing sessions

Branch/other locations

Sessions embedded in a class

Free-standing sessions

Online sessions

0	0	0	0	0
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[Assessing the Modular Information Literacy Instruction \(MILI\) Content: A Two-Year Retrospective Review"](#)

URL of Information Literacy Reports:

Please enter any explanatory notes in the box below

(a) Projected Full year data is based on actual Fall 2019 data

(b) Projections are made with an assumption that the Masters Programs population will stay the same, except for MS in Nursing (adding Nurse Practitioner Track) is expected to grow, while MSEL is being oing through teach out and is not accepting any more applicants

(c) Information Literacy Sessions are defined as follows: "Embedded in a class" means library instruction sessions, and "Free-standing sessions" means library. The number of sessions for AY 2019-2020 are projected based on Fall 2019 numbers.

STANDARD FIVE: STUDENTS

Norwich University is committed to delivering quality educational opportunities that emphasize experiential learning, leadership and service, teamwork, creativity, and critical thinking while encouraging perseverance and personal responsibility. In addition to serving campus-based undergraduate and graduate students, online instruction and services are also provided to graduate, undergraduate degree completion, and certificate students. Online programs are designed primarily for an adult student population and delivered through the College of Graduate and Continuing Studies ([CGCS](#)). Norwich offers dual enrollment and early college programs for local high school juniors and seniors. These students attend classes on campus alongside other undergraduate students.

Description

Admissions

In support of its vision to provide an educational experience “American in character yet global in perspective” (see Standard 1), Norwich has a highly organized, data-driven admissions program that recruits broadly both nationally and internationally. The institution strives to identify prospective students already inclined toward Norwich’s mission of experiential learning and the University’s core values. Whether students choose to participate in [the Corps of Cadets](#) or pursue a civilian path, the University is focused on providing a dynamic and inclusive environment to foster students’ growth and pursuit of their goals. Norwich occupies a distinctive niche in higher education as one of six private senior military colleges. This is reflected in the institution’s [website](#), admissions publications, and correspondence with prospective students. The University employs population-specific recruitment strategies for traditional-age students (campus-based programs) and adult learners (online programs). All strategies are designed to ensure that students enroll fully understanding the demands and benefits of a Norwich education. Admissions staff work diligently to link information about Norwich’s programs and support resources to prospective students’ educational and individual goals.

Campus-based programs. Admissions policies and recruiting efforts are designed to be inclusive and generative of a diverse student body. The recruitment pool is built through traditional methods such as institutional presence at college fairs, high school visits, and the purchasing of names from organizations such as the Educational Testing Service ([ETS](#)), the National Research Center for College and University Admissions ([NRCCUA](#)), and the Test of English as a Foreign Language ([TOEFL](#)). Names purchased for recruiting represent students across income levels and regions, ensuring that students of all backgrounds are included in the recruitment process. Norwich actively utilizes [social media](#) as well as hosts campus visits and open houses throughout the year to highlight academic majors and student lifestyle choices. Recent initiatives have increased the number of international students enrolling in campus-based programs, with the incoming classes for 2017 and 2018 being the most diverse based on the number of students from underrepresented minority groups and the number of countries represented (see Standard 8).

Norwich aims to admit students with a comparable academic profile year-to-year. Historically, the institution attracts a “solid B” student who is looking for hands-on, experiential education and/or a military lifestyle. Over the last ten years, the average GPA of incoming students has

ranged from 3.03–3.18 with a median of 3.11. Admissions staff work closely with campus faculty to maintain academic standards for admittance in support of student success. Each major has specific criteria for prerequisite high school courses to determine a student’s readiness to enter directly into the major. If students do not meet criteria for their first choice of major, they may be offered admission into their second choice of major or as undeclared (see Standard 4). Accepted students with lower high school GPAs who show potential to be successful at Norwich through demonstrated success in co-curricular activities (i.e., athletics) or experiential learning (i.e., civic engagement, JROTC participation) are internally identified. This enables the University to direct specific support services, such as success and transition coaching, to these students (see Standard 8). The University ensures that students with specific needs, such as ADA and multilingual accommodations, are provided with ample information on support services available to them as described below.

Online programs. To reach targeted adult populations for online programs, CGCS organizes a separate recruitment effort and employs the services of [Pearson Online Learning Solutions](#) (Pearson) as a recruiting partner. Norwich publishes online program admissions requirements and processes on dedicated webpages, where prospective students can download relevant publications, watch webinars, or reach out to an admissions counselor directly. Admissions for online programs differs from the campus-based admissions timeline, as students are admitted on a rolling basis; graduate students may begin their study at one of four start times per year, and undergraduate degree-completion students may begin at one of six start times per year.

Admissions standards for graduate students include an earned Bachelor’s degree from a nationally accredited institution or foreign institution recognized by the specific country’s Ministry of Education. Applications are reviewed by an appropriately qualified program director to ensure the applicant’s potential to succeed in the specific program; the program director makes the final admissions decision. Norwich’s undergraduate degree completion programs are designed for working adults with some college experience. Incoming students are expected to transfer 30+ credits from prior college experience or college-level military programs, or from comparable training programs as assessed by the American Council on Education ([ACE](#)). Final admittance decisions are made by the program director and based on a review of the transfer transcript(s). Online non-credit bearing certificate program admission is done on a rolling basis and is available through [Norwich Pro](#), a division of CGCS. Specific admission criteria depend on the program of study and are clearly identified on the website.

Financial aid. Norwich awards both merit-based and need-based financial aid. Merit-based award decisions are made at the time of admission and are based on the student’s academic profile and achievements as evidenced during the admissions process. The [FAFSA](#) and [International CSS Profile](#) are used to determine need-based aid for domestic and international students, respectively. A [Net Price Calculator](#) is permanently featured on the admissions webpage, enabling prospective students to quickly estimate their need-based aid package. Every student receives an award letter outlining the total cost of attendance and out-of-pocket cost (with and without loans). Students are also provided a login to Net Partner, an online aid portal, where they are able to access the “Shopping Sheet,” a single format financial form for cost comparison among different colleges. Prior to disbursement of any loans, all students are required to complete [Federal Entrance Counseling](#) to ensure their understanding of the

responsibilities and obligations being assumed. Students are required to complete a Master Promissory Note that explains the terms and conditions of the federal loan(s).

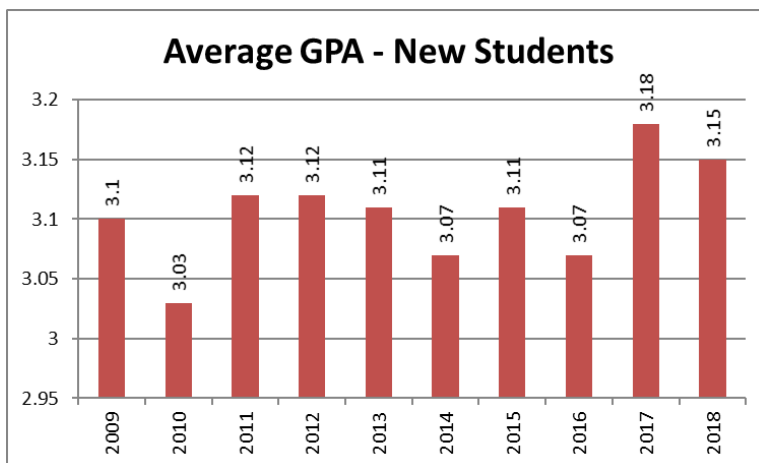
Norwich tailors its financial aid information to specific populations: campus-based undergraduates, online degree completion undergraduates, and online graduate students. The University publishes required regulatory information centrally and publicly on its consumer information disclosures webpage (see Standard 9).

Student records. Norwich maintains student records in accordance with [FERPA data privacy](#) requirements. Student records do not currently share, however, a single format nor do they reside in a single location: academic records reside in the Registrar's Office; admissions records are maintained by the Admissions Office; student health records are maintained by the Student Health Center or in the Counseling & Wellness Center; student conduct and disciplinary records are maintained in Student Affairs, and academic appeal records are maintained by the Office of the Provost. The majority of records are maintained digitally, and those which exist in paper form are in the process of being digitized. To support the ability of units to share information, the University is engaged in implementing software solutions that will allow for the seamless integration of student records across units and across the student lifecycle.

Incoming Student Characteristics – Campus-Based Programs

Campus-based programs are designed primarily for a traditional-age student population. The key indicator of academic success for this group is students' high school grade point averages (GPA). Over the last 10 years, the average GPA of incoming students ranged from 3.03–3.18 with a median of 3.11.

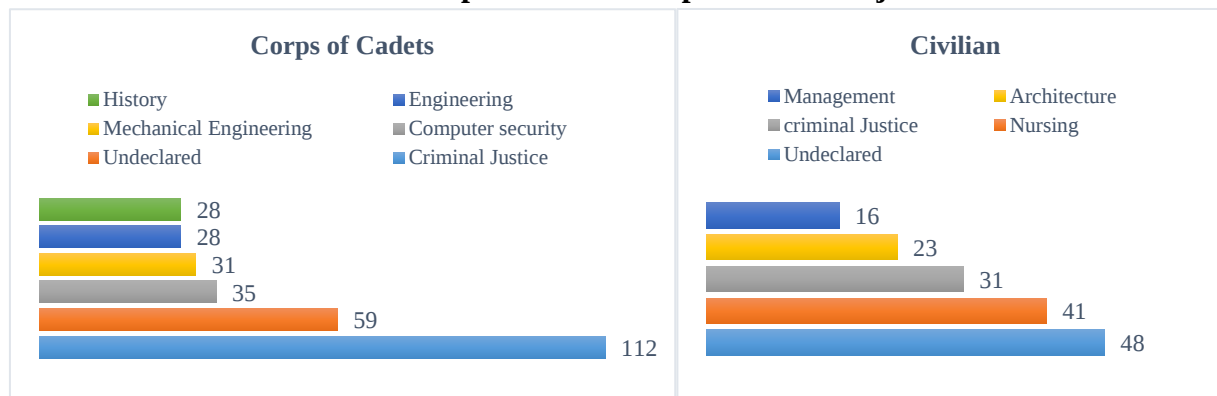
GPA in combination with additional criteria are used for assessing student preparation for the academic coursework for which they have applied. Admissions counselors carefully analyze the number of courses a student took in each discipline, the grade earned in those courses, and how high school coursework may have best prepared incoming students to achieve success at Norwich.



In 2016, Norwich made the decision to categorize itself as an institution that is “test-optional admissions.” Except for students wishing to enter the Nursing program, students are not required to submit [SAT](#) or [ACT](#) exam scores as part of their enrollment application. As a result of this change, fewer applicants submitted SAT or ACT scores: of 714 first-time college students, 341 enrolling students (48%) submitted SAT scores, and 124 (17%) submitted ACT scores.

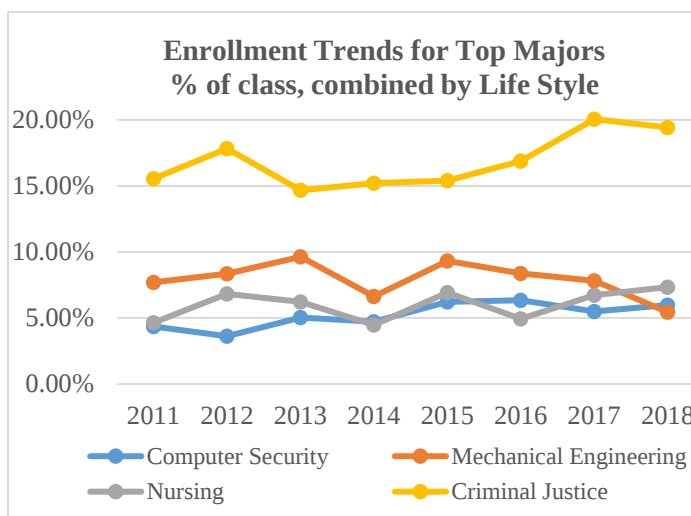
The popularity of majors differs between students depending on lifestyle (cadet/civilian). A snapshot of most popular majors by enrollment for the 2018 incoming class is presented below, representing a typical enrollment picture for the institution:

2018 Top-Enrolled Campus-Based Majors



By far the most popular campus-based major overall is the [B.A. in Criminal Justice](#): with 15–20% of incoming students over the last 10 years declaring that major. It is also the most popular major for cadets. For civilians, [Nursing](#) is the most popular major. Despite the fact that Nursing program admission criteria are strict and application requires SAT scores, nearly 5% of incoming students begin as Nursing majors regardless of lifestyle choice.

Equally popular with both lifestyles is Computer Security and Information Assurance ([CSIA](#)). Student choice of both the Nursing and CSIA majors continues to grow, reflecting the job market's demand for these fields as well as students' interest in choosing practical majors that typically result in employment upon graduation. This trend is consistent with national data (see discussion on resource allocation to these programs in Standard 6).

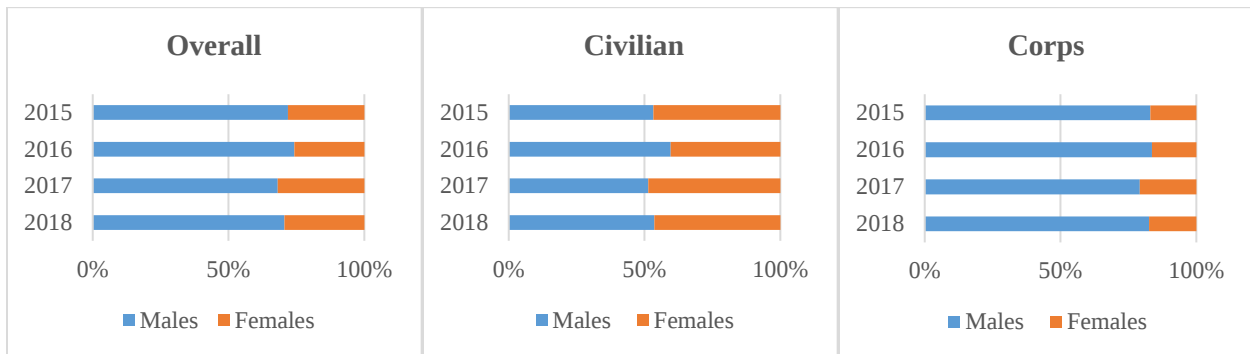


The fourth most popular major at Norwich is Mechanical Engineering ([ME](#)), which is trending downwards over the last several years. This decrease may be attributed to the introduction of the General Engineering major ([ENG](#)) in 2017, as overall enrollment in both majors is on par with 2017 (see right). The ENG major was established to enable students choose their specialization (mechanical, electrical, or civil engineering) after they complete common introductory engineering courses and are prepared to make more informed decisions.

Students enrolled in ME and ENG majors

Year	ME	ENG	Total
2017	78	0	78
2018	57	25	82
2019	40	34	74

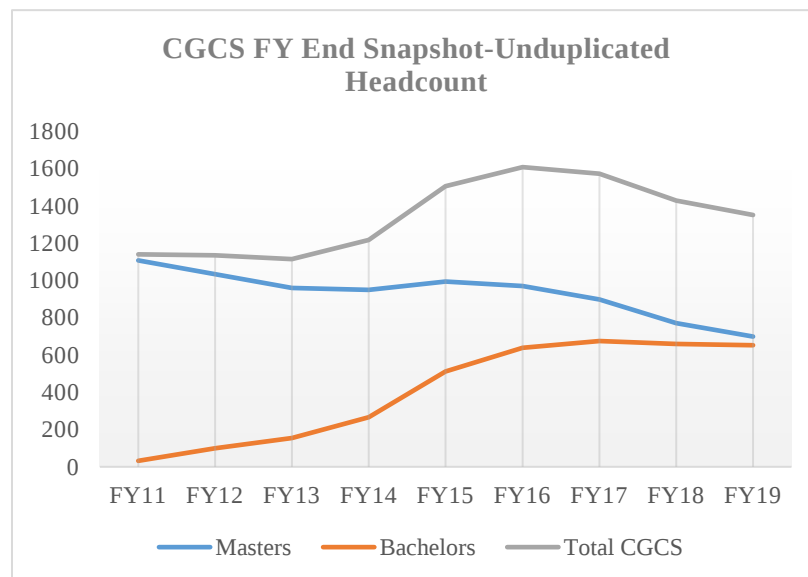
Over the last five years, gender distribution in the campus-based student population has remained stable. Overall, Norwich enrolls 70–75% male students. While this differs from national trends, it is not unexpected considering Norwich’s position as a senior military college. Gender distribution of cadets and civilians confirms that among students choosing a Corps lifestyle, 80–82 % are male. Among those choosing a civilian lifestyle, the population is 55% male. While the latter proportion is closer to the national average (40% male), it remains consistent with the fact that males have a higher propensity to enroll at Norwich.



The high proportion of males on campus contributes to the University’s recent focus on issues of diversity, equity, and inclusion. This focus is articulated in and resourced by the ASP, and many initiatives in this area are already underway.

Incoming Student Characteristics – Online Graduate and Degree Completion Programs

Since its last comprehensive evaluation, Norwich has significantly increased the number of online degree completion programs, with steadily increasing enrollments (from zero at inception to 750 students in 2018). At the same time, however, enrollment in master’s-level programs has declined from 1,215 to 769 students over the same period. These trends reflect the state of online higher education and are consistent with national data documenting a saturated marketplace for online learning.



Nationally, students in online programs are geographically located within 50 miles of the institution. Because the majority of Norwich's online programs are designed for students with military affiliation, who may be stationed worldwide, the institution's online recruitment efforts have never been confined to local markets. The military population is limited, however, and saturation with this group as well as an increase in similar program offerings from other non-profit institutions may be two of the factors effecting graduate program enrollment.

Degree Completion Programs. Norwich introduced its first online undergraduate degree completion program in 2010, the B.S. in Strategic Studies and Defense Analysis (SSDA); it remains the most popular degree completion major. Since that time five additional programs have been added, in Criminal Justice (BSCJ), Cyber Security (BSCS), National Security Studies (BSNSS), Management Studies (BSMG) and interdisciplinary studies (BIS). The vast majority of students choosing these programs are non-traditional adult students who have some college-level experience. However, they do not often begin their Norwich education at the same point: some might have 30 credits to transfer, whereas others might have 60+ credits from multiple institutions. Per data in Table 2, despite overall enrollment growth in degree completion programs, the distribution of the full-time (FT)/part-time (PT) student populations has remained relatively constant with only 15–20% pursuing the degree full-time.⁴ This is to be expected, as our degree completion programs are designed for and marketed to an adult population who typically have jobs, family, and other obligations.

Table 1. Degree Completion Programs; enrollment composition

Major	%
Interdisciplinary Studies	3%
Management Studies	6%
National Security Studies	6%
Criminal Justice	8%
Cyber Security	18%
Strategic Studies & Defense Analysis	59%

Table 2. Degree Completion Programs; % of students pursuing the degree FT/PT

	2012		2013		2014		2015		2016		2017		2018	
	HC*	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
FT	71	20	72	20	77	21	98	16	126	17	111	15	138	20
PT	281	80	282	80	293	79	513	84	609	83	626	85	566	80

*HC – Head Count

In the institution's experience, the online part-time student population requires additional support with the transfer of credit, navigation of financial aid and curricular requirements, as well as maintaining motivation toward achieving their degree. As a result, Norwich employs a professional advising model with this population, in which each student is assigned a dedicated

⁴ For the purposes of this analysis, the [IPEDS](#) definition of "full-time" for an undergraduate population is used (students enrolled in 15 or more academic credits). Students who are enrolled in less than 15 credits are considered part-time (see Data First Form 5.2).

staff member to work with throughout their tenure at the University. This model has proven to be very effective with regard to the retention and graduation rate of this population.

It is important to mention that even for online degree completion programs, Norwich has disproportionately high male population of students (see Table 3). This can be attributed to multiple factors. Initially, online degree completion programs were conceived as closed-cohort offerings directed toward military personnel: SSDA was developed exclusively for members of elite military units, such as the Navy Seals and Special Forces. Gender distribution in that program thus mirrors the gender distribution of those units.

Other programs (CJ, CS, NSS), although open to anyone, tend to attract students who are already employed in those fields, all of which are currently male-dominated. It is anticipated that the sixth degree completion program, an RN to BS in Nursing whose first cohort was admitted for Spring 2020, will see greater female enrollment, as students for this program come from a female-dominated profession. Degree completion programs, like campus-based programs, do not currently have a comprehensive plan to address recruitment of a diverse student population, nor are there enrollment goals for specific populations (i.e., females, minorities). The ASP and associated DEI initiatives will address the need for creating such plans.

Table 3. Gender Distribution in Degree Completion Programs

	Male	Female
2014	352	18
2015	577	34
2016	691	36
2017	696	41
2018	658	45

Graduate Programs. Norwich introduced online graduate programs at the master's level in 1997. Since then, the number of programs has steadily increased to the current total of 13 programs. As discussed above, overall enrollment in these programs increased steadily through 2010, but then began to decline at a rate of 4–5% per year (Table 4). To address this trend, the ASP calls for the

Table 4. Online Graduate Programs; % of students perusing the degree FT/PT

	2012		2013		2014		2015		2016		2017		2018	
	HC*	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
FT	997	94	989	94	953	93	931	94	975	92	761	87	754	94
PT	59	6	61	6	74	7	60	6	81	8	114	13	45	6

*HC – Head Count

implementation of a customer relations management system (CRM) that will enable the University to maintain closer contact with potential and current students throughout the lifecycle. CRM implementation was initiated in Spring 2019 and is currently functional. The College of Graduate and Continuing Studies ([CGCS](#)) additionally engages Pearson Online Learning Solutions (Pearson) to identify areas of potential opportunity for growth in the online graduate market. As a result of this partnership, four new master's programs are in the process of development and approval (MS in Accounting, MS in Informational Systems, MS in Business Analytics, and MS Nurse Practitioner with concentrations in Psychiatric & Mental Health, Adult Gerontology, and Family Practice). These programs are expected to be available for enrollment by Fall 2020. In contrast to degree completion programs, the majority of students enrolled in the

graduate programs are studying full-time, with less than 10% choosing to pursue the Master's degree part-time.⁵

Analysis of the gender distribution in graduate programs (Table 5) shows again that males comprise the majority of Norwich's students (~70%), as many of the University's graduate students are either active duty, reserve, or retired military personnel.

Student Services

Student services at Norwich are reflective of the University's mission, providing a broad spectrum of services consistent with our students' characteristics and interests. Students can access information regarding services on the University website, during new student orientation, and through academic and administrative campus units. For campus-based students, service offices supporting Student Affairs include the Office of the Dean of Students and the Commandant's Office; the Center for Student Success (CSS); the Student Health Center and the Counseling & Wellness Center (C&WC); the Housing Office; and Office of Diversity, Equity, and Inclusion (DEI). Service offices supporting Academic Affairs include the Academic Achievement Center (AAC); the Center for Writing; the Career & Internship Center (CIC); and the International Center (IC). Additionally, every campus-based student is assigned an academic advisor (full-time faculty or staff member).

Online programs employ a "one-stop-shop" approach, with a Student Support Advisor (SSA) assigned to each student upon matriculation. The SSA is the student's first point of contact with their online program and serves as a resource for the student throughout their period of enrollment. SSAs are trained to support students in the resolution of academic, financial, and any other issues that may arise.

Student services personnel actively engage students in support of their academic and co-curricular success and development. These faculty and staff are selected on the basis of formal education, training, certification, and experience relevant to the position and responsibilities. Specific professional requirements are outlined in job announcements and position descriptions and reviewed during the annual performance evaluation process. Since the institution's last comprehensive evaluation, Norwich has prioritized student success and retention through the creation of the Center for Student Success and resource commitment to the creation of Success and Transition Coach positions. Norwich has improved support services for commuter students as well, creating in 2011 the position of Assistant Dean of Students. This person is responsible for directing commuter student support services and organizing new student orientation for civilians.

New Student Orientation. Students matriculating in the fall have either eight-day (rook cadet) or six-day (civilian) orientations, during which they receive a student guidebook specific to chosen

Table 5. Student Gender Distribution in Graduate Programs

	Male	Female
2014	690	336
2015	683	331
2016	743	324
2017	624	265
2018	543	245

⁵ For the purposes of this analysis, the IPEDS definition of "full-time" for a graduate population is used (students enrolled in 12 or more academic credits). Students who are enrolled in less than 12 credits are considered part-time (see Data First Form 5.2).

lifestyle. Transfer students and non-traditional adult students are required to complete an abbreviated two-day orientation. All new students enrolling at Norwich in the spring semester enroll as civilians; students have the opportunity to join the Corps of Cadets the following fall. For this typically small group, Norwich provides a one-and-a-half-day orientation covering all relevant topics. New online students, both graduate and undergraduate, receive orientation through a set of learning modules within the University's learning management system (LMS), Moodle. Students cannot begin their course of study until these orientation modules are completed.

Academic Achievement Center (AAC). The AAC operates multiple programs focused on providing academic support for Norwich students, including tutoring, mentoring, multilingual support, and accessibility services. The AAC's professional tutoring personnel provide individual student support for mathematics, liberal arts, and general study skills development. The AAC operates a peer tutoring program, certified by the College Reading and Learning Association (CRLA), and also manages mentoring programs. One mentoring program, for students on academic probation (AcPro), works annually with 100–150 students whose GPA falls below 2.0. AAC staff additionally coordinate a peer-to-peer Corps/Civilian Academic Mentoring (CAM) program, which supports the college transition experience for first-year students through a standard curriculum delivered biweekly by upperclassmen to freshmen.

The AAC is home to the University's Coordinator of Multilingual Student Services, a position created in 2017 (see Standard 4). This person provides multilingual support and organizes programming to foster multicultural engagement for both international and domestic students, and additionally serves as a success coach to first-year international students. Accessibility services are also coordinated by the AAC. Campus-based students can request Americans with Disability Act (ADA) accommodations by completing an ADA profile with the AAC. Online students access ADA accommodations by working with the [CGCS ADA Coordinator](#). Norwich accommodates student requests for emotional support animals (ESAs) in the civilian residence halls. All campus construction and renovation projects maintain ADA compliance.

Center for Writing. [The Center for Writing](#) was established in 2016 and is directed by a faculty member, who receives release time for the appointment. The Center's professional and peer tutoring staff provides support in all disciplines to campus-based students, faculty, and staff at all points in the writing process. The Center for Writing offers workshops, All-Nite-Writes, as well as other outreach activities. Prior to 2016, writing support was provided through the AAC.

Career and Internship Center (CIC). The CIC develops and delivers educational programming for campus-based students and student groups to improve their understanding and competencies related to all aspects of career readiness. In addition to supporting a number of online resources such as Handshake, Focus 2, and Big Interview, the CIC engages with students by providing career and graduate school exploration and planning opportunities, personal brand development, as well as job interview and salary negotiation practice. CIC staff interacts with students through drop-in meetings, college-to-career workshops, and classroom presentations, facilitates employer presentations, and sponsors two career fairs each year.

Counseling & Wellness Center (C&WC). Students access counseling and wellness services in multiple ways. For campus-based students, the C&WC is open every weekday school is in session and offers regularly scheduled and walk-in crisis appointments. The Center additionally offers a “Counselor-on-Call” system, available after hours and on weekends to support students in crisis. In support of the online community, the Center provides on its webpage national phone and text hotlines for crisis situations, as well as online tools through which students can be referred to local hotlines and specific clinicians. Students studying abroad or away may also arrange counseling services through advance consultation with Center staff.

International Center (IC). In line with its mission and vision, Norwich provides myriad opportunities for faculty, staff, and students to engage globally. The IC supports students studying abroad and away with third-party providers, through the Norwich cohort-based semester abroad (Expeditions), and in Maymesters. The IC additionally supports the University’s international student population.

Health Services. The [Student Health Center](#) is operated by Green Mountain Family Practice, affiliated with Central Vermont Medical Center ([CVMC](#)) and providing comprehensive medical services consistent with a primary care office. Routine appointments are provided under the student health fee. Labs, equipment, and procedures are billed by CVMC to a student’s insurance. Medical staff at Green Mountain Family Practice support the Norwich athletic department staff in providing medical care for our home football and ice hockey athletic competitions, per NCAA standards.

Dining Services. Norwich University outsources dining services to Sodexo. In surveys administered by Sodexo, students consistently rate dining services highly, particularly over the past few years as Sodexo has increased its commitment to using fresh ingredients, providing diverse culinary options, and sourcing approximately 7% of its products locally. Norwich dining services have been awarded a certificate of Environmental Stewardship for their composting efforts.

Conduct Policies. All students are expected to abide by the University’s guiding values, the foundation of our [Honor Code](#). Norwich strives to foster a community based on respect for the rights of the individual, the University, the law, and for property.

The disciplinary system for campus-based students is outlined in the Norwich University Student Rules and Regulations ([NUSRR](#)); it is available online as well as in hard copy. The Honor Code adjudication process is implemented by a student Honor Committee, which in 2013 was redesigned as a single body encompassing both cadet and civilian lifestyles. The Honor Committee reviews all reported Honor Code violations and recommends disciplinary sanctions; these differ according to differences in student lifestyles. The Dean of Students is responsible for administering conduct and discipline for civilian students, while the Commandant oversees conduct and discipline issues for cadets. Due process rights are the same for all students, regardless of lifestyle.

While online students are also expected to conduct themselves in a manner consistent with the institution’s guiding values, separate policies and procedures exist for this population due to the

nature of distance-learning instruction. The CGCS Dean may impose sanctions for students who are found responsible for prohibited actions or behaviors, including academic dishonesty, creating a hostile environment, defrauding, or making false statements.

Co-Curricular Experiences

For students enrolled in campus-based programs, Norwich provides a wide array of opportunities for co-curricular engagement, prioritizing experiential learning, leadership development, and service. These opportunities are available through several departments and programs, including the Commandant's Office, Athletics, Student Activities, the Center for Civic Engagement, Residence Life, and others.

Norwich University Corps of Cadets (NUCC). Two-thirds of campus-based Norwich students choose to participate in the NUCC. In the tradition of a senior military college, cadets live in a garrison-based, barracks-style housing arrangement, wear a uniform during the duty day, and have expectations for room, uniform, and physical fitness standards. The University's goal for students choosing to participate in the Corps is their leadership development in service to the nation and the world. NUCC graduates are sought after by employers in the military, business, industry, and government sectors due to their reputation as adaptive leaders of character and critical, creative thinkers. The Corps internalizes the values of the institution and strives to develop student commitment to lifelong learning, health and fitness, and to living an honorable life.

Leadership Development Program (LDP). Launched in 2014, the LDP directly supports the University's mission to foster leadership in students, preparing and empowering them as effective civilian and military leaders dedicated to Norwich's values of honor, integrity, and service to nation before self. The program is comprised of a series of leadership seminars. Participation in the program requires an experiential component in the form of service in a leadership role with the Corps, residential life, athletics, clubs, or through other co-curricular activities. Students earn a certificate of completion and a designation on their diploma.

Residence Life. The Civilian Residence Life office is overseen by the Director of Residence Life and Civilian Housing and the Community Coordinator for Residence Life, both professional staff positions. The director is responsible for housing occupancy management while the coordinator is largely responsible for supervision of the student staff and housing mediation, among other duties. Residence Life is supported by student staff as well: two Resident Coordinators, two Senior Resident Advisors, and 16 Resident Advisors are evenly distributed between two civilian residence halls. The Resident Coordinator and Senior Resident Advisor teams are part of the unit's executive staff and provide support and guidance for their RAs as well as lead specific departmental initiatives developed by the Community Coordinator.

Center for Civic Engagement (CCE). In alignment with the institution's mission, the CCE strives to foster students' commitment to service before self by creating and facilitating local, national, and international service and service-learning opportunities. The CCE sponsors nine service-centered student clubs: Amnesty International; Buddy Up; Girls Who Code; Habitat for Humanity; NU EMS; Rotaract; Scouting Association; Volunteer Income Tax Assistance; and Unify: Special Olympics Club. Notably, in 2016, Special Olympics Vermont named Norwich

University [2016 Organization of the Year](#). The CCE additionally administers the institution's Civic Scholars Program, recognizing and financially supporting students who have a demonstrated commitment to public service.

Varsity Athletics, Club Sports, and Recreation. Approximately 25% of campus-based undergraduates participate in varsity athletics programs each year, with many more engaged in club sports and recreation activities. Norwich's [Athletics Department](#) supports the institution's focus on wellness, experiential learning, leadership and team development, as well as character and discipline. Participation in programs assists students in developing the ability to balance a multitude of co-curricular commitments as well as agility and adaptability.

Norwich features nine women's and 11 men's varsity athletics programs. The University participates in [NCAA Division III](#), including the Eastern Collegiate Athletic Conference ([ECAC](#)) and the Great Northeast Athletic Conference ([GNAC](#)). Norwich Women's Rugby participates in the National Intercollegiate Rugby Association ([NIRA](#)), and Men's Rugby participates in [USA Rugby](#). Norwich follows NCAA rules and regulations regarding students' eligibility to participate in athletics.

The University additionally offers engaging and competitive club and intramural sports programs, open to all campus-based students. Club sports coaches are hired through the Office of Student Activities and manage their programs fully; this includes recruitment, tryouts, travel, equipment and apparel management, practice and game plans, game management, and on-field coaching. All campus-based students have access to fitness facilities, including a gym, swimming pool, and ice rink. The University ensures equal availability of locker rooms and changing spaces for all students. Norwich's outdoor recreation programming is housed and managed by the [Shaw Outdoor Center](#). Programming includes training and certifications for recreation, fitness, and emergency response activities. The Shaw Center maintains courses for disc golf, paintball, and trails designed and groomed for hiking and mountain biking, with equipment available for student use.

Student Clubs. Norwich sponsors approximately 85 student clubs with a wide range of topics and interests, including military, religious, multicultural, and academic, as well as honors societies. Club administration and fiscal oversight are managed by Student Activities or other campus departments as appropriate. Although each club has a faculty or staff advisor for direct support, these are student-run organizations that empower and engage the student body. Student participation, membership, and management provide significant experiential leadership development opportunities and vibrant co-curricular experiences for campus-based students.

Other Activities. The Campus Activities Board (CAB) and the NUCC S-5 unit collaborate to program a dynamic calendar of campus events and activities for students, including intramural sports, multicultural programming, and a late-night substance-free programming series (WICK@NITE). In addition to CAB-sponsored and organized activities, the NUCC and/or ROTC detachments sponsor Artillery Battery, Mountain Cold Weather Rescue Team, Mountain Cold Weather Company (Army ROTC), Cavalry, Drill Team, Regimental Band, and Regimental Color Guard.

Appraisal

Admissions

Campus-based programs. As evidenced by Data First Forms 5.1 and 5.2, the institution's campus-based admissions strategies, in combination with Norwich's military roots and commitment to its [mission](#) and [values](#), have enabled the University to maintain healthy incoming class sizes. Campus-based programs welcomed on average 782 students for AY 2014–2018 (see Standard 8). As of 2017, the University no longer relies on standardized tests (such as the SAT or ACT) as predictors of a student's success at the institution. These scores were made optional on the admissions application, with the exception of select accredited programs such as Nursing. Alternatively, the University uses students' performance within high schools as the basis for admissions decision-making. To ensure consistent and fair evaluation, the Admissions Office developed a methodology to normalize academic assessment across various high schools, which is based on high school grading standards, weights of college preparatory classes on high school transcripts, and academic expectations for graduation.

The Admissions Office actively collects and maintains data on how students learn about the University. This data is regularly reviewed and used in the development of more targeted recruitment strategies. To aid in this effort, in 2019 the University implemented the customer relationship management program, Slate. The Slate system allows the admissions communication process to be completely customized in order to best serve students while facilitating the institution's admissions goals.

In the fall of each year, using Clearinghouse data, admissions staff prepares and reviews competitor datasets to identify the types of schools where Norwich's prospective students seek admission. Further, Norwich employs Ruffalo Noel-Levitz ([RNL](#)) to support the assessment of market trends and to assist the Admissions Office in developing a financial aid strategy. Each fall, the Admissions Office produces a quality report detailing characteristics of the incoming freshmen class. These reports are presented to the President's senior leadership team and the Provost's Cabinet to inform decision-making for the following year's admissions strategies.

Online Programs. CGCS and its recruitment partner, [Pearson](#), meet annually to discuss and plan future strategy for existing online graduate and degree completion programs. Recruitment strategies are developed based on goals set at these meetings. To anticipate change in the online market, CGCS is engaged in ongoing conversation with Pearson to assess its program portfolio performance. For the development of new programs or enhancement of existing offerings to meet market needs, the Education Advisory Board ([EAB](#)) is contracted by CGCS to regularly conduct environmental scans and gap analyses. As a result, in the past decade Norwich has seen a significant increase in online degree completion program enrollment. In Fall 2018, 20% of Norwich's undergraduate population (704 students) was enrolled in these programs, with the majority of these students (80%) were attending the University part-time. This explains the significant increase in part-time students in the third and fourth years of study (see Data First Form 5.2). Enrollment in online Master's degree programs, as discussed above, is trending down.

Financial aid. All first-time full-time undergraduate students receive financial aid in the form of institutional grants or scholarships (see Data First Form 5.4). In 2017, 31% of these students also received federal grants; 71% borrowed through Federal Loan Programs.

Although the number of students graduating from Norwich with student loan debt is relatively high (75–79% for undergraduate and 53–56% for graduate students, per Data First Forms), the cohort default rate is lower than the national average reported for private institutions (4.4–5.2% at Norwich versus 7.1–7.4% for private institutions⁶). The actual debt load in dollars for Norwich students is also lower than reported national averages. For example, for 2017, the reported national average for student loan debt was \$37,172. In the same year, the average debt for Norwich undergraduate students was \$33,185 (10.7 % lower); for Norwich graduate students, the average debt was \$34,804 (6.3% lower). The University seeks to be affordable with an institutional aid level that supports students across four or more years of undergraduate education. Additionally, many students receive financial assistance through participation in ROTC, the National Guard, or through Veterans Administration Legacy benefits, effectively reducing their financial burden. Norwich graduates are successful in obtaining jobs that have reasonable starting wages given majors available and the military lifestyle (see Standard 8).

Diversity, Equity, and Inclusion (DEI). Diversity was identified as an area of concern in Norwich’s 2010 self-study. Although the institution values and highlights diversity in both its guiding values and its vision statement (see Standard 1), not until recently has the University linked institutional commitment with financial commitment. The creation of an Academic Strategic Plan (ASP) that prioritizes Diversity, Equity, and Inclusion (DEI) initiatives and allocates necessary resources was a primary charge from the President to the Provost when the role was created in 2017.

Since the release of the initial draft of the ASP in March 2018, Norwich has created the Office of Diversity, Equity, and Inclusion with two full-time professional staff positions dedicated to supporting DEI and Title IX programming. Additionally, the Provost appointed a member of the faculty as Special Assistant to the Provost for DEI (see Standard 6). In Fall 2018, a DEI committee of faculty and staff was stood up. A student group—Leadership Education Advocacy Prevention (LEAP)—was also organized. Together these groups created and shepherded approval of a [Sexual and Gender-Based Misconduct Policy](#). Another step in the right direction is the addition in Spring 2019 of an LGBTQIA sensitivity training to the Interpersonal Mastery Seminar in the LDP, as well as an Inclusive Leadership training to the Team Mastery Seminar.

One specific concern identified by the institution in 2010 was its lack of multicultural student clubs. In the past decade, Norwich has made significant progress in this area. There are currently 13 student clubs (right) that self-identify as multicultural or address institutional values of diversity, equity, and inclusion. All clubs have student leadership, professional staff

Student clubs identifying with values of multiculturalism and/or diversity

Alliance (LGBTQIA)
 Arabic Language Club
 Black Student Union
 Chinese Cultural and Language Club
 Enlisted Club
 French Club
 Girls Who Code
 Intercultural Students Organization
 Latin Dance Club
 Hillel
 Society of Women Engineers
 Spanish Club
 Unify – Special Olympics Club

⁶ Data from Federal Student Aid website, <https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>

advisement, and access to funding and programming support, provided by the student activities fee and the Student Life Grant Fund. The University's growth in this area reflects the increasingly diverse student population on campus (see Data First Form 5.4).

In support of religious diversity, Norwich provides accommodations to students wishing to practice: Catholic masses and a Protestant worship service are offered weekly on campus in White Chapel, and a dedicated space for an Islamic prayer room is available to students at all times. Jewish students can attend temples in Montpelier or Stowe and can additionally participate in Hillel, which formed in AY 2018–19. The University Chaplain connects students of other faiths with local houses of worship and/or meditation sites; many area religious groups provide students with transportation. The University works actively with Sodexo to accommodate the dietary preferences of different religious groups. Many faculty and staff are engaged in supporting religious diversity on campus. For example, Norwich has hosted a community Passover Seder every spring for the past eight years. In 2018, Norwich faculty received a \$4,000 grant from Interfaith Youth Core ([IFYC](#)) to support religious diversity, programming, and education services. With support from the IFYC grant, Hindu students held a Holi festival in March of that same year and a Diwali celebration in November. The IFYC grant is supporting celebrations such as these as annual campus events.

In spite of increased engagement among students and student clubs, very few campus services have specific programming intended to support those of diverse backgrounds or to raise awareness of diversity issues on campus. Simultaneously, Norwich faces diversity challenges similar to those of many private New England institutions; the University's rural location and lack of racial diversity on campus and in the surrounding population makes Norwich less attractive to non-white students.

Norwich's military niche and strong ROTC presence on campus add additional layers of complexity with regards to our LGBTQIA population: Vermont's inclusiveness laws, culture, and political climate in some instances contradict Federal laws and Department of Defense (DOD) regulations and standards. Admissions strategy, too, faces challenges with diversity and recruitment, as the institution's traditional recruiting pools yielding strong incoming classes are typically not as diverse in terms of race, ethnicity, gender, or socio-economics. This reality must be carefully balanced by the University with regards to its mission and values. One approach to mitigate this challenge has been to adjust the institution's financial aid policies in order to make Norwich attractive to a more diverse population. The newly-formed Strategic Enrollment Management Committee has been charged by the Provost to create solutions for shaping a diverse incoming class in light of enrollment challenges in higher education.

Student Services

New Student Orientation. New student orientation for campus-based programs is designed to support students' transition to college and to Norwich; expose students to the educational opportunities, values, and expectations of the institution; and integrate students into their chosen lifestyle, cadet or civilian. Although rook and civilian populations attend some orientation activities together, the schedules for each lifestyle are different, due to the fact that rook orientation encompasses NUCC-specific activities. While the University has worked to support integration of the two lifestyles at orientation, hosting a common social event for students at the

end of orientation week, feedback gathered in the 2018 orientation survey indicated that both rook and civilian students would like additional opportunities to meet and get to know each other at the outset of their college career. In response, the Fall 2019 orientation included an interactive session for all students focused on the topic of diversity, equity, and inclusion; this session was scheduled for the evening of student arrival. The University plans to continue to work towards a more robust integration of orientation activities for all student lifestyles.

While assessment of campus-based orientation activities has been performed routinely since 2011, only civilian students were surveyed. In 2018, assessment was expanded to include all student populations. Survey results are discussed at Orientation Committee meetings, coordinated by the Office of the Provost. The 2018 orientation survey results showed that the majority of first-year students found orientation useful overall, as evidenced by an average rating of 3.34 on a 5-point Likert scale. Only 3% of students disagreed or strongly disagreed with the statement, “If I have a problem or question, I know where to go for assistance.” Both of these findings indicate that orientation adequately informs new students of resources available to assist them. Civilian orientation leaders received 7 or higher on a 10-point scale in 82% of responses. In conjunction with outcomes of civilian assessments from prior years, many changes to programming have already been made or are being planned. For example, commuter students now comprise their own orientation group. An abbreviated, transfer student track was created in 2019, in response to survey data. Additionally, data indicate that the current generation of college students is accustomed to and expects pre-matriculation information to be delivered digitally, preferably prior to arrival. As Norwich already has significant experience in delivering online orientation modules to online students, it would be a natural progression for the institution to develop common as well as campus-specific pre-matriculation learning modules, thereby ensuring the consistency of the student orientation experience across all modalities.

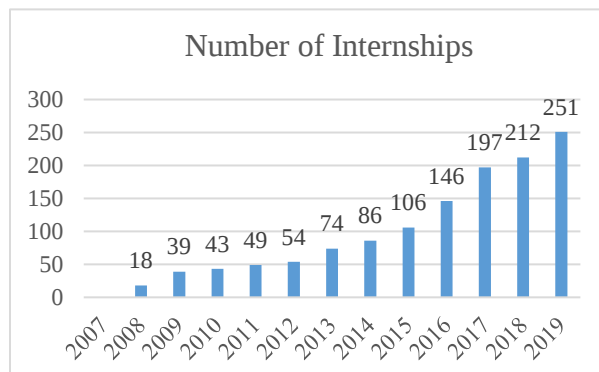
Academic Achievement Center (AAC). Tutoring programs are widely utilized by students, with 843 students (43% of the student body) participating in tutoring programs in AY 2016–17. Additionally, 58% of graduating seniors reported they had used AAC services at some point over the course of their career at Norwich. Notably, 48% of seniors graduating in 2017 with Latin Honors also reported the use of AAC services, confirming that the AAC provides support not only to struggling students but to all students. To support this high demand, the AAC has supported a robust peer tutoring program, with over 200 students having completed CRLA training to earn individual tutoring certification since 2004. To support students struggling academically, the professional staff in AcPro serve as success coaches and advocates for this cohort with strong results: 50–75% of AcPro students are retained by the University and eventually return to good standing.

Over a ten-year period, student demand for accessibility services has grown considerably from 72 individual student profiles filed in 2007 to 123 profiles filed in 2017. In response, Norwich hired a full-time Coordinator of Accessibility Services in 2018. In addition to overseeing student cases, this position is responsible for implementing and supporting best practices in accessibility services for all students who have a need.

Career and Internship Center (CIC). The CIC typically engages between 14–25% of the campus-based student body on an annual basis, with a professional staff to student ratio of about

1:600. In AY 2017–18, CIC staff and peer career coaches conducted a total of 771 student meetings, 419 with cadets (54%) and 352 (46%) with civilians.

Internships have increasingly become a focus for Norwich’s students, with the number of student internships steadily rising from 18 to 251 in a ten-year period (see right). Considering the significant emphasis placed on experiential learning through internships in the ASP, one challenge the CIC faces is active engagement with faculty and employers to provide a seamless internship experience for students. To begin addressing this challenge, in 2018 the CIC was organizationally moved from Student Affairs to Academic Affairs. One CIC staff member is currently dedicated to the coordination of undergraduate internships undertaken for academic credit.



The majority of students report positive experiences in working with the CIC, with 100% of students who completed a satisfaction survey reporting that they are either satisfied or highly satisfied with the experience. Despite this, CIC has room for improvement. For example, to track career outcomes for students, the CIC administers an annual First Destination Survey (see Standard 8). However, the Center lacks an effective external website to showcase the achievements of Norwich graduates.

Norwich’s online student population, both graduate and undergraduate, are commonly employed full time while studying at Norwich (see Standard 8). Online students are coached by their program director, staff, and faculty, all of whom provide career guidance via informal conversation during the student’s tenure at Norwich. More formal career conversation occurs during a student’s capstone project, which is often connected to either their current workplace or their aspirational workplace. Online students are satisfied with their experience in this regard, expressing Norwich has prepared them well for their chosen career path.

Counseling & Wellness Center (C&WC). The C&WC has made significant strides in recent years to better serve Norwich’s student population and the community as a whole. In 2017, the C&WC changed its treatment modality from long-term psychoanalytic therapy to a shorter-term cognitive behavioral approach. This new approach—through outreach, education, prevention programming, and advocacy—provides the Norwich community with the tools, resources, and skills necessary to promote mental health and wellness. In the same year, the Center moved from a paper-based record keeping system to a digital client HIPAA-protected management system. This shift has allowed for staff to systematically assess their outcomes using reliable data. As one measure of performance, the Center has been tracking its number of clients and number of appointments: both continue to increase over time. There has also been a rise in the number of crisis callers. These data are consistent with the nationally increasing demand for mental health and wellness services in higher education. Also consistent with national averages is the current wait time for an appointment, at approximately one week.

The C&WC actively seeks to collaborate with students and other campus constituencies, such as DEI and health services, in support of mental health and wellness issues. In 2018, the C&WC was awarded a grant to participate in the [JED Campus](#) program. Throughout AY 2018–19, the C&WC, alongside an interdisciplinary initiative group on campus and JED representatives, worked to assess Norwich students’ concerns regarding mental health, substance use, and suicide. Implementation and assessment of best practices in this area will take place over the next three years. The results of the JED grant work will be regularly shared with the campus community in the form of annual reports and presentations.

Of particular note, in Fall 2018 the C&WC assisted in training campus-based student leaders in both the Corps and civilian lifestyles to identify mental health issues and refer students in need to student affairs or mental health professionals as appropriate. The C&WC has also responded to faculty requests for additional training to identify, refer, and support students who are dealing with mental health issues. Due to limited staff and the Center’s increasing caseload, however, training development and implementation have stalled. In an effort to mitigate its workload, the Center has without success attempted to recruit counseling interns to support the high caseload. In AY 2018–19, for example, the position was offered on three separate occasions. The offer was declined each time due to the applicant’s inability or unwillingness to travel to Norwich.

Health Services. Until Fall 2019, the Student Health Center was located on the second floor of Marsilius Hall on the Norwich campus; it has now moved to the newly renovated, ADA-accessible first floor of the building. This new space has added staff work stations served by an updated patient management system, doubled the number of examination rooms, and added a procedural room. It is anticipated that the additional rooms, an increase in provider hours, and extension of health center hours by 30 minutes will together reduce wait time and enable more efficiently coordinated care. Green Mountain Family Practice (GMFP) continues to manage care provided in the facility, which is available exclusively to Norwich’s students. As a result of contract renegotiation with GMFP, students in need of overnight medical care are recommended to local hospitals.

Co-Curricular Experiences

One continuing area of challenge for the University is systematic assessment of co-curricular activities, particularly those supporting the mission of the University such as the NUCC, the Leadership Development Program, the Center for Civic Engagement, and athletics programs. In 2015, the SVP for Academic Affairs stood up a Co-Curricular Assessment Committee, however the committee was unable to move forward with its work. In 2018, the Associate Provost for Academic Affairs and Assessment (APAAA) revitalized this committee, issued a new charge, and the committee re-initiated their work in AY2018-19. It is expected the group will produce a proposal outlining a methodology and process for assessment of co-curricular programs contributing to the University’s mission.

Norwich University Corps of Cadets (NUCC). The NUCC Honorable Living program was revised to a four-year progressive leadership program, modeled on moral and ethical concepts that feature three tenets: (1) We produce leaders for the nation; (2) We are a professional Corps of Cadets; and (3) We are a learning Corps of Cadets. From their rook to senior year, students have multiple opportunities to learn how to lead self and to lead others.

Leadership Development Program (LDP). Students completing the seminars and a capstone leadership e-portfolio reflecting on their experiential leadership activities earn an Advanced Leadership Award designation on their diploma. To date, a total of 283 students have participated in the LDP program, with the first LDP participants graduating in May 2016. Nineteen students have graduated with the Advanced Leadership Award as of May 2018.

Residence Life. Civilian residence halls are at the capacity which presents a challenge at the beginning of the year when first year students decide to change the life style from Corps to civilian. Housing during breaks where the college is closed has been a continual challenge for the University's silos to collaborate effectively to provide housing for international students, athletes, student teachers, and nursing students on clinical rotations.

Working as an RA provides our civilian students an opportunity to develop their leadership qualities. The student staff receive training prior to the fall and spring semesters, in addition to ongoing professional development during the semesters. Training involves a range of certifications in various mental health and crisis management situations, policy enforcement and safety training, community building and educational program creation, conflict mediation, diversity and inclusion and Title IX overviews. Training topics and themes are reviewed yearly by professional staff and student staff and consistently compared with national best practices.

Varsity Athletics, Club Sports, and Recreation.

Varsity athletics participation data for AY 2018–19 indicates that the male to female participation ratio is close to the campus population ratio (75% male to 25% female). However, data shows that female participation is 8% higher than mandated by federal regulations. Norwich addresses this inequity by actively managing varsity team rosters and imposing maximum participation caps. The Athletics Department is currently in the process of performing a gender equity study for both varsity and club sports using a 13-point review strategy developed by the NCAA.

Participation data according to student lifestyle also differs from the general student population: while civilians comprise approximately 30% of the student body, civilian participation in athletics is 43%. This difference is the result of targeted recruiting for specific sports, such as football, basketball, and ice hockey.

In the past several years, Norwich has made significant progress in supporting student-athletes by providing concussion prevention education to students, coaches, and the wider campus community. The CSS, Health Services, athletic training staff, as well as varsity and club coaches collaborate to provide consistent and dedicated support through an established concussion protocol for all varsity and club sports athletes. However, athletic training staff and resources to provide dedicated support throughout the protocol is lacking.

**Varsity Athletics
Participation AY 2018-19**

	Student Count	%
Total	597	100
Gender		
Male	400	67
Female	197	33
Lifestyle		
Cadets	340	57
Civilian	257	43

Projections

1. In support of University strategic planning, the Office of Admissions and CGCS will work to steadily increase enrollment both for campus-based and online programs. By Fall 2020, the immediate goal is to increase undergraduate campus enrollment by 4% and online enrollment by 10% while maintaining graduate program enrollment at current levels.
2. By Spring 2020, the Chair of the Co-Curricular Assessment Committee will submit a formal proposal for the Co-Curricular Assessment Process to the Associate Provost for Academic Affairs and Assessment (APAAA), with the goal to implement the assessment plan by Spring 2021. The APAAA will ensure that the first round of assessment data for co-curricular programs that contribute heavily to the University's mission (Corps of Cadets, Leadership Development Program, Civic Engagement programs) are available for the 2025 NECHE Interim Report.
3. Counseling & Wellness Center (C&WC) staff will monitor demand for services during AY 2019–20 and AY 2020–21. In Fall 2021, the C&WC director will submit a report to the SVP for Student Affairs that outlines findings and recommends potential solutions.
4. By Fall 2021, the Associate Dean of Students, in collaboration with the Director of Operations and Training (Commandant's Office) and the Director of Academic Computing, will develop a plan for and design a pre-matriculation online orientation program. The program will be piloted with the 2022 incoming class. The Orientation Committee will continue to focus on early integration of rooks and civilians through an integrated orientation schedule.

Standard 5: Students

(Admissions, Fall Term)

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

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (FY 2017)	2 Years Prior (FY 2018)	1 Year Prior (FY 2019)	Current Year (FY 2020) ^a	Goal (specify year) (FY 2021)
Freshmen - Undergraduate					
Completed Applications	3,398	4,136	4,344	3,827	4,056
Applications Accepted	2,522	2,981	3,078	2,873	2,963
Applicants Enrolled	826	715	714	693	800
% Accepted of Applied	74.2%	72.1%	70.9%	75.1%	73.1%
% Enrolled of Accepted	32.8%	24.0%	23.2%	24.1%	27.0%
Percent Change Year over Year					
Completed Applications	na	21.7%	5.0%	-11.9%	6.0%
Applications Accepted	na	18.2%	3.3%	-6.7%	3.1%
Applicants Enrolled	na	-13.4%	-0.1%	-2.9%	15.4%
Average of statistical indicator of aptitude of enrollees: (define below)					
Transfers - Undergraduate, Campus programs					
Completed Applications	257	233	299	254	281
Applications Accepted	148	121	176	169	195
Applications Enrolled	58	49	72	75	80
% Accepted of Applied	57.6%	51.9%	58.9%	66.5%	69.4%
% Enrolled of Accepted	39.2%	40.5%	40.9%	44.4%	41.0%
Transfers - Undergraduate, Degree completion programs					
Completed Applications	610	550	621	183	650
Applications Accepted	608	549	619	182	645
Applications Enrolled	454	383	416	119	500
% Accepted of Applied	99.7%	99.8%	99.7%	99.5%	99.2%
% Enrolled of Accepted	74.7%	69.8%	67.2%	65.4%	77.5%
Master's Degree					
Completed Applications	1,056	920	957	495	1,000
Applications Accepted	1,038	911	955	490	995
Applications Enrolled	747	632	594	251	700
% Accepted of Applied	98.3%	99.0%	99.8%	99.0%	99.5%
% Enrolled of Accepted	72.0%	69.4%	62.2%	51.2%	70.4%
First Professional Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Doctoral Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

Please enter any explanatory notes in the box below

a. The admiddion cycle for degree completion and masters programs continues the whole year with 3 start dates, Data for these programs consists of numbers for fall 2019 only;

Standard 5: Students (Enrollment, Fall Term)

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

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2017) Fall 2016	2 Years Prior (FY 2018) Fall 2017	1 Year Prior (FY 2019) Fall 2018	Current Year (FY 2020) Fall 2019	Goal (specify year) (FY 2021)
UNDERGRADUATE						
First Year	Full-Time Headcount	905	843	804	836	873
	Part-Time Headcount	33	37	39	51	51
	Total Headcount	938	880	843	887	924
	Total FTE	912.40	863	810	844	898
Second Year	Full-Time Headcount	518	625	607	577	673
	Part-Time Headcount	44	35	48	56	61
	Total Headcount	562	660	655	633	734
	Total FTE	608.93	727	694	656	703
Third Year	Full-Time Headcount	529	505	606	577	563
	Part-Time Headcount	388	351	285	358	393
	Total Headcount	917	856	891	935	956
	Total FTE	742.46	689	780	754	744
Fourth Year	Full-Time Headcount	518	567	563	653	556
	Part-Time Headcount	203	260	228	219	275
	Total Headcount	721	827	791	872	831
	Total FTE	640.20	711	688	787	704
Unclassified	Full-Time Headcount	3	2	1	0	0
	Part-Time Headcount	3	0	1	5	5
	Total Headcount	6	2	2	5	5
	Total FTE	3.87	2	1	1	1
Total Undergraduate Students						
	Full-Time Headcount	2,473	2,542	2,581	2,643	2,665
	Part-Time Headcount	671	683	601	689	785
	Total Headcount	3,144	3,225	3,182	3,332	3,450
	Total FTE	2,908	2,993	2,972	3,042	3,050
% Change FTE Undergraduate		na	2.9%	-0.7%	2.4%	0.3%
GRADUATE						
	Full-Time Headcount	986	775	759	648	650
	Part-Time Headcount	78	110	45	22	40
	Total Headcount	1,064	885	804	670	690
	Total FTE	1,026.83	837	785	661	670
% Change FTE Graduate		na	-18.5%	-6.2%	-15.8%	1.4%
GRAND TOTAL						
Grand Total Headcount		4,208	4,110	3,986	4,002	4,140
Grand Total FTE		3,935	3,830	3,757	3,703	3,720
% Change Grand Total FTE		na	-2.7%	-1.9%	-1.4%	0.5%

Please enter any explanatory notes in the box below

"Unclassified" students for undergraduate enrollments are "PB" students. Post-baccalaureate students taking credit-courses at the undergrad level.

Standard 5: Students

(Financial Aid, Debt, Developmental Courses)

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

? Where does the institution describe the students it seeks to serve?

Mission and vision statements

? Three-year Cohort Default Rate

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

FY 2014	FY 2015	FY 2016
3.9%	4.5%	4.3%
80.1%	79.9%	79.4%

Undergraduate Campus-based programs

? Student Financial Aid

Total Federal Aid

Grants

Loans

Work Study

Total State Aid

Total Institutional Aid

Grants

Loans

Total Private Aid

Grants

Loans

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
FY 2017	FY 2018	FY 2019	FY 2019	FY 2020

\$16,899,878	\$16,830,806	\$15,792,700	\$16,058,399	\$16,440,000
\$3,883,932	\$3,995,237	\$4,227,136	\$4,420,292	\$4,750,000
\$12,447,269	\$12,294,693	\$10,982,981	\$11,007,191	\$11,000,000
\$568,677	\$540,876	\$582,583	\$630,916	\$690,000
\$527,525	\$630,355	\$687,614	\$721,000	\$730,000
\$54,549,308	\$58,879,168	\$62,779,861	\$68,100,000	\$72,000,000
\$54,549,308	\$58,879,168	\$62,779,861	\$68,100,000	\$72,000,000
\$0	\$0	\$0	\$0	\$0
\$22,014,133	\$24,523,045	\$27,780,926	\$28,500,000	\$30,420,000
\$15,952,024	\$17,128,514	\$18,817,884	\$19,200,000	\$21,000,000
\$6,062,109	\$7,394,531	\$8,963,042	\$9,300,000	\$9,420,000

Student Debt

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

Undergraduates

Graduates

First professional students

79%	76%	81%	78%	76%
90%	100%	100%	100%	100%

For students with debt:

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

Undergraduates

Graduates

First professional students

\$34,069	\$36,289	\$39,432	\$37,000	\$36,500
\$26,027	\$28,242	\$15,740	\$28,000	\$28,000

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

Undergraduates

Graduate Students

First professional students

\$13,878	\$17,031	\$19,880	\$18,500	\$18,200
\$10,250	N/A	N/A	N/A	N/A

Undergraduate Degree Completion Programs

? Student Financial Aid

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	FY 2017	FY 2018	FY 2019	FY 2019	FY 2020
Total Federal Aid	\$1,235,833	\$1,355,843	\$1,400,759	\$1,425,000	\$1,425,000
Grants	\$562,626	\$575,696	\$670,314	\$695,000	\$700,000
Loans	\$673,207	\$780,147	\$730,445	\$730,000	\$725,000
Work Study	\$0	\$0	\$0	\$0	\$0
Total State Aid	\$10,448	\$18,522	\$13,781	\$11,400	\$12,000
Total Institutional Aid	\$29,161	\$42,137	\$87,832	\$50,000	\$50,000
Grants	\$29,161	\$42,137	\$87,832	\$50,000	\$50,000
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$1,421,677	\$1,644,326	\$1,716,967	\$1,765,000	\$1,845,000
Grants	\$1,378,711	\$1,631,559	\$1,669,154	\$1,720,000	\$1,800,000
Loans	\$42,966	\$12,767	\$47,813	\$45,000	\$45,000

Student Debt

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

Undergraduates	10%	15%	16%	18%	19%
Graduates					
First professional students					

For students with debt:

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

Undergraduates	\$16,634	\$16,800	\$19,616	\$20,000	\$20,500
Graduates					
First professional students					

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

Undergraduates	\$8,261	\$9,537	\$8,507	\$8,500	\$8,200
Graduate Students					
First professional students					

Graduate Programs, Campus-based and online

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
FY 2017	FY 2018	FY 2019	FY 2019	FY 2020

Student Financial Aid

Total Federal Aid	\$14,518,618	\$11,092,338	\$10,830,752	\$12,500,000	\$12,500,000
Grants	\$0	\$0	\$0	\$0	\$0
Loans	\$14,518,618	\$11,092,338	\$10,830,752	\$12,500,000	\$12,500,000
Work Study	\$0	\$0	\$0	\$0	\$0
Total State Aid	\$0	\$0	\$0	\$0	\$0
Total Institutional Aid	\$1,187,040	\$825,458	\$986,992	\$1,200,000	\$1,300,000
Grants	\$1,187,040	\$825,458	\$986,992	\$1,200,000	\$1,300,000
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$2,260,025	\$2,739,390	\$2,349,049	\$2,450,000	\$2,450,000
Grants	\$2,001,341	\$2,492,859	\$2,157,952	\$2,250,000	\$2,250,000
Loans	\$258,684	\$246,531	\$191,097	\$200,000	\$200,000

Student Debt

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

Undergraduates					
Graduates	54%	53%	48%	50%	50%
First professional students					

For students with debt:

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

Undergraduates					
Graduates	\$38,351	\$39,447	\$44,337	\$41,000	\$41,200
First professional students					

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

Undergraduates					
Graduate Students	\$21,489	\$20,517	\$17,738	\$17,000	\$16,500
First professional students					

Please enter any explanatory notes in the box below

Number of students graduated with Master's of Architecture (the only campus based Masters Program):

2017: 10 2018: 13 2019: 3

Standard 5: Students (Student Diversity)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)
FY 20

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
Category of Students (e.g., male/female); add more rows as needed			
<i>Campus-based programs</i>			
FEMALE	1,209	879	213
MALE	2,866	2,163	555
CORPS OF CADETS	1,622	1,370	465
CIVILIAN RESIDENT	2,321	1,579	258
CIVILIAN COMMUTER	138	93	45
<i>Degree completion programs</i>			
FEMALE	23	22	12
MALE	255	255	155
HISPANIC/LATINO	9	9	3
AMERICAN INDIAN OR AK NATIVE	4	4	4
ASIAN	4	4	1
BLACK OR AFRICAN AMERICAN	14	14	9
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	1	1	1
WHITE	187	187	113
TWO OR MORE RACES	38	38	24
RACE AND ENTHNICITY UNKNOWN	21	20	12
Graduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
Category of Students (e.g., male/female); add more rows as needed			
FEMALE	117	116	74
MALE	266	263	177
HISPANIC/LATINO	34	33	22
AMERICAN INDIAN OR AK NATIVE	4	4	2
ASIAN	8	8	3
BLACK OR AFRICAN AMERICAN	40	39	21
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	1	1	1
WHITE	274	271	188
TWO OR MORE RACES	12	12	7
RACE AND ENTHNICITY UNKNOWN	27	27	18

Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
? Category of Students (e.g., male/female); add more rows as needed					
FEMALE	714	60	774	788.67	800
MALE	1,867	541	2,408	2,183.20	2,300
INTERNATIONAL STUDENTS	77	5	82	86.27	90
CIVILIAN COMMUTER (LSD)	245	25	270	260.33	300
CIVILIAN RESIDENTIAL (LSR)	606	5	611	627.40	650
CORPS COMMUTER (LSMD)	11	3	14	12.53	15
CORPS RESIDENTIAL (LSM)	1,553	6	1,559	1,719.66	1,500
VARSITY SPORTS	596	4	600	638.46	600
NONRESIDENT ALIEN	72	1	73	79.60	75
HISPANIC/LATINO	256	49	305	297.73	300
AMERICAN INDIAN OR AK NATIVE	15	7	22	17.40	25
ASIAN	90	6	96	101.00	100
BLACK OR AFRICAN AMERICAN	122	21	143	131.87	130
NATIVE HAWAIIAN OR OTHER PAC	5	3	8	5.80	10
WHITE	1,852	432	2,284	2,130	2,250
TWO OR MORE RACES	117	14	131	129.87	150
RACE AND ENTHNICITY UNKNOWN	52	68	120	78.33	60
			0		
Graduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
? Category of Students (e.g., male/female); add more rows as needed					
FEMALE	234	19	253	246.75	250
MALE	525	26	551	538.67	540
NONRESIDENT ALIEN	0	0	0	0.00	0
HISPANIC/LATINO	65	2	67	66.25	70
AMERICAN INDIAN OR AK NATIVE	1	0	1	1.00	1
ASIAN	25	2	27	26.25	26
BLACK OR AFRICAN AMERICAN	50	5	55	52.00	55
NATIVE HAWAIIAN OR OTHER PAC	3	0	3	3.00	3
WHITE	549	32	581	569.00	560
TWO OR MORE RACES	23	0	23	23.00	25
RACE AND ENTHNICITY UNKNOWN	43	4	47	44.92	42
			0		
			0		

Please enter any explanatory notes in the box below

The goals for Graduate Pograms are set with an assumption that the enrollment will stay the same

STANDARD 6: TEACHING, LEARNING, AND SCHOLARSHIP

Norwich has a sufficient number of faculty and staff to fulfill its institutional mission. Norwich indicates the required level of education for all positions in the posted job description in the search; for faculty, this is also specified in the FM. All full-time (TT and NTT) and part-time (adjunct) faculty are expected to possess either a graduate degree or a terminal degree in their respective disciplines. In support of the University's online programs, all Program Directors possess terminal degrees. Faculty members' qualifications are listed in the Catalog as well as in individual programs' self-studies.

As evidenced on Data First Form 6.1, in Fall 2019 the University employed 165 full-time faculty and 213 adjunct faculty: 67 for campus-based programs and 146 for online programs. Nine instructional designers are shared by campus-based and online programs. The University provides academic support to students through the Academic Achievement Center (AAC), which houses nine professional staff, and the Center for Writing, which includes one professional tutor. Both centers coordinate peer-to-peer tutoring programs (see Standard 5).

FACULTY AND ACADEMIC STAFF

Description

Faculty Categories and Definitions; Governance; Faculty Qualifications, Evaluations, and Grievance. Norwich defines faculty categories and roles and responsibilities for each category in the Faculty Manual (FM). In addition to Assistant, Associate, and Professor for tenure-track (TT) appointments, and Lecturer and Adjunct for non-tenure track (NTT) appointments, Norwich has the category of Professional and Administrative Faculty which includes Program Directors in the College of Graduate and Continuing Studies (CGCS) and some positions in the library, museum, and AAC. As some disciplines find it beneficial to engage faculty with specific professional skills, the FM was amended in 2019 to include Senior Lecturer and Professor of Practice.

Norwich recognizes the importance of faculty participation in reaching decisions with the administration on policies and procedures. Faculty Senate and Staff Council play advisory roles in institutional governance (see Standard 3), and all faculty members are expected to participate in Faculty Assemblies. Senate meetings are open to all members of the University community, and full-time faculty may participate in Senate committees as part of their service. Norwich is committed to academic freedom and shared governance.

Faculty responsibilities concerning teaching, service, and professional activities are clearly outlined in the FM. The duties of College Deans, School Directors, and Department Chairs, and their role in institutional governance, are also defined. Criteria for faculty appointments, promotion, and tenure (P&T) are listed as well. Each College further provides a separate, detailed document with expectations for TT faculty regarding teaching, service, and scholarship, which provides amplification and clarification of University P&T guidelines based on the specifics of each College's disciplines. Lecturers and adjunct faculty are issued contracts outlining their specific responsibilities as well as standard expectations for teaching effectiveness, accessibility to students, and timeliness for grading.

In addition to faculty categories defined in the FM, the College of National Services (CoNS) faculty is comprised of active military officers assigned by the respective branches of the Armed Forces to ROTC detachments hosted by Norwich. CoNS faculty members' credentials, teaching responsibilities, and evaluations are in accordance with Department of Defense (DoD) standards for ROTC. CoNS faculty join other full-time faculty on University committees, contributing to the academic vitality and uniqueness of the University.

Norwich clearly identifies the process for grievances and problem resolution in the FM and the Employee Handbook. P&T decision appeals comprise a separate process, outlined in section 2.3.8 of the FM and referenced in College P&T documents.

Faculty Appointments; Equal Employment Opportunity; Diversity, Equity, and Inclusion.

Norwich complies with the U.S. Equal Employment Opportunity Commission's (EEOC) guidelines for employment. All job openings are posted externally and internally, and an EEO statement appears in all job descriptions. The Faculty and Staff Hiring Manual outlines the hiring process for faculty and staff. This document also contains "Guidelines for Conducting an Inclusive and Fair Search."

Salary and Benefits. FM section 4.1-4.2 describes general expectations for salary ranges, benefits, and other compensation provided to full-time and part-time faculty. Norwich uses CUPA benchmarks to establish salaries for campus-based full-time faculty. The Senate and Staff Council make recommendations to the President regarding proposed salary increases. The University's Compensation Committee, comprised of both faculty and staff, reviews and provides recommendations for changes in benefits. Norwich is self-insured for health and dental benefits, and the committee is apprised quarterly by an industry consultant on the state of the institution's health and dental insurance.

Faculty Workload. Norwich collects data on student contact and credit hours; average section enrollment; FTE of TT faculty, lecturers, and adjuncts; as well as section contact hours per FTE. These data are presented as a dashboard each semester and reviewed by the Provost, Deans, Chairs, and Directors. Responsibility for teaching assignments resides solely with Department Chairs and Program Directors. A duty of the Dean is to ensure "that faculty workloads are appropriate, equitable, and satisfactory to College standards of productivity," per the FM.

Although University P&T expectations of faculty responsibilities include the three areas of teaching, service and scholarship, Norwich defines faculty workload primarily in terms of teaching (course) load. In an effort to provide TT faculty with the additional time needed to pursue scholarly activities, the University transitioned in 2013–2015 from eight courses to seven courses per year; for TT faculty members, this equals 9–14 credit hours of teaching assignments per semester. Lecturers' teaching loads are higher, at ten courses per academic year; adjunct faculty are expected not to exceed six courses per academic year. Full-time faculty may receive course releases to perform administrative or service duties (e.g., Department Chair, Director, Coordinator of a Program or Center, etc.). Lecturers may be granted release time or overload compensation for assigned student advising duties. TT faculty can also apply for competitive course releases for scholarship or curricular development.

Ethical Conduct Policies. In accordance with the institution's guiding values (see Standard 1), Norwich holds its reputation in high esteem and expects respectful and ethical conduct from all members of the community. The Employee Handbook includes statements on professional expectations in the workplace, including Respectful and Ethical Behavior, Nepotism, and Relationships. The University also has policies on Nepotism and Relationships: Avoidance of Supervisory Conflicts; a Sexual and Gender-Based Misconduct Policy; a policy governing Employee Relationships; policies covering professional misconduct in research and other scholarly activity; and a Sponsored Research Financial Conflict of Interest policy. Staff and faculty are required to participate in annual training on issues of sexual and gender-based misconduct. CoNS faculty abide by University policies in addition to satisfying other legal obligations and requirements regarding conduct based on their active duty military status. All faculty and staff follow the University FERPA policy concerning student data. Furthermore, Norwich has an Institutional Review Board (IRB) and Institutional Animal Care and Use Committee (IACUC); their policies and review guidelines are available to all faculty, staff, and students on the Office of Academic Research (OAR) SharePoint site.

Evaluation of Teaching, Service, and Scholarship. Full-time faculty are evaluated annually. Faculty members initiate the process by completing a Faculty Annual Report (FAR) consisting of three sections addressing teaching, scholarship and professional development, and service. Using the FAR as a basis, Chairs and Directors write annual evaluations for their faculty and then provide feedback. Evaluation packets additionally include a summary of end-of-course student evaluations and an appraisal, both written by the Chair/Director.

Online programs administer course and faculty evaluation questionnaires at the end of the third week and in the last week of the course. Program Directors, Program Managers, and Program Coordinators use this feedback from students in their own evaluations of adjunct faculty effectiveness, and they act on these findings if needed.

Evaluation and Support of Academic Staff. The FM defines Professional and Administrative Faculty and describes the evaluation and promotion process for this category. In Section 3.3, the FM also describes professional development opportunities and funding sources available to Professional and Administrative Faculty, specifically college grants and Faculty Development activity expenses grants. The operating budgets of specific units allocate for the professional development of Professional and Administrative Faculty and Academic Staff.

All Professional and Administrative Faculty and Academic Staff are evaluated annually based on a staff performance review process that combines University standards, department standards, and individual position standards. The process also includes a self-evaluation, supervisor evaluation, peer/customer feedback, goals for the upcoming year, and professional development/training needs (see Standard 7). Any Professional and Administrative Faculty who teach courses and advise students are evaluated under the same process as other faculty.

Appraisal

Faculty Categories and Definitions; Governance; Faculty Qualifications, Evaluations, and Grievance. In the last several years, Norwich has experienced a generational change in the composition of its TT faculty. A steady stream of retirements (see Data First Form 6.3) has led to

fewer Professors: from 54 in 2017 to 46 in 2019. The % composition of full-time faculty has also changed, as shown at right. A detailed discussion of this trend is found below.

In response to the challenges a rural location poses for finding appropriately trained and qualified adjunct faculty, Norwich successfully ensures that the majority of campus-based courses are taught by full-time faculty: in AY 2016–17 and AY 2017–18, 78% of campus-based courses were taught by FT faculty.

At the time of the University’s last comprehensive evaluation, the faculty:student ratio for campus-based programs was 1:14 (defined as the number of sections per FTTE). The institution acknowledged the shift toward a ratio of 1:16 in its 2015 Interim Report. This change is explained by the increase in student enrollment, resulting in an increase in average section enrollment. From 2013–2018, however, section enrollment rose in some areas much faster than in others. The top six areas of growth are shown in Table 1.

A significant enrollment increase in the Nursing, Computer Science & Information Assurance (CSIA), and Criminal Justice (CJ) programs together with a lag in the hiring of faculty in these areas partially explains the increase in average section enrollment. The following demonstrates the percent change in selected majors versus the percent change in FTTE: Computer Science +48% students vs. +41% FTTE; Criminal Justice: +14% students vs. +1% FTTE; Nursing: +8% students vs. -28% FTTE. To address this imbalance, several new TT positions were approved in 2018 for areas experiencing program growth, including CSIA-Digital Forensics, Computer Science-Data Analytics, and Nursing-Mental Health. In addition, one lecturer position in CJ has been converted to TT. It has been challenging, however, to fill these positions (see discussion below regarding *Faculty Appointments*).

The FM specifies the re-evaluation of Lecturer positions every five years. Since 2016, however, the number of Lecturers has increased 32%, which suggests that the consistent application of and transparency in following this policy will be important for the institution as it continues to strategically balance its resources.

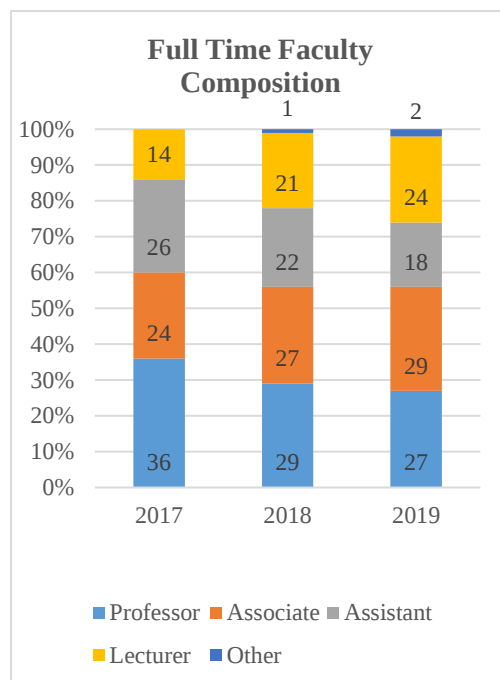


Table 1. Increase in average section enrollment, 2013–2018

College	Subject area	Enrollment increase
CoPS	CSIA	22%
	Nursing	31%
CoLA	International Studies	54.3%
	Political Science	25.3%
CoSM	Biology	16.7%
	Physics	19.9%

Faculty Appointments; Equal Employment Opportunity; Diversity, Equity, and Inclusion.

Considering the unique nature of faculty appointments, particularly for TT positions, guidelines provided in the University hiring manual for faculty search committees are limited and generic. Although this allows for flexibility in the search and hiring process, it leads to inconsistencies in committees' business processes. Similarly, there are no guidelines for committees charged with hiring for administrative or other staff positions. Further, the decision regarding the composition of search committees is left to the committee chair, and there is no formal training for committee members regarding best practices for conducting fair and inclusive searches.

As a private institution in a rural, predominately white region of the country, Norwich struggles with attracting racially diverse faculty and staff. In 2019, 82% of all faculty and 94% of academic staff at Norwich identified as White, Non-Hispanic (see Data First form 6.5). In January 2019, in accordance with the Academic Strategic Plan (ASP), the Provost appointed a Special Assistant for Diversity, Equity, and Inclusion. One charge to this appointment is to engage with the Norwich community, the DEI committee, and HR to address all matters of equity, diversity, and inclusion among new faculty hires. One area in which the University may find immediate traction on this charge is with its online programs, as online courses can be taught remotely, therefore expanding the pool of qualified candidates.

Norwich has made progress with regards to gender equity. Comparing data in Data First Form 6.5 for FY 2010 and 2019, there is an encouraging trend toward the appointment of more female faculty members. Remarkable gains have been made across ranks in the full-time faculty: the number of female full-time faculty increased from 35% in 2009 to 41% in 2019 (Table 2).

Table 2. Gender distribution among NU faculty

	Full-Time Faculty				All Faculty (FT and Adjunct)			
	Male		Female		Male		Female	
		% of FT		% of FT		% all		% all
FY 2009	75	65%	41	35%	199	67%	97	33%
FY 2019	101	59%	70	41%	253	64%	140	36%

Salary and Benefits. Compared to CUPA benchmarks, faculty salaries at Norwich constitute, on average, 90% of the benchmark for their respective categories. In 2014, the President charged the Compensation Committee to create a plan raising faculty compensation to 100% of CUPA benchmarks by 2019. The committee concluded that to reach this goal, the University would need to commit funding at a rate of 4% per year from 2016 through 2019. This plan included a combination of cost of living and market increases and changes to employee benefits packages. This plan proved difficult to implement, in part due to increasing health care costs and the uncertainty of tuition revenue. Some elements of the plan were nonetheless implemented, including: (1) All new faculty are hired at 100% of CUPA benchmarks; and (2) the Faculty Senate and Staff Council recommend to the President how yearly salary increases should be allocated.

Despite these improvements, Norwich has work to do concerning faculty salaries, as those for all ranks are lower than the in-state (VT) average (Table 3, next page). Using CUPA data for benchmarking presents other challenges, specifically in determining salary targets for

Professional and Administrative Faculty and Academic Staff; many of these employees do not fit into CUPA categories, thus making it difficult to establish accurate benchmark levels.

Table 3. Average Salary comparison between Norwich and average for VT Higher Ed institutions

	Average Salary in VT	Average Salary at NU	% Difference
Professor	\$ 101,310	\$ 84,843	-16.3%
Associate	\$ 78,943	\$ 68,986	-12.6%
Assistant	\$ 67,127	\$ 62,022	-7.6%
Lecturer	\$ 59,691	\$ 53,658	-10.1%

Faculty Workload. Between 2013 and 2015, Norwich made a significant commitment to TT faculty scholarship by reducing the teaching load from 8 to 7 courses per year (or, 4:4 to 3:4). This transition was made by increasing the number of adjunct faculty and lecturers as opposed to creating new TT lines. At the same time, the President reinforced the University's recognition of the importance of full-time faculty in traditional-age student instruction, stating in 2006 that no more than 20% of campus-based courses should be taught by part-time (adjunct) faculty. Additionally, the number of administrative and service teaching releases increased, as a variety of positions emerged on campus which carry course release for faculty.

When comparing the number of part-time faculty members (adjunct) in 2014 vs. 2019, per Data First Form 6.1, there are overall decreases in adjunct numbers across the University. The decrease in CGCS adjuncts is attributed to decreased enrollment, while the decrease in campus-based adjuncts can be explained by the increased number of full-time lecturers and visiting faculty. A deeper dive into the data reveals that the balance of adjunct faculty vs. lecturers varies by college and by year depending on staffing needs. For example, in 2018, the College of Science and Mathematics (CoSM) had a 40% increase in adjuncts and a 34% increase in lecturers; the College of Liberal Arts (CoLA) had a 72% increase in lecturers; and the College of Professional Schools (CoPS) had a 35% increase in adjuncts. In 2006, the President set targets for the ideal balance of student credit hours taught by full-time and part-time faculty, with part-time faculty teaching no more than 20% of student credit hours, and full-time faculty teaching the balance (80%). As Data First Form 6.1 shows, in the last four years Norwich has not achieved this target, with full-time faculty teaching between 74–77% of student credit hours.

Table 4. Average Section Enrollment

College	FY13	FY18	Increase
CoPS	16	19.3	21%
CoSM	17.1	21.9	28%
CoLA	18.1	18.6	3%

The workload balance for full-time vs. part-time faculty is also worth examining in more detail. Although average section enrollment at Norwich remains low (around 20 students per section in 2019), the reduction in course load for TT faculty has resulted in a slight uptick in this number for all three colleges (see Table 4, left). Note that per section enrollment varies greatly from program to

program across campus. While there are multiple factors contributing to these differences, such as program pedagogy and discipline-specific best practices, faculty availability and the difficulty of filling positions in certain disciplines plays a significant role in section enrollment in some programs, such as Computer Science.

Norwich has evaluated some metrics associated with the change in TT teaching load; other outcomes are less clear. Although there has been growth in faculty scholarship activity, it is difficult to discern the level to which course release time has contributed to this phenomenon, versus generational change among the faculty or the robustness of the University's internally-endowed Faculty Development Program. Currently, the institution does not have an efficient assessment system that would capture the impact of course release on scholarly output.

Another difficult area to assess is the impact of course release on faculty's service contribution, which includes academic advising, committee service, and other hard-to-quantify activities. Without codified expectations or a workload policy, it is left to the Chairs, Directors, and Deans to decide how the service load is distributed among their faculty. Regarding the allocation of administrative release time, especially for long-term appointments such as Department Chair, School Director, and Program Coordinator, Norwich does not have a unified formula and does not employ a systematic assessment of a specific position's workload. There are workload inequities across campus.

Academic leadership recognized in Fall 2018 that the above issues might be addressed through the establishment of a University workload policy. In Spring 2019, the Provost announced the proposed development of a workload policy and called for a task force to be stood up in Fall 2019 with the goal of having a draft workload policy by September 2020.

Ethical Conduct Policies. Although Norwich has policies with regards to expectations of ethical and professional behavior from faculty and staff, these policies are "scattered" across the University, owned by multiple offices, and in some cases are difficult to locate. In Spring 2019 the Office of the Provost coordinated an effort to organize the University-level policies in a central location. In Fall 2019, an institution-wide Policy on Policies was approved by the President and the Provost that will govern the process of policy creation, revision, and termination moving forward (see Standards 3 and 9).

Evaluation of Teaching, Service, and Scholarship. While the process for full-time faculty evaluation for campus-based programs is well-established, there are inconsistencies in its application across colleges. For example, the Chairs/Directors in two colleges (CoSM and CoPS) are expected to utilize a template when writing faculty evaluations while CoLA Chairs/Directors write narrative evaluations. Only CoSM's evaluation form contains a rubric that assesses teaching, advising, and service. These inconsistencies often lead to difficulty in translating varying approaches to faculty evaluation, especially at the University P&T level.

Norwich, like many other institutions, struggles with student end-of-semester teaching evaluations. The rate of student participation is relatively low (e.g., 50.8% in Fall 2017; 40.2% in Spring 2018; 43.7% in Fall 2018; 39.7% in Spring 2019). Of additional concern, well-documented in literature, is the fact that student responses are biased, especially with respect to faculty who identify with minority groups. Despite these weaknesses, end-of-semester evaluations remain the primary evidence of faculty teaching effectiveness at Norwich, and they are included with annual reports and portfolios for P&T review. In Spring 2019, the Faculty Senate and Faculty Assembly approved the University P&T's proposal to include a teaching

observation report as part of the tenure portfolio. Further revisions to the FM for how student evaluations will be used in P&T review were approved by the Senate in December 2019.

Assessment of student advising is minimal and based primarily on the number of advisees a faculty member has; Norwich does not have a formal system for assessment of advising effectiveness. In 2018, the Academic Advising Council and Academic Advising Coordinator were charged with assessing the institution's needs in this area and researching best practices to develop a more effective system. The Council's report and recommendations are expected by September 2020 (see below for detailed discussion of academic advising).

Evaluation and Support of Professional and Administrative Faculty. Norwich recognizes that the work of the University cannot be done by instructional faculty alone. As Data First Form 6.1 shows, the number of campus-based Professional and Administrative Faculty has remained consistent for the last three years, while CGCS academic staff numbers have increased to support planned enrollment growth in online programs.

The process of evaluating Professional and Administrative Faculty is well-established on campus; however, because evaluations are not connected to compensation, the completion of evaluations is not prioritized by some units. In Spring 2019, the director of HR proposed to address evaluation concerns by moving to a quarterly schedule with a one-page action plan. This schedule will take effect in January 2020 (see Standard 7).

TEACHING AND LEARNING

Description

Norwich defines itself predominantly as a teaching institution. Therefore, faculty members are hired and assessed first and foremost for their ability to be effective instructors. Teaching quality is, according to college P&T policy statements, "... the most important criterion for evaluation, promotion, and tenure..." CoLA's P&T document further states that "no matter how significant they may be, achievements in other areas of faculty work cannot counterbalance deficient teaching."

Academic and Professional Standards and Expectations. Faculty have full control of the academic curriculum. All curricula matters are approved through the University Curriculum Committee (UCC), a standing committee of the Faculty Senate with representation from all colleges. UCC has established bylaws and procedures ensuring the maintenance of academic quality and standards. All programs offering a major employ multiple faculty with a range of disciplinary expertise. In addition to major-specific courses, all Norwich students are required to complete 40 credit hours of General Education requirements; this further exposes them to faculty from different disciplines with diverse viewpoints (see Standard 4).

To ensure academic programs are consistent with generally accepted standards, the program self-study process requires assessment by an outside evaluator. The evaluator reviews the current course descriptions, program structure, and faculty credentials to ensure that they align with generally accepted standards in the field. Programs accredited by external bodies (e.g., Engineering, Education, Nursing) receive this form of evaluation from their discipline-specific accreditors (see Standard 4).

Use of Technology in Teaching and Support for Innovation. All campus-based classrooms are equipped with minimum teaching technologies to support traditional and innovative in-classroom instructional techniques. Both online and the campus-based programs use the Moodle platform as their course learning management system (LMS), although the versions of Moodle employed are different. A variety of instructional techniques and specialized software are used by faculty and are supported by the Academic Computing/IT team. In 2017, Norwich began the implementation phase of the Digital Citizen Project, a one-to-one iPad initiative. By Fall 2019, all incoming freshmen received the device in support of their learning, and an increasing number of faculty utilize the device in their instruction (see Standards 2 and 4).

Advising. Students with a declared major are assigned a faculty advisor usually within their program of study. The FM lists the requirements for Academic Advisors. Responsibilities of both advisors and advisees are additionally specified in the Catalog. The Academic Advising Council in conjunction with the Academic Advising Coordinator oversees the campus-based advising program, provides advising orientations for new students, and trains faculty in their advising role through “Advising Roundtable” discussions and “All Advisors Meetings.”

Students meet with their academic advisor each semester to plan course work and track academic progress; new students meet with their advisors during orientation week to discuss their academic goals. In addition to academic advisors, success coaches are available on campus to work with probationary students, students with an ADA profile, international students, and undeclared students (see Standard 5). Students who are on a commissioning track are additionally supported by an ROTC advisor who monitors student progress towards graduation. Online students – both degree-completion and graduate – are supported by a professional advising model. Students are assigned a Student Support Advisor who is able to perform all academic advising functions but also acts as a resource regarding financial aid, registration, student success, etc. This system nurtures interaction between online students and Norwich.

Faculty Development. Faculty are provided with substantial opportunities for professional development and scholarship engagement. The Faculty Development (FD) Program, managed by a Faculty Development Coordinator and Committee of the Faculty Senate, distributes endowed funds (with an income of ~\$250K/year, which equates to \$2,200/full-time faculty member) restricted to the support of scholarship, creative works, curriculum development, and overall professional development of the faculty.

The Office of Academic Research ([OAR](#)), established in 2007 and managed by the Associate Provost for Research and Chief Research Officer, oversees the [Undergraduate Research Program](#), the [Honors Program](#), the Institutional Review Board, the Institutional Animal Care and Use Committee, and other internally endowed resources. The OAR also supports all pre- and post-award functions of extramural grants, including compliance and the management of recovered indirect costs. In 2018, the University’s three research centers [the Center for Global Resilience and Security ([CGRS](#)), the Peace and War Center ([PWC](#)), and the Norwich University Center for Advanced Computing and Digital Forensics ([NUCAC-DF](#))] were moved from the Colleges to the OAR. Administrative functions of the OAR are supported by the Director of Sponsored Programs and the Office Manager/Post-Award Analyst.

Appraisal

Academic and Professional Standards and Expectations. The University's faculty is actively engaged in the curriculum development and review process. For example, in AY 2017–18, UCC reviewed and made recommendations on 98 proposals of varying levels of complexity, from the formation of a new degree program to changes in course descriptions and pre-requisites. Programs are particularly strong in maintaining currency with academic changes or shifts within their fields at the national level. For online course development, CGCS Program Directors, Coordinators, and Managers are given flexibility to determine curricular needs and identify Subject Matter Experts (SMEs). Changes to online programs are also overseen by UCC.

Use of Technology in Teaching and Support for Innovation. Norwich University supports pedagogical innovation and experimentation in a variety of ways. The FD program organizes regular professional development opportunities related to teaching and instruction. Norwich faculty in collaboration with Academic Computing and IT are working to support engaged teaching and learning through the creation of digital learning content via Moodle and the Digital Citizen Initiative. Academic Entrepreneur grants, supported by the Academic Strategic Plan (ASP), and Library Instructional Rooms Semester Course Use Awards encourage faculty to develop innovative teaching and learning strategies to improve their course delivery.

Participation in such programming is voluntary and there is no formal technology and innovation development program for faculty. To support faculty at all stages and encourage self-improvement and reflection, the ASP called for the establishment of an Institute for Innovation in Teaching and Learning (IITL). The IITL will support faculty training and development in experiential and innovative teaching pedagogies, methodologies, and technologies. In Fall 2019, a Founding Director was selected and by May 2020 a formal proposal for the IITL will be developed and approved by the Provost and Faculty Senate.

The substantial increase in the use of iPads, Moodle, and other digital technologies by faculty and students puts significant demand on Academic Computing staff, such as instructional developers and designers. The University acknowledges that enhanced engagement with innovative pedagogies requires an increased allocation of faculty members' time to such targeted professional development. The current full-time faculty contract does not make explicit how professional development fits into the three categories of teaching, scholarship, and service. It is anticipated that the development of a comprehensive workload policy will clarify this ambiguity.

Advising. In 2018, the Associate Provost for Academic Affairs and Assessment tracked advising ratios within departments and schools. Results showed an approximately 19:1 (Spring 2018) and 21:1 (Fall 2018) student-to-advisor ratio across all advising units. Although this ratio is reasonable, there is a gross imbalance across departments ranging from 4:1 to 44:1 (Spring 2018) and 4.3:1 to 60.5:1 (Fall 2018). This imbalance results from assigning students to advisors based on the student's major. Faculty in departments or schools with large student enrollments (e.g., Criminal Justice) are tasked with advising more students (up to 60) than faculty in programs with smaller enrollments (e.g., Physics).

Moreover, the quality of academic advisement across campus is inconsistent and not assessed. The lack of systematic training for advisors combined with the lack of regular assessment of advising leaves students at risk for inconsistent interactions with and/or inaccurate information from an advisor. Advisors burdened with many advisees may have insufficient time to assist students in meeting their academic and career planning goals.

In AY 2018–19, the Deans were charged with facilitating the reallocation of the advising load between related departments (e.g., Criminal Justice students may be advised by English faculty). The effectiveness of this practice is yet to be assessed, and the University is considering further modifications (i.e., designation of a “career advisor” within a student’s chosen discipline, as is already being done for pre-health professions and pre-law advising) to mitigate shortcomings in the new practice.

Another challenge for advisors is keeping up with changes in curriculum requirements and assisting students in understanding how those changes may affect academic progress. In response to this concern, orientation sessions for students and new advisors were revamped in Summer 2018, and regular training for advisors is now being offered. The institution also adopted robust software systems, such as DegreeWorks and EAB Navigate, to assist with advising. Although currently in pilot, these platforms appear to fill critical gaps in accurately tracking student progress and provide up-to-date academic information to advisors and other staff dedicated to supporting students. To support Undeclared majors, each student is assigned a success coach until a major is declared and a faculty advisor in the major discipline is assigned. Currently, there is one success coach dedicated to advising all undeclared students (approximately 120–130 students per semester). Aside from the assignment of this success coach, Norwich does not have a formalized program supporting these students in determining their future at Norwich and beyond.

In the online programs, degreed and trained Student Services Advisors support students in graduate programs and Enrollment Advisors support students in degree-completion programs. These individuals carry an advising load between 50 and 200 students, depending on the program, which aligns with national norms for professional advisors.

Research, Scholarship, and Professional Development. Norwich generously supports faculty and students in scholarship and professional development through internally endowed funds, supporting the acquisition of extramural grants, and acknowledgement and celebration of scholarly work. Scholarly accomplishments are showcased in OAR annual reports and celebrated during the fall Faculty Scholarship Celebration and the spring Faculty Awards Dinner. The scholarly output of Norwich’s faculty is significant for an institution predominantly focused on teaching: in 2018, faculty authored five books, 31 manuscripts and book sections, and over 125 regional, national, and international presentations. Many of these works are co-authored with undergraduate students, as Norwich encourages and supports a teacher-scholar model. Student interest in scholarship is witnessed by growing participation in Students to Scholars events and in the Student Scholarship Celebration.

Over the last two decades, Norwich has invested significant resources for faculty research and professional development, yielding visible success. There remain, however, places where the

institution may improve even further. For example, the OAR manages Undergraduate Research and other internal funding resources and is the primary administrative liaison for all research-related activities. However, OAR does not directly manage or oversee the FD program, as the Faculty Develop Committee is a standing committee of the Senate. This structure creates confusion, as it is not immediately apparent which office is responsible for available resources, policies, and procedures. There is also some duplication of effort between the Faculty Development Coordinator and the Associate Provost for Research, as they perform some parallel functions.

The existing level of internal and external funding is sufficient to support current scholarly and professional activity at the University. However, the institution's current strategic planning notes an expected increase in research and professional development, which will require an additional commitment of resources – most notably TT faculty's time. Balancing the University's desire to increase its visibility through scholarly output and providing students access to TT faculty in classrooms is already creating tension that will need to be addressed.

Projections

1. By Fall 2020, a Workload Policy Task Force will generate a first draft workload policy for review by the faculty with the goal to finalize the policy by Spring 2022.
2. By Fall 2020, the Office of IE will assess program data on student credit hours generated by part-time vs. full-time faculty against institutional targets set in 2006. These data will be used by the Office of the Provost to re-evaluate the ideal balance of credit hours taught by full-time and part-time faculty.
3. By Fall 2020, the Academic Advising Council will develop an assessment plan for advisors of campus-based students. The Provost will commit necessary resources and the Associate Provost for Academic Affairs and Assessment will ensure implementation of the systematic training and assessment plan by Fall 2022.
4. In Fall 2020, the Provost and Deans will create a consistent rubric and form for faculty evaluation that align with responsibilities outlined in the FM for a given position. The rubric will be used by Chairs/Directors for annual evaluation of all full-time faculty. The target implementation date will be AY 2021–22.
5. By Spring 2021, upon recommendation of the DEI committee, the President will propose a goal for achieving diversity among faculty and academic staff, establishing a benchmark to direct future diversity initiatives.
6. By Spring 2021, the Chair of the DEI Committee in coordination with HR will implement an initiative that provides resources and assures inclusive practices are exercised in recruiting, interviewing, and orienting all employees, including instructing search committee members on how to achieve best practices in building and considering a diverse applicant pool.
7. By Spring 2022, the Office of the Provost in coordination with HR will create a policy codifying best practices and procedures for faculty and staff search and hiring committees.
8. By Spring 2023, CoSM, CoLA, and CoPS will amend their P&T guidelines to reflect the results of advising assessment.

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

3 Years Prior	2 Years Prior	1 Year Prior	Current Year
(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)

? Number of Faculty by category

Full-time ^a	157	164	167	165
Part-time	N/A	N/A	N/A	N/A
Adjunct	see under Other	see under Other	see under Other	see under Other
Clinical	N/A	N/A	N/A	2
Research	2	3	3	3
Visiting	0	1	3	3
Other; specify below:				
Campus-Based Adjunct	70	81	79	67
CGCS Adjunct	174	151	142	146
Total	403	400	394	386

Percentage of Courses taught by full-time faculty^b

76%	77%	74%	77%
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? Number of Faculty by rank, if applicable

Professor	54	48	47	47
Associate	36	44	48	48
Assistant	39	36	30	28
Instructor	0	2	1	1
Other; specify below:				
Lecturer	28	34	41	41
Visiting	0	1	3	3
Total	157	165	170	168

? Number of Academic Staff by category

Librarians	9	9	9	8
Advisors	6	7	6	6
Instructional Designers	6	7	9	9
Other; specify below:				
AAC Directors/Coordinators	3	4	5	5
AAC Specialists/Mentors	5	4	4	4
Writing Center	1	1	1	1
Museum	5	5	4	4
Registrar's Office	9	10	10	11
CGCS Associate Deans, Program Directors, Associate Program Directors, Program Managers, Associate Program Managers, Assistant Program Managers, Program Coordinators, Division Chairs	12	15	14	12
Total	56	62	62	60

Please enter any explanatory notes in the box below

^a Full time faculty include All Tenure-Track Faculty, Lecturers and Visiting Faculty

^b Campus-based classes only, taking into consideration course enrollments, contact hours and assignments. Faculty headcount include only instructors who are teaching in that semester (excluding faculty on sabbatical, FMLA, etc.). The % of teaching FT faculty and PT faculty is measured for number of credits and sections taught, contact hours; number of students enrolled. The resulting % for these four categories is averaged for each faculty group.

Standard 6: Teaching, Learning, and Scholarship
(Highest Degrees, Fall Term)



Highest Degree Earned: Doctorate

Faculty

Professor
Associate
Assistant
Instructor
Lecturer
Visiting Faculty
Research Faculty
Other-CGCS Professor
Other-CGCS Associate
Other-CGCS Assistant
Other-CGCS Lecturer
Other-CNS Professor
Other-CNS Associate
Other-CNS Assistant
Total

3 Years Prior	2 Years Prior	1 Year Prior	Current Year
(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)

39	37	38	39
27	33	37	39
35	34	28	27
0	0	0	0
11	12	13	12
0	1	2	4
0	0	0	0
1	2	3	2
4	6	5	6
0	1	1	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
117	126	127	129

Academic Staff

Librarians/Archives
Advisors/Student Success
Inst. Designers
Other; specify*
Center
Museum
Total

0	0	0	0
0	0	0	0
0	0	0	0
0	1	1	0
0	0	0	1
0	1	1	1

Highest Degree Earned: Master's

Faculty

Professor
Associate
Assistant
Instructor
Lecturer
Visiting Faculty
Research Faculty
No Rank
Other
Total

6	6	6	6
9	11	11	11
4	2	2	0
0	2	1	1
14	19	22	24
0	0	0	1
2	2	2	2
99	93	82	77
134	135	126	122

Academic Staff

Librarians/Archives
Advisors/Student Success
Inst. Designers
Center
Museum
Total

8	7	10	9
4	6	5	5
4	4	5	5
4	3	4	5
2	2	2	2
22	22	26	26

Highest Degree Earned: Bachelor's

Faculty

Professor
Associate
Assistant
Instructor
No rank
Other
Total

2	2	2	2
0	0	0	0
0	0	0	0
0	0	0	0
3	3	5	0
21	19	21	19
26	24	28	21

Academic Staff

Librarians/Archives
Advisors/Student Success
Inst. Designers
Center
Museum

1	1	1	1
1	1	1	1
0	0	0	0
1	1	0	0
1	1	1	1

Total		4	4	3	3
Highest Degree Earned: Professional License					
Faculty	Professor	0	0	0	0
	Associate	0	0	0	0
	Assistant	0	0	0	0
	Instructor	0	0	0	0
	No rank	0	0	0	0
	Other				
	Total	0	0	0	0
Academic Staff	Librarians	0	0	0	0
	Advisors	0	0	0	0
	Inst. Designers	0	0	0	0
Other; specify*					

Explanatory notes:

"Advisors" includes Center for Student Success and CGCS Student Services Advisors

Nor information available for professional licenses

Unknown, or highest degree is less than Bachelor's:

FY17 = 14 faculty, 6 academic staff

FY18 = 13 faculty, 6 academic staff

FY19 = 8 faculty, 5 academic staff

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

3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
(FY 2017)		(FY 2018)		(FY 2019)		(FY 2020)	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty Appointed

Professor
Associate
Assistant
Instructor
No rank
Other
Total

0	N/A	2	N/A	0	N/A	1	N/A
0	N/A	0	N/A	0	N/A	1	N/A
2	N/A	6	N/A	1	N/A	5	N/A
0	N/A	1	N/A	0	N/A	0	N/A
7	36	10	18	4		14	
9	36	19	18	5	0	21	0

Number of Faculty in Tenured Positions

Professor
Associate
Assistant
Instructor
No rank
Other
Total

54	N/A	48	N/A	46	N/A	37	N/A
37	N/A	44	N/A	46	N/A	48	N/A
40	N/A	37	N/A	30	N/A	25	N/A
0	N/A	0	N/A	1	N/A	1	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
None	N/A	None	N/A	None	N/A	None	N/A
131	0	129	0	123	0	111	0

Number of Faculty Departing

Professor
Associate
Assistant
Instructor
No rank
Other
Total

2	N/A	0	N/A	0	N/A	0	N/A
1	N/A	0	N/A	1	N/A	0	N/A
0	N/A	1	N/A	4	N/A	0	N/A
0	N/A	0	N/A	0	N/A	0	N/A
3	8	4	3	20		5	
6	8	5	3	25	0	5	0

Number of Faculty Retiring

Professor
Associate
Assistant
Instructor
No rank
Other
Total

5	N/A	4	N/A	3	N/A	1	N/A
0	N/A	1	N/A	2	N/A	0	N/A
0	N/A	1	N/A	0	N/A	0	N/A
0	N/A	0	N/A	0	N/A	0	N/A
0	0	0	0	1		0	
5	0	6	0	6	0	1	0

Fall Teaching Load, in credit hours

Professor Maximum
Professor Median
Associate Maximum
Associate Median
Assistant Maximum
Assistant Median
Instructor Maximum
Instructor Median
No rank Maximum
No rank Median
Other Maximum
Other Median

28.00		21.00		19.00		27.00	
10.00		12.00		9.80		9.90	
21.00		16.00		24.00		21.00	
9.50		10.00		10.09		9.91	
22.00		22.00		24.00		18.00	
9.00		9.00		11.39		9.75	
		16.00				14.00	
		11.50				14.00	
	27.00		18.00		15.00		15.00
	6.00		6.00		5.09		5.07
24.00		21.00		26.00			10.28
11.00		10.50		10.66			10.27

Explanation of teaching load if not measured in credit hours

Others includes Lecturers and Visiting Faculty. Online faculty are all PT adjuncts and are max of 27 in FY17 and max of 18 in FY18. Max for traditional PT is 12 in FY17 and 15 in FY18. The median is 6 for both groups individually and combined.

Standard 6: Teaching, Learning, and Scholarship
(Number of Faculty by Department or Comparable Unit, Fall Term)

3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
(FY 2017)		(FY 2018)		(FY 2019)		(FY 2020)	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty by Department (or comparable academic unit); insert additional rows as needed

COLLEGE OF LIBERAL ARTS								
(English & Communications)								
English	14	19	14	17	15	13	16	10
Communications	3	1	3	1	3	1	3	2
Music	0	2	0	2	0	2	0	1
Philosophy	2	1	2	1	3	0	3	0
(History & Political Science)								
History	8	1	9	1	9	2	8	2
Political Science	5	2	4	3	4	2	4	2
(Justice Studies & Sociology)								
Justice Studies	9	6	9	7	9	10	8	7
Peace and War Center	0	0	0	1	0	0	0	0
Sociology	2	0	2	0	2	0	2	0
(Modern Languages)								
Chinese	2	0	2	0	1	1	1	1
French	1	1	1	1	1	1	1	0
German	1	1	1	1	1	1	1	1
Spanish	3	2	4	2	5	2	5	1
(Psychology & Education)								
Psychology	6	1	6	1	6	2	7	2
Education	2	0	1	2	2	0	1	0
COLLEGE OF SCIENCE & MATHEMATICS								
Biology & Neuroscience	9	3	10	2	11	1	8	2
Chemistry & Biochemistry	10	0	11	1	11	4	9	0
Geology & Environmental Science	5	3	5	3	5	3	5	3
Health & Human Performance/Athle	4	0	4	0	5	0	4	0
Mathematics	12	5	14	4	15	3	14	0
Physical Education	3	0	4	0	3	1	3	6
Physics	5	0	6	0	5	0	5	1
COLLEGE OF PROFESSIONAL SCHOOLS								
(Architecture & Art)								
Architecture	11	1	11	0	11	0	9	1
Art	1	2	1	2	1	2	1	2
Berlin Study Abroad	0	4	0	4	0	4	0	3
(Business & Management)								
Accounting	1	0	1	1	1	0	1	0
Computer Science	3	0	4	2	4	2	4	2
Computer Security & Info Assurance	3	0	3	0	3	0	3	0
Economics & Finance	2	0	3	0	3	1	2	0
Management	5	5	5	3	5	4	4	0
(Engineering)								
General Engineering	0	0	0	0	0	1	0	0
Civil Engineering	6	4	6	8	6	9	7	7

Electrical & Computer Engineering	6	0	6	0	6	0	6	4
Engineering Management	2	0	2	0	2	0	2	0
Mechanical Engineering	6	0	5	1	7	0	6	0
Nursing	7	6	8	7	7	8	7	8
COLLEGE OF GRADUATE & CONTINUING STUDIES								
BIS Interdisciplinary Studies	0	1	0	2	0	2	0	1
BS Criminal Justice	0	8	0	6	0	2	0	4
BS Cyber Security	0	6	0	5	0	7	0	5
BS Strategic Studies & Defense Analysis	0	18	0	17	0	14	0	15
BSMS Management Studies	0	4	0	4	0	6	0	4
Continuing Ed	0	0	0	1	0	0	0	0
MBA (Business Administration)	0	17	0	15	0	13	0	13
MA International Relations	0	9	0	14	0	10	0	10
MA Military History	0	21	0	15	0	14	0	18
MA Diplomacy/Military Science	0	15	0	11	0	13	0	11
MA History	0	12	0	11	0	14	0	14
MA Strategic Studies	0	0	0	0	0	1	0	2
MCE (Civil Engineering)	0	10	0	10	0	8	0	9
MPA (Public Administration)	0	12	0	8	0	7	0	7
MS Criminal Justice	0	0	0	0	0	1	0	1
MSN (Nursing)	0	10	0	7	0	5	0	9
MS Executive Leadership	0	1	0	1	0	1	0	0
MS Info Security & Assurance	0	15	0	12	0	13	0	7
MS Leadership	0	13	0	8	0	8	0	12
Unkown	0	2	0	3	0	3	0	6
Total	159	244	167	228	172	222	160	216

Please enter any explanatory notes in the box below

Standard 6: Teaching, Learning, and Scholarship (Faculty and Academic Staff Diversity)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (FY 2021)
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
GENDER				
Male	98	153	251	252
Female	72	60	132	132
RACE/ETHNICITY				
American Indian or Alaska Native	1	2	3	3
Asian	8	7	15	15
Black or African American	1	6	7	7
Hispanic or Latino	2	2	4	4
Native Hawaiian	0	0	0	0
White	153	177	330	330
Multiracial	1	1	2	4
Unknown/Missing	4	18	22	20
Academic Staff	Full-time	Part-time	Total Headcount	Headcount Goal (FY 2022)
Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
GENDER				
Male	21	1	22	22
Female	20	6	26	26
RACE/ETHNICITY				
American Indian or Alaska Native	1	0	1	2
Asian	0	1	1	1
Black or African American	0	0	0	1
Hispanic or Latino	0	0	0	1
Native Hawaiian	0	0	0	1
White	37	5	42	40
Multiracial	0	0	0	1
Unknown/Missing	3	1	4	2

Please enter any explanatory notes in the box below

STANDARD SEVEN: INSTITUTIONAL RESOURCES

Description

Human Resources

Norwich employs multiple categories of faculty and staff in support of student success. Per Data First Form 7.1, the University employs 410 full-time and 46 part-time staff, ranging from office and administrative support to service to management and leadership positions (for faculty demographics, see Standard 6). The total number of employees at the University has remained relatively stable (845–880 full-time and part-time employees). In the last 10 years, however, Norwich has experienced change in its workforce due in part to retirements of the baby boomer population. To address the needs of the current workforce, a workgroup aligned with the Norwich University After Next (NUaN) strategic plan has been chartered by the President to focus specifically on transforming the organization into one characterized by extreme flexibility, high-demand, and affordability (see Standard 2). One of the main goals of this workgroup will be to facilitate the shift of Norwich’s organizational culture into one that aligns with the transformational objectives of NUaN.

The Office of Human Resources (HR) provides institutional support regarding recruitment, benefits administration, payroll services, compensation assessment, employee relations and development, and wellness programming. HR policies and the employee handbook are posted on the University’s intranet site and are provided to any individual who requests a hard copy. Grievances are addressed in the Problem Solving Policy for staff, and in the Dispute Resolution Policy for faculty (see Data First Form 9.1). The policies cover complaints relating to disciplinary actions, unfair procedures, rules, regulations, and acts of reprisal.

Norwich strives to provide a competitive salary and benefits package in order to attract and retain employees. Faculty and staff are eligible for a generous tuition policy that allows participation in undergraduate, degree completion, and graduate school programs tuition-free.

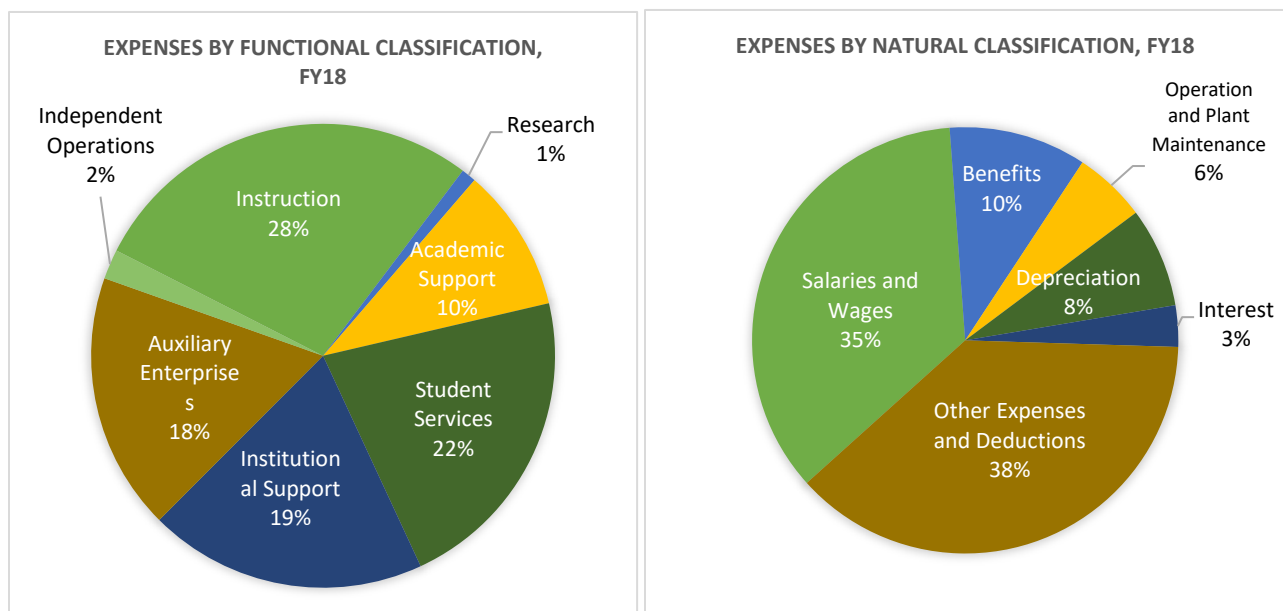
Faculty receive annual contracts that include employment dates, tenure status, rank, and compensation. The initial faculty salary offer is based on CUPA-HR data, experience, concentration, and is determined in relation to current faculty members within the department (see Standard 6). Staff receive a confirmation letter upon hire that includes salary and basic information concerning employment. This letter is in effect until superseded, for example to reflect a change in salary and/or job title.

All new hires at the University attend a New Employee Orientation at which they are briefed on the institution’s history and mission (see Standard 1) and on relevant institutional policies and procedures (see Standard 9). Upon arrival in 2017, the HR director has been proactive in reviewing and updating HR-related policies to align with industry standards. Annual evaluations are an ongoing process and consist of periodic performance review and the establishment of specific performance and professional development goals. This process is intended to improve the employee’s skills and ability to perform their current job functions.

Financial Resources

Norwich purposefully works to preserve and enhance its financial resources in order to further its educational mission and achieve its strategic goals in service to students and the broader community (see Standards 1 & 2). The institution demonstrates this commitment through careful and prudent financial management. The University supports faculty research activity in part through affiliation with the Norwich University Applied Research Institutes ([NUARI](#); see Standard 3).

The figures below illustrate Norwich's functional and natural classifications of expenses for FY18. Data show that 80% of expenditures went to instruction, research, academic support, student services, and institutional support, all of which are central to or support the University's educational mission.



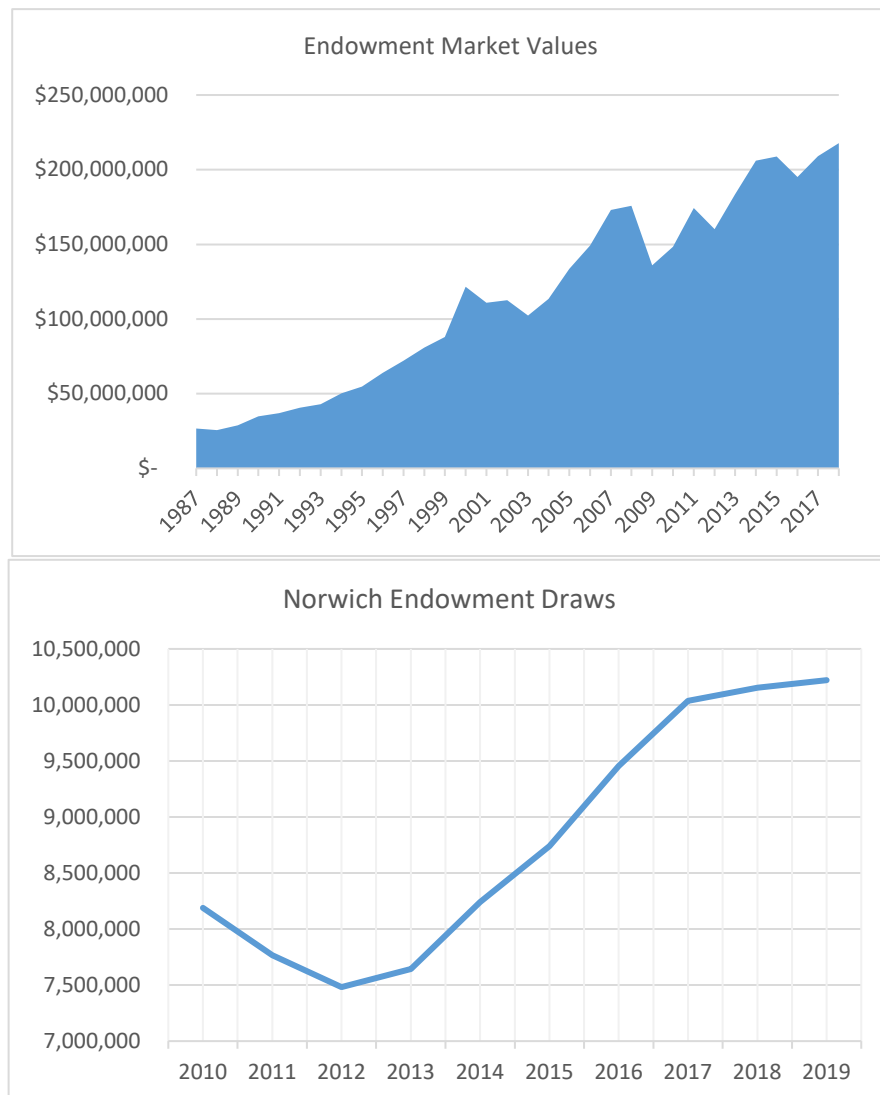
One of the measures that Norwich uses to assess its financial stability is Composite Financial Index (CFI), a measure of overall financial health composed of four core ratios:

- Primary reserve ratio – a measure of financial flexibility
- Net income ratio – a measure of operating performance
- Return on net assets ratio – a measure of overall asset return and performance
- Viability ratio – a measure of the ability to cover debt with available resources

Scores of five and over suggest an institution is positioned to deploy assets for transformational activities, while scores less than five indicate levels of instability calling for corrective action. Norwich's CFI scores were 5.28, 6.87 and 6.59 for fiscal years 2016, 2017 and 2018 respectively, suggesting sufficient strength for strategic investments.

Another measure of financial stability is reflected in an investment grade credit rating with [Standard and Poor's](#). Norwich's rating has been upgraded twice in the last 10 years, and the future outlook was reaffirmed in August 2019.

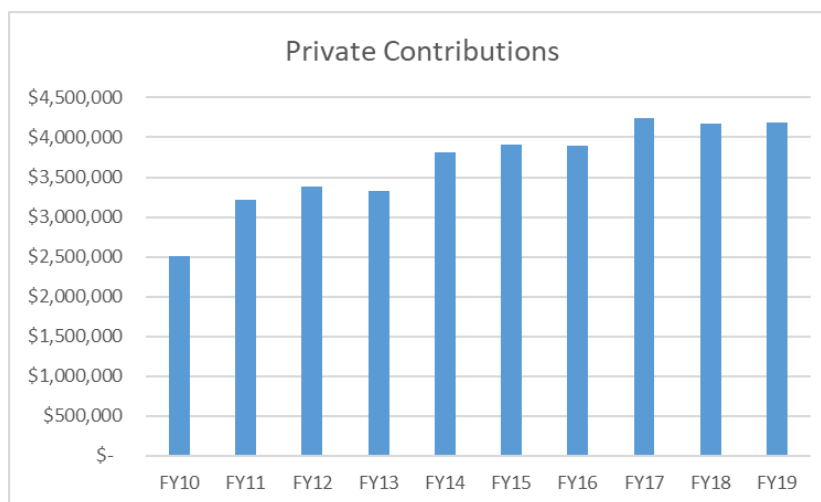
Norwich's endowment, consisting of accumulated gifts and bequests that have been invested for long-term growth, has trended upward over three decades (*Endowment Market Values*). Since [Cambridge Associates](#) began managing the endowment in 1992, the return has outperformed the inflation benchmark by 1.8%; the annual endowment distribution (per policy, 5% of the last 12 quarters, averaged) has steadily increased from \$7.4M to \$10.2M, serving as a consistent source of funds for operating expenses (*Norwich Endowment Draws*).



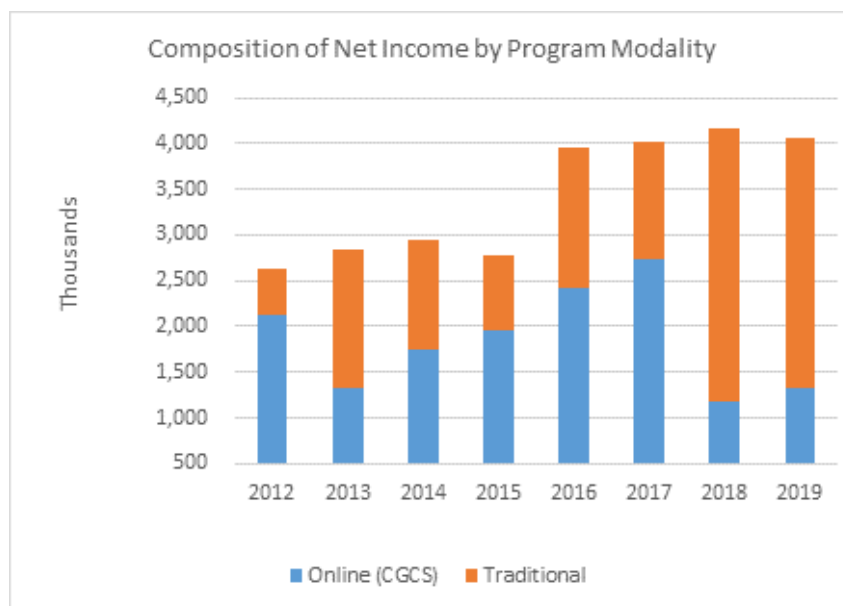
The Development Office is responsible for the institution's fundraising activities. Donor cultivation and stewardship are important components of these efforts, and donors are well-informed regarding the mission and activities of the University and the impact of their gifts. For example, the success of the recent bicentennial capital campaign produced over \$121M toward the creation of new academic spaces and scholarships.

Capital campaigns are intentionally designed with a component to support annual operations. This allows fundraising operations to focus on margin of excellence activities and scholarships,

and to provide a funding source for plant renewal and replacement. As the graph *Private Contributions* demonstrates, over the last 10 years, annual private contributions in support of the operating budget increased by 60% from \$2.5M in 2010 to over \$4M in 2019.



Since its last comprehensive evaluation, the University has posted annual operating surpluses as required by the BOT and as a result of the design of the budget (see Data First Form 7.3). Contributions to net income are examined by modality (*Composition of Net Income by Program Modality*), with campus-based programs contributing significantly in the last two years.



Information, Physical, and Technological Resources

Information Technology Services (ITS). ITS provides support for multiple areas of the University, including system operations, administrative and academic computing, user support, and technology procurement. ITS supports campus-based and online faculty and students in the effective use of the institution’s learning management system (Moodle) and other cloud-based tools for collaboration (i.e., Microsoft Office 365). ITS is responsible for maintenance and

regular upgrade to technological infrastructure at both hardware and software levels (see Data First Form 7.7). In 2016, Norwich added the position of Chief Information Officer (CIO).

Information Security. Also in 2016, Norwich hired a full-time Chief Information Security Officer (CISO) to oversee the University's security program. The CISO, in conjunction with ITS and a third party vendor, monitors systems for illegal or inappropriate use. Shortly after arrival on campus, the CISO proposed and implemented mandatory cybersecurity awareness training for all faculty and staff who have regular computer access. In support of ongoing training, all employees are required to complete refresher cyberhygiene training every October; new employees complete training within 30 days of onboarding.

As part of the ITS governance process, the CISO works with internal and external legal counsel to mitigate risks identified in vendor contracts. Under CISO leadership, during FY 2017–18 the University community participated in a data discovery and classification exercise in order to create a comprehensive understanding of the types and locations of various University data. Currently Norwich has over 140 data repositories of both digital and paper-based records. Many of the repositories are vendor managed; some contain data regulated and/or protected by law.

Facilities Operations (FacOps). The University manages all of its facilities and grounds. The Vice President of Facilities Operations is responsible for day-to-day operations and oversight of department employees. The Construction Services team is responsible for managing all major construction and renovation projects. FacOps employs 87 FTE staff, 10% of whom are responsible for campus safety, 10% serving as licensed tradesmen, 60% maintaining facilities and grounds, and 14% working in management (Data First Form 7.1). The department provides service to 1.3 million square feet of physical space (Data First Form 7.8).

The Library, Archives, and Museum (LAM). LAM employs 11.5 FTE professional staff with appropriate degrees and credentials. The campus faculty-to-LAM staff ratio is 27 to 1; and student-to-staff ratio is 357 to 1. LAM also employs 5 FTE paraprofessionals with appropriate training and 5 FTE work-study student assistants who are trained and evaluated. The renovated Kreitzberg Library provides state-of-the-art library, learning, study, and research spaces in a 53,328 square foot facility equipped with the latest library tools, technology, and digital resources. The library operates 96 hours per week (Data First Form 7.6). LAM offers online and in-person access to relevant print and digital resources (i.e., e-books, e-journals, DVDs, streaming videos, etc.) based on predetermined selection criteria and frequent monitoring. LAM staff supports face-to-face and online students and faculty with dedicated librarians, archivists, museum curators, service hours, and academic support.

Appraisal

Human Resources

As evidenced by Data First Forms, the workforce at Norwich has remained consistent in most areas except for Management Occupations (~20% growth) and Service Operations (~20% reduction). The growth in Management Occupations can be attributed to creation of new positions in Development and Alumni Relations relative to the administration of multi-million-dollar campaigns and bicentennial activities. The University also saw an expansion of curricular offerings in the College of Graduate & Continuing Studies, requiring the creation of managerial

positions at the levels of Program Director, Associate Director, and Coordinator. On the other hand, staffing in FacOps (“Service Operations”) has been a challenge. Typically, the University has 10–12 open positions that are difficult to fill, especially in winter months when the University competes with the local ski industry for workers. Recruitment for FacOps has been reviewed and recruitment strategies in addition to newspaper advertising are being implemented. For example, HR and FacOps staff attended a local job fair and current employees were offered a referral bonus. More significantly, an adjustment to the starting wage was put into effect to be more competitive in the central Vermont area. These efforts are expected to create a positive impact going forward.

Review of all open positions indicates that a competitive and consistent compensation program is necessary to attract and retain quality staff. The salary bands for staff have not been updated in many years and do not reflect current wage levels at local or national levels. Several positions, particularly in ITS and higher management levels, have been vacant for many months due to non-competitive wage ranges. HR is working on changes to the compensation program with an anticipated roll-out in 2020. The new program will be aligned with the CUPA-HR salary survey, Vermont Department of Labor, and an employee’s tenure in the position. It is anticipated that the new compensation structure will not use salary bands, but will instead set a level for each position with specific benchmarks created to allow for a fluctuating market.

Faculty and staff are reviewed annually by their department head or immediate supervisor. The format for faculty evaluations varies among colleges, although each college uses the same process of evaluation (see Standard 6). The staff evaluation process was last updated in 2016 (see Standard 2) and has recently been refreshed with the development of three evaluation formats for staff supervisors, with the goal of making the evaluation process more consistent, relevant, and meaningful. The new formats are built for quarterly check-in conversations between a supervisor and an employee; the focus is on employee performance over the last quarter and goal setting for the following quarter and beyond. Ongoing assessment of the new formats will inform future changes.

Norwich creates many opportunities for both faculty and staff to pursue professional development. For faculty, the Faculty Development (FD) program provides resources and opportunities to improve teaching effectiveness as well as support of scholarly and creative projects (see Standard 6). Budgeted monies are available for staff development as well and are used to provide professional development training for each category of staff – administrative staff, facilities operations, and manager/supervisor. Staff are also encouraged to take advantage of workshops, seminars, classes, and special training sessions for professional development. A one-day full staff retreat is offered annually as well.

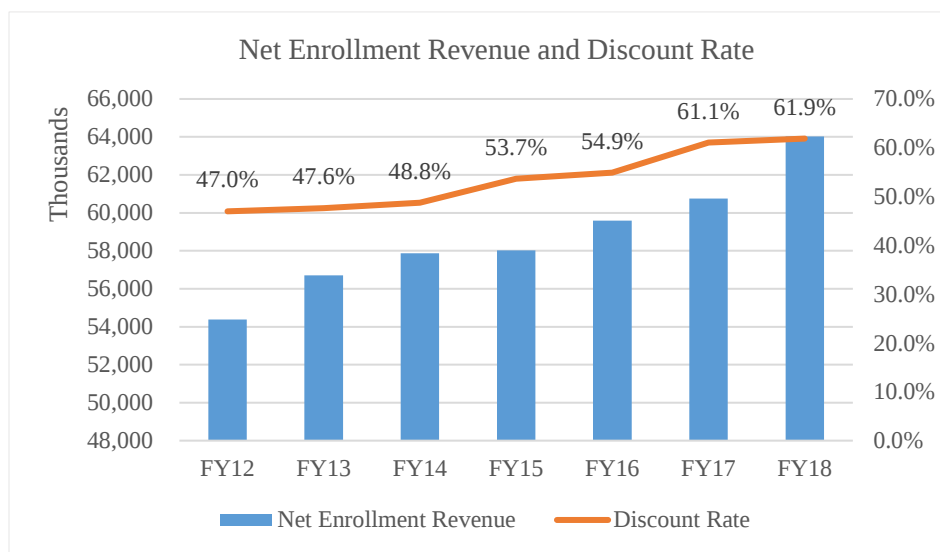
On-campus programming for staff professional development began in 2015 with one-day manager training sessions, intermittent administrative staff informational and training opportunities, and facilities operations wellness/professional development interactions and trainings. Beginning in 2018, administrative staff training has been formalized into quarterly sessions. Currently, HR is developing online training curricula for non-supervisory employees, supervisors, managers, and executives, with an expected rollout in early 2020. No formal assessment of the impact of these programs has been conducted to date, but in Spring 2021 HR

will assess the effectiveness of these training programs, in addition to the new performance evaluation format, in regard to employee turnover (voluntary and involuntary), absenteeism, disciplinary actions, and workplace efficiency.

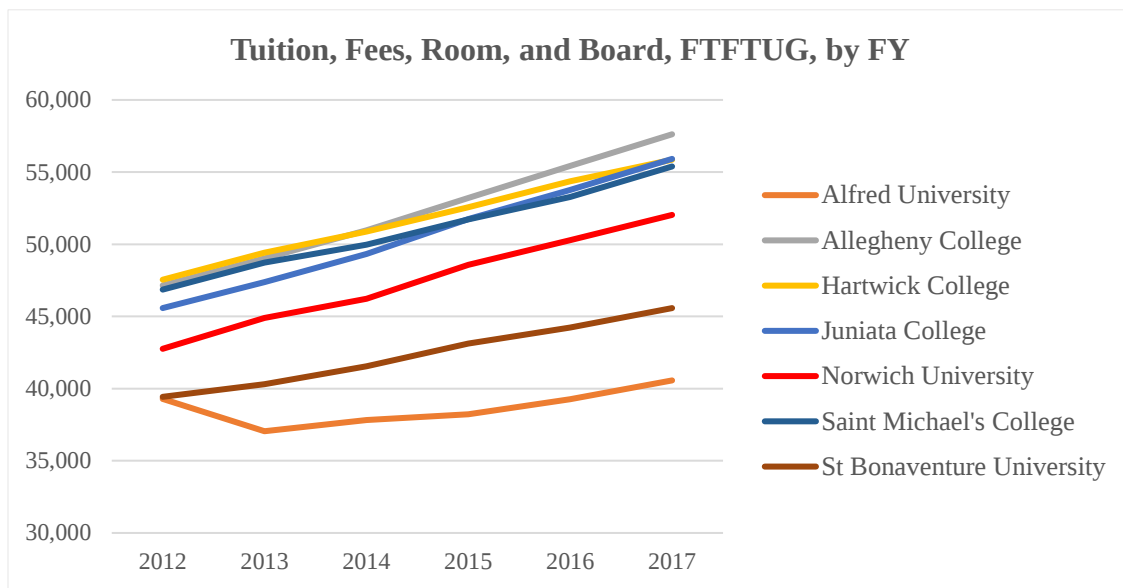
Financial Resources

Integration of all resources to advance Norwich's educational mission is evidenced through the internal controls of budgeting and finance, risk assessment, contingency planning, and finding new sources of revenue. The University has sufficient professionally qualified finance staff who oversee these aforementioned processes. The University's current strategic plan, NUaN was developed to facilitate increased annual surpluses in order to address the current and future needs of the institution. Slightly less than \$10M was allocated from the endowment to both experiment with and implement new initiatives. The plan is ongoing and flexible depending on how new initiatives evolve. After five years, the plan is intended to be self-supporting.

The outpacing of costs relative to net tuition and fees for campus-based programs creates considerable pressure on the institution. The institution understands the dynamic of net tuition and fee revenue and has shifted terminology and emphasis from "lowering discount rates" to "optimizing net enrollment revenue" relating to students. Most students are residential and institutional discounts support students living on campus as well as the tuition that they pay. Understanding that the discount rate is a mathematical function of the total pricing strategy, the institution's focus has shifted to maximizing net enrollment revenue from students to include tuition, fees, room and board, and discounting. While Norwich's discount rate has been consistently increasing since its last comprehensive evaluation (from 49% in 2014 to 61% in 2018), it has been strategically used to fill campus capacity and maximize total enrollment revenues.



The underlying causes of financial pressure on Norwich are known, and they are in line with the pressures being experienced throughout higher education. First, in general, the cost of an undergraduate education has risen faster than family incomes in the U.S., which has put pressure on Norwich and other institutions to increase their discount rates. While Norwich has increased the overall cost of tuition, fees, room, and board, it has not done so any more rapidly than its peers. In fact, Norwich is the third least expensive institution in its peer group in terms of sticker price plus the cost of room and board (see next page).



Another source of pressure at the undergraduate level is the declining population of high school graduates in the Northeast, Mid-Atlantic, and Midwest.⁷ This trend has increased competition among colleges and universities because there are fewer students to recruit and enroll, resulting in a need to allocate more funds for recruitment efforts as well as to institutional financial aid.

Given the ever-evolving higher education landscape, it is critical for Norwich to continue to locate new sources of revenue and monitor their contributions to the financial health of the institution. NUaN is resourced to fund increases in applications as well as innovative programs, which will increase enrollment in both the undergraduate and graduate programs (see Standard 2). For example, in January 2019, the President allocated \$1M for each of two years toward increasing applications. Increased applications provide the opportunity for revenue growth through either increased total numbers or class shaping directed at increasing net revenue per student.

Increasing applications includes short-term and long-term strategies; one immediate solution includes greater market saturation (see Standard 5). In the past, Norwich has strongly promoted its military lifestyle in recruitment – traditional non-military students have not been approached with the same intention. Further, prior to the resourcing of NUaN, funding had not been available for opening new markets with military affinity. Two committees are additionally engaged in examining recruitment and retention strategies. In 2019, the Provost recharged the Educational Effectiveness Committee, co-chaired by the Director of the Center for Student Success and the Dean of the College of Science and Mathematics. The Strategic Enrollment Management Committee, chaired by the Associate Vice President of Admissions, is actively meeting to create pathways for greater recruiting success and student success through graduation.

In the online market, Norwich has been met with increased competition, particularly in graduate programs. IPEDS data show that the number of exclusively online programs has increased faster

⁷ [Demographics and the Demand for Higher Education](#), Nathan Grawe, 2018.

year-over-year than exclusively online student enrollments. This trend runs the risk of over-supplying the market with online programs. The President's senior leadership team and the BOT understand the challenges facing the institution on this front. As such, NUaN allocates funds specifically for opening new markets and new operational locations to increase awareness of Norwich's online undergraduate degree completion programs and online graduate programs (see Standard 2). In addition to traditional degree programs, Norwich Pro offers continuing education and professional training programs to serve professionals who need skills development as well as to support organizations that may have training needs (see Standard 4).

In AY 2018–19, NUaN allocated funding to enhance programs in cybersecurity and information assurance, which resulted in the decoupling of the computing and business departments (see Standard 3). With the standing up of two schools – the School of Business and the School of Cybersecurity, Data Science, and Computing – and the addition of new concentrations, the University is better positioned to speak to the needs of the marketplace and attract students on the basis of enhanced academic offerings.

All new program proposals are vetted by the faculty through the University Curriculum Committee (UCC; see Standard 4) and, if approved, are then presented to the Academic Affairs Committee of the BOT for final approval. A financial *pro forma* is expected to be prepared by, or with assistance from, the Finance department and is included as part of the decision-making process for all new programs. Many programs require state and/or accreditor approval and new program planning incorporates the requirements of the appropriate governing bodies.

The University Budget and Finance Committee (UBFC) is the body charged with recommending student charge rate increases and the annual expense budget to the President. The UBFC is comprised of broad representation from the faculty, staff, administration, and students. The President sets goals for the committee to consider when developing budget recommendations. The President presents budget proposals first to the BOT Budget and Finance Committee and ultimately to the full Board for approval.

The BOT Budget and Finance Committee vets all budget proposals before moving their recommendations on to the full Board. They also monitor the performance of the budget at every board meeting.

The annual budget is established on a consistent timeline:

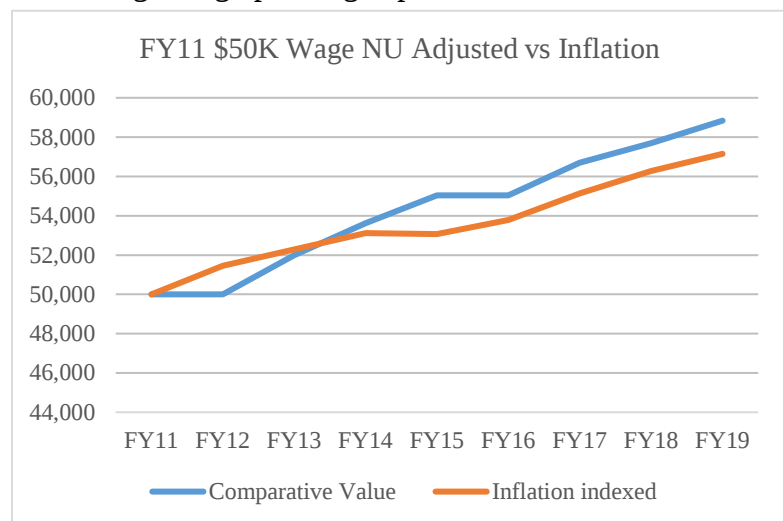
1. Campus-based student charge rates are approved during the October BOT meeting, setting the foundation for sources of funding in the next fiscal year. This allows admissions and financial aid staff to begin financial aid processes for the incoming class.
2. Online student charge rates are approved during the January BOT meeting. This allows time to prepare communications students of new rates in effect June 1.
3. The expense budget is established and balanced to the revenue available from new student charges, as well as estimated revenue available from other sources such as the endowment and fundraising. The expense budget is approved during the April BOT meeting.

Norwich thoughtfully controls operating expenses to ensure financial sustainability. To mitigate unexpected short-term challenges, such as higher than anticipated increases in health care costs, each annual budget is developed with a contingency that behaves primarily like a revenue hedge. Additionally, the BOT has set aside a cash reserve available to buffer a financial challenge or to take advantage of an opportunity.

Financial preparedness is not limited to an annual exercise. Multi-year models are utilized to anticipate upcoming budgeting challenges. For example, with a strong emphasis on building renovations and new construction, the depreciation associated with the University's bicentennial capital campaign created pressure on the operating budget. The administration utilized a five-year budget forecast for depreciation to gain insight and anticipate the budget effects of an annual depreciation expense increase from \$8M to \$10M over the course of the campaign. Through the annual budgeting process, the University was able to incrementally fund depreciation increases, while maintaining the discipline to keep the budget balanced.

Approximately 84% of operating expense supports University programmatic expenses such as instruction, academic support, research, student services, and auxiliary enterprises, while 16% of operating expense supports administration. Regarding operating expenses, contractual increases are priority funded annually.

There is minimal discretion beyond contractual increases and compensation increases. Wages and benefits are roughly half of the budget, with modest salary increases annually (approximately 2%), and compensation at a minimum of 95% of market. As an example, a \$50,000 wage in FY11 with NU compensation increases applied would have outpaced inflation through FY19, allowing the University to keep competitive in the wage marketplace.



When critical position openings have occurred, the University has opportunistically benchmarked operating units against comparative institutions and reorganized as necessary. For example, with the retirement of the counseling office director, the University took the opportunity to benchmark services offered and restructured services and staffing to result in net savings to redeploy (see Standard 2). Another favorable adjustment to operating expenses included the review of the resignation of the Director of Student Success. The position was re-evaluated relative to the stage in the retention/student success initiative. A change to the staffing model occurred, resulting in net savings to redeploy resources.

Residence halls and facilities annual upgrades are built into the budget, and cost saving initiatives have been deployed while reductions in force have been minimized. Some cost saving initiatives over recent years include the upgrading of the heat plant to burn woodchips and the

elimination of the use of leases with unfavorable terms to finance information technology upgrades.

Health care costs are another example of a way that Norwich has introduced cost saving initiatives. Norwich, not unlike other institutions, has experienced budget pressure from increasing health care and has therefore explored options for controlling and reducing costs. With guidance from experienced benefits consultants, the University switched from a premium model to a self-insured model for employee health care costs. Norwich also joined Green Mountain Higher Education Consortium to leverage the scale of a larger risk pool toward improving the cost curve. These adjustments have helped to curb cost increases. The ratio of health costs to full-time wages has been managed from a ratio of 20% and trending increasing to a ratio of 17% and trending stable.

By managing the budget and maintaining a positive operating SOA, the University has allowed fundraising and investment market growth to strengthen the balance sheet; this is evidenced by consistent endowment growth beyond \$200M with fixed asset growth driven by capital campaign fundraising and debt stability. There are no near term plans to increase debt.

Information, Physical, and Technological Resources

Information Technology Services (ITS). Over the last five years, ITS has completed a number of significant projects. Since 2018, the group has worked to upgrade Internet bandwidth to 10 Gbps; replaced an analog infrastructure with a digital, fiber-based networking infrastructure; and upgraded network switches and Cisco access points in all buildings. These efforts have increased Internet connectivity speeds for the community, improved user experience, and enabled accommodation of the increasing number of devices on the Norwich network. With ongoing attention to best practice, ITS has conducted evaluation of the following areas: risk assessment, the wireless network, and classification to ensure effective and efficient operations, which has provided a roadmap for creating a detailed ITS Strategic Plan that is linked with the budget.

The institution's movement toward cloud-based technological solutions has streamlined and supported additional improvements and business processes. For example, the migration of the University's records system, Banner, from campus-based servers to off-site servers, and the transition to broad use of collaboration and communications tools available in Office 365, have together reduced the cost of technology operations at Norwich. In support of the Digital Citizen Initiative (see Standards 2 and 4), ITS has managed device procurement, distribution, and student training, as well as upgraded all classrooms to support teaching with iPads.

Despite the successes outlined above, ITS has identified several areas for improvement with the help of outside consultants. Specifically, there are challenges with attracting and retaining qualified personnel, adhering to an established governance process (e.g., project prioritization), project resourcing, and overall communications.

Information Security. Norwich University has a robust information security program that protects the confidentiality, integrity, and availability of critical systems and data. Norwich has established policies that govern the integrity, security, and privacy of individuals, and these policies are updated on a regular basis. For example, in 2017, the Acceptable Use Policy was

updated to be more comprehensive and was expanded to include all members of the University community. In response to the European Union's General Data Protection Regulation (GDPR), the University formed a data privacy council to monitor developments in this area and address growing privacy concerns as they arise. Future areas of improvement for information security include the creation of a formalized cyber incident response plan that is updated on a regular basis. Even though many employees within ITS know what needs to be done in the event of an information security-related incident, actions are not currently codified in policy or procedure.

Another area of focus is the creation of a comprehensive, University-wide disaster recovery plan. In 2018, every department was interviewed to determine the state of their unit-level disaster recovery plan. Many units appeared to have no or severely outdated plans. In 2019, the SVP for Students Affairs led the effort to update Norwich's Emergency Operation Plan (currently approved in interim) and train offices in plan procedures. It is expected that this work will continue towards the development of a disaster recovery plan as well.

Facilities Operations (FacOps). Over the last 10 years, Norwich has significantly improved academic, co-curricular, and hosting facilities on campus, in accordance with the NU 2019 strategic plan (see Standard 2). Six new buildings have been constructed, ten buildings have undergone major renovation, and dozens of smaller, albeit significant, projects have been undertaken. The value of this work is \$198.3M. All projects were completed on or under budget and on or ahead of schedule. The construction of new buildings accounted for \$63.3M of this total. These projects included the following:

- Doyle Hall: new offices, meeting space, and concession area for the Athletics Department (2011)
- Shaw Outdoor Center, including trails and spaces for outdoor activities (2012)
- Biomass heating plant (2014)
- Dalrymple Hall, a new 285-bed civilian dormitory (2015)
- Co-Laboratory Building, a hands-on builder space for Engineering and Architecture programs (2017)
- Mack Hall, a state-of-the-art academic building with 52,750 square feet of academic, meeting, seminar, and performance space (2018)

One of the most significant projects was the 2015 renovation of Kreitzberg Library, to meet expectations for a modern library and to include a variety of collaborative learning spaces for students' use. All renovation projects addressed safety and deferred maintenance issues in the buildings being renovated. The University has made plans for the renovation of an additional 12 buildings over the next five years (see Data First Form 7.8). The Facilities Planning Committee of the BOT has requested that a detailed, project-specific deferred maintenance study be undertaken as soon as practicable in order to estimate the future needs of the University. Additionally, the committee has recommended that, by 2020, \$1M be returned to the annual operating budget of FacOps, dedicated to the continual heavy maintenance of the University's 11 dormitories.

Per customer satisfaction surveys, 98% of on-campus customers report being satisfied, very satisfied, or extremely satisfied with the service provided by the work of the FacOps department.

That level of satisfaction exceeds the average satisfaction rate reported by the National Association of Physical Plant Administrators.

The Library, Archives, and Museum (LAM). Recently, LAM staff has redirected its emphasis to electronic resources, driven by user demand and research habits as evidenced by a shift in resource adoptions: up to 78% used e-books in lieu of a physical copy in FY 2018. At the same time, people counter data indicates that since the library's renovation in 2015, there has been a 58% increase in the use of library and archives spaces, which speaks to the high quality of physical facilities. A survey of faculty, performed by LAM staff, rated library instruction aptness and satisfaction at 4.7 out of 5, with students and staff commenting positively on the knowledge and qualification of LAM staff.

Among the areas of improvement for LAM is work toward increasing archival storage and workspaces in order to preserve and provide access to unique University records. Currently, about 83.5% of compact shelving space is already in use; it is estimated that the rest will be filled within the next two years. Another challenge comes from the increased use of library spaces: multi-media equipment in instructional and learning spaces get used often, thus requiring constant attention, repair, and update. Multimedia equipment in the Sullivan Museum also requires update in order to enhance museum exhibits.

Projections

1. By Spring 2020, the Vice President for Development in coordination with the BOT and President will launch the next capital campaign in support of the institution's commitment to affordability and sustainability.
2. By Fall 2020, the SVP for Student Affairs and Technology will present a first draft of the disaster recovery plan to the Provost's Cabinet for review, revision, and implementation.
3. By late 2020, the Workforce Next NUaN workgroup will recommend to the President and Provost specific actions to facilitate the emergence of a culture required to support strategic objectives and advance Norwich's ability to recruit, retain, and support the talent needed for continued success.
4. In Spring 2021, HR will coordinate a survey of staff and faculty participation in on-campus professional development activities to assess their impact. The Director of HR will incorporate survey results into changes of existing or creation of new professional development activities.
5. Under the direction of the Vice President for Facilities Operations, the Master Plan for campus facilities will commence by 2022. It will provide a comprehensive vision for the campus, provide direction for the sequencing of renovation projects, and establish funding priorities.
6. Under the direction of the President and Provost, by FY22 the University will complete implementation of the core capacity-building initiatives driven from NUaN investment. The desired outcome is revenue growth and diversification of revenue streams.

Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form:

https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	(FY 2017)			(FY 2018)			(FY 2019)			(FY 2020)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	149	247	396	156	227	383	160	215	375	157	246	403
Research Staff	2		2	2		2	1	1	2	1	0	1
Public Service Staff	0	0	0	0		0	0	0	0	0	0	0
Librarians	4	2	6	4	2	6	4	1	5	5	2	7
Library Technicians	1	1	2	1		1	1	0	1	0	0	0
Archivists, Curators, Museum staff	6	1	7	6	2	8	10	1	11	4	1	5
Student and Academic Affairs	33	2	35	28	2	30	29	4	33	30	2	32
Management Occupations	57	4	61	70	3	73	60	3	63	55	0	55
Business and Financial Operations	14	1	15	13		13	15	1	16	16	0	16
Computer, Engineering and Science	23	2	25	23		23	26	1	27	24	1	25
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	45	30	75	41	31	72	41	34	75	48	30	78
Healthcare Practitioners and Technical	2	3	5	2	3	5	2	3	5	4	1	5
Service Occupations	68	2	70	52	4	56	69	4	73	64	0	64
Sales and Related Occupations	2	0	2	7		7	7	1	8	7	0	7
Office and Administrative Support	131	17	148	130	17	147	153	13	166	135	8	143
Natural Resources, Construction, Maintenance	12		12	13		13	14	0	14	13	0	13
Production, Transportation, Material Moving	4	1	5	4	2	6	4	1	5	4	1	5
Total	553	313	866	552	293	845	596	283	879	567	292	859

Please enter any explanatory notes in the box below

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

Fiscal Year ends - month & day: (05 / 31)		2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Most Recent Year (2019)	Percent Change 2 yrs-1 yr prior 1 yr-most recent	
	ASSETS (in 000s)					
?	Cash and Short Term Investments	\$29,891	\$13,819	\$7,399	-53.8%	-46.5%
?	Cash held by State Treasurer				-	-
?	Deposits held by State Treasurer				-	-
?	Accounts Receivable, Net	\$3,206	\$3,655	\$3,568	14.0%	-2.4%
?	Contributions Receivable, Net	\$23,193	\$18,495	\$13,217	-20.3%	-28.5%
?	Inventory and Prepaid Expenses	\$11,892	\$11,154	\$11,181	-6.2%	0.2%
?	Long-Term Investments	\$209,015	\$217,770	\$214,229	4.2%	-1.6%
?	Loans to Students	\$9,542	\$9,571	\$8,488	0.3%	-11.3%
?	Funds held under bond agreement	\$2,740	\$601	\$10	-78.1%	-98.3%
?	Property, plants, and equipment, net	\$146,502	\$167,979	\$182,583	14.7%	8.7%
?	Other Assets	\$6,685	\$7,069	\$7,067	5.7%	0.0%
	Total Assets	\$442,666	\$450,113	\$447,742	1.7%	-0.5%
	LIABILITIES (in 000s)					
?	Accounts payable and accrued liabilities	\$13,400	\$11,439	\$9,440	-14.6%	-17.5%
?	Deferred revenue & refundable advances	\$6,028	\$5,524	\$3,494	-8.4%	-36.7%
?	Due to state				-	-
?	Due to affiliates				-	-
?	Annuity and life income obligations	\$2,767	\$2,689	\$2,643	-2.8%	-1.7%
?	Amounts held on behalf of others				-	-
?	Long-term investments	\$85,996	\$82,654	\$80,313	-3.9%	-2.8%
?	Refundable government advances	\$7,586	\$7,544	\$7,582	-0.6%	0.5%
?	Other long-term liabilities	\$17,104	\$12,304	\$13,940	-28.1%	13.3%
	Total Liabilities	\$132,881	\$122,154	\$117,412	-8.1%	-3.9%
	NET ASSETS (in 000s)					
	Unrestricted net assets					
	Institutional	\$121,056	\$133,646	\$158,916	10.4%	18.9%
?	Foundation				-	-
	Total	\$121,056	\$133,646	\$158,916	10.4%	18.9%
	Temporarily restricted net assets					
	Institutional	\$139,271	\$143,086	\$116,502	2.7%	-18.6%
?	Foundation				-	-
	Total	\$139,271	\$143,086	\$116,502	2.7%	-18.6%
	Permanently restricted net assets					
	Institutional	\$49,458	\$51,230	\$54,865	3.6%	7.1%
?	Foundation				-	-
	Total	\$49,458	\$51,230	\$54,865	3.6%	7.1%
	Total Net Assets	\$309,785	\$327,962	\$330,283	5.9%	0.7%
	TOTAL LIABILITIES and NET ASSETS	\$442,666	\$450,116	\$447,695	1.7%	-0.5%

Please enter any explanatory notes in the box below

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

Fiscal Year ends - month& day: (5 / 31)		3 Years Prior (FY 2017)	2 Years Prior (FY 2018)	Most Recently Completed Year (FY 2019)	Current Year (FY 2020)	Next Year Forward (FY 2021)
OPERATING REVENUES (in 000s)						
?	Tuition and fees	\$111,554	\$114,593	\$117,142	\$122,713	\$126,394
?	Room and board	\$26,733	\$28,402	\$29,458	\$30,548	\$31,464
?	Less: Financial aid	-\$54,909	-\$59,086	-\$62,196	-\$66,686	-\$70,354
	Net student fees	\$83,378	\$83,909	\$84,404	\$86,575	\$87,505
?	Government grants and contracts	\$2,790	\$2,133	\$3,367	\$1,140	\$1,500
?	Private gifts, grants and contracts	\$4,243	\$4,171	\$4,193	\$3,000	\$3,000
?	Other auxiliary enterprises	\$953	\$995	\$986	\$142	\$200
	Endowment income used in operations	\$9,078	\$9,035	\$9,020	\$9,044	\$9,500
?	Other revenue (specify):	\$2,120	\$2,029	\$1,946	\$1,985	\$2,000
	Other revenue (specify):	\$3,217	\$3,488	\$3,543	\$3,298	\$3,500
	Net assets released from restrictions	\$1,154	\$1,305	\$1,350	\$750	\$750
	Total Operating Revenues	\$106,933	\$107,065	\$108,809	\$105,934	\$107,955
OPERATING EXPENSES (in 000s)						
?	Instruction	\$30,335	\$30,568	\$29,828	\$24,965	\$25,464
?	Research	\$1,113	\$1,131	\$1,237	\$1,274	\$1,287
?	Public Service					
?	Academic Support	\$10,747	\$11,037	\$10,336	\$10,646	\$10,859
?	Student Services	\$24,361	\$23,897	\$25,787	\$26,561	\$27,092
?	Institutional Support	\$16,030	\$16,538	\$17,385	\$17,907	\$18,265
	Fundraising and alumni relations					
?	Operation, maintenance of plant (if not allocated)					
?	Scholarships and fellowships (cash refunded by public institution)					
?	Auxiliary enterprises	\$20,335	\$19,734	\$20,166	\$21,090	\$21,617
?	Depreciation (if not allocated)					
?	Other expenses (specify):					
	Other expenses (specify):					
	Total operating expenditures	\$102,921	\$102,905	\$104,739	\$102,442	\$104,584
	Change in net assets from operations	\$4,012	\$4,160	\$4,070	\$3,492	\$3,371
NON OPERATING REVENUES (in 000s)						
?	State appropriations (net)					
?	Investment return	\$4,322	\$2,598	-\$2,631	\$1,430	\$1,430
?	Interest expense (public institutions)					
	Gifts, bequests and contributions not used in operations	\$585	\$359	\$840	\$500	\$500
?	Other (specify):	-\$494	-\$550	-\$406	-\$500	-\$500
	Other (specify): Change in interest rate swap	\$3,942	\$4,373	-\$1,648	\$2,222	\$2,222
	Other (specify):	-\$4,167	-\$4,088	-\$5,161	-\$5,000	-\$3,000
	Net non-operating revenues	\$4,188	\$2,692	-\$9,006	-\$1,348	\$652
	Income before other revenues, expenses, gains, or losses	\$8,200	\$6,852	-\$4,936	\$2,144	\$4,023
?	Capital appropriations (public institutions)					
?	Other (specify):	\$3,718	\$5,740	\$30,207	\$1,500	\$1,500
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$11,918	\$12,592	\$25,271	\$3,644	\$5,523

Standard 7: Institutional Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (5 / 31)		3 Years Prior (FY 2017)	2 Years Prior (FY 2018)	Most Recently Completed Year (FY 2019)	Current Year (FY 2020)	Next Year Forward (FY 2021)
	Long-term Debt					
	Beginning balance	\$90,501	\$86,436	\$82,667	\$80,313	\$77,503
	Additions					
	Reductions	(\$4,065)	(\$3,769)	(\$2,354)	(\$2,810)	(\$3,030)
	Ending balance	\$86,436	\$82,667	\$80,313	\$77,503	\$74,473
	Interest paid during fiscal year	\$3,472	\$3,450	\$3,620	3514 (est)	3514 (est)
	Current Portion					
	Bond Rating	Private	Private	Private	Private	Private
	Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	0.53	0.58	0.68	0.60	0.60
	Debt to Net Assets Ratio Long-term Debt / Total Net Assets	0.28	0.25	0.24	0.26	0.26
	Debt to Assets Ratio Long-term Debt / Total Assets	0.20	0.18	0.18	0.18	0.18

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

VEHBFA 2008 debt - variable rate bonds due in installments to 2038. VEHBFA 2013 fixed rate debt at 3% due in installments to 2043. Three covenants: debt service coverage ratio of 1.15x:1; liquidity ratio of 1.0X to 1; and no further long term indebtedness unless certain ratios are met. The university is in compliance with all three.

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

People's United Bank - up to \$5,000,000, 30-day LIBOR; has not been used in years. TD Bank - up to \$2,000,000, one-month LIBOR plus 200 bps. Has never been used. Temporary financing for use in bridging the receipt of campaign pledges and the spending. ADD THE DETAILS FROM FOOTNOTES. The line is used when needed and then repaid.

Future borrowing plans (please describe).

None at this time.

Standard 7: Institutional Resources
(Supplemental Data)

FISCAL YEAR ENDS month & day (5 / 31)	3 Years Prior (FY 2017)	2 Years Prior (FY 2018)	Most Recently Completed Year (FY 2019)	Current Year (FY 2020)	Next Year Forward (FY 2021)
NET ASSETS					
Net assets beginning of year	\$289,489	\$309,784	\$327,962	\$330,283	\$333,283
Total increase/decrease in net assets	\$20,295	\$18,178	\$2,321	\$3,000	\$5,000
Net assets end of year	\$309,784	\$327,962	\$330,283	\$333,283	\$338,283
FINANCIAL AID					
Source of funds					
Unrestricted institutional	\$49,284	\$53,590	\$56,711	\$61,151	\$64,819
Federal, state and private grants	\$975	\$975	\$975	\$975	\$975
Restricted funds	\$4,650	\$4,521	\$4,510	\$4,560	\$4,560
Total	\$54,909	\$59,086	\$62,196	\$66,686	\$70,354
% Discount of tuition and fees	49.2%	51.6%	53.1%	54.3%	55.7%
? % Unrestricted discount	44.2%	46.8%	48.4%	49.8%	51.3%
Net Tuition Revenue per FTE	\$28	\$30	\$31	\$33	\$34
FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE					
?	3.0	3.0	3.0	3.0	3.0
Please indicate your institution's endowment spending policy:					
5% of the product of the average pooled unit value for the 12 previous quarters ending December 31.					
Please enter any explanatory notes in the box below.					

Standard 7: Institutional Resources
(Liquidity)

FISCAL YEAR ENDS month & day (05/31)	3 Years Prior (FY 2017)	2 Years Prior (FY 2018)	Most Recently Completed Year (FY 2019)	Current Year (FY 2020)	Next Year Forward (FY 2021)
CASH FLOW					
Cash and Cash Equivalents beginning of year	\$30,751	\$19,913	\$9,851	\$2,437	\$3,437
Cash Flow from Operating Activities	(\$1,620)	(\$5,933)	(\$4,832)	\$1,000	\$1,000
Cash Flow from Investing Activities	(\$15,903)	(\$14,675)	(\$16,095)	(\$10,000)	(\$8,000)
Cash Flow from Financing Activities	\$6,685	\$10,546	\$13,513	\$10,000	\$8,000
Cash and Cash Equivalents end of year	\$19,913	\$9,851	\$2,437	\$3,437	\$4,437
LIQUIDITY RATIOS					
Current Assets	\$55,919	\$37,291	\$31,026	\$40,000	\$42,000
Current Liabilities	\$25,020	\$22,047	\$18,433	\$20,000	\$21,000
Current Ratio	2.23	1.69	1.68	2.00	2.00
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses])/ 365)	78.00	38.00	9.00	13.00	17.00
Please enter any explanatory notes in the box below that may impact the institution's cash flow. The university has seen a steady decline in cash as capital campaign projects consume capital campaign receipts. In addition, the university operating cash has also been impacted by the board decision to invest \$5 million in equity in the new building/rehabs as well as the expected delay in receiving campaign receipts due in out years. The university has put in place a short-term bridge loan to supplement our cash during normal low-points in our operating cycle.					
Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority. N/A					
Please enter any explanatory notes in the box below.					

Standard 7: Institutional Resources (Information Resources)

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)

Total Expenditures

Materials
Salaries & wages (permanent staff)
Salaries & wages (student employees)
Other operating expenses

\$594,155	\$601,033	\$605,846	\$617,963	\$630,322
\$689,132	\$695,143	\$703,224	\$717,288	\$731,634
\$44,490	\$47,733	\$48,026	\$48,987	\$49,966
\$164,216	\$141,642	\$163,860	\$167,137	\$170,480

Expenditures/FTE student

Materials
Salaries & wages (permanent staff)
Salaries & wages (student employees)
Other operating expenses

\$150.23	\$156.93	\$161.26	\$168.98	\$164.10
\$174.24	\$181.50	\$187.18	\$196.14	\$190.48
\$11.25	\$12.46	\$12.78	\$13.40	\$13.01
\$41.52	\$36.98	\$43.61	\$45.70	\$44.38

Collections

Percent available physically
Percent available electronically
Number of digital repositories

29%	23%	20%	18%	16%
71%	77%	80%	82%	84%
NA	NA	NA	NA	NA

Personnel (FTE)

Librarians - main campus
Librarians - branch /other locations
Other library personnel - main campus
Other library personnel - branch/other locations

10	10	10	10	10
NA	NA	NA	NA	NA
9	8	8	8	8
NA	NA	NA	NA	NA

Availability/attendance

 Hours of operation/week main campus
Hours of operation/week branch/other locations

96	96	96	96	96
NA	NA	NA	NA	NA

Consortia/Partnerships

Vermont Consortium of Academic Libraries
Center for Research Libraries

URL of most recent library annual report:

https://guides.norwich.edu/ld.php?content_id=49501522

Please enter any explanatory notes in the box below

The Information Resources data conforms to how NU completes the IPEDS Academic Libraries survey and the ACRL Academic Library Trends and Statistics Survey. The definitions of IPEDS/ARCL data terms are located at https://acrl.countingopinions.com/docs/acrl/2019_Survey_Instructions.pdf.

See Form 4.5 for data about Information Literacy

Standard 7: Institutional Resources (Technological Resources)

				?
3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)

? Course management system

Moodle

Number of classes using the system

all	all	all	all	all
-----	-----	-----	-----	-----

Bandwidth

On-campus network

1 GB	1 GB	1 GB/10 GB		
------	------	------------	--	--

Off-campus access

commodity internet (Mbps)

high-performance networks (Mbps)

Wireless protocol(s)

2Gbps	4Gbps	10 Gbps	10 Gbps	10 Gbps
		1Gps	1Gps	1Gps
802.11a,b,g, n,ac	802.11a,b,g, n,ac	802.11a,b,g, n,ac	802.11a,b,g,n ,ac	802.11a,b,g, n,ac

Typical classroom technology

Main campus

Branch/other locations

HDMI/VGA/projector/screen/Solstice/control panel, wired & wireless
N/A

Software systems and versions

Students

Finances

Human Resources

Advancement

Library

Website Management

Portfolio Management

Interactive Video Conferencing

Digital Object Management

Ellucian Banner Student 9.3.8.0.4
Ellucian Banner Finance 9.3.4.0.7
Ellucian Banner Human Resource 9.3.4.1.2
Raiser's Edge, 7.96
WorldShare Management Services from OCLC
Joomla Platform (Norwich.edu); Drupal Platform (online.norwich.edu)
TeamDynamix
GoTo Meeting
MS SharePoint/Ensemble/AppSpace

Website locations of technology policies/plans

Integrity and security of data

Privacy of individuals

Appropriate use

Disaster and recovery plan

<https://forms.norwich.edu/NUPolicy/docpop/pdfpop.aspx?clienttype=html&docid=5235745&chksum=64ee5c5d29561bfbaf12910059edce2188ec96afc36ba9c8113fc5c060abab88>

<https://forms.norwich.edu/NUPolicy/docpop/pdfpop.aspx?clienttype=html&docid=5235745&chksum=64ee5c5d29561bfbaf12910059edce2188ec96afc36ba9c8113fc5c060abab88>

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N/A

Please enter any explanatory notes in the box below

Row 10: Moodle courses are created for all undergraduate class offerings (847). All Online courses utilize Moodle as well (215).

Standard 7: Institutional Resources

(Physical Resources)

Campus location	Serviceable Buildings	Assignable Square Feet (000)
Main campus	53	1,354,896
Other U.S. locations	1	14,854
International locations		

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)

Revenue (\$000)

Capital appropriations (public institutions)	\$0	\$0	\$0	\$0	\$0
Operating budget	\$21,232,000	\$18,150,000	\$17,107,000	\$18,273,000	\$19,437,000
Gifts and grants	\$9,748,000	\$11,276,000	\$12,900,000	\$9,000,000	\$9,000,000
Debt					
Total	\$30,980,000	\$29,426,000	\$30,007,000	\$27,273,000	\$28,437,000

Expenditures (\$000)

New Construction	\$4,067,000	\$15,480,000	\$5,198,000	\$9,000	\$0
Renovations, maintenance and equipment	\$15,025,000	\$21,528,000	\$26,680,000	\$16,300,000	\$12,817,000
Technology	\$9,860,000	\$7,146,000	\$6,372,000	\$6,406,000	\$6,620,000
Total	\$28,952,000	\$44,154,000	\$38,250,000	\$22,715,000	\$19,437,000

Assignable square feet (000)

	Main campus	Off-campus	Total
Classroom	189,311		189,311
Laboratory	37,015		37,015
Office	56,176	14,854	71,030
Study	59,585		59,585
Special	33,097		33,097
General	71,420		71,420
Support	64,145		64,145
Residential	141,356		141,356
Other	241,949		241,949

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Shaw Outdoor Center	Recreational	4,600.00	\$1,200,000	2012
Biomass Plant	Service/Support	5,550.00	\$6,200,000	2014
Dalrymple Hall	Dormitory	84,204.00	\$23,500,000	2015
Co-Laboratory Building	Admin/Support	14,854.00	\$2,621,000	2017
Doyle Hall	Office/Other	16,960.00	\$8,350,000	2011
Mack Hall	Academic	52,750.00	\$22,436,000	2018

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
N/A				

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing 41,718,099 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Gerard Hall	Dormitory	28,000.00	\$1,383,000	2011
Wilson Hall	Dormitory	22,000.00	\$1,450,000	2012
Ransom Hall	Dormitory	20,000.00	\$1,426,700	2013
Dodge Hall	Dormitory	28,048.00	\$2,156,300	2014
Goodyear Hall	Dormitory	24,000.00	\$2,100,000	2016
Kreitzberg Library	Library	63,789.00	\$6,962,000	2016
Patterson Hall	Dormitory	22,000.00	\$2,293,000	2018
Ainsworth Hall	Academic	16,710.00	\$4,708,099	2018
Webb (North) Hall	Academic	135,109.00	\$12,018,000	2018
Dewey Hall	Academic	12,480.00	\$7,221,000	2019

Renovations planned for next 5 years (add rows as needed)The list below includes renovations costing 25,745,940 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Flint Hall	Office/other	6,800.00	\$300,000	2020
Woodbury Hall	Residential	7,500.00	\$200,000	2021
Jackman Hall renovation	Office/other	40,562.00	\$12,500,000	2021
Plumley Armory Fitness Center	Athletics	24,878.00	\$2,400,000	2021
Student Success Center	Office/other	19,400.00	\$5,000,000	2021
Replace/Rebuild floor & ice System	Athletics	59,500.00	\$3,930,940	2022
Cycle/re-built kitchen equipment and Mechanical	Campus center	71,000.00	\$500,000	2022
CGCS/ 88 Park Avenue	Office/other	1,718.00	\$200,000	2022
Hassett House	Office/other	1,600.00	\$150,000	2022
Communications Dep. Building	Office/other	9,000.00	\$190,000	2022
Hollis House	Office/other	4,500.00	\$250,000	2023
Ellis House	Office/other	2,150.00	\$125,000	2023

Please enter any explanatory notes in the box below

STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS

Description

Norwich University puts significant effort into ensuring that graduates have achieved satisfactory achievement of Students Learning Outcomes (SLOs) at all levels: course, program, general education (GenEd), and for campus-based students, co-curricular. The institution uses various quantitative and qualitative data to understand what students have gained as a result of their Norwich education.

Assessment

Course-Level Assessment. Course-level SLOs are linked to program SLOs or GenEd and are typically identified on course syllabi.

Program-Level Assessment. The University has engaged faculty in identifying specific goals and outcomes for every major and program. For externally accredited programs, SLOs are aligned with outcomes recommended by the program's accrediting body.

Since the institution's last comprehensive evaluation, Norwich has made significant efforts toward advancing an institutional culture of assessment. The program self-study process (see Standards 2 & 4), fully assesses the strengths and challenges of the academic programs, and allows programs to use collected data to enhance program effectiveness. Programs engage in the self-study process every six years; externally accredited programs follow the schedule and criteria of their discipline-specific accreditors. Programs produce a self-study report reflecting on and assessing their program's mission, goals, outcomes, faculty, student enrollment and achievement, curriculum content, and instructional effectiveness as well as teaching and learning resources. The process includes both an internal and external review. The self-study report is submitted to the Provost through the University Curriculum Committee (UCC). Based on the recommendation of UCC and outcomes of Academic Council discussion (see Standard 2), the Provost provides a written response to the program. In addition to self-studies, programs are expected to annually submit a program report to the Dean of their respective college, as well as a report of assessment activities to the Associate Provost for Academic Affairs and Assessment (APAAA).

General Education (GenEd) Assessment. Norwich has identified eight GenEd goals for students. Each requirement can be satisfied by a designated GenEd course from the list identified in the Catalog. Originally, assessment of GenEd courses occurred at the course-level, evaluated by the program offering the course. Data was expected to be included in annual assessment reports to the APAAA and in program self-studies. In Spring 2015, the GenEd Committee presented a proposal developed over the previous four years to the Faculty Assembly, recommending revisions to GenEd. In the absence of systematic assessment data of the current program, however, the faculty rejected proposed changes.

In response, Norwich sent a representative team of faculty to the 2016 Association of American Colleges & Universities ([AAC&U](#)) GenEd Institute. The team developed a multi-year plan for comprehensive, broad-based GenEd assessment that included the following stages: 1) Formulation, review, and approval of SLOs for each GenEd goal, through University

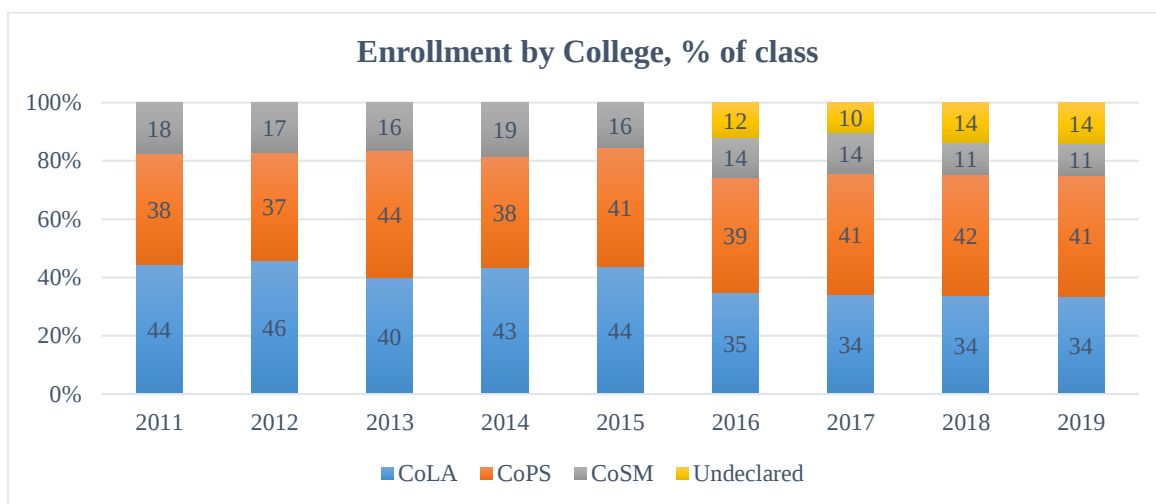
governance; 2) Creation, review, and approval of assessment rubrics; 3) Recertification of courses that programs wish to maintain as GenEd (ensuring review of courses with respect to SLOs, as well as program commitment to regular assessment of courses); and 4) Regular feedback to the University community regarding outcomes of GenEd assessment.

The implementation schedule for this GenEd Assessment Plan was made and remains available to all constituencies. In support of the plan, the University appointed in Summer 2019 an Academic Assessment Coordinator whose duties, among others, include coordination of the ongoing GenEd assessment effort and evaluation of assessment processes at the program level.

Enrollment, Retention, and Graduation

Over the last five years, Norwich has devoted increased attention to the disaggregation of various enrollment, retention, graduation, and other outcomes data, in addition to dissemination of this data to the appropriate University constituencies for review and appraisal. In order to understand student achievement at a granular level, the institution disaggregates data by degree level (undergraduate, master's, and certificate programs), modality (campus-based and online), gender, participation in athletics, and – because of the institution's position as a senior military college – by student lifestyle (cadets/civilians). This approach allows Norwich to employ targeted interventions for specific groups as necessary.

Using such ongoing analysis of data, both quantitative and qualitative, Norwich leadership, faculty, and staff continually work to understand the experiences of all students and to act to improve as needed. For example, prior to 2016, students who wished to enter professional programs (e.g., Nursing, Engineering, and Criminal Justice), but who did not qualify academically for direct admission, were offered acceptance into related majors. The rationale was to prioritize University-engagement with these students, while affording them the opportunity to declare their desired major based on performance during their first academic year. That good intention, however, led to student frustration. Many who were not able to enter their desired program felt stuck in a major they did not want, with significant work already undertaken towards their “second-choice” degree. Additionally, faculty were disheartened by these students' negative attitudes toward major-specific courses.



To ameliorate the situation, in 2016 Norwich established an Undeclared ([UND](#)) major, allowing students to matriculate without declaring their major until after 45 attempted credit hours. As a result of this action, an immediate shift was observed in enrollment: currently, 10%–14% of incoming students enter as UND. As a result, first-year enrollment in the College of Liberal Arts (CoLA) and the College of Science and Mathematics (CoSM) have decreased, while enrollment in the College of Professional Schools (CoPS) has not changed.

Since its approval in Fall 2008, Norwich has diligently worked to implement a University-wide retention plan, with the main objective of aggressively increasing the six-year graduation rate from 55% (as measured in 2005) to 70%. The plan identified 153 recommendations to be implemented over a four-year period. By Fall 2015, 116 recommendations across all aspects of the University have been implemented. Although the six-year graduation rate has not reached the established goal of 70%, there has been significant improvement: for the 2012 entering cohort, the six-year graduation rate was 62%, constituting a 7-point increase from the original benchmark. For the 2015 entering cohort, the four-year graduation rate increased from 45% to 61%, a 16-point improvement from the original benchmark.

Appraisal

Norwich is committed to data-informed decision-making process on all levels. Many University units collect and longitudinally maintain various data for effective functioning and assessment of effectiveness. While data is available to University constituencies per request, Norwich does not maintain a central clearinghouse for data or a comprehensive list of various dashboards, reports, and data collections that exist. Further, until recently, the institution did not have a dedicated person or office to assist units in collecting, organizing, and analyzing data for trend assessment. Recognizing this absence, the Academic Strategic Plan (ASP) prioritized and resourced the creation of an Office of Institutional Effectiveness (IE), and a qualified Director of IE was hired in October 2019. Under the director's leadership, an operational IE office will be established by Fall 2020. The office will establish and maintain a centralized data warehouse and develop high-level dashboards for ongoing assessment and compliance monitoring.

To support establishment of the IE office, the University contracted an expert Director of Institutional Research during AY 2018-19 and AY 2019-20, seeking external perspective on the status of its position in advancing broad-based, systematic assessment efforts. Recommendations were made to the Provost and her cabinet as well as to the President's leadership team, with both bodies discussing goals for the new office based upon the consultant's report.

Early Indicators of First-Year Success

All undergraduate Norwich students in campus-based and online programs must fulfill the General Education requirement of completing two courses in English composition and two courses in mathematics. Those who do not transfer AP or college credits fulfill these requirements by taking the EN101-102 sequence in their first year of study. Success in this sequence is one of the early indicators of overall success for campus-based students. To assess the level of attainment for this benchmark, it is useful to examine the EN101 passing rate for first-semester students.

Students seem to perform reasonably well: the passing rate in the course is 90–92%. However, upon closer examination, it is observed that approximately 5–6% of students passing EN101 do so with a D-grade, indicating the likelihood that they will struggle in the next course of the sequence, EN102.

Table 6. Passing Rates in EN 101 for first-semester freshmen

Year	Total count	Passing, with D or better %	D+&D count	D+&D, %	Passing with C or better, %
2018	626	89.8	32	5.1	84.7
2017	644	94.6	22	3.4	91.2
2016	743	90.7	43	5.8	84.9
2015	529	91.7	33	6.2	85.5
2014	606	91.4	38	6.3	85.1

To address this potential hurdle, in Fall 2017 the Office of the Provost authorized release time for the creation of a new position, the Freshman Writing Sequence Coordinator. Among other duties, the Coordinator is responsible for training adjunct faculty who compose the majority of the EN101 instructor pool. While it is yet too early to assess the results of this action, the institution expects to report on the outcome of this adjustment in its interim report.

To ensure appropriate student placement into mathematics courses, Norwich utilizes a Math Placement Test (MPT) that students take prior to arrival on campus. Students with a score of 0 must enroll in MA005 (Preparatory Mathematics). A score of 1 qualifies a student for the MA101-102 sequence (Liberal Math I and II). However, students who wish to pursue majors in the College of Science and Mathematics (CoSM) or the College of Professional Schools (CoPS), and who did not score high enough to place into MA107 (Pre-Calculus) or more advanced courses, must take MA095 (Intermediate Algebra; listed as MA103 prior to 2013), a prerequisite for MA107.

MA005 and MA095 are remedial courses and do not count toward a student's degree, thus it is imperative that the University closely monitor not only the pass rate in these courses but also student success in the subsequent mathematics courses. Data tracking and assessment is done by the Developmental Mathematics and MPT Committee. In 2012, the department changed its delivery for MA005 and MA095 from a traditional classroom-based lecture model to a self-paced mastery model that utilizes an online platform. In the new delivery model, students continue to have scheduled classroom meeting time, during which they work independently but have access to an instructor and peer tutors for questions and support. The results of this change have been remarkable: in both MA005 and MA095, the percentage of students passing the course with a B-grade or better increased significantly, with 76–89% of students who completed MA005 or MA095 passing their subsequent math course with a C or higher.

A current area of concern is student success in MA107 (Pre-Calculus), a required course for all majors in CoSM, the School of Engineering, the School of Business, and the School of Cybersecurity, Data Science, and Computing. Students must pass with a C or higher to qualify for the next course. As shown in Table 7 (next page), only 60–77 % of first-semester students placed into MA107 on the basis of MPT scores pass the course. This results in 23–40% of students needing to retake the course in order continue progression toward their degree. Some

factors contributing to this trend are out of the University's control, such as the level of a student's high school preparation or student integrity while taking the MPT.⁸ However some factors are within the institution's control. To address these, in Spring 2020 a task force will be stood up to research best pedagogical practices in pre-calculus instruction. The group will propose changes to the course syllabus and improvements to coordination between multiple course sections.

Graduation, Retention, and Persistence

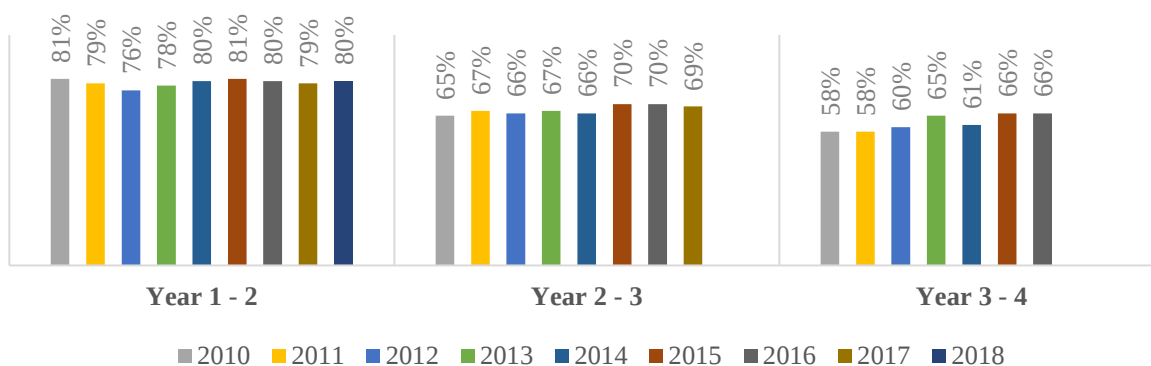
Campus-Based Programs. In 2008, the Board of Trustees (BOT) approved the Norwich University Student Retention Plan, calling for the achievement of a six-year graduation rate of 70% by 2019. To achieve that number, the University has focused its efforts to retain students from the very first day of their Norwich career. The BOT established additional retention goals of 85% for year 1–2; 75% for year 2–3; and 70% for year 3–4. The University's retention team identified 153 recommendations aimed to achieve the established targets, with initiatives spanning the entirety of the University and including such actions as establishing a Center for Student Success (CSS) focused on student advocacy; acquiring an early alert and analytics platform ([EAB](#)); establishing a success coaching system for provisional and otherwise at-risk students; and establishing an Honors Program.

The University's focused efforts with these initiatives have resulted in significantly improved retention rates, despite the fact that the aggressive goal established by the BOT has not yet been achieved. In comparison to AY 2005–2006 (the baseline data for the 2008 BOT report), current data (Fall 2018) shows a 3% improvement for year 1–2 retention and 5% improvement for year 2–3 and year 3–4 retention. Although the numbers fluctuate from year to year, an upward trend can be observed, particularly for year 2–3 and year 3–4 retention.

Table 7. MA107 Passing Rates for First-Semester Students

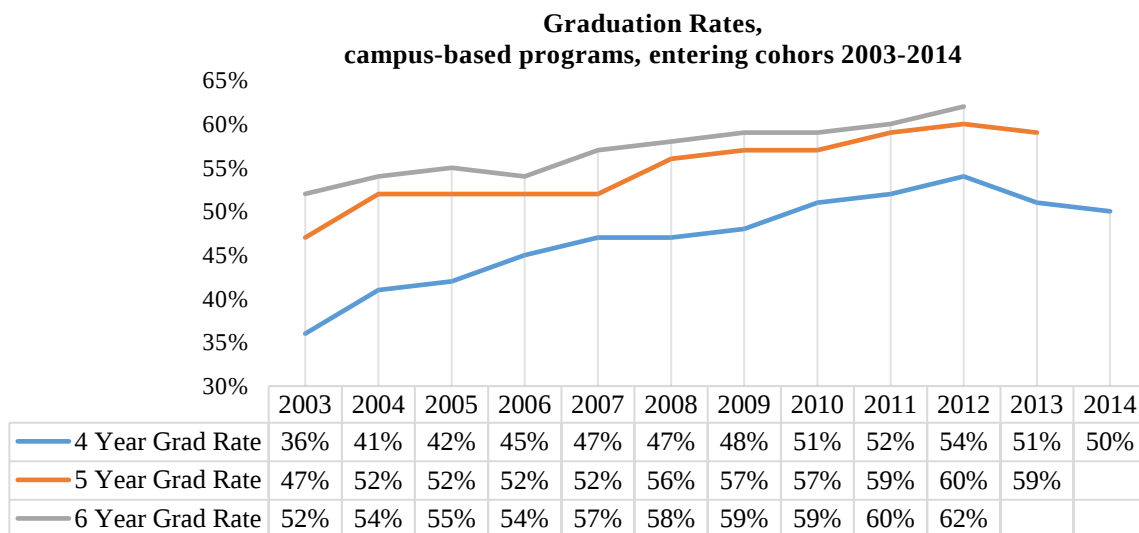
Year	Total count	Passing with C or better, %
2018	195	72.3
2017	181	76.8
2016	181	75.1
2015	171	59.6
2014	175	64.5

Year-to-Year Student Retention, by Cohort



⁸ The MPT is an online test taken by students at home. Students must login with Norwich credentials to take the examination. The University relies on students' integrity in taking this test. Anecdotally, there is evidence of some students enlisting a third party to take the test for them, potentially damaging their chances for success in higher-level math courses.

Norwich examines retention data disaggregated by student lifestyle, gender, race, and major. From these data we know, for example, that female students retain better than male students throughout their university career. Data also show that cadets, regardless of gender, retain roughly 10–12% higher than civilians. The higher rate of cadet retention has been attributed to the idea that the Corps of Cadets establishes stronger social connections at the beginning of a cadet’s Norwich career. However, one known attrition point for Norwich is rook (first-year cadet) losses during the first semester. According to personal exit interview with students wishing to change lifestyle or leave campus, many of these students decide that the military lifestyle is not as appealing as originally anticipated. The CSS monitors rook losses, with data showing that 2–3% of rooks choose to withdraw from the University before classes begin, during rook orientation week. By the end of students’ first semester, 10–15% of the rook class withdraws from the University entirely or changes to the civilian lifestyle. To more fully understand the reasons for attrition of specific groups, the University needs to collect and examine retention data more regularly and systematically, so that longitudinal trends may be observed. The CSS is in the early stages of collecting data for a report that will examine disaggregated retention data longitudinally. The newly-established Office of IE will provide additional support for this effort.



Campus-based program graduation rates are shown in the chart below. Although Norwich has not yet reached the BOT benchmark of a 70% six-year graduation rate, the rate has improved by 10 points from 52% for the entering cohort in 2003 to 62% for the entering cohort in 2012; this is 2% higher than the national average. The 4-year graduation rate increased 18% for the same period of observation.

With the exception of student-athletes, the University has yet to fully disaggregate graduation rate data for specific populations. For student-athletes, Table 8 shows that six-year graduation rates for this group are on par with the overall campus-based student population. Of note, female athletes graduate at a rate 13–20% higher than their male counterparts, mirroring overall trends for the graduation rates of male and female students (for 2012 cohort, male students graduated at 61% to female student rates of 68%).

Table 8. Six-Year Graduation Rate; % of student athletes, by gender

Gender	2010	2011	2012
Male	56	63	59
Female	76	79	72
Total	61	67	63

With full implementation of the EAB student success and institutional analytics system as of Fall 2018, campus-based programs now have the ability to analyze retention and graduation data by major, as well as assess factors that impact student success such as the number of credits attempted in the first semester or year; first term/first year/second year GPA; cohorts; and gender. Although this data is available to all Chairs, Directors, and Deans, however, none of these groups have yet had formal training in the use of the EAB platform for institutional data research purposes. The University will look to the Office of IE to not only establish training for how to obtain relevant data in support of decision-making, but also assist programs with interpretation of observed trends.

Online Programs. A major hurdle for students in online degree completion programs, who are primarily part-time students, is the balance between time required to complete their program time required by professional and personal obligations. To support retention of these students, CGCS monitors student retention rate on a weekly basis. Student Service Advisors (SSAs) work actively with students to support maintenance of this balance, resulting in course completion rates that are remarkably high (87–97%).

The first degree completion cohort graduated in 2012. Since then, the number of conferred degrees has steadily increased as programs have matured and new programs have been introduced (Table 9). Considering that traditional measures of success (i.e., six-year graduation rate) are not applicable in the case of these programs, CGCS in collaboration with the Office of IE will identify and examine other indicators of students' progress – such as number of credits and time to degree – to obtain a fuller picture of what contributes to the success of degree completion students.

Table 9. Conferred Degrees by Degree Completion Programs, by program, by year

	2012	2013	2014	2015	2016	2017
Overall	8	39	66	97	105	146
SSDA	8	39	64	80	90	119
CJ		new	2	17	15	18
CS					new	6
MS					new	2
IS					new	1

Course completion rates within the online graduate programs is lower than the degree completion programs, but still quite strong (80–83%). However, for graduate programs, it is more pertinent to assess cohort graduation rates (Table 10). These rates vary significantly by program. For example, while Nursing (MSN) students graduate at the rate of 76–93%, Military History (MMH) or Master of Diplomacy (MDY) students graduate at half that rate (29–43% and 41–64% respectively). Relative to the general 80% course completion rate, it appears that MMH and MDY students choose to drop out of the program by choosing not to enroll into the next course, rather than ceasing participation half-way through the course itself. Online graduate programs will benefit from a thorough analysis of attrition points and the reasons for student disengagement.

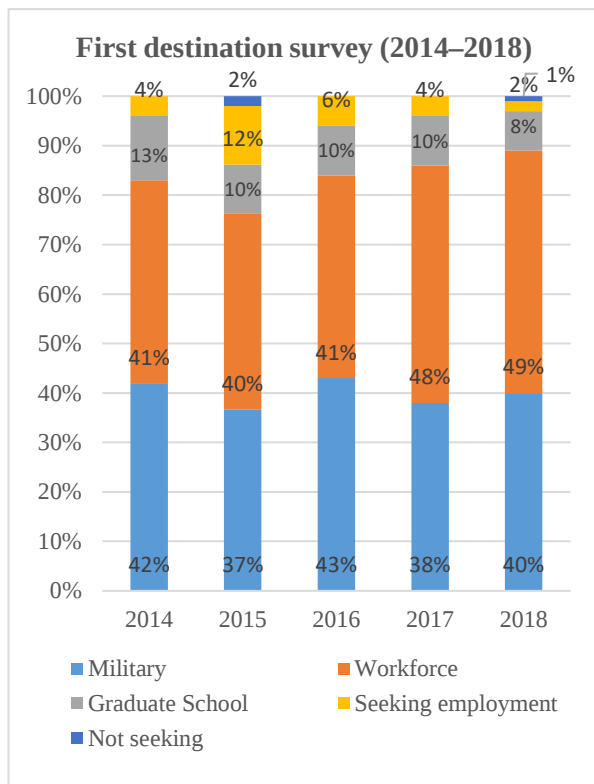
Table 10. Cohort Graduation Rates (%), by program

Year	2011	2012	2013	2014	2015	2016	2017
Total	69	68	63	60	60	57	57
MBA	73	71	72	71	65	76	71
MDY	64	60	58	51	46	41	41
MCE	54	47	55	62	63	53	48
MSN	87	91	89	9	90	76	86
MMH	43	40	36	29	31	38	41
MPA	77	74	74	71	74	52	64
MSOL	70	80	84	86	71	62	67
MSISA	85	81	75	58	67	70	63
MAH		new	19	22	35	43	54
MAIR						new	36
MSCJ							new

Graduation Rate by Ethnicity. Analysis of campus-based program graduation rate by ethnicity indicates that minority student populations graduate from Norwich at lower rates than White/Non-Hispanic populations (Table 11). This can be attributed to the fact that the institution is predominantly white; in Fall 2018, only 28% of all campus-based students identified as non-white. Additionally, Norwich is located in a rural, predominantly white state. Per student exit interviews, minority students who do not have a financial (e.g., ROTC scholarship) or social (e.g., athletics) reason to continue with Norwich often choose to transfer. Further disaggregation of this data by lifestyle will assist the institution in identifying attrition points and will shape future DEI initiatives (see Standard 5).

Table 11. Graduation rates (%) by Ethnicity, campus-based programs

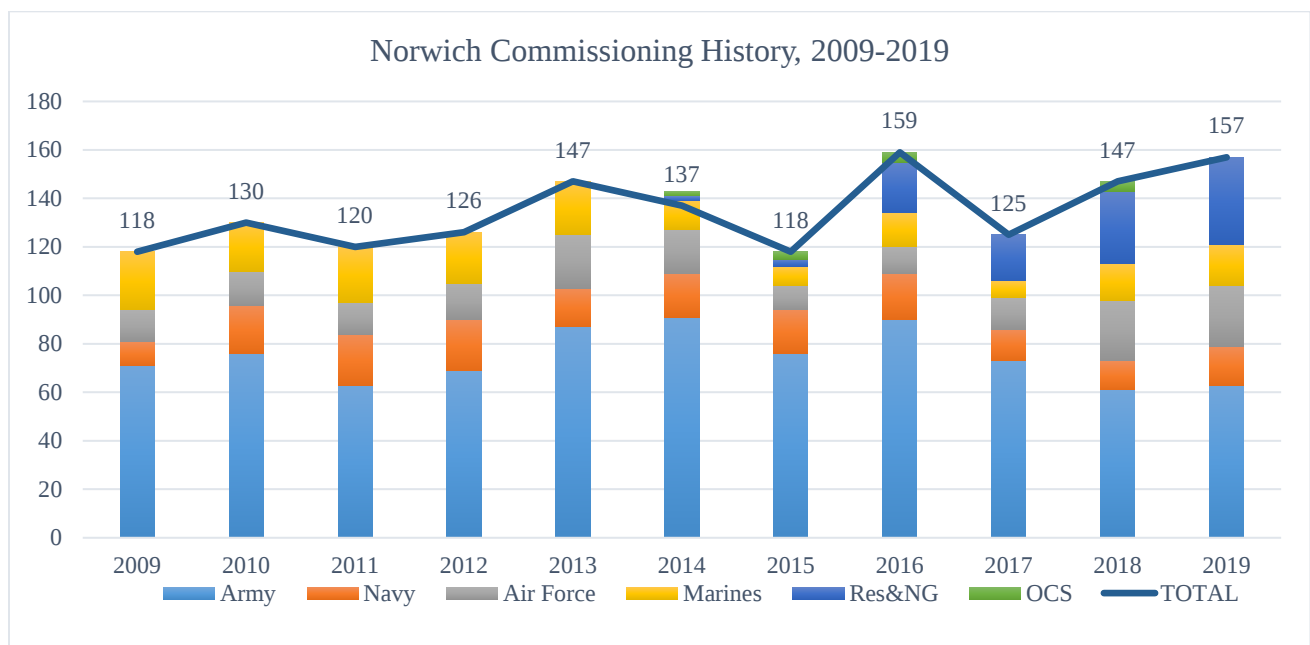
	2010	2011	2012
Alaskan/Native American	50	67	75
Asian	50	67	50
Black	29	31	50
Hispanic	50	35	57
Native HI/Pacific Island	0	50	0
White - Non-Hispanic	58	61	64
Multi-Racial	40	67	64
Unknown	63	59	44
Non Resident Alien	70	75	67



Post-Graduation Success. Norwich uses various means to collect assessment data on students' graduation success. Examples include a First Destination Survey for campus-based students, alumni surveys for campus-based and online students, Commissioning rates for ROTC students, and NCLEX exam pass rates for Nursing students.

The First Destination Survey is administered by the Career and Internship Center (CIC). Over the last several years, data show that 87–96% of campus-based graduates were immediately employed or otherwise engaged within nine months of graduation. Trends indicate that on average, 40% of graduates enter military service, with the majority of these serving as commissioned officers. Another 10% of students continue their studies in graduate programs. The number of graduates still seeking employment nine months after graduation is minimal (2–6%).

In support of Norwich's mission, the institution works purposefully to commission officers into the United States Armed Forces. The University's success is evidenced by its commissioning data history (see below), which reflects the fact that Norwich graduates are meeting Department of Defense (DoD) requirements:



Over the last 5 years, an average of 56% of senior cadets sought and earned Commission into the Armed Forces as Second Lieutenants immediately upon graduation; others pursued enlistment or civilian careers (including police and other federal agencies, as well as private and public companies).

Graduates from Norwich's Nursing program are another noteworthy marker of success. These graduates have a high rate of success in passing NCLEX-RN® exam: since 2013, nearly 100% of graduates chose to sit for the exam with 68–100% success (Table 12).

Norwich engages alumni on a regular basis to assess their perception of the value of a Norwich education. For campus-based programs, this survey is administered by the Alumni Office every two or three years, with the latest survey being conducted in Fall 2018. Although the overall response rate has been relatively low in each instance, responses were representative of graduation year, major, lifestyle, and gender. Approximately 95% of 2018 respondents reported finding full-time employment or graduate school enrollment within one year. This data corroborates that of the First Destination Survey. Additionally, those who are currently employed report satisfaction with their jobs. Of note, nearly 75% of respondents agreed that the value of a Norwich education exceeds or equates to its price, a 4-point increase from 2015 results. Those who stated that cost exceeds value expressed that the degree is only worth its price if the student is planning for a military career or enjoys a military lifestyle. In other words, these alumni did not see a value-added proposition for civilian students.

In 2014, all CGCS alumni were surveyed to understand perceived educational value, enrollment motivations, and career growth related to earning a Norwich master's or bachelor's degree through the online college. Single class-year surveys using the same instrument were repeated in 2015, 2016, and 2017. One question aimed at capturing students' perceptions of realized value of their Norwich education produced encouraging results: in 2017, 82% of master's alumni and 85% of bachelor's alumni reported that they were either very successful or somewhat successful in advancing their careers as a result of their Norwich education. Additionally, 81% of master's alumni and 95% of bachelor's alumni also either strongly agreed or agreed that the cost of their Norwich education was a worthwhile investment. These findings are representative of data collected in previous years as well.

In 2016, one additional assessment, the national Gallup-Purdue Index of Well-being was launched for CGCS master's alumni. Findings showed that the percentage of Norwich alumni who reported themselves as thriving in all five areas of well-being met or exceeded the percentage of alumni of comparison schools who considered themselves as thriving in the same areas.

Table 12. NCLEX-RN® Test, First and Subsequent Pass Rates (%), 2013-2018

Grad Year	% of Graduates Taking Test	First Time Pass Rate	First and Subsequent Pass Rate
2013	100	80	92
2014	97	63	78
2015	97	72	84
2016	100	94	100
2017	100	76	-
2018	100	68	-

Assessment

Program-Level Assessment. Norwich has made significant progress since its last comprehensive evaluation in weaving the culture of assessment into the fabric of academic life at the institution. Notably, all majors have established outcomes at the program level and many have established outcomes at the course level. Campus-based programs have goals and outcomes listed in the Catalog, available online and in hard copy. Online programs have goals and outcomes identified as well. These are not published, however, in the online program catalog nor are they explicitly stated on the CGCS website; this is inconsistent with campus-based programs.

The University expects that program goals and SLOs are established and regularly reviewed by the faculty. Programs assess their achievement of SLOs during the program self-study process (see Standards 2 & 4). To evaluate the effectiveness of SLO delivery, programs use a variety of assessment methods and strategies aligned with the outcomes being measured. Externally accredited programs use measures and methods prescribed by their accrediting body, such as NCLEX exam passing rates (Nursing) or ABET-developed rubrics (Engineering). Some programs use nationally recognized exams as a means of assessment of students' gains (e.g., American Chemical Society standardized exams). Many programs use multiple means of assessment of all outcomes: the online MBA program uses course exams and the Peregrine MBA field exam to assess students' content knowledge; a performance in case studies and group assignments to evaluate students' problem solving skills; and a research project and seminar discussions to gauge students' competence in written communication.

Many programs use specially designed assignments within courses for SLO assessment. For example, in 2018 the online B.S. in Criminal Justice (BSCJ) used the final project in CRMJ370 to assess outcomes. Resulting data showed a need for improvement in students' ability to identify quality research sources. It was also documented that students struggle with analyzing advances in the field of forensic science. Based on these results, the program is planning to create an exercise involving field-specific databases and review and adjust (as needed) prerequisites for the major courses.

Externally accredited pre-professional and professional programs have particularly well-defined goals and measurable outcomes, whereas programs in the liberal arts and sciences are less likely to have goals and outcomes statements of the same quality. Additionally, there remains confusion regarding what constitutes a program goal and what constitutes a student learning outcome. These issues stem from the fact that the majority of faculty are not formally trained in assessment practices. To this end, the University continues to advance professional development and education relating to assessment of student, course, and program learning outcomes across the institution. While faculty roundtables, panels and workshops have been provided in recent years, however, the training has not been systematic. Collaboration between the chairs of the Assessment and Faculty Development Committees has resulted in next steps toward deepening the culture of assessment at the institution by establishing regular (and possibly mandatory) trainings for faculty in assessment practices.

General Education (GenEd) Assessment. As described earlier, the University's GenEd Assessment Effort is in progress. SLOs for the University's eight GenEd goals have been reviewed and re-affirmed by the University Curriculum Committee (UCC) during AY2016–17

and AY2017–18 and are stated in the Catalog. For example, in Summer 2019, GenEd Goal 6 Ethics was assessed across all courses certified as satisfying this goal. Student artifacts were collected and assessed by the Assessment Committee using the approved rubric. Results showed that across all courses, 80 % of students met or exceeded the outcome. As a result of this process, the assessment rubric for GenEd Goal 6 Ethics was adjusted for tighter alignment with SLOs and the changes were approved by UCC in October 2019. This example serves as a model for the assessment process that will be used for all other GenEd Goals per an established schedule.

Additional Assessment Activities. Norwich gathers information for assessment purposes by surveying the campus-based student population with a variety of instruments:

The Noel-Levitz Student Satisfaction Survey (SSI) is administered biannually during the spring semester of odd-numbered years. The results of this survey are reviewed by the Office of Student Affairs and trends are presented to the Provost’s Cabinet and the President’s leadership team for decision-making on specific issues. For example, 2015 survey results indicated students’ concerns with campus safety, specifically the lack of campus safety calling stations (“blue lights”). As a result, 10 additional blue lights have been installed on campus since 2015, resulting in a total of 26 (cost of additional lights: \$150,000). Students also now have access to a mobile app that allows them to notify campus safety officers of their exact location.

2015 results also indicated student dissatisfaction with “student services,” such as course registration, billing, and other business processes. These results were further validated by 2016 and 2019 NSSE survey results. In response, the University has allocated significant resources to automating and streamlining these business processes. In Summer 2019, Norwich contracted with Ellucian to consult on the project (see Standard 4).

The National Survey of Student Engagement (NSSE) is performed every three years. The most recent surveys were in the springs of 2013, 2016, and 2019. NSSE results are reviewed by the Office of Academic Affairs and are posted on the Assessment Committee’s internal SharePoint site. Data is presented to the Provost’s Cabinet and the President’s leadership team for decision-making as needed. Positively, the latest report from 2016 (2019 data will be available in early 2020) showed that seniors are more likely to engage in high-impact practices (HIPs) such as working independently on a research project, giving a presentation, or completing a culminating senior experience. Students also report having a formal leadership role in a student organization, as well as developing a personal code of values and ethics, which speaks directly to Norwich’s institutional mission (see Standard 1).

Of concern, 2016 survey results indicated that students are “less likely” to have discussions with a person of a different race or ethnicity. The faculty interpreted this finding to indicate that Norwich students might not value experiences with those different from themselves, and therefore may not understand the growing need for enhanced appreciation of the values of diversity, equity, and inclusion. To engage this topic, the Faculty Development Committee organized a workshop titled, “Pedagogy, Patriotism, and Diversity: Tools for Navigating a Challenging World.” Additionally, in Fall 2018, the Department of English and Communications, the Board of Fellows (see Standard 3), and the Provost sponsored a common read (“First Read”) book for incoming students – *The Other Wes Moore* by Wes Moore –

intended to create shared content for dialogue. In Spring 2019, University initiatives regarding DEI, including a DEI Committee and as emphasized in the ASP, were also prioritized (see Standard 5).

Review of 2019 survey data indicates that Norwich significantly improved on the NSSE engagement indicator “Discussion with Diverse Others.” While in 2016, both first-year students and seniors were in the bottom 50% of NSSE respondents, both groups were in the top 50% of respondents in 2019, and in fact approach the top 10% of respondents. Preliminarily, this may be due to the institution’s increased focus on and support of DEI initiatives, as well as institutional commitment to more transparent communication with all students on DEI topics.

Survey results in 2019 confirm 2016 results that “Collaborative Learning” is one of the hallmarks of a Norwich education, both for first-year students and seniors. Both groups average scores are significantly higher than those of comparison groups ($p < .05$). This speaks to the strength of the institution’s history of and continuous commitment to experiential education.

For the last 10 years, Norwich has administered a New Students Orientation Survey for campus-based civilian new student orientation to assess student satisfaction and obtain data for the assessment of the orientation program. In Fall 2018, as a result of the work of the New Student Orientation Committee, this survey was extended to incoming cadets (rooks) as well. Additionally, in Fall 2019, Norwich piloted a separate orientation track for non-traditional civilian and transfer students focused on the immediate needs of this populations (see Standard 5).

Health Assessment Surveys were administered by the Counseling & Wellness Center (C&WC) in 2017 and in 2018. Results indicated a need for mental health and suicide prevention advocacy for campus-based students. As a result, in 2019 the C&WC in coordination with Student Affairs and the Student Government Association organized a Mental Health Week. Further, C&WC in coordination with the Center for Civic Engagement sponsored training on Mental Health First Aid.

Projections

1. By Fall 2020, the Directors of the Center for Student Success (CSS) and the Office of IE will initiate systematic study of reasons for attrition among distinct groups of campus-based undergraduates (i.e., lifestyle, class year, race, ethnicity, gender, economic status, etc.). Data will be used to inform and assess retention initiatives on an ongoing basis.
2. By Fall 2020, the Educational Effectiveness Committee will make recommendations to the Provost for enhancement of student engagement. The Provost will direct the APAAA and SVP of Student Affairs to implement recommendations by Fall 2022.
3. By Spring 2021, the CoLA, CoPS, and CoSM Deans will examine DWF rates in first-year courses and identify solutions for ensuring student success in these classes.
4. By Fall 2020, the Dean of CGCS will initiate an examination of degree completion program data to identify early indicators of student progress that are linked to retention and graduation.
5. By Fall 2021, CGCS will repeat the Gallup-Purdue Index of Well-Being on a three-to-five-year schedule, by surveying graduate-level and degree-completion alumni.

Standard 8: Educational Effectiveness

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	2 Years Prior	2 Years Prior	1 Year Prior	1 Year Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2017) AY 16/17	(FY 2018) AY 17/18 Aggreg ate all cohorts	(FY 2018) AY 17/18 Pell Grant recipien ts	(FY 2018) AY 17/18 No Pell Grants	(FY 2019) AY 18/19 Aggrega te all cohorts	(FY 2019) Pell Grant recipien ts	(FY 2019) AY 18/19 No Pell Grants	(FY 2019) AY 18/19	(FY 2021) AY 20/21
IPEDS Retention Data									
Associate degree students									
Bachelors degree students	78%	79%	69%	84%	79%	77%	80%	79%	82%
? IPEDS Graduation Data (150% of time)									
Associate degree students									
Bachelors degree students	58%	59%	45%	62%	62%	53%	59%	61%	62%
? IPEDS Outcomes Measures Data									
First-time, full time students	2008 Fall Cohort	2009- 2010 All Cohorts	2009- 2010 All Cohorts Pell Grant Recipient	2009- 2010 All Cohort s No Pell Grants	2010- 2011 All Cohorts	2010- 2011 All Cohorts Pell Grant Recipient	2010- 2011 All Cohorts No Pell Grants NO PELL	2011- 2012 All Cohorts	2012- 2013 All Cohorts
Awarded a degree within six years	59%	56%	48%	58%	58%	50%	62%	60%	62%
Awarded a degree within eight years	60%	56%	49%	58%	59%	50%	62%	61%	63%
Not awarded within eight years but still enrolled ²	0%	0%	0%	0%	0%	0%	0%	0%	0%
Did not receive an award and subsequently enrolled at another institution	0%	13%	11%	13%	30%	34%	29%	27%	30%
First-time, part-time students									
Awarded a degree within six years	36%	50%	0%	100%	0%	-	0%	-	0%
Awarded a degree within eight years	36%	50%	0%	100%	0%	-	0%	-	
Not awarded within eight years but still en	0%	0%	0%	0%	0%	-	0%	-	0%
Did not receive an award and subsequently enrolled at another institution		0%	0%	0%	0%	-	0%	-	0%
Non-first-time, full-time students									
Awarded a degree within six years	61%	69%	76%	65%	69%	60%	73%	66%	67%
Awarded a degree within eight years	61%	70%	79%	65%	69%	60%	73%	68%	69%
Not awarded within eight years but still enrolled	1%	0%	0%	0%	25%	33%	23%	0%	0%
Did not receive an award and subsequently enrolled at another institution		14%	10%	17%	30%	34%	29%	21%	25%
Non-first-time, part-time students									
Awarded a degree within six years	60%	0%	-	0%	56%	100%	54%	48%	55%
Awarded a degree within eight years	60%	0%	-	0%	62%	100%	59%	54%	59%
Not awarded within eight years but still enrolled	0%	0%	-	0%	23%	0%	24%	4%	0%

Did not receive an award and subsequently enrolled at another institution

	0%	-	0%	5%	0%	5%	26%	25%
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?	Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)								
1									
2									
3									
4									
5									
?	Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)								
1									
2									
3									
4									
5									
Definition and Methodology Explanations									
1	We don't report pell/non pell for retention figures on IPEDS, but we have the data, so we are presenting it in dis-aggregated form								
2	at Norwich or enrolled at another institution after leaving Norwich*as asked on Outcome Measures Survey								

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

	Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
		6 years ago, Fall 2013	4 years ago, Fall 2015	6 years ago	4 years ago
First-time, Full-time Students					
	Degree from original institution	61%	56%	N/A	N/A
	Not graduated, still enrolled at original institution	0%	7%		
	Degree from a different institution	11%	4%		
	Transferred to a different institution	17%	19%		
	Not graduated, never transferred, no longer enrolled	11%	14%		
First-time, Part-time Students					
	Degree from original institution	67%	-		
	Not graduated, still enrolled at original institution	0%	-		
	Degree from a different institution	0%	-		
	Transferred to a different institution	0%	-		
	Not graduated, never transferred, no longer enrolled	33%	-		
Non-first-time, Full-time Students					
	Degree from original institution	65%	61%		
	Not graduated, still enrolled at original institution	1%	2%		
	Degree from a different institution	8%	4%		
	Transferred to a different institution	16%	22%		
	Not graduated, never transferred, no longer enrolled	9%	10%		
Non-first-time, Part-time Students					
	Degree from original institution	61%	36%		
	Not graduated, still enrolled at original institution	6%	14%		
	Degree from a different institution	7%	2%		
	Transferred to a different institution	9%	10%		
	Not graduated, never transferred, no longer enrolled	17%	35%		

Measures of Student Achievement and Success/Institutional Performance and Goals					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)					
1					
2					
3					
4					

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

1					
2					
3					
4					

Definition and Methodology Explanations

1	Undergrad cohorts include both online and CGCS students
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Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)

			3-Years Prior		2 Years Prior		1 Year Prior		Most Recent Year	
			(FY 2016)		(FY 2017)		(FY 2018)		(FY 2019)	
	State Licensure Examination Passage Rates									
	Name of exam		# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	PRAXIS CORE		2	2	2	1	6	6	6	5
2	PRAXIS II ^a		0	0	2	1	6	3	3	2
3										
4										
5										
	National Licensure Passage Rates									
	Name of exam		# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	NCLEX		36	34	34	26	37	28	24	21
2	FE Exam CE ^b		13	5	15	7	23	14	21	11
3	FE Exam ME ^b		25	9	25	9	26	15	29	17
4	FE Exam ECE ^b		1	1	1	1	0	0	3	2
5										
	Job Placement Rates									
	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs ^c
1	BS, Accounting/9 months		6	6	9	8	4	4	9	N/A
2	BS, Architectural Studies/9 months		9	1	24	14	19	15	17	N/A
3	BS, Athletic Training/9 months		9	5	6	5	6	3	6	N/A
4	BS, Biochemistry/9 months		4	2	4	4	3	2	9	N/A
5	BS, Biology/9 months		13	11	9	6	17	11	9	N/A
6	BS, Chemistry/9 months		2	2	0	0	4	4	2	N/A
7	BA, Chinese/9 months		3	3	0	0	3	3	1	N/A
8	BS, Civil Engineering/9 months		12	12	14	14	19	18	21	N/A
9	BS, Communications/9 months		5	5	8	8	8	7	4	N/A
10	BS, Computer Science/9 months		4	4	7	6	7	7	4	N/A
11	BS, Computer Security & Information Assurance/9 months		18	16	22	21	23	23	27	N/A
12	BS, Construction Management/9 months		11	11	20	20	16	16	18	N/A
13	BA, Criminal Justice/9 months		70	59	76	67	85	79	75	N/A
14	BS, Education/9 months		0	0	0	0	3	2	1	N/A
15	BS, Electrical Engineering/9 months		8	7	8	7	10	8	7	N/A
16	BA, English/9 months		2	0	1	1	2	2	3	N/A
17	BS, Environmental Science/9 months		5	5	4	3	6	6	4	N/A
18	BS, Geology/9 months		0	0	5	4	4	3	1	N/A
19	BS, Health Science/9 months		2	1	8	2	11	6	16	N/A
20	BA, History/9 months		23	15	14	13	9	9	12	N/A
21	BA, International Studies/9 months		12	10	2	2	16	14	9	N/A
22	BS, Management/9 months		22	20	30	28	35	32	29	N/A
23	BS, Mathematics/9 months		9	9	5	4	5	4	4	N/A
24	BS, Mechanical Engineering/9 months		34	31	27	26	25	24	25	N/A
25	BS, Nursing/9 months		35	33	33	33	35	32	24	N/A
26	BS, Physical Education/9 months		7	6	3	3	4	4	6	N/A
27	BS, Physics/9 months		2	2	0	0	4	2	4	N/A
28	BA, Political Science/9 months		10	10	16	15	19	18	21	N/A
29	BS & BA Psychology/9 months		19	14	17	11	20	14	17	N/A
30	BA, Spanish/9 months		1	1	0	0	0	0	7	N/A

31	BS, Sports Medicine/9 months		7	5	0	0	0	0	N/A
32	BA, Studies in War&Peace/9 months		16	15	7	6	19	19	N/A
33									
34	Grad School Plans		37		41		37		N/A
35	No Specific Plans		0		2		6		N/A
36									

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

N/A

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Year Forward (goal)
(FY 2017)	(FY2018)	(FY 2019)	(FY 2020)	(FY 2021)

Completion Rates

1	N/A				
2					

Placement Rates

1	N/A				
2					
3					

Please enter any explanatory notes in the box below

a Students can chose to take Praxis Core and Praxis II in the same year. Studnets also can chose to retake sub-tests one by one on their schedule which affects the cmpletion numbers.

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2017) AY 16/17	(FY 2018) AY 17/18	(FY 2019)	(FY 2020)	(FY 2021)
Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year	74%	73%	69%	65%	65%
Graduation rates @ 150% time	65%	62%	72%	64%	65%
Average time to degree	21	21	21	21	21
Other measures, specify:					
Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Course completion rates		71%	100%	79%	79%
Retention rates		76%	100%	79%	79%
Graduation rates		71%	100%	79%	79%
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
Definition and Methodology Explanations					
Retention FY17 looked at new cohorts in master's degrees for fall 15 who returned in fall 16. FY18 looked at new cohorts for fall 16 who returned fall 17.					
Graduate Programs expected time to completion is two years. 150% of time equals 36 months. Average Time is in months					
Certificate Programs are a six-month course.					

DISTANCE EDUCATION: Distance Education figures include new cohorts in fall 15 and fall 16 who enrolled in our graduate certificates. For fall 15, there were no new cohorts entering our graduate certificates. At this time, CGCS really only offered one certificate (Teaching and Learning Certificate). In fall 2016, we had 38 new certificate cohorts. This number was vastly higher because CGCS launched new certificates.

The graduate certificates are made up of two 11 week courses that span six months. For fall 2017, there were 8 new certificate students. All of these students completed their certificates within their first term (2-11 week sessions).

Course Completion Rates: This is defined as the % of students who completed their courses back-to-back with no break in enrollment.

Retention is defined as any student that started the certificate in fall and who had completed or was enrolled in the same certificate in the following fall and/or had graduated with their certificate by the next fall.

Grad Rates: We selected grad rates at 150%. We give students 6 months to complete their certificates so 150% is 9 months.

3

See KEY MASTER STANDARD ENROLLMENT DATA PROVIDED BY REGISTRAR UPDATED DATA JULY_AUG 2019 tab Std. 8.4 for cohort-specific information. Meaning, the undergrad cohorts include both online and CGCS students. Information on the KEY will give further breakdown information.

4

5

STANDARD NINE: INTEGRITY, TRANSPARENCY, and PUBLIC DISCLOSURE

Consistent with the mission, the University places immense value on the integrity of its programs, policies, and practices and conducts all activities with transparency and honesty. There are well-established processes for ongoing review and update of academic, student, employment and other policies and procedures. Clear, timely, and accurate communication with all constituencies remains a strong focus for University leadership.

Description

Integrity

Norwich was formally chartered by the State of Vermont in 1834 and operates as a private not-for-profit institution under section 501(c)(3) of the Internal Revenue Code. Norwich holds continuous accreditation from the New England Commission on Higher Education ([NECHE](#), formerly NEASC) since 1933. Integrity and honesty are foundational principles of the institution as demonstrated by the first of Norwich's guiding values: "We are men and women of honor and integrity. We shall not lie, cheat or steal or tolerate those who do." The Statement of Guiding Values, including the student Honor Code, has been in effect since 1951. Honor and integrity are comprehensively woven through all aspects of life at Norwich. For example, all new employees meet with the President during their first month of employment to discuss the institution's [mission](#) and [guiding values](#) (see Standard 1). At the conclusion of student orientation week, new students take an oath to accept and apply the Honor Code, abide by Norwich rules and regulations, and foster the Norwich spirit (see Standard 5). The student code of conduct is detailed in the [Student Rules and Regulations](#) for all students. The code of conduct for online students is outlined in the [Participation and Student Conduct Policy](#).

The University abides by written non-discrimination policies in the recruiting and admission of students as well as the recruiting and hiring of staff and faculty. Students and employees are trained on expected conduct with regard to [Equal Opportunity](#) and [Title IX](#) policies. Academic Freedom is enshrined in the University's Faculty Manual, consistent with the American Association of University Professors. Scholarly research activities by students and faculty are overseen by the Office of Academic Research ([OAR](#)), and relevant compliance documents and policies are available on their intranet site for the community. The Institutional Review Board (IRB) reviews proposals to conduct research involving human subjects, with the goal of ensuring compliance of the project with legal requirements and the University's commitment to safeguarding the welfare of study participants. The OAR maintains oversight of this board (see Standard 6).

Integrity is squarely embedded in the institution's [Academic Integrity Policy](#). Faculty members are required to report all cases of suspected academic dishonesty to the Chair of the Academic Integrity Committee (AIC). There are two instances of this committee, one charged with overseeing campus-based programs and one charged with overseeing online programs. All cases are reviewed according to written procedures and an appropriate academic penalty is approved by the committee. Academic integrity (AI) violations are considered to be a violation of the [Honor Code](#). If a student is convicted of academic dishonesty, the case is reviewed with regard to the Honor Code and an appropriate disciplinary penalty may be authorized as well see Standard 5).

Transparency

The University's websites are the primary source of information for the public. The main websites (www.norwich.edu and online.norwich.edu) were updated in Spring 2018 with the goal to make information more intuitive and accessible to primary audiences served: current and potential students and their families. Norwich maintains additional websites to serve its varied constituencies, such as [Alumni](#) and [Athletics](#) among others. These decentralized websites are managed independent of one another, with brand compliance monitored by the Office of Communications (OC). Norwich.edu, in compliance with Department of Education requirements, has a dedicated [Consumer Information](#) page for both campus-based and online programs. Pages and content are reviewed and updated annually by the OC in coordination with all student services offices. The OC, in collaboration with admissions, designs and produces the majority of the institution's printed materials as well. Publications support an annual recruitment and enrollment cycle defined by admissions leadership.

Admissions, transfer, and academic policies, as well as the University's latest [financial statement](#), are accessible to the public from the institution's primary webpage. The University fully complies with IPEDS and the Department of Education's National Student Loan Database System (NSLDS) reporting requirements. Norwich's primary site links to <https://nces.ed.gov> to ensure consistency of the reported data. Academic Program Directors and Department Chairs provide content and direction to support statements of program excellence for both the website and print materials. Accredited programs additionally maintain copy of the latest data submitted to their respective accrediting agencies and make this data available to interested parties upon request.

Public Disclosure

Norwich.edu provides links for [Admissions](#), [Academics](#) (campus-based, online, and continued education), the [Corps of Cadets](#), [Student Services](#), Athletics, and information for Alumni and Parents. The main site also showcases institutional facts, ROTC programs, and Alumni success stories, as well as recent news. The header of the main site provides a search function and extended menu links to student services, as well as a link to an "About Norwich" page. Student success data (such as graduation and retention rates) are located on the Consumer Information webpage, and are discoverable from Norwich.edu by using the search terms "graduation rate" and "retention." Access to Norwich-specific IPEDS data (via nces.ed.gov/collegenavigator/) are also available from this page with one click.

The Academic section of the site provides a list of the programs of study by modality (campus-based and online), clearly delineating between the two. Prospective students and the public can learn about the program of their choice by clicking on the name of the program. The landing page for each program provides detailed information for program goals, outcomes, potential careers, as well as a sample curriculum map and course descriptions. The Student Services & Campus Life section of the site leads to a landing page with an index (with direct links) of services and resources available to students.

The University website provides current tuition and cost information related to all programs. This page has a direct link to the [Financial Aid](#) site, which features a net price calculator and has

detailed information on scholarships, awards, student loans, as well as a reference to Federal Rules and Regulations.

The University maintains social media presence through a [Facebook page](#), [YouTube](#) and [Instagram](#) channels, as well as [LinkedIn](#) group. This presence is curated by OC staff.

Appraisal Integrity

The University's guiding values provide a clear framework of institutional expectations for all Norwich students, faculty, and staff. Norwich engages in many activities designed to support a culture of integrity and ensure understanding of related University policies. For example, the Director of HR in coordination with the Director of the Office for Diversity, Equity, and Inclusion (DEI) is responsible for developing and implementing policies in support of an employment environment that is non-discriminatory and that values a diversity of perspectives. The Employee Handbook has been thoroughly reviewed and updated in the last two years, with special attention to DEI-related policies.

Norwich has a formal annual performance appraisal process that includes measures to ensure the fairness of the process. Most significant of these measures is a self-assessment statement (for staff) and a Faculty Annual Report (for faculty), as well as a detailed definition of appraisal ratings. The performance appraisal process requires discussion between supervisors and their employees regarding the evaluation before the document is signed by both parties; the employee is encouraged to comment on the supervisor's appraisal (see Standard 7).

Currently, the Director of DEI provides mandatory training for all new employees and students regarding the prevention of discrimination, harassment, and bullying. Non-discriminatory policies and practices in recruitment, admissions, employment, evaluation, and disciplinary action are advanced by the Office of Academic Affairs, the Office of Student Affairs, and through Admissions regarding the recruitment of prospective students, inclusive of student-athletes. For example, most recently, the uniform policy was revised to accommodate the wearing of a Hijab by females of Muslim faith, joining the inclusion of the kippah under authorized Corps headgear. Student groups, clubs, and teams receive training regarding inclusiveness, respect, and equity on an annual basis. The University Chaplain accommodates all faiths, providing access to religious services and counseling (see Standard 5).

In September 2018, a DEI committee of faculty, staff, and students was established with members representing the ADA council, athletics groups, Title IX, disabilities support services, faculty development, interfaith groups, and communications (see Standard 5). Academic and personal integrity are taken very seriously by the University. All new campus-based students are trained on Honor Code and Academic Integrity policy; at that time, they sign a formal pledge to abide by Norwich's Honor Code. Online students must complete a dedicated module as a part of their orientation before they are given access to their academic courses.

During the academic year, the adjudication of Honor Code cases is done by the Student Honor Committee under the supervision of the Director of Disciplinary Services. The committee draws its members from students of both lifestyles and has a progressive model of responsibility based

on a student's class year. Norwich uses the work of the Honor Committee as a way to teach students about engagement with one's community, civic responsibility, and the importance of an equitable and fair judicial process. Because the University considers AI of critical importance, Norwich's process of adjudication of AI cases is transparent to all parties (students, faculty, and members of the AIC). If an AI violation is reported for a campus-based student, the hearing of the AIC is held in joint session with the Student Honor Committee, as AI violations are considered to be Honor Code violations as well. For online students, Honor Code adjudication is done by members of the AIC. The Provost and Faculty Senate are regularly updated on the work of the AIC.

Transparency

Norwich prides itself on being transparent with all University constituencies. The President holds quarterly 'all hands' briefings following each Board of Trustees (BOT) meeting to apprise the community of progress respective to institutional priorities. These meetings are live-streamed and archived to enable broad access and participation by University constituencies.

The University's intranet (SharePoint) site serves as a repository for unit and operational information. Periodic communications from University leadership in this forum serve to keep all constituencies apprised of important information.

Publications, policies, and procedures are periodically reviewed for accuracy, cohesiveness, fairness, and currency. Academic Policies, as well as Students Rules and Regulations, are reviewed annually. Proposed revisions to policies are reviewed by the appropriate bodies before the President approves the policy.

A website update in Spring 2018 revealed that many institutional policies were out-of-date and difficult to locate; many older policy formats did not translate to the updated website. In Fall 2018, the University compiled a database of all institutional policies and created an index on the intranet to allow centralized access to Norwich policy and procedure. This inventory resulted in the decision to create a "Policy on Policies" to codify the difference between policy and procedure, establish a policy review cycle, and plan sustainably for maintenance of current and archived policies. A Policies Task Force, comprised of faculty, staff, and legal professionals began work in Spring 2019 with the creation of a draft Policy on Policies. The work of this group is expected to be ongoing in support of the University's commitment to promoting a culture of continuous growth and improvement.

Decentralization of web assets has resulted in recognition that there is not currently an informed, sustainable plan to routinely review and assess the relevance and compliance of information presented on various websites. In Fall 2019, Norwich initiated an effort to create a single, enterprise-wide website that will incorporate all facets of the University on the same platform with a unified comprehensive plan for its review and updates.

Public Disclosure

Information on the University's mission, guiding values, status as an independent entity, and its accreditation status is available to the public through the "[About Norwich](#)" section of the primary website. The [Consumer Information and Disclosures](#) page provides DOE-mandated information and links to other pages where disclosures are reported (e.g., articulation agreements list, transfer

policy, enrollment data, and average debt data). These pages meet the standards of best practices in higher education and are compliant with federal reporting mandates. These pages are reviewed annually for updates.

Norwich makes current and archived [catalogs](#) (for the last six years) available to the public on its website via the [Registrar's Office](#). The page clearly delineates the catalog for campus-based programs and online programs. Older catalogs are available to the public by contacting the Registrar's Office. The catalog for campus-based programs is updated and published annually with a publication date of August 15. The catalog for online programs is updated and published three times a year to coincide with semester starting dates in January, May, and August of each year. The more frequent update of the online programs catalog is necessitated by the recent rapid growth of online degree completion programs. The University's catalogs contain [all academic policies](#) including policies and procedures for student appeals and complaints and withdrawing from the University, among others. Each program of study lists program goals and student learning outcomes. However, while campus-based programs list this information in the catalog, online programs do not. This inconsistency will be addressed in the next publication cycle of the online catalog (see Standard 8). Per requirement in standard 9.20, the University publishes a list of its full-time faculty, with qualifying credentials, as well as key administrative officers in the Catalog. The names and affiliations of the Board of Trustees members can be found on the About Norwich page. The University's President and his executive team are listed on the About Norwich page as well.

Through frequent review of the Catalog, the University ensures that courses or services not available during a given academic year are removed. This process is managed through the University Curriculum Committee (UCC) and its procedures. Program excellence is validated through specialized accreditation and the credentials of the teaching faculty. It is also qualified in program reviews (every six years) and annual reports submitted by the programs to the College Deans. In addition to School/Department annual reports, other units produce annual reports that collectively demonstrate the University's commitment to ensuring the quality and excellence of the education our students receive.

Learning outcomes are validated by alumni success, specifically through employment statistics. Norwich utilizes multiple methods to collect relevant data, including a first destination survey, licensure passing rates, and Alumni surveys (see Standard 8). An ongoing challenge is the low rate of response to the latter survey, despite all efforts of the University to reach out to alumni. Quality of self-reported data is an additional challenge. With the creation of the Office of Institutional Effectiveness (IE), these challenges will be addressed through best practices in ensuring data validity.

Norwich offers instruction on its Northfield, Vermont campus, at an instructional location in Berlin, Germany, and online. Norwich complies with DOE, NECHE, and SARA requirements regarding the offering of instruction in different locations. Per DOE requirements, the University publishes the cost of attendance as well as information on student/parent loans, scholarships and grants, undergraduate and graduate financial aid, Veteran's benefits, and other federal government educational resources.

Norwich has several contractual agreements for enrollment and campus services. Dining and catering services are contracted with Sodexo, the Bookstore is contracted through Follett, and health services are contracted through Green Mountain Family Practice (see Standard 5). Norwich contracts with Ruffalo Noel-Levitz for the development of enrollment strategy for campus-based programs, and with Pearson Online Learning Services (Pearson) for recruitment for online programs. All interactions between contracted personnel and prospective students or other parties are clearly identified as affiliated with Norwich.

Accreditation information is easily available to interested parties on the About Norwich page; each accrediting agency is represented by its logo for easy recognition and accompanied by a statement explaining Norwich's affiliation with the agency. This information is reviewed annually as a part of the Consumer Information page review and is updated as needed.

Projections

1. By Fall 2019, the Provost in coordination with the Office of Communications will initiate the development of an enterprise-wide website, with a goal to complete the project by Fall 2022.
2. By Spring 2020, the President will approve a Policy on Policies. By Fall 2020 the Provost will oversee the implementation of a biennial review schedule for review/revision of all policies by responsible units, with the first cycle of review to be completed no later than Spring 2021.
3. By Fall 2022, the Director of Institutional Effectiveness will research best practices in the collection of information regarding alumni employment and outcomes and, in consultation with the Directors of the Career and Internship Center and Alumni Relations, will develop a plan to collect such information. Pending approval by administration, the plan will be implemented for 2022–23.

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

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	2019	http://catalog.norwich.edu/residentialprogramscatalog/academicregulations/academichonesty/	Academic Affairs
Intellectual property rights		http://catalog.norwich.edu/onlineprogramscatalog/academicpolicies/intellectualproperty/	Library and Museum director
Conflict of interest	2019	http://catalog.norwich.edu/residentialprogramscatalog/academicregulations/sectioniiicreditcoursesandcurricula/	Registrar
Privacy rights	2019	http://catalog.norwich.edu/residentialprogramscatalog/academicregulations/ferpa	Registrar
Fairness for students	2019	http://catalog.norwich.edu/residentialprogramscatalog/academicregulations/rehabact	Registrar
Fairness for faculty	2019	https://forms.norwich.edu/NUPolicy/docpop/pdfpop.aspx?KT526_0_0_0=FACULTY+MANUAL&KT532_0_0_0=YES&clienttype=html&doctypeid=754&checksum=ba41fbc2d80239698bf90ff6a210868dbcb7182227215f05112293a38aceb722	Faculty Senate, In Faculty Manual 5.1
Fairness for staff		N/A	
Academic freedom	2019	https://forms.norwich.edu/NUPolicy/docpop/pdfpop.aspx?KT526_0_0_0=FACULTY+MANUAL&KT532_0_0_0=YES&clienttype=html&doctypeid=754&checksum=ba41fbc2d80239698bf90ff6a210868dbcb7182227215f05112293a38aceb722	Faculty Senate, in Faculty Manual 3.1
Research	2014	https://forms.norwich.edu/NUPolicy/docpop/pdfpop.aspx?KT526_0_0_0=ADMINISTRATIVE+MASTER+POLICY&KT527_0_0_0=NO&KT528_0_0_0=POLICY&KT529_0_0_0=NORWICH&KT531_0_0_0=FINAL&KT532_0_0_0=YES&clienttype=html&doctypeid=754&checksum=bfa064abc40fba7b371d67489adb21f0fc947d08b92175eed54954bb1ace60ce	Office of Academic Research, in Administrative Manual, Memo 36
Title IX	2019	https://www.norwich.edu/policy-library/1452-2019-sexual-and-gender-based-misconduct-policy	Office of Diversity, Equity and Inclusion
Other; specify			

Non-discrimination policies^a

Recruitment and admissions	N/A		
Employment	N/A		
Evaluation	N/A		
Disciplinary action	N/A		
Advancement	N/A		
Other; specify	N/A		
Comprehensive Non-discrimination Policy	2019	https://www.norwich.edu/policy-library/979-non-discrimination-policy	Office of Diversity, Equity and Inclusion

Resolution of grievances

Students	2019	https://catalog.norwich.edu/residentialprogramscatalog/academicregulations/sectionxiigeneral/	Registrar
Faculty	2019	https://forms.norwich.edu/NUPolicy/docpop/pdfpop.aspx?KT526_0_0_0=FACULTY+MANUAL&KT532_0_0_0=YES&clienttype=html&doctypeid=754&chksum=ba41fbee2d80239698bf90ff6a210868dbcb7182227215f05112293a38aceb722	Faculty Senate, In Faculty Manual 5.1
Staff	2019	https://forms.norwich.edu/NUPolicy/docpop/pdfpop.aspx?KT526_0_0_0=EMPLOYEE+HANDBOOK&KT527_0_0_0=NO&KT528_0_0_0=POLICY&KT529_0_0_0=EMPLOYEE&KT530_0_0_0=HR&KT531_0_0_0=FINAL&KT532_0_0_0=YES&clienttype=html&doctypeid=754&chksum=f720d3b20956761c7b476985bbb3d80a3f6f034b39e0130f53f620163abd9b14	in Employee Handbook: Problem Solving section
Other; specify			

Other	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

^a Norwich has one comprehensive non-discrimination policy

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

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	All admissions and academic program centric web pages have contact informatin/options.
Notice of availability of publications and of audited financial statement or fair summary	https://www.norwich.edu/about/276-norwich-university-governance?start=12
Processes for admissions	http://www.norwich.edu/admissions
	https://online.norwich.edu/admissions
Processes for employment	http://www.norwich.edu/hr
Processes for grading	http://catalog.norwich.edu/residentialprogramscatalog/academicregulations/sectionivgradesaveragesandmarkingperiods/
	http://catalog.norwich.edu/onlineprogramscatalog/academicpolicies/grades/
Processes for assessment	https://norwich0.sharepoint.com/sites/assessment/default.aspx
Processes for student discipline	https://www.norwich.edu/policy-library/1467-code-of-conduct-and-disciplinary-system-civilian-students
	https://www.norwich.edu/policy-library/1466-code-of-conduct-and-disciplinary-system-corps-of-cadets
	http://catalog.norwich.edu/onlineprogramscatalog/academicpolicies/participation/
Processes for consideration of complaints and appeals	http://catalog.norwich.edu/residentialprogramscatalog/academicregulations/sectionxiigeneral/

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.

Statement/Promise	Website location and/or publication where valid documentation can be found
N/A	

Date of last review of:	
Print publications	printed publications reviewed everytime there are reprinted
Digital publications	Digital publications are updated on as needed basis.

Please enter any explanatory notes in the box below

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

Information	Website location
Institutional catalog	http://catalog.norwich.edu
Obligations and responsibilities of students and the institution	https://norwich0.sharepoint.com/resources/NU%20resources/NUSRR%202018-2019.pdf#search=student%20rules%20and%20regulations
Information on admission and attendance	http://catalog.norwich.edu/residentialprogramscatalog/academicregulations/sectionviiclassroomprocedures/
Institutional mission and objectives	http://www.norwich.edu/about/1212-mission-statement
Expected educational outcomes	http://www.norwich.edu/about/1277-student-outcomes
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://www.norwich.edu/about/276-norwich-university-governance?start=2
Requirements, procedures and policies re: admissions	http://www.norwich.edu/admissions
Requirements, procedures and policies re: transfer credit	http://www.norwich.edu/registrar/transfer-credit
A list of institutions with which the institution has an articulation agreement	https://www.norwich.edu/registrar/transfer-credit?start=1
Student fees, charges and refund policies	https://online.norwich.edu/admissions/tuition-information
	http://www.norwich.edu/financial-aid/costs
Rules and regulations for student conduct	https://norwich0.sharepoint.com/resources/NU%20resources/Forms/AllItems.aspx?id=%2Fresources%2FNU%20resources%2FNUSRR%202018-2019%2Epdf&parent=%2Fresources%2FNU%20resources
Procedures for student appeals and complaints	https://norwich0.sharepoint.com/resources/NU%20resources/Forms
Other information re: attending or withdrawing from the institution	http://www.norwich.edu/financial-aid/federal-policies?showall=&start=7
Academic programs	http://www.norwich.edu/programs
Courses currently offered	http://catalog.norwich.edu
	https://online.norwich.edu/degree-programs
Other available educational opportunities	N/A
Other academic policies and procedures	http://catalog.norwich.edu/residentialprogramscatalog/academicregulations/
Requirements for degrees and other forms of academic recognition	http://catalog.norwich.edu/residentialprogramscatalog/majors/
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	http://catalog.norwich.edu/residentialprogramscatalog/faculty/
Names and positions of administrative officers	http://catalog.norwich.edu/residentialprogramscatalog/faculty/#administrationtext
Org Chart	https://norwich0.sharepoint.com/sites/hr/Shared%20Documents/Forms/AllItems.aspx?FilterField1=HR_x0020_Arena&FilterValue1=Site&id=%2Fsites%2Fhr%2FShared%20Documents%2F2017-2018%20NU%20Org%20Chart%2Epdf&parent=%2Fsites%2Fhr%2FShared%20Documents
Names, principal affiliations of governing board members	http://www.norwich.edu/about/276-norwich-university-governance
	http://catalog.norwich.edu/residentialprogramscatalog/#boardoffellowstext
	http://catalog.norwich.edu/residentialprogramscatalog/alumniassociation/#boardoftrustees/text
	http://catalog.norwich.edu/residentialprogramscatalog/alumniassociation

Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	http://www.norwich.edu/international/
Programs, courses, services, and personnel not available in any given academic year.	http://catalog.norwich.edu/
Size and characteristics of the student body	http://www.norwich.edu/about
Description of the campus setting	http://www.norwich.edu/about/1276-campus
	http://www.norwich.edu/campus-life
Availability of academic and other support services	http://www.norwich.edu/aac
Range of co-curricular and non-academic opportunities available to students	http://www.norwich.edu/campus-life
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://www.norwich.edu/about/1449-teaching-and-learning-facilities
Institutional goals for students' education	
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	http://www.norwich.edu/about/1277-student-outcomes
Total cost of education and net price, including availability of financial aid and typical length of study	http://www.norwich.edu/financial-aid
Expected amount of student debt upon graduation and loan payment rates	https://nces.ed.gov/collegenavigator/?q=Norwich+University&s=all&id=230995#finaid
	https://nces.ed.gov/collegenavigator/?q=Norwich+University&s=all&id=230995#fedloans
Statement about accreditation	http://catalog.norwich.edu/residentialprogramscatalog/forcepub

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

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

URL	https://catalog.norwich.edu/residentialprogramscatalog/academicregulations/sectionii/creditsandcurricula/
Print Publications	University Catalog
Self-study/Fifth-year report Page Reference	p. 29

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

URL	https://catalog.norwich.edu/residentialprogramscatalog/academicregulations/sectionix/transferofacademiccreditfrom/
Print Publications	University Catalog
Self-study/Fifth-year Report Page Reference	p. 24

- 3. Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

URL	https://catalog.norwich.edu/residentialprogramscatalog/academicregulations/sectionxi/general/
Print Publications	University Catalog
Self-study/Fifth-year Report Page Reference	p. 99

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

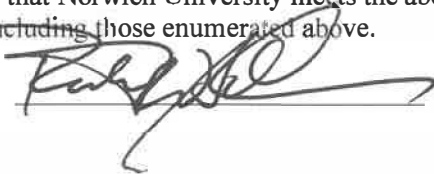
Method(s) used for verification	A copy of government-issued ID, live video calls, in-person residency
Self-study/Fifth-year Report Page Reference	p. 35

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

URL	https://www.norwich.edu/news/press-releases
Print Publications	Local news outlets: <i>The World</i> , <i>Rutland Herald</i> , <i>The Times Argus</i> , <i>Northfield News</i> , among others
Self-study Page Reference	p. iii

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

Chief Executive Officer:



Date: 01/10/2020

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

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:					
For general education, if an undergraduate institution:	Catalog https://catalog.norwich.edu/essentialprogrampages/	→ The assessment of the specific assignments designed to assess students' grasp of the concepts of the GenEd Goals. → The University Assessment Committee in coordination with the faculty developed Goal-specific assessment rubrics that are/will be used in the assessment of outcomes	University Assessment Committee lead by the University Assessment Coordinator interprets the results of the assessment exercise. The assessment of each of 8 GenEd Goals will be done on 3-year rotating cycle.	→ The formal university-level assessment of GenEd Goals started in Summer 2019 with an assessment of GenEd Goal 6 Ethics after the University Curriculum Committee approved the assessment rubrics (AY 2018-2019). → In Fall 2019, based on the outcomes of the first round of assessment, the GenEd Goal 6 rubric for was adjusted to better align with the outcomes of the Goal. The faculty members in Philosophy who teach most of the Ethics courses adjusted the assignments used for the assessment to better capture students' grasp of the desired concepts.	ongoing
College of Liberal Arts (CoLA), E. Kohn, Dean					
<i>School of Justice and Sociology. A. Vieira, Interim Director</i>					
Criminal Justice, BA	Catalog https://catalog.norwich.edu/essentialprogrampagesofliberalarts/	→ ETS Field Test, administered every 3 years; review of the performance on the specific sections of ETC to gain understating of students learning at a more granular level	School Director and Faculty on an annual basis	→ The Program developed additional concentrations allowing students to focus on areas of interest: Transnational Crime; Criminology are already available to students, others (Investigations, Victimology) are in works	Self-Study 2016

	s/criminaljustice/	→ Assessment of Critical Thinking and Ethical Decision-making skills in CJ401 → Assessment of Writing-in-Discipline Skills in CJ 301 Courts		→ The Program developed new upper-level elective courses that focus on current societal and professional issues → Under the leadership of a new interim Director, the School is in process of implementing of more robust SLO assessment plan that was envisioned at the 2015 retreat. → The School put an effort in the improvement of student advising, including significant changes to Academic day activities; implementing peer-to-peer advising around the mechanics of using the University registration system, etc.	
English, BA	Catalog https://catalog.norwich.edu/essentialprogramscatalog/collageofliberalarts/englishandcommunications/	→ The Program in English developed rubrics that are used to assess its graduates' performance with respect to the SLO. Specifically, the program uses the following means of assessment: → Successful completion of an analytical essay assigned in the required EN 226 → Successful completion of a research project in the required 200-level Literary Methods → Successful completion of a final research project in EN 450 → ETS Major Field Test in Literature	Department of English and Communications, L. Williams, Chair	→ One of the major changes, was a revision of the 2008 outcomes for the Program in English. The new program outcomes were proposed and approved in 2012. → Based on the new (2012) outcome, the Program revised the major. These revisions make the Program more robust and relevant for students majoring in English, as well as allowing variation in course offerings. The Program added courses such as EN 282 Literary Methods and EN 350 History of the English Language. → Before 2012, the department had no clear explanation for why a course was placed at a particular level (especially problematic for the distinctions between the 200 and 300 levels). Therefore, the Program in English clarified the skills and expectations required to successfully complete a 200-, 300-, and 400-level course. → Developed an outcomes assessment protocol for EN 101 and EN 102 to ensure uniformity in the application of competency guidelines across the many sections offered as well as a mechanism to measure the success of the culminating research-based assignment. → Reexamined World Literature surveys courses, and as a result, revised the descriptions and	Self-Study 2017

				updated the objectives. The new version focuses on bringing more attention to the “world” aspect of the course and eliminated language related to masterpieces. → Revised EN 450 Senior Seminar to better complement the new requirement of Literary Methods course. Senior Seminar was revised to allow a programmatic assessment to be achieved, in which students must demonstrate mastery of critical terminology and writing fluency. Students participate in ongoing scholarly discussions by engaging a selection of literary texts, criticism, and theoretical essays. By the end of the semester, students propose, design, and complete independent research projects that interrogate specific issues in literary studies. → Created a writing minor to allow students the chance to delve deeper into rhetorical, professional, and creative writing → To address the need for a focused English instruction for non-native speakers, the Program created new courses EN 114/115 Advanced Academic English I and II for multilingual, exchange, and international students allowing them to develop their academic English fluency through exploring topics connected to intercultural communication, American academic culture, and Norwich University.	Self-Study 2015
Communications, BS	Catalog https://catalog.norwich.edu/referentialprogramscatalog/collections/communications/	→ Written papers (news stories), video portfolios; success in the Capstone course (Senior Seminar) → Alumni Survey	Department Chair and Faculty on an annual basis	→ Based on the feedback from an external reviewer and the program alumni, the Program faculty are working on a strategic plan to re-envision and re-invigorate the major. The progress of the effort is very slow, further delayed by the retirement of the one of the three faculty in the program.	Self-Study 2019
<i>Department of History and Political Science, S. Sodergren, Chair</i>					
History, BA	Catalog https://catalog.norwich.edu/referentialprogramscatalog/collections/history/	→ The History Program articulates a very clear set of learning objectives and outcomes, which are tied to specific courses, and are	Department Chair, Program Coordinator and Faculty on an annual basis	→ Since the last Self-Study (2012) the History program performed an extensive revision of the learning goals and outcomes to align them with Core Competencies outlined by American Historical Association (AHA History tuning Project: 2016 History Discipline Core).	Self-Study 2019

	egeofliberalarts/historyandpoliticalscience/	combined with a required capstone experience. →The Program assesses the Historical Methods course, as the entry-level research methods course, and the capstone seminar to gain insights into students' level of performance against the desired level of outcomes. →The program developed rubrics to assess the SLO in multiple courses. The means of assessment include written essays, research papers, and oral presentations.			
201Political Science, BA	Catalog https://catalog.norwich.edu/essentialprogrampscatalog/coll egeofliberalarts/politicalscience/		Department Chair, Program Coordinator and Faculty on an annual basis	→The Program regularly assesses program-specific and GenEd SLO. However, for the last five-plus years, our program has focused its assessment scopes predominantly on assessing GenEd goals at the expense of measuring other Political Science program goals. →The external reviewer (2019 Self-Study) noticed that the program faculty should examine the following: • the prerequisites for its courses to determine if they might be preventing students from other majors to take upper-level PO courses • limited amount of policy-related topics in the coursework and consider the addition of such course(s) • the multi-year assessment data for trends	Self-Study 2019
International Studies, BA	Catalog https://catalog.norwich.edu/essentialprogrampscatalog/coll egeofliberalarts/internationalstudies/	SLO are assessed with the use of rubrics: →Proficiency in a second language: in a final project, and/or regular classroom dialogue in a 300 + level foreign language course after the completion of a study abroad term. →Critical thinking skills and substantive knowledge: through a research paper in the IN 410 senior capstone seminar.	Department Chair, Program Coordinator and Faculty on an annual basis	→The program developed an Asian Studies Minor →The Department appointed (Fall 2019) a new Program Coordinator with an effort to re-invigorate the major →The program reviewed and made adjustments to its curriculum (approved Dec. 2019) →The program is in the process of examining the downward enrollment trends and a potential contribution of International Business major (BS) to this trend.	Self-Study 2019

Studies in War and Peace (SWAP), BA	Catalog https://catalog.norwich.edu/re/sidentialprogramscatalog/coll/geoofliberalarts/warandpeace/	→ The SWAP program articulates a very clear set of learning objectives and outcomes, which are tied to specific courses, combined with a required capstone experience, makes it easier to assess the very specific goals that are being met by the program. → The Program assesses an essay in one the Military History courses, a research paper written in a designated HI or PO seminar, and alumni survey.	Department Chair, Program Coordinator and Faculty on an annual basis	→ To address SLO focused on a broad understanding of how global political, economic, and social development affects the growth and interplay of military institutions, during the 2012-13 academic year, the structure of HI235/6 was transformed from a chronological to a modular (thematic) approach to the subject resulting in higher scores of SWAP student on this outcome. → In 2018 the SWAP curriculum was revised to adjust for changes in faculty specialties and student numbers. New courses, such as a class on Civil War battlefields, were added to the Core Electives, while other changes were made to integrate recent modifications to the General Education and Bachelor of Arts requirements. → The recent (re)creation of the Center for the Study of Peace and War has led to new experiential learning opportunities for SWAP majors, including participation in Study Abroad activities and support their research initiatives.	Self-Study 2019
Spanish, BA	Catalog https://catalog.norwich.edu/re/sidentialprogramscatalog/coll/geoofliberalarts/modernlanguages/spanish/	→ Senior Portfolio, that includes: oral proficiency exam score, eight self-selected samples of the student's best work from all courses, and Exit Questionnaire. The Portfolio is prepared during the Capstone Seminar and submitted for assessment	An assessment committee made up of the Spanish faculty on an annual basis	→ Based on feedback, the program has transitioned from offering two 6-credit courses in Elementary Spanish (a requirement for both BA language requirement and Spanish Major) to two 4-credit courses, which aligns with the structures of the majority of other programs offering similar major. → The program adjusted its requirements to make Study Abroad a mandatory component. That change allows students to access Financial aid for Study abroad purposes.	Self-Study 2013
Psychology, BA Psychology, BS	Catalog https://catalog.norwich.edu/re/sidentialprogramscatalog/coll/geoofliberalarts/psychology/	→ ETS Major Field Test; IRB proposal for Senior Research; quality of the Senior Thesis (Capstone requirement); oral presentation at the regional conference (scored according to developed rubrics); Senior	Department Chair and Faculty on an annual basis	→ Developed a concentration in the Neuroscience for students majoring in Psychology, but interested in physiological underpinnings of the behavior → According to the action plan outlined in the 2015 Self Study Developed a new option for students interested in Psychology: added a BS option that is more math and science-oriented (relative to BA option	Self-Study 2015

Education, BS	Catalog https://catalog.norwich.edu/academic/undergraduate/bs/education/	Survey (administered during Senior Seminar) and Alumni survey → Program Portfolio, assessed using VSBPE standards and Rubrics; → Students Portfolios, assessed using VSBPE standards and Rubrics; → PRAXIS I and II Testing	Program Coordinator, Faculty on annual basis; Accrediting Agency: Vermont Standards Board for Professional Educators	that is language and art-oriented). The BS in Psychology was made available to students starting with AY 2017-2018 Based on the recommendations of the accrediting agency, the program is currently (AY 2019-2020) is undergoing significant revisions of its curriculum for Elementary Education program, which include: → Re-developing the major as a stand-alone (up until know students had to declare education as a secondary major) and offer licensure and a non-licensure tracks → Re-developing program goals and SLO → Revising multiple courses to align the content with current standards put forward by the accrediting agency → Developing additional courses to address the missing components	2-year accreditation report, 2017
College of Professional Schools (CoPS), A. Tenkin, Dean					
<i>School of Architecture and Art, C. Armstrong, Director</i>					
Architectural Studies, BS	Catalog https://catalog.norwich.edu/academic/undergraduate/bs/architectural-studies/	The assessment performed multiple times throughout the students' tenure. The uniformed rubrics are used to evaluate: → The Year-End Program Review → Architecture and Arts Studio → 3rd-year Portfolio Review → 4th-year Portfolio Review	School Director, program coordinator and all faculty on an annual basis. Two teams of Faculty review each portfolio	→ The program adjusted its requirements to make Study Abroad a mandatory component. That change allows students to access Financial aid for Study abroad purposes. → To address 2011 NAAB visiting teams concerns about the scale of Design/Build projects, the program, with the University's support, engaged in large scale highly visible projects: Delta T-90 House (built for US Department of Energy's Solar Decathlon competition); Archstream, the rehabbed 1969 Airstream Globetrotter trailer (part of ECHO Lake Aquarium and Science Center exhibit); Tiny House (built using grant from TD bank to address the affordability of low-income housing); etc. These interdisciplinary projects involve not only Architecture but also Engineering and Construction Management students → Reorganization of the history/theory survey sequence so as to ensure better research and writing skills over the duration of the undergraduate program as well as to better prepare students who go on to the MArch for the rigors of graduate studies. The first two	NAAB Self-Study, 2018

				courses remain in 2nd year; the third course stays in 3rd year, a capstone history/theory course that will look back at the survey from the standpoint of contemporary theory and incorporate criticism in light of contemporary (not truly historical) architecture. This course will also serve as an introduction to research methodologies and will not only better prepare students going on to the MArch for their Thesis research but also better equip those not going on to the graduate program with valuable research skills for professional practice.	
Master of Architecture	https://catalog.norwich.edu/research/programs/ma-architecture/	→ Thesis is assessed with the use of developed rubrics, → Success in an internship AP531, as indicated by an Employer (through Employer Appraisal Form) → Student Self-evaluation in AP531 Internship	School Director, program coordinator and all faculty on an annual basis	→ Introduced a 3-year MArch degree open to graduates in fields other than Architecture. This will benefit current BSAS + MArch students by increasing the diversity of the student body with respect to academic background and life experience. It would also support the greater long-term sustainability of the Program by opening the School to a larger pool of potential applicants and strengthening the graduate section of the School	NAAB Self-Study, 2018
<i>School of Business, D. Blythe, Director</i>					
Accounting, BS	https://catalog.norwich.edu/research/programs/bs-accounting/	→ Projects in Major-specific courses → Review of student performance in the Capstone course → ETS Major Field Test for Business	School Director and school faculty on an annual basis	The program is constantly adjusting the content of its courses, staying on top of the regulatory changes and CPA exam requirements. The following are sample changes: → Commencing with the fall 2011 semester of AC 205 a Transaction of the Day (TOTD) was added as a graded course activity after it was noticed that the students have difficulties in doing adjusting accounts → It was also apparent from the analysis of the outcomes that students struggle with the Statement of Cash Flows, thus more time was devoted to the topic in AC 335 by increasing up to six classes by 2017; in addition, the students are required to review two additional pre-recorded lectures. → Topic 606 of the Accounting Standard Codification dealing with recognizing revenue from customers has	ACBSP Self-Study, 2019

International Business, BS	Catalog https://catalog.norwich.edu/academic/schools/schoolofbusinessandmanagement/intlbus/	→ Review of student performance in the Capstone → ETS Major Field Test for Business	School Director and school faculty on an annual basis	adopted a complex “one-size fits all” approach to revenue recognition in an attempt to reduce the degree of variability in the process, allow for convergence with International Financial Reporting Standards (IFRS), and to combat areas of fraudulent financial reporting. Although not effective until 2018 for publicly traded companies and 2019 for non-public companies, it had to be incorporated into the AC 335 curriculum beginning in 2015. → Beginning in 2014, the students’ performance on the ETS became an important element in their course grade for MG 449 encouraging students to review the relevant topics.	
Management, BS	Catalog https://catalog.norwich.edu/academic/schools/schoolofbusinessandmanagement/busadmin/management/	→ Review of student performance in the Capstone course → ETS Major Field Test for Business	School Director and school faculty on an annual basis	→ The program worked collaboratively with the Modern Languages Program in the design and roll-out of a new BS in International Business. The program has language and Study Abroad requirements offered to students starting with AY 2017-2018.	New program, launch: 2017-2018
				→ In response to the student interest, the program developed new courses for majors (Sales management) and non-majors (Personal Financial Literacy) → a number of changes in the Capstone course, including returning to our prior practice of rotating faculty through the course, adopting the University Capstone rubric, offering the course in both semesters, and experimenting with the traditional classroom, online and with hybrid delivery. → Implemented a change in the required courses in the Marketing concentration, replacing a 300-level course in Quantitative Methods for Marketing & Finance with a 400-level course in Marketing Research.	ACBSP Self-Study, 2019

					→ In response to students' interest, and with the urge by alumni, the program introduced a minor in Entrepreneurship as a multi-disciplinary offering intended to appeal broadly to students in the engineering, architecture and business programs. As our 200-level course in Entrepreneurship was one of the required courses for the minor, we followed closely the implementation of the minor during its first three years.	
<i>School of Cybersecurity, Data Science & Computing, M. Bovee, Interim Director</i>						
Computer Science, BS	Catalog https://catalog.norwich.edu/research/schools/schoolofbusinessandmanagement/computerscience/	Assessment occurs in a 2-course capstone sequence. In addition to the knowledge of the subject matter, the students' ability to communicate the outcomes of the project in written or oral form is also assessed.	School Director and school faculty on an annual basis	→ In response to the rapid changes to the discipline, the program has been continuously evaluating the content of the courses taught in the major and adjusting them to meet those changes. → The School was formed in Fall 2019. Prior to that, the programs have been evaluated as a part of the School of business and management. Program is undergoing a self-study as a part of this process	N/A	
Computer Security and Information Assurance, BS	Catalog https://catalog.norwich.edu/research/schools/schoolofbusinessandmanagement/csia/	Assessment occurs in a 2-course capstone sequence. In addition to the knowledge of the subject matter (based on the success in a comprehensive computer security exam), students' presentation skills are also assessed.	School Director and school faculty on an annual basis.	→ In response to the rapid changes to the discipline, the program has been continuously evaluating the content of the courses taught in the major and adjusting them to meet those changes. → The School was formed in Fall 2019. Prior to that, the programs have been evaluated as a part of the School of business and management. Program is undergoing a self-study as a part of this process → Of note: The CSIA Program has been positively evaluated every four-to-five years by NSA auditors to assess whether it meets the standards for NSA Center of Academic Excellence for Cyber Defense Education (NSA CAE CDE).	N/A	
<i>The David Crawford School of Engineering, S. Fitzhugh, Director</i>						
Civil Engineering, BS	Catalog https://catalog.norwich.edu/research/schools/schoolofbusinessandmanagement/csia/	In addition to GPA and graduation rates, the assessment occurs in the form of analysis of	School Director, lead instructor and school	Multiple changes were implemented by the program based on the assessment of SLOs, including, but not limited to:	ABET Self-Study, 2014	

	mscatalog/collegeofprofessionalschools/thedavidcrawfordschoolofengineering/civil/	→ Course reports by the lead instructor (according to the ABET rubrics) → Senior Student Exit Survey Results → Fundamentals of Engineering Fundamentals exam results	faculty on an annual basis	→ EG110: Incorporated AutoCAD, Elementary Statistics skills in the lab portion of the course; included “CE sound Bites” practice (small oral presentations) → Service Learning was introduced as a tool to underscore the connection of the major to the community → CE421 underwent changes to incorporate a number of hands-on activities and demonstrations → Based on the assessment of the Fundamentals of Engineering Exam results, additional topics were included in the exam review and preparation, such as cash flow discussions were enhanced in AC 201 Accounting → Helped developed and introduce additional technical electives (GIS course). Next ABET assessment of the program is scheduled for Spring 2020	
Construction Management, BS	Catalog https://catalog.norwich.edu/registration/programs mscatalog/collegeofprofessionalschools/thedavidcrawfordschoolofengineering/electrical/	→ Course Reports by the respective instructor (each semester the course is taught); → Senior Student Exit Survey results (annually compiled, commencing 2017); → National certifications (examinations and training criteria); for example, an achievement on the Associate Constructor Certification (Level 1) by the American Institute of Constructors [AC Exam (annually compiled), and the OSHA 30 Safety Certification [OSHA30] (also annually compiled).	School Director, lead instructor and school faculty on an annual basis	Multiple changes were implemented by the program based on the assessment of SLOs, including, but not limited to: At the course level: → In Spring 2016, EG110: 1) strengthened the “sound bite” presentations by enhancing the required discussion of “Safety Considerations.” (2) developed a format for a full lab report that will lead to labs in follow on courses. (3) Professional Component Outcome #1 on the syllabus – expanded it to include the team oral presentations. → In Fall 2015 CE460: (1) strengthened the customer links in the course design project. This was possible because of the nature of the Fall 2015 project with the ROTC facility; (2) refined the historical project oral and written report into the course; (3) strengthened the peer critiquing of presentations. At the program level: → Added a new course: EM322 – Construction Safety. It has been offered as an elective for the past seven	2016

Electrical and Computer Engineering, BS	Catalog https://catalog.norwich.edu/academic/programs/catalog/collegeofprofessionalschools/the-david-crawford-school-of-engineering/electrical/	In addition to GPA and graduation rates, the assessment occurs in the form of analysis of → Course reports by the lead instructor (according to the ABET rubrics) → Senior Student Exit Survey Results → Fundamentals of Engineering Fundamentals exam results	School Director, lead instructor and school faculty on an annual basis	years. At the outset of the program, Safety was recognized as a core requirement for a Construction Management degree. As a result, CM students have all taken this course (EM399) and received their OSHA 30 card as part of the process. Earlier in the program, the course was taught by qualified personnel from the Vermont AGC. As the faculty expanded Professor Jack Patterson was hired and he became a qualified instructor. As of 2014-2015, the course is a stated requirement for the Construction Management degree. → Additional Lab Space: a heated dry space to conduct CM lab “construction-related” activities was designated (CoLAB). → DCSE Course Review Form: a course review form, which in 2014 was modified to include both actions/changes actually implemented in the current offering of the course and those recommended for the future.	
				During the preparation for 2014 ABET accreditation, the program identified “embedded systems” as the common thread and several deliberate improvements have been made in the overall program, including: → Created a discipline-specific EG110 Intro to Engineering II in which embedded systems are introduced through projects using Arduino and the Texas Instruments (TI) LaunchPad with Energia. → Added Arduino / Energia projects to the Electrical Concepts course taught to the mechanical engineering students. → Partnered with TI to provide full licensing for the Code Composer Studio IDE for students as they advance beyond the Arduino / Energia IDEs. → Enhanced the EE321 Embedded Systems course with TI hardware and developed new lab kits for the students so they had the capability to work on projects outside of the laboratory. Tailored projects for ME and ECE student sections.	ABET Self-Study, 2014

Engineering, BS	Catalog https://catalog.norwich.edu/academic/programs/engineering/eng/bs	In addition to GPA and graduation rates, the assessment occurs in the form of analysis of → Course reports by the lead instructor (according to the ABET rubrics) → Senior Student Exit Survey Results → Fundamentals of Engineering Fundamentals exam results	School Director, lead instructor and school faculty on an annual basis	→ Began using microcontrollers as a tool in the EE366 Electronics II lab as more signal conditioning lab exercises were added. → Introduced a microcontroller project in the EE373 Electrical Energy Conversion lab. → Mentored several summer research fellowships that included embedded systems. → Increased the use of embedded systems in senior capstone design projects. → Acquired a PCB mill to support the development of prototype systems using modern surface-mount components. Next ABET assessment of the program is scheduled for Spring 2020 → Changed the pedagogy of EG 109 (first engineering course) to engage students in learning the problem-solving mindset, rather than just focus on material memorization. Next ABET assessment of the program is scheduled for Spring 2020	New program, launch: 2016-2017
Mechanical Engineering, BS	Catalog https://catalog.norwich.edu/academic/programs/engineering/mechanical/bs	In addition to GPA and graduation rates, the assessment occurs in the form of analysis of → Course reports by the lead instructor (according to the ABET rubrics) → Senior Student Exit Survey Results → Fundamentals of Engineering Fundamentals exam results	School Director, lead instructor and school faculty on an annual basis	Multiple changes were implemented by the program based on the assessment of SLOs, including, but not limited to: → Major changes to how various components of project performance are graded in ME467/ME468 were introduced during the 2013/2014 academic year as a result of the assessment of Outcome 3 (abet c). → Major changes to the communications (oral and written) requirements in ME467/ME468 were introduced during the 2013-2014 academic year as a result of the assessment of Outcome 7 (abet g). → In response to the results of the assessment of outcome 9 (abet i), additional content added in EG110 allowed for this outcome to be assessed in the second cycle, albeit at a beginning and developing level.	ABET Self-Study, 2014

				Structural changes in ME370, the mid-level assessed course, have produced significant improvements with the attainment of 77.8% at the middle level in the second assessment cycle. In addition, the highest level of assessments shows significant improvement between assessment cycles.	
				Next ABET assessment of the program is scheduled for Spring 2020	
School of Nursing, P. Thabault, Director					
Nursing, BS	Catalog https://catalog.norwich.edu/essentialprogramscatalog/collageofprofessionalschools/schoolofnursing/nursing/	→ Licensure Exam Passing rate → Clinical Competence Evaluations → Student satisfaction regarding courses, support services, and student advising → Achievement of level objectives → Achievement of BSN program objectives (also referred to as terminal objectives) → Alumnae rating of educational preparation for employment.	School of Nursing Director and faculty on an annual basis	→ The Program revised several courses to align the content with the standards put forward by the accrediting agency; reevaluated the pre-requisites for other courses to ensure the streamlining of the curriculum → Developed short term (10-day) and a long term (a semester) Study Abroad and Study Away as well as Service Learning opportunities for NR students → Developed and Accelerated Track for students with earned Baccalaureate Degrees → Program was an early adaptor (2016) of iPad technology, incorporating it in nearly all its courses → To improve student participation in faculty meetings have added two student representatives to membership → All program document completely updated to reflect current NU Policies and CCNE standards → Added a new position: Clinical Placement Officer → Implemented a new, uniform syllabus template for NR courses → Implemented new clinical evaluation tools (2016) → Revised the requirement for passing grade in Math/Science courses from C to C+.	CCNE 2016 self-Study Report
College of Science and Mathematics (CoSM), M. McGinnis, Dean					
Department of Biology, M. Doczi, Chair					
Biology, BS	Catalog https://catalog.norwich.edu/essentialprogramscatalog/coll	→ ETS Major Field Test in Biology → Assessment Quiz (content knowledge)	Department Chair, program assessment coordinator and	→ Based on the review of ETS results, the Biology curriculum has been restructured (Spring 2014) to include specific biology course requirements (Cell Biology, Evolution, Ecology) as well as to streamline the former Systematics/ Physiology/ Anatomy/ Field/	Self-Study 2014

	egeofscienceandmathematics/biology/	→ Success in Intro to Scientific Method course → A major paper assessed for a thorough understanding of the scientific method, proper organization and citation, and contemporary scientific research; an oral presentation (both are part of Capstone course) → Students success post-graduation	faculty on an annual basis	Zoology/ Botany area requirements to Diversity, Organismal, and Botany requirements, with the goal improve the proficiency of our students and to align the content to with ETC topics. → While currently most of the students work on a critical review of the literature for Capstone requirement, the program began encouraging students to present their own original research that they have done as part of the Norwich Undergraduate research program. → Because of recent retirements and hires, the program developed additional courses to align with current expertise in the department → In 2017, an assessment quiz was adopted as the main assessment tool.	
Neuroscience, BS	Catalog https://catalog.norwich.edu/research/neuro/	→ Success in Intro to Scientific Method course → A major paper assessed for a thorough understanding of the scientific method, proper organization and citation, and contemporary scientific research; an oral presentation (both are part of Capstone course) → Students success post-graduation	Department Chair, program assessment coordinator and faculty on an annual basis	→ Neuroscience major grew organically out of students' interest in the area, originally offered as a minor (AY's 2013-2016). The thorough assessment of the program is scheduled for AY 2021-2022 (Self-Study)	New program, launch: AY 2016-2017
<i>Department of Chemistry and Biochemistry, R. Milius, Chair</i>					
Chemistry, BS	Catalog https://catalog.norwich.edu/research/biochemistry/	→ ETS major field exam → ACS standardized exams (biochemistry, inorganic & physical chemistry) → Lab skills, demonstrated by success in the lab portion of Capstone course → Oral communication skills, assessed in the presentation for a Capstone course	Department Chair and faculty on an annual basis	→ Revised the curriculum resulting in replacement of PS 205 Instrumentation with a free elective and moved two of Math/Science Restricted Electives into the Free Electives category. The changes increased the number of Free Electives to a total of 9, which would be sufficient for a student pursuing a minor, a second major or a study abroad. → Reduced the number of laboratory hours for CH204 Quantitative analysis from 6 to 4; revised course content to align with modern trends	Self-Study 2010 Currently undergoing a self-study

		→ Alumni surveys		→ Re-envisioned lab space utilization dedicating two preparatory rooms as Faculty/Students research spaces to accommodate students who work as research assistants on research projects sponsored by grants. As a result, a separate laboratory was designated as a capstone project space	
Biochemistry, BS	Catalog https://catalog.norwich.edu/research/programs/biochemistry/	→ ETS major field exam → ACS standardized exams (biochemistry & physical chemistry) → Lab skills, demonstrated by success in the lab portion of Capstone course → Oral communication skills, assessed in the presentation for a Capstone course → Alumni surveys	Department Chair and faculty on an annual basis	→ Revised the curriculum resulting in the elimination of Physiology requirement and substituting it with an additional Free Elective. This adjustment increased the number of Free Electives to a total of 6, sufficient for a student pursuing a minor or study abroad. → Increased the frequency of offering CH324 Biochemistry I to meet student demand and ensure the timely graduation → See note above (chemistry) on research spaces	Self-Study 2010 Currently undergoing a self-study
<i>Department of Earth and Environmental Sciences, R. Dunn, Chair</i>					
Geology, BS	Catalog https://catalog.norwich.edu/research/programs/geology/	→ A comprehensive exam developed by the Geology faculty and is administered in the Spring of the Senior year. → Work produced in the capstone courses	Department Chair and faculty on an annual basis	→ Based on the environmental scan of the market, the Department changed its name from Department of Geology and Environmental Science to Department of Earth and Environmental Sciences → Re-envisioned the Geology major (AY 2019-2020) to include increasingly relevant material and skill development and in an effort to adjust the existing course content to accommodate a wider range of students → Developed new courses in Hydrogeology and Introduction to GIS. → Added a 1-credit course in the Spring of Senior year that focuses on improving the quality of technical reports on the Senior Field Study undertaken in Fall of the Senior year	Self-Study 2012 Currently undergoing a self-study
Environmental Science, BS	Catalog https://catalog.norwich.edu/research/programs/environmental-science/	→ A comprehensive exam developed by the Environmental Science faculty and is	Department Chair and faculty on an annual basis	→ See also note above (geology) on the department name change → Re-envisioned the major (AY 2019-2020) by including new ES course offerings and eliminating the	Self-Study 2012

	https://catalog/coll.egeoofscienceandmathematics/geologyandenvironmentalscience/	administered in the Spring of the Senior year. → Work produced in the capstone courses		problematic administration of 10 concentrations, while still allowing for interdisciplinary study in other departments → Developed new courses in Fundamentals of Environmental Science and in Freshwater Ecosystems to align with current expertise in the department	Currently undergoing a self-study
<i>Department of Health and Human Performance, A. Welch, Chair</i>					
Athletic Training, BS	Catalog https://catalog.norwich.edu/research/programs/coll.egeoofscienceandmathematics/athletictrainingandsportsmedicine/	According to CAAATE standards, the program has to have a Comprehensive (master) assessment plan. At NU this plan includes: → Review of students' records; assessment of didactic and clinical part of the course according to the CAAATE standards; assessment of clinical facilities by students and faculty → Clinical Evaluation forms → Alumni and Employer surveys	Department chair and faculty on an annual basis, CAAATE	The Commission on Accreditation of Athletic Training Education (CAATE) announced its plan to discontinue accreditation of the Athletic Training programs at Undergraduate level after 2022 and only accredit programs that grant MS degrees. In response, the Department developed and applied for a CAAATE's approval to offer Masters in Athletics Training at NU. The approval was granted in November 2019. This 24-months program will welcome its first class in Fall 2022. Students will have to have a BS in Health Science or a comparable discipline. → Fall 2018 was the last year when the Athletic training program accepted undergraduate students. Starting in Fall 2019 undergraduate students seeking careers in the field of Athletic training must major in Health Sciences and will have an option to complete a 3+2 path that will allow them to graduate with BS and Health Science and MS in Athletic Training. → There is a teach-out plan in place that ensures that students who started the program in Fall 2018 or earlier will complete their degrees according to the Catalog that they were admitted under or have an opportunity to switch into the later catalogs in pursuit of 3+2 pathway.	CAATE Self-Study for continuing accreditation on 2010-2011
Exercise Science, BS	Catalog https://catalog.norwich.edu/research/programs/coll.egeoofscienceandmathematics/exercisescience/	→ Assessment of written and oral presentation skills in multiple courses, including Capstone course → Assessment of student's ability to formulate a scientific question and conduct an independent research project will be done in the capstone course	Department Chair and Program faculty on an annual basis	The major was developed as a stand-alone offering from a concentration within the Physical Education major in response to students' interest and with the encouragement of the Admissions office. The thorough assessment of the program is scheduled for AY 2021-2022 (Self-Study)	New program, launch: 2016-2017

Health Science, BS	Catalog https://catalog.norwich.edu/re/sidentalprogramscatalog/coll/geoofscienceandmathematics/sportsmedicine/	→ Alumni Surveys → Evaluation of a written paper and oral presentation in the Capstone course → Clinical Evaluation forms → Alumni and Employer surveys	Department Chair and Program faculty on an annual basis	→ The program changed its name from Sports Medicine/Health Science to Health Science (2014) in response to the confusion on part of prospective students → Redesigned the program requirements and course content to align with the requirements of professional schools (PA, PT, etc.) that the students were applying after graduation → Adjusted the program curriculum to accommodate changes in the Athletic Training program. The program currently offers two tracks: 3+2 track allowing students to pursue Masters in Athletic Training or 4-year pre-profession track focused on preparation for graduate studies in other areas.	Self-Study, 2013
Physical Education, BS	Catalog https://catalog.norwich.edu/re/sidentalprogramscatalog/coll/geoofscienceandmathematics/physicaleducation/	→ Program Portfolio, assessed using VSBPE standards and Rubrics; → Students Portfolios, assessed using VSBPE standards and Rubrics; → PRAXIS I and II Testing	Department Chair and Program faculty on an annual basis	- Please see also an entry for BS in Education → Over the last few years, Physical education program developed a non-licensure track, allowing it students to pursue careers in Recreation Management → Revised multiple courses to align the content with current standards put forward by the accrediting agency	2-year accreditation report, 2017 - approved
<i>Department of Mathematics, J. Olson, Chair</i>					
Mathematics, BS	Catalog https://catalog.norwich.edu/re/sidentalprogramscatalog/coll/geoofscienceandmathematics/mathematics/	→ Evaluation of a written paper and oral presentation in the Capstone course → Major Field Test (MFT) for Mathematics → Alumni Survey	Department Chair and Program faculty on an annual basis	- The Program accomplishments outlined in 2018 Self-Study: → added an Actuarial concentration and minor → added courses to support the primary and secondary education programs, a result of which was that the licensure program for math education was approved; → Completely renovated developmental math courses MA 005 and MA 095 to offer a self-paced, mastery building pedagogy → As a result of 2018 Self-Study, the program embarked on an examination of MA107 Pre-calculus to mitigate higher than average DFW rates.	Self-Study, 2018
<i>Department of Physics, R. Knapik, Chair</i>					

Physics, BS	Catalog https://catalog.norwich.edu/essentialprograms/catalog/collageofscienceandmathematics/physics/	→ Essay designed to elucidate students' understanding of Scientific Method (for GenEd Purposes) → ETS Major Field Test in Physics → Oral communication skills, assessed in the presentation for a Capstone course	Department Chair and Program faculty on an annual basis	To address concerns outlined in 2009 Self-study → The curriculum for the B.S. in Physics was substantially altered in the spring of 2016. The centerpiece of the reform is a unified laboratory component that now replaces the former "cookie-cutter" laboratory strategy. → The number of credit hours of physics courses required for the B.S. dropped from 54 to 46 (-15%). The number of classroom (lecture) hours fell from 41 to 34 (-17%); laboratory hours, from 37 to 32 (-14%). The reduction is principally the result of dropping 41 credit hours of physics courses previously offered and replacing them with → 32 credit hours of revised and new courses. → The content of multiple lecture courses has revised the content to align with new curriculum design → New course "Problem Solving Methods for Physics Majors" was introduced in 2019	Self-Study, 2016
College of Graduate and Continuing Studies (CGCS), W. Clements, Dean					
<i>Baccalaureate Degree Completion Programs, M. Parker, Associate Dean</i>					
Criminal Justice, BS	Catalog https://catalog.norwich.edu/onlineprograms/catalog/bachelorsdegrees/programsofstudy/bachelorofscienceincriminaljustice/	→ The program developed rubrics (using Quality Matters framework) to assess the SLO in multiple courses. → The means of assessment include written essays, research papers, and final projects from a specialized course CRMJ 307 Cold Case Investigations and Capstone Course	Associate Dean and Program Director on an annual basis	The following changes were made as a result of 2 program outcomes assessment performed in Summer 2018 → Created a CJ specific exercise to introduce more students to the scholarly database that pertains to the criminal justice field → Designated SCIE 202 as a prerequisite course for the CRMJ 307 Cold Case Investigations course → Researched the possibility of a new course in Technological advancements that serve the Law Enforcement Community	New program, launch: 01/2013 Self-Study Scheduled for F'2020
Cyber Security, BS	SLOs are approved by the University Curriculum Committee	→ The program developed rubrics (using Quality Matters framework) to assess the SLO in multiple courses.	Associate Dean and Program Director on an annual basis	The following actions were taken as a result of 2 program outcomes assessment performed in Summer 2018 → Develop evaluation of other assignments within the capstone course to see if it is possible to identify if the	New program, launch: 01/2014

		→ The means of assessment include written essays, research papers, and final projects from the Capstone Course			above-mentioned objectives are met within a different part of the capstone process. → Consider the development of additional assignments to ensure the program level objectives are assessed, or → Redefine the capstone project to incorporate the missing items allowing assessment of SLO.	Self-Study Scheduled for F'2021
Management Studies, BS	SLOs are approved by the University Curriculum Committee	→ The program developed rubrics (using Quality Matters framework) to assess the SLO in multiple courses. → The means of assessment include written essays, research papers, and final projects in Capstone Course	Associate Dean and Program Director on an annual basis		→ In addition to a 6-credit course that covered Micro- & Macro-economic concepts, developed two separate courses in each of the subject areas to allow students who have transfer credits in one area of the other to only complete the missing course.	New program, launch: 01/2016 Self-Study Scheduled for F'2023
National Security Studies, BS	Catalog https://catalog.norwich.edu/onlineprograms catalog/bachelorsdegrees/programsofstudy/bachelorofscienceinationalsecuritystudies/	→ The program is expected to develop rubrics (using Quality Matters framework) to assess the SLO in multiple courses. → The means of assessment include written essays, research papers, and final projects in a Capstone Course	Associate Dean and Program Director on an annual basis		N/A, a new program, the first assessment of outcomes will be done in Summer 2020.	New program, launch: 01/2019
Strategic Studies & Defense Analysis, BS	Catalog https://catalog.norwich.edu/onlineprograms catalog/bachelorsdegrees/programsofstudy/bachelorofscienceindefenseanddefenseanalysis/	→ The program developed rubrics (using Quality Matters framework) to assess the SLO in multiple courses. → The means of assessment include written essays, research papers, and final projects in a Capstone Course	Associate Dean and Program Director on an annual basis		The following changes were made as a result of program outcomes assessment performed in Summer 2018 → Review and significant revision of Program Outcomes → Moving of existing outcomes to the appropriate course → Consideration of developing 200-ethics course specifically for this program → Modification of capstone SSDA/NTSS 400 to include assignments that encompass the program-wide learning	2015

Bachelor of Interdisciplinary Studies	SLOs are approved by the University Curriculum Committee	→ The program developed rubrics (using Quality Matters framework) to assess the SLO in multiple courses. → The means of assessment include written essays, research papers, and final projects in a Capstone Course	Associate Dean and Program Director on an annual basis	Currently, this program has very few students enrolled, which does not allow for assessment analysis of SLO with any fidelity. The program is collecting data for all students and will review the trends in SLO during scheduled Self-Study scheduled for Fall 2023	New program, launch: 01/2016
<i>Masters Programs, J. Ehrman, Associate Dean</i>					
Master of Arts in Diplomacy	SLOs are approved by the University Curriculum Committee	→ Comprehensive Exam → Assignments throughout the Program → Portfolio → Presentation during residency → Student and Alumni Surveys	Associate Dean and Program Director on an annual basis	→ The Comprehensive Exam (CE) has been redesigned to make grading more streamlined. The students are given alternatives to CE: (1) thesis track, (2) a refereed or a professional publication. → Rubrics were developed and implemented for the assessment of Exit portfolio → The Thesis Track option has gone through an extensive revision: it is now divided among three virtual courses, all with their deliverables and assessments located in their respective virtual classrooms. The examination process has been formalized and made more vigorous and consistent. → Multiple courses have undergone significant revisions to align the content with objectives → New courses (GD567 Diplomacy and Communication and GD546 International Security) have been developed. → The Exit Portfolio assessors have been given more training and guidance as to how to handle the task, and what to look for when assessing students' portfolios.	Program review 2015
Master of Arts in History	SLOs are approved by the University Curriculum Committee	→ Assignments throughout the Program → Portfolio → Presentation during residency → Student and Alumni Surveys	Associate Dean and Program Director on an annual basis	→ Ethics assignments have been added to all courses in the program → The Residency format for the Diplomacy program has been redesigned to allow both students and faculty members to present their research and exchange ideas.	Program review 2019

Master of Arts in International Relations	Catalog https://catalog.norwich.edu/onlineprograms catalog/masterdegrees/programs/masterofartsinternationalrelations/	→ Assignments throughout the Program → Presentation during residency → Student and Alumni Surveys	Associate Dean and Program Director on an annual basis	→ Improved the Field Exam design as a program-level assessment. → The Master's Research paper virtual seminar was redesigned for better classroom management and administration. A new set of guidelines was developed for the seminar supervisors and the examiners. → Started collecting qualitative feedback from program graduates. The first comprehensive Self-Study will be done in Summer 2021.	New program, launch: 2015-2016
Master of Arts in Military History	SLOs are approved by the University Curriculum Committee	→ Assignments throughout the Program → Portfolio → Presentation during residency → Student and Alumni Surveys	Associate Dean and Program Director on an annual basis	→ Developed new seminars as part of an elective system → Revised Program Objectives and connected specific objectives to specific assignments that are embedded throughout the MMH program of study. The matrices include student performance in weekly discussion postings on assigned scholarly readings, interactions with their classmates and instructors in discussion posting, and writing graduate-level assignments of varying lengths and purposes. → Modified Instructor Contract to include the Assessment activities as a part of the regular faculty's duty	Program review 2017
Master of Arts in Strategic Studies	Catalog https://catalog.norwich.edu/onlineprograms catalog/masterdegrees/programs/masterofartsstrategicstudies/	→ Capstone projects → Portfolios → Assignments throughout the Program → Presentation during residency → Student and Alumni Surveys	Associate Dean and Program Director on an annual basis	N/A, a new program, the first comprehensive Self-Study will be done in Summer 2026.	New program, launch: 2019-2020

Master of Business Administration	Catalog https://catalog.norwich.edu/onlineprograms catalog/masterdegrees/progr amsostudy/masterofbusinessadministration/	→ Peregrine Academic Services (PAS) Outbound comprehensive exam → Assignments throughout the Program → Presentation during residency (Case Study) → Student and Alumni Surveys	Associate Dean and Program Director on an annual basis	→ Developed new concentration in Supply Chain management and logistics which included multiple new courses (Supply Chain Management Strategy, Planning and Operations • GB547; Supply Chain Management Logistics, Design and Execution • GB557; Supply Chain Management Assessment, Integration, and Optimization • GB567) → Beginning in 2015 alumni are randomly selected for an interview concerning the effectiveness of the program. The Associate Academic Director randomly contacts 5-10 alumni who have graduated at least one year prior. → Beginning in 2014 employers have been contacted and asked to complete a survey concerning the program. The survey seeks to gain information concerning the relevance, value, and benefits of the program as well as any changes or improvements that are needed. → Developed standard rubrics for assessing the above learning objectives/outcomes	Program review 2015
Master of Civil Engineering	Catalog https://catalog.norwich.edu/onlineprograms catalog/masterdegrees/progr amsostudy/masterofcivilengineering/	→ Capstone projects → Portfolios → Presentation during residency → Student and Alumni Surveys	Associate Dean and Program Director on an annual basis	→ Course revisions are undertaken on a ranked scale where revisions are described and listed by type and extent. After the implementation of course revisions, the instructor monitors assesses, and reports on the effectiveness of implemented course revisions relative to the impact and improvement of student learning outcomes	Program review 2010
Master of Public Administration	SLOs are approved by the University Curriculum Committee	→ Substantive end of the seminar papers → Presentation during residency → Student and Alumni Surveys	Associate Dean and Program Director on an annual basis	→ Implemented a review and revision to MPA AD511, AD521 and AD531, on the basis of the holistic review of the Quality Matters Standards and compare them to each course. → Introduced the International Development and Influence I and II courses (AD564 and AD574)	Program review 2018
Master of Science in	Catalog https://catalog.norwich.edu/o	→ Substantive end of the seminar papers → Presentation during residency	Associate Dean and Program	N/A, a new program, the first comprehensive Self-Study will be done in Summer 2022.	New program, launch:

Criminal Justice	nineprograms catalog/master sdegrees/progr amsostudy/ma sterofsciencein criminaljustice	→ Student and Alumni Surveys	Director on an annual basis	2016-2017
Master of Science in Information Security and Assurance	Catalog https://catalog.norwich.edu/o nineprograms catalog/master sdegrees/progr amsostudy/ma sterofsciencein informationass urance/	→ Substantive end of the seminar papers → Presentation during residency → Student and Alumni Surveys → CISM and CISSP exam results (if taken)	Associate Dean and Program Director on an annual basis	Program review 2010
Master of Science in Leadership	SLOs are approved by the University Curriculum Committee	→ Substantive end of the seminar papers → Portfolio → Presentation during residency → Leadership Development Plan → Student and Alumni Surveys	Associate Dean and Program Director on an annual basis	Program review 2017

Master of Science in Nursing	Catalog https://catalog.norwich.edu/onlineprograms/catalog/masterdegrees/programsofstudy/masterofscienceinnursing/	→ Capstone projects → Competency project → Certification exam pass rates → Presentation during residency → Student and Alumni Surveys	School of Nursing Director, Graduate Program Coordinator on an annual basis	→ Established Residency Leadership Summit allowing organizations to bring real-world issues to hand-selected multidiscipline student teams for the problem-solving event → Revised curriculum was launch in December 201; the previous curriculum is being phased out sequentially. → Professional conduct policy has been developed for the MSN program. → The Nursing Informatics Concentration has been fully approved and is now available for student selection in the application process and the program's website.	Program review 2013
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E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

	(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.).*	(6) Date and nature of next scheduled review.
College of Professional Schools (CoPS), A. Tenkin, Dean					
<i>School of Architecture and Art, C. Armstrong, Director</i>					
Architectural Studies, BS	National Architectural Accrediting Board (NAAB) Note: BS in Architectural Studies is not an accredited degree, but the accreditation of Masters of Architecture includes the course of study that leads to BS in AS	Full accreditation, 2018	See Master of Architecture	Comprehensive studio design projects evaluated by outside reviewers; Internal portfolio reviews	2025
Master of Architecture	National Architectural Accrediting Board (NAAB)	Full accreditation, 2018	During the accreditation visit in 2017, the NAAB team that all conditions for continued accreditation were met by the program. The program must submit an annual statistical report and Interim progress reports every two years, as a condition of continuous accreditation.	External Reviewers for the thesis presentation. The final thesis used as evidence of meeting NAAB criteria.	2025 An interim progress report was submitted in 11/2018
<i>School of Nursing, P. Thabault, Director</i>					
Nursing, BS	Commission on Collegial Nursing Education (CCNE); Vermont Board of Nursing	Full accreditation, 2016	Unconditional Accreditation	NCLEX exam passing rate: 2017, 2018, 2019 – 100%	2026
<i>The David Crawford School of Engineering, S. Fitzhugh, Director</i>					

Civil Engineering, BS	Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET)	Full accreditation, 2014	Unconditional Accreditation	The programs must demonstrate that they satisfy all of the following General Criteria for Baccalaureate Level Programs: 1) Students; 2) Program Educational Objectives; 3) Program Outcomes; 4) Continuous Improvement; 5) Curriculum; 6) Faculty; 7) Facilities; 8) Administrative Support	2020
Electrical and Computer Engineering, BS	ABET	Full accreditation, 2014	Unconditional Accreditation		2020
Mechanical Engineering, BS	ABET	Full accreditation, 2014	Unconditional Accreditation		2020
Construction Management, BS	ABET	Full accreditation 2016	Unconditional Accreditation		2022
<i>School of Business, D. Blythe, Director</i>					
Management, BS	Association of College Business Schools and Programs (ACBSP)	2008, Quality Assurance review accepted 02/2010	Formal and systematic use of learning outcomes data in contours improvement.	The programs must demonstrate that they satisfy all of the following standards: 1) Leadership; 2) Strategic Planning; 3) Student and Stakeholder Focus; 4) Student Learning Assessment; 5) Faculty Focus; 6) Curriculum; 7) Business Unit Performance	Self-Study submitted in Fall 2019
Accounting, BS	Included as a part of ACBSP's Accreditation of the business program. Not a subject of a separate accreditation.	2008, Quality Assurance review accepted 02/2010	Formal and systematic use of learning outcomes data in contours improvement.		
College of Graduate and Continuing Studies (CGCS), W. Clements, Dean					
<i>Masters Programs, J. Ehrman, Associate Dean</i>					
Master of Business Administration <i>Program Director: J. Cordova</i>	Association of College Business Schools and Programs (ACBSP)	2008, Quality Assurance review accepted 02/2010	Formal and systematic use of learning outcomes data in contours improvement.	The programs must demonstrate that they satisfy all of the following standards: 1) Leadership; 2) Strategic Planning; 3) Student and Stakeholder Focus; 4) Student Learning Assessment; 5) Faculty Focus; 6) Curriculum; 7) Business Unit Performance	Self-Study submitted in Fall 2019

Master of Science in Nursing <i>Program Director: J. Hansen</i>	Commission on Collegial Nursing Education (CCNE); Vermont Board of Nursing	Full accreditation, 2013	Unconditional Accreditation	Student achievement of National Certification, Graduation rates are used as an outcome of the MSN Programs' effectiveness. The programs must demonstrate that they satisfy all of the following standards: 1) Mission and Governance; 2) Institutional Commitment and Resources; 3) Curriculum and Teaching-Learning Practices; 4) Aggregate Student and Faculty Outcomes	2023
Master of Public Administration <i>Program Director: R. Pelletier</i>	Network of Schools of Public Policy, Affairs, and Administration (NASPAA)	Initial accreditation	Currently Seeking Accreditation	The programs must demonstrate that they satisfy all of the following standards: 1) Managing the Program Strategically; 2) Matching Governance with the Mission; 3) Matching Operations with the Mission; Faculty Performance; 4) Matching Operations with the Mission: Serving Students; 5) Matching Operations with the Mission: Student Learning; 6) Matching Resources with the Mission; 7) Matching Communications with the Mission	Self-study is submitted 2019, awaiting response
College of Liberal Arts (CoLA), E. Kohn, Dean					
<i>School of Justice and Sociology, A. Vieira, Interim Director</i>					
Criminal Justice, BA	Even though CJ program is not formally accredited, it is approved by the Massachusetts Department of Higher Education for recertification as a PCIPP	Approved 2012	Unconditional approval	The programs must demonstrate that the student in the program achieves at a sufficient level in the following student learning objectives:	N/A: School is required to submit annual reports as a condition of continuation of approval.

	(Police Career Incentive Pay Program).			1) Development of Critical Thinking; 2) Communication Skills; 3) Technology and Computing Skills; 4) Quantitative Reasoning; 5) Ethical Decision-Making; 6) Understanding of Diversity	Full Program Visit Fall 2022
Education, BS Elementary Education (K-12)	Vermont Agency of Education via Vermont Standards Board for Professional Educators	2017	Full Approval The two-year report was submitted in 2019 Leadership needs to ensure collaboration between Elementary Education, Secondary Education, and Physical Education programs to provide unified, consistent expectations in all teacher preparation programs.	Passing rates of PRAXIS examination; graduation rates, quality of Licensure Portfolio. In addition to the above, the programs must demonstrate that they satisfy all of the following standards: 1) Content Knowledge, Pedagogy, and Professional Dispositions; 2) Systems of Assessment; 3) Field Experiences; 4) Resources and Practices	
College of Science and Mathematics (CoSM), M. McGinnis, Dean					
<i>Department of Health and Human Performance, A. Welch, Chair</i>					
Athletic Training, BS	Commission on Accreditation of Athletic Training Education (CAATE)	2011	Continual accreditation	02/2016: Program placed on probation for Standard 11: failure to meet BOC pass rate 08/2016: Analytic progress report complete. Program remains on probation for Standard 11: failure to meet BOC pass rate. 02/2017: Probation for Standard 11 removed. The program is compliant with all Standards. 2019 BOC Passing rate: 73%	The commission announced that it dis-continue accreditation of the baccalaureate-level programs beyond 2022

Master of Athletic Training	Commission on Accreditation of Athletic Training Education (CAATE)	New program to begin in 2022. Preliminary approval: of degree change from BS to MS: 11/2019	The program is currently seeking accreditation	In addition to a satisfactory level of BOC passing rate, the programs must demonstrate that they satisfy all of the following standards: 1) Program Effectiveness; 2) Student Learning; 3) Teaching Effectiveness	The program is currently undergoing a self-study with the report due to CAATE in 07/2020 Team visit is scheduled for AY 2020-21; with a final decision expected shortly mid-2021.
Physical Education, BS	Vermont Agency of Education via Vermont Standards Board for Professional Educators	2017	Full Approval The two-year report was submitted in 2019 Leadership needs to ensure collaboration between Elementary Education, Secondary Education, and Physical Education programs to provide unified, consistent expectations in all teacher preparation programs.	Passing rates of PRAXIS examination; graduation rates, quality of Licensure Portfolio. In addition to the above, the programs must demonstrate that they satisfy all of the following standards: 1) Content Knowledge, Pedagogy, and Professional Dispositions; 2) Systems of Assessment; 3) Field Experiences; 4) Resources and Practices	Full Program Visit Fall 2022
Mathematics, BS Secondary Education (7-12)	Vermont Agency of Education via Vermont Standards Board for Professional Educators	2017	Full Approval The two-year report was submitted in 2019 Leadership needs to ensure collaboration between Elementary Education, Secondary Education, and	Passing rates of PRAXIS examination; graduation rates, quality of Licensure Portfolio. In addition to the above, the programs must demonstrate that they satisfy all of the following standards:	Full Program Visit Fall 2022

			Physical Education programs to provide unified, consistent expectations in all teacher preparation programs.	1) Content Knowledge, Pedagogy, and Professional Dispositions; 2) Systems of Assessment; 3) Field Experiences; 4) Resources and Practices	
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NORWICH UNIVERSITY

Consolidated Financial Statements

Year Ended May 31, 2019
(With Comparative Information as of May 31, 2018)

(With Independent Auditors' Report Thereon)



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NORWICH UNIVERSITY

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Year Ended May 31, 2019
(With Comparative Information as of May 31, 2018)

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INDEPENDENT AUDITORS' REPORT

Board of Trustees
Norwich University
Northfield, Vermont

Report on the Financial Statements

We have audited the accompanying consolidated financial statements of Norwich University (a nonprofit organization) and affiliate, which comprise the consolidated statement of financial position as of May 31, 2019, and the related consolidated statements of activities, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

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

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

Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the consolidated financial position of Norwich University as of May 31, 2019, and the changes in their net assets and their cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information – Schedule of Expenditures of Federal Awards

Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the consolidated financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the consolidated financial statements as a whole.

Report on Summarized Comparative Information

We have previously audited Norwich University's financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 2, 2018. In our opinion, the summarized comparative information presented herein as of and for the year ended May 31, 2018 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Effect of Adopting New Accounting Standard

As described in Note 1, the Organization adopted the Financial Accounting Standards Board (FASB) Accounting Standards Update (ASU) 2016-14, *Not-For-Profit Entities* (Topic 958): *Presentation of Financial Statements of Not-For-Profit Entities*. Accordingly, the accounting change has been retrospectively applied to prior periods presented as if the policy had always been used. Our opinion is not modified with respect to that matter.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 10, 2019, on our consideration of Norwich University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the result of that testing, and not to provide an opinion on the effectiveness of Norwich University's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Norwich University's internal control over financial reporting and compliance.



CliftonLarsonAllen LLP

Boston, Massachusetts
December 9, 2019

NORWICH UNIVERSITY

Consolidated Statement of Financial Position

May 31, 2019
(With Comparative Information as of May 31, 2018)

(In Thousands)

	2019	2018
ASSETS		
Cash and Cash Equivalents	\$ 2,437	\$ 9,851
Short-Term Investments (note 4)	4,962	3,968
Accounts and Notes Receivable (note 2)	3,568	3,655
Contributions Receivable (note 3)	13,217	18,495
Inventory, Prepaid Expenses, and Other Assets	11,181	11,154
Loans Receivable, Net (note 2)	8,488	9,571
Investments (note 4)	214,229	217,770
Beneficial Interest in Perpetual Trust	7,067	7,069
Deposits Held by Trustees (note 5)	10	601
Land, Buildings, and Equipment, Net (note 7)	182,583	167,979
 Total Assets	 <u>\$ 447,742</u>	 <u>\$ 450,113</u>
 LIABILITIES		
Accounts Payable and Accrued Liabilities	\$ 9,440	\$ 11,436
Interest Rate Swap Liability (note 6)	13,940	12,291
Deferred Revenue, Advance Payments, and Annuity and Life Income Obligations	6,183	8,213
Notes and Leases Payable (note 5)	-	13
Bonds Payable (note 5)	80,313	82,654
Refundable U.S. Government Grants (note 2)	7,582	7,544
Total Liabilities	<u>117,458</u>	<u>122,151</u>
 COMMITMENTS AND CONTINGENCIES (note 8)		
 MUSEUM COLLECTIONS (note 1q)		
 NET ASSETS		
Net Assets without Donor Restrictions (note 9)	158,915	133,646
Net Assets with Donor Restrictions (note 9)	171,369	194,316
Total Net Assets	<u>330,284</u>	<u>327,962</u>
 Total Liabilities and Net Assets	 <u>\$ 447,742</u>	 <u>\$ 450,113</u>

See accompanying Notes to Consolidated Financial statements.

NORWICH UNIVERSITY

Consolidated Statement of Activities

Year Ended May 31, 2019
(With Comparative Information for the Year Ended May 31, 2018)

(In Thousands)

	Without Donor Restrictions	With Donor Restrictions	Total May 31, 2019	Total May 31, 2018
OPERATING REVENUES AND OTHER SUPPORT				
Tuition and Fees	\$ 117,142	\$ -	\$ 117,142	\$ 114,593
Residence and Dining	29,458	-	29,458	28,402
Uniform Sales	1,946	-	1,946	2,029
Less: Scholarships, Grants, and Other Aid	(62,196)	-	(62,196)	(59,086)
Net Tuition and Fees	86,350	-	86,350	85,938
Federal Appropriations, Grants, and Contracts	3,367	-	3,367	2,133
Private Contributions	900	1,022	1,922	1,770
Investment Income Used in Operations (note 4)	9,020	1,202	10,222	10,155
Campaign Net Assets Appropriated to Operations	3,293	-	3,293	3,088
Other Auxiliary Services	986	-	986	995
Other Income	3,543	48	3,591	3,718
Total Revenues and Other Support	107,459	2,272	109,731	107,797
Net Assets Released from Restrictions (note 10)	1,350	(1,350)	-	-
Total Revenue and Other Support and Net Assets Released from Restrictions	108,809	922	109,731	107,797
OPERATING EXPENSES				
Instruction	29,828	-	29,828	30,569
Academic Support	10,336	-	10,336	11,037
Research	1,237	-	1,237	1,131
Student Services	25,787	-	25,787	23,897
Institutional Support	17,385	-	17,385	16,538
Auxiliary Enterprises	20,166	-	20,166	19,734
Total Expenditures	104,739	-	104,739	102,906
CHANGE IN NET ASSETS FROM OPERATING ACTIVITIES	4,070	922	4,992	4,891
Nonoperating Activities:				
Investment Return in Excess of Spending Plan	(2,631)	(1,490)	(4,121)	8,468
Campaign Gifts and Pledges	74	12,146	12,220	8,027
Campaign Net Assets Appropriated to Operations	-	(3,293)	(3,293)	(3,088)
Change in Split Interest Agreements	766	106	872	373
Change in Perpetual Trust	-	(2)	(2)	384
Related Entity Revenue (note 11)	1,753	-	1,753	1,732
Related Entity Expense (note 11)	(2,159)	-	(2,159)	(2,282)
Fundraising Expenses	(3,868)	-	(3,868)	(3,593)
Change in Interest Rate Swap Liability	(1,648)	-	(1,648)	4,373
Strategic Initiative Expenses	(2,740)	-	(2,740)	(783)
Other Expenses and Reclassifications	1,445	(1,129)	316	(325)
Net Assets Released from Restrictions (note 10)	30,207	(30,207)	-	-
Change in Net Assets from Nonoperating Activities	21,199	(23,869)	(2,670)	13,286
CHANGE IN NET ASSETS	25,269	(22,947)	2,322	18,177
Net Assets - Beginning of Year	133,646	194,316	327,962	309,785
NET ASSETS - END OF YEAR	<u>\$ 158,915</u>	<u>\$ 171,369</u>	<u>\$ 330,284</u>	<u>\$ 327,962</u>

See accompanying Notes to Consolidated Financial statements.

NORWICH UNIVERSITY

Consolidated Statement of Cash Flows

Year Ended May 31, 2019

(With Comparative Summarized Information for the Year Ended May 31, 2018)

(In Thousands)

	2019	2018
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in Net Assets	\$ 2,322	\$ 18,177
Adjustments to Reconcile Change in Net Assets to Net Cash		
Used by Operating Activities:		
Depreciation and Amortization	8,886	8,363
Change in Estimated Value of Interest Rate Swap Agreements	1,648	(4,373)
Net Realized and Unrealized Gains on Investments	(5,554)	(17,698)
Loss (Gain) on Disposal of Assets	-	(90)
Contributions Restricted for Plant	(11,776)	(11,121)
Contributions Restricted for Endowment	(3,506)	(1,141)
Change in Accounts Receivable	88	(449)
Change in Contributions Receivable	5,278	4,698
Change in Inventory, Prepaid Expenses, and Other Assets	(27)	738
Change in Beneficial Interest in Perpetual Trust	2	(384)
Change in Accounts Payable and Accrued Liabilities	(163)	(2,071)
Change in Deferred Revenue, Advanced Payments, and Annuity Life Income Obligations	(2,030)	(582)
Net Cash Used by Operating Activities	(4,832)	(5,933)
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of Investments	(18,101)	(43,167)
Proceeds from Sale and Maturity of Investments	26,203	58,118
Change in Student Loans Receivable, Net	1,083	(29)
Acquisition of Land, Buildings and Equipment	(25,280)	(29,597)
Net Cash Used by Investing Activities	(16,095)	(14,675)
CASH FLOWS FROM FINANCING ACTIVITIES		
Change in Refundable U.S. Government Advances	38	(42)
Contributions Restricted for Endowment	3,506	1,141
Contributions Restricted for Plant	11,776	11,121
Cash Released by and received from Bond Trustee	(4)	1,429
Debt Repayment	(1,803)	(3,103)
Net Cash Provided by Financing Activities	13,513	10,546
NET DECREASE IN CASH AND CASH EQUIVALENTS	(7,414)	(10,062)
Cash and Cash Equivalents - Beginning of Year	9,851	19,913
CASH AND CASH EQUIVALENTS - END OF YEAR	\$ 2,437	\$ 9,851
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION		
Cash Paid During the Year for Interest	\$ 3,620	\$ 3,385

See accompanying Notes to Consolidated Financial statements.

NORWICH UNIVERSITY

Notes to Consolidated Financial Statements

May 31, 2019

(With Comparative Information as of May 31, 2018)

(In Thousands)

(1) Nature of Operations and Significant Accounting Policies

(a) *Nature of Operations*

Norwich University (the University) is a private co-educational institute of post-secondary education. In addition to offering 38 undergraduate degree programs, the University offers an on-line masters degree in 12 programs, 7 on-line undergraduate degree completion programs, and a residential masters in architecture.

(b) *Basis of Presentation*

External financial reporting for nonprofit organizations includes three basic financial statements and the classification of resources into net assets based on the existence or absence of donor-imposed restrictions. The University records unconditional promises to give (pledges) as receivables and revenue and distinguishes between contributions received for each net asset category in accordance with donor-imposed restrictions. In the accompanying consolidated financial statements, net asset categories are as follows:

Without Donor Restrictions – Net assets that are not subject to donor-imposed stipulations but may be designated for specific purposes by action of the board of trustees or management.

With Donor Restrictions – Net assets whose use by the University is limited by donor-imposed stipulations that either expire by passage of time or that can be fulfilled or removed by actions of the University pursuant to those stipulations. This category includes realized and unrealized gains (losses) on donor restricted endowment funds that have not been appropriated for expenditure by the board of trustees in accordance with the Uniform Prudent Management of Institutional Funds Act (UPMIFA). This category also includes net assets whose corpus is restricted by the donor to be invested in perpetuity whose income may be made available for stipulated purposes.

Expenses are reported as decreases in net assets without donor restrictions. Donor restricted gifts that are received and spent within the same operating cycle are reported as revenues without donor restrictions. When a donor restriction expires because the time or purpose stipulation has been met, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions. Gifts of long-lived assets are reported as revenue without donor restrictions, only if there is no purpose or use restriction. Gifts specified for the acquisition or construction of long-lived assets are reported as net assets without donor restrictions when the assets are placed in service.

The consolidated financial statements include certain prior-year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with generally accepted accounting principles. Accordingly, such information should be read in conjunction with the University's consolidated financial statements for the year ended May 31, 2018, from which the summarized information was derived.

NORWICH UNIVERSITY

Notes to Consolidated Financial Statements

May 31, 2019

(With Comparative Information as of May 31, 2018)

(In Thousands)

(1) Nature of Operations and Significant Accounting Policies (Continued)

(c) *Principles of Consolidation*

The consolidated financial statements of Norwich University include the net assets and operations of Norwich University Applied Research Institutes (NUARI), a nonprofit, tax-exempt corporation whose purpose is to provide research and development of technologies targeting national defense preparedness and response. Certain members of NUARI's board of directors are employed by or affiliated with the University, which provides NUARI with telecommunication services and equipment rentals. All transactions with the University are within the ordinary course of business and are considered by management to have been conducted on an arms-length basis. The net amount due from (to) NUARI as of May 31, 2019 and 2018 is (\$26) and (\$15), respectively. For additional information about NUARI, refer to footnote 11.

(d) *Use of Estimates*

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates. The current economic environment increases the inherent uncertainty of those estimates. Estimates recorded at May 31, 2019 and 2018 include nonreadily marketable investments, asset retirement obligations, the collectability of accounts, loans, and contributions receivable, split interest agreements and the valuation of the interest rate swap liability.

(e) *Nonoperating Activities*

Nonoperating activities reflect transactions of a long-term investment or capital nature, including contributions to be invested by the University to generate a return that will support future operations, contributions to be received or appropriated in the future, contributions to be used for facilities and equipment and investment return net of the amount the University has appropriated for current operational support in accordance with the University's endowment spending guidelines. Nonoperating activities also include NUARI revenues and expenses, extraordinary events and changes in swap valuations.

NORWICH UNIVERSITY

Notes to Consolidated Financial Statements

May 31, 2019
(With Comparative Information as of May 31, 2018)

(In Thousands)

(1) Nature of Operations and Significant Accounting Policies (Continued)

(f) *Cash and Cash Equivalents*

Cash and cash equivalents are recorded at fair value. These funds are available for current operating needs and include interest-bearing cash accounts, money market accounts, mutual funds, and certificates of deposit with original maturities of three months or less. As of May 31, 2019 and 2018, cash and cash equivalents include \$0 and \$52, respectively, earmarked for the capital campaign through either donor or internal designation.

(g) *Deposits Held by Trustee*

Deposits held by Trustee consist of amounts deposited to satisfy debt service requirements and undisbursed construction bond proceeds.

(h) *Investments*

Investments are reported at their respective fair values. The values of publicly traded fixed income and equity securities are based upon quoted market prices. Investments in units of nonpublicly traded pooled funds are valued at the unit value determined by the fund's administrator based on quoted market prices of the underlying investments. Private equities and certain nonmarketable securities are valued using current estimates of fair value by management based on information provided by the general partner or investment manager for the respective funds. If valuations are provided by the general partner or investment manager on a quarterly basis, then management estimates year-end values based upon valuations provided as of March 31.

University management is responsible for the fair value measurement of investments reported in the consolidated financial statements. The University has implemented policies and procedures to assess the reasonableness of the fair values provided. Because of the inherent uncertainty of valuation for these investments, the estimate of the investment manager or general partner may differ from the values that would have been used had a ready market existed, and the differences could be significant. The agreements underlying participation in nonmarketable investment funds may limit the University's ability to liquidate its interest in such investments for a period of time. The University believes that the reported values of its nonmarketable securities at the consolidated statement of financial position date are reasonable.

(i) *Endowment*

Endowment funds are subject to the restrictions of gift instruments requiring that the principal be invested in perpetuity and only the income be utilized. While board-designated funds have been established by the governing board for the same purposes as endowment funds, any portion of board-designated funds may be expended.

NORWICH UNIVERSITY

Notes to Consolidated Financial Statements

May 31, 2019
(With Comparative Information as of May 31, 2018)

(In Thousands)

(1) Nature of Operations and Significant Accounting Policies (Continued)

(i) *Endowment (Continued)*

The board of trustees has adopted a spending policy whereby the University utilizes 5.0% for each of the years ended May 31, 2019 and 2018, of the product of the average pooled unit value for the 12 prior quarters ending December 31 and the number of pooled units on hand at December 31. During the years ended May 31, 2019 and 2018, \$10,222 and \$10,155, respectively, was distributed for use in operations. Additionally, the University withdrew \$3,312 and \$783 in addition to the spending plan from quasi-endowment funds to fund strategic initiatives during the years ended May 31, 2019 and 2018, respectively.

(j) *Split-Interest Agreements*

The University's split-interest agreements with donors consist of irrevocable charitable gift annuities, pooled income funds, and charitable remainder trusts held and administered by others. For annuity contracts, the contributed assets are included as part of prepaid and other assets at fair value. Charitable gift annuity assets as of May 31, 2019 and 2018 were \$7,160 and \$6,983, respectively. Contribution revenues are recognized as of the date the donated assets are transferred to the University and liabilities are recorded for the present value of the estimated future payments to the donors and/or other beneficiaries. The liabilities are adjusted during the term of the annuities consistent with changes in assumptions and are included as part of deferred revenue, advance payments and annuity and life income obligations.

For charitable remainder trusts held and administered by others, the present values of the estimated future cash receipts from the trusts are recognized as contributions receivable and contribution revenues as of the dates the trusts are established. Distributions from these trusts are recorded as contributions and the carrying value of the assets is adjusted for changes in the estimates of future receipts. The University uses discount rates ranging from 4.125% to 7.0% as established upon receipt of the trust to determine the present value of the estimated future cash receipts. The trusts were valued at \$498 and \$1,550 at May 31, 2019 and 2018, respectively.

NORWICH UNIVERSITY

Notes to Consolidated Financial Statements

May 31, 2019
(With Comparative Information as of May 31, 2018)

(In Thousands)

(1) Nature of Operations and Significant Accounting Policies (Continued)

(k) Beneficial Interest in Perpetual Trust

At May 31, 2019 and 2018, funds held in trust of \$7,067 and \$7,069, respectively, consist of resources neither in the possession nor under the control of the University and administered by outside trustees, with the University deriving income from the assets of such trust. This amount is recognized at the fair value of the University's portion of the underlying investments.

(l) Property and Equipment

Land, land improvements, buildings, computers, instructional equipment, and certain transportation vehicles are stated at cost at date of acquisition or fair value at date of donation in the case of gifts, less accumulated depreciation. Personal equipment, including instructional equipment, furniture, and transportation vehicles are being depreciated on the straight-line method over a five-year useful life. Buildings and improvements are being depreciated on the straight-line method over the remaining estimated useful lives of the buildings which range from twenty to fifty years. The cost and related accumulated depreciation of all plant and equipment retired or otherwise disposed of are removed from the accounts. Any gain or loss is included in income. Maintenance and repair costs are charged to expense as incurred, and significant leasehold improvements are capitalized. The University considers for capitalization all property with a cost in excess of five thousand dollars and a useful life greater than one year.

(m) Inventory

Inventories are valued on the first-in, first-out (lower of cost or net realizable value) basis but not in excess of net realizable value.

(n) Bond Issuance Costs

Bonds payable balances include bonds payable net of debt issuance costs that are being amortized using the effective interest rate method over the life of the bonds, which is 30 years. Unamortized debt issuance costs were \$632 and \$676 at May 31, 2019 and 2018, respectively.

(o) Contributions

Contributions received, including unconditional promises, are recognized as revenues when the donor's commitment is received. Unconditional promises are recognized at the estimated present value of the future cash flows, net of allowances. The discount rate utilized is the U.S. Treasury note rate commensurate with the life and date of the pledge. Conditional promises are recorded when donor stipulations are met.

NORWICH UNIVERSITY

Notes to Consolidated Financial Statements

May 31, 2019

(With Comparative Information as of May 31, 2018)

(In Thousands)

(1) Nature of Operations and Significant Accounting Policies (Continued)

(p) *Income Taxes*

The University and NUARI are both nonprofit corporations as described in Section 501(c)(3) of the U.S. Internal Revenue Code (IRC) and is generally exempt from federal income tax under Section 501(a) of the IRC. The University, including NUARI, the consolidated exempt entity, believes it has taken no significant uncertain tax positions.

(q) *Museum Collections*

The University's collections are made up of artifacts of historical significance, scientific specimens and art objects that are held for educational, research, scientific, and curatorial purposes. Each of the items is cataloged, preserved, and cared for, and activities verifying their existence and assessing their condition are performed continuously.

The University's collections, which were acquired through purchases and contributions since the University's inception, are not recognized as assets on the consolidated statement of financial position. Purchases of collection items are recorded as decreases in net assets without donor restrictions in the year in which the items are acquired or as net assets with donor restrictions, if the assets used to purchase the items are restricted by donors. Contributed collection items are not reflected on the consolidated financial statements.

The University records items of collections, which are received for educational purposes and generally displayed throughout the University, as a gift at nominal value. These gifts are not disposed of for financial gain or otherwise encumbered in any manner.

(r) *Functional Expenses*

Depreciation, operations and maintenance costs and interest are allocated to the functional expense categories reported with the operating section of the statement of activities. They are allocated based upon the use of facilities. The University has one major program – education. All functional expense categories, with the exception of institutional support, can be classified as expenses supporting the major program. Institutional support expenses are considered administrative expenses and capital campaign expenses, included in nonoperating activities are considered fundraising expenses.

(s) *Self-Insurance*

The University participates in a self-insured plan for employee health and dental benefits under a retrospective-rate policy where the ultimate premium is based on actual claims made. These costs are accounted for on an accrual basis. Due to the nature of the estimated health and dental expense, it is at least reasonably possible that a change in estimate will occur in the short term.

NORWICH UNIVERSITY

Notes to Consolidated Financial Statements

May 31, 2019
(With Comparative Information as of May 31, 2018)

(In Thousands)

(1) Nature of Operations and Significant Accounting Policies (Continued)

(t) *Change in Accounting Principle*

The University has adopted the accounting guidance in Financial Accounting Standards Board (FASB) Accounting Standards Update (ASU) 2016-14, *Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities*, which changes presentation and disclosure requirements for nonprofit entities to provide more relevant information about their resources (and the changes in those resources) to donors, granters, creditors, and other users. These include qualitative and quantitative requirements in the following areas: net asset classes, investment return, expenses, and liquidity. Adoption of the new standard had no effect on the previously reported total change in net assets or net assets balance.

(u) *New Accounting Pronouncements Effective in Future Accounting Period*

On May 28, 2014, the FASB issued Accounting Standards Update No. 2014-09, *Revenue from Contracts with Customers (Topic 606)*. The guidance requires an entity to recognize revenue to depict the transfer of goods or services to customers in an amount that reflects the consideration to which an entity expects to be entitled in exchange for those goods or services. The guidance also requires expanded disclosures relating to the nature, amount, timing, and uncertainty of revenue and cash flows arising from contracts with customers. Additionally, qualitative and quantitative disclosures are required regarding customer contracts, significant judgments and changes in judgments, and assets recognized from the costs to obtain or fulfill a contract. The standard will be effective for the University for annual reporting periods beginning after December 15, 2018. Management is evaluating the impact of the amended revenue recognition guidance on the University's financial statements.

In February 2016, FASB issued ASU 2016-02, *Leases (Topic 842)*. This update increases transparency and comparability among organizations by recognizing lease assets and lease liabilities on the balance sheet and disclosing key information about leasing arrangements. ASU 2016-02 is effective for fiscal years beginning after December 15, 2019. Management is evaluating the impact of the amended lease guidance on the University's financial statements.

In June 2018, FASB issued an ASU 2018-08 *Not-For-Profit Entities (Topic 958): Clarifying the Scope and Accounting Guidance for Contributions Received and Contributions Made*. The ASU provides guidance on distinguishing between contributions and exchange transactions. If a contribution is unconditional, the entity must determine whether it is donor restricted for limited purpose or timing. These contributions should be recognized immediately and classified as net assets with or without donor restrictions. If a contribution is conditional and net assets are received in advance, the entity should record a liability and not recognize revenue until conditions are met. Guidance is further provided regarding reciprocal and nonreciprocal transactions. If both parties receive similar value, the transaction is considered reciprocal. The standard will be effective for the University for annual reporting periods beginning after December 15, 2018.

NORWICH UNIVERSITY

Notes to Consolidated Financial Statements

May 31, 2019
(With Comparative Information as of May 31, 2018)

(In Thousands)

(2) Student Loans Receivable

The University issues uncollateralized loans to students based on financial need. Student loans are funded through federal government loan programs. Allowances for doubtful accounts are established based upon prior collection experience and current economic factors, which, in management's judgment, could influence the ability of loan recipients to repay the amounts per the loan terms. At May 31, 2019 and 2018, student loans represented less than 1% of total assets.

Student loans receivable consist of the following:

	2019	2018
Federal Government Programs, Gross	\$ 8,310	\$ 9,573
Income share agreements, gross	221	-
Less: Allowance for Doubtful Accounts:		
Beginning of year	(2)	(5)
Increases	(41)	3
End of year	(43)	(2)
Student Loans Receivable, Net	<u>\$ 8,488</u>	<u>\$ 9,571</u>

Student loans receivable are included in loans receivable, net on the consolidated statement of financial position. Accounts and notes receivable on the consolidated statement of financial position include receivables from students' accounts, ROTC receivables, federal student aid, and grants. These other receivables total \$3,568 and \$3,655 as of May 31, 2019 and 2018, respectively. Allowances for these receivables total \$740 and \$525 as of May 31, 2019 and 2018, respectively.

Government advances and related interest earned on Perkins Loans and Faculty Nurse Loans of \$7,582 and \$7,544 as of May 31, 2019 and 2018, respectively, are ultimately refundable to the United States Government and thus are reported as a liability.

At May 31, 2019 and 2018, the following amounts were past due under student loan programs:

	2019	2018
1 - 240 Days Past Due	\$ 1,237	\$ 557
240 Days - 2 Years Past Due	156	321
2 Years - 5 Years Past Due	112	184
Over 5 Years Past Due	-	10
Total Past Due	<u>\$ 1,505</u>	<u>\$ 1,072</u>

NORWICH UNIVERSITY

Notes to Consolidated Financial Statements

May 31, 2019
(With Comparative Information as of May 31, 2018)

(In Thousands)

(3) Contributions Receivable

The following represents contributions receivable at May 31:

	2019	2018
In One Year or Less	\$ 8,868	\$ 8,062
Between One Year and Five Years	6,370	11,358
More than Five Years	498	1,550
Contributions Receivable, Gross	15,736	20,970
Less: Discount for Present Value	298	410
Less: Allowance for Uncollectible Contributions	2,221	2,065
Contributions Receivable, Net	\$ 13,217	\$ 18,495

The University uses discount rates ranging from 1.83% to 5.00% as established upon receipt of the contributions to determine the present value of contributions receivable.

The University has one charitable remainder trust agreement with donors (the University is not the trustee). The donors are beneficiaries of the trust and will receive annual payments until their deaths. At such time the University will receive the trust corpus. The donors have not placed any restrictions on the use of the corpus. The University has recorded these trusts, included in the table above, at the net present value of the estimated future payments due to the University, which is \$498 and \$1,550 at May 31, 2019 and 2018, respectively.

(4) Investments and Fair Value Measurements

(a) Overall Investment Objective

The overall investment objective of the University is to invest its assets in a prudent manner that will achieve a long-term rate of return sufficient to fund a portion of its annual operating activities and increase investment value after inflation. The University diversifies its investments among various asset classes incorporating multiple strategies and managers. Major investment decisions are authorized by the board's investment committee, which oversees the University's investment program in accordance with established guidelines.

NORWICH UNIVERSITY

Notes to Consolidated Financial Statements

May 31, 2019
(With Comparative Information as of May 31, 2018)

(In Thousands)

(4) Investments and Fair Value Measurements (Continued)

(b) *Allocation of Investment Strategies*

In addition to traditional stocks and fixed-income securities, the University may also hold shares or units in institutional funds as well as in alternative investment funds involving hedged strategies, private equity and real asset strategies. Hedged strategies involve funds whose managers have the authority to invest in various asset classes at their discretion, including the ability to invest long and short. Funds with hedged strategies generally hold securities or other financial instruments for which a ready market exists and may include stocks, bonds, put or call options, swaps, currency hedges and other instruments, and are valued accordingly. Private equity funds employ buyout and venture capital strategies or focus on investments in turn-around situations. Real asset funds generally hold interests in real estate, energy, and/or agriculture (through publicly traded securities or private partnership), and/or commodities (through publicly traded future contracts). Private equity and real asset strategies therefore often require the estimation of fair values by the fund managers in the absence of readily determinable market values. Because of the inherent uncertainties of valuation, these estimated fair values may differ significantly from values that would have been used had a ready market existed, and the differences could be material. Such valuations are determined by fund managers and generally consider variables such as operating results, comparable earnings multiples, projected cash flows, recent sales prices, and other pertinent information, and may reflect discounts for the illiquid nature of certain investments held. Moreover, the fair values of the University's interests in shares or units of these funds, because of liquidity and capital commitment terms that vary depending on the specific fund or partnership agreement, may differ from the fair value of the funds' underlying net assets.

(c) *Basis of Reporting*

Investments are reported at estimated fair value. If an investment is held directly by the University and an active market with quoted prices exists, the market price of an identical security is used as reported fair value. Reported fair values for shares in mutual funds are based on share prices reported by the funds as of the last business day of the fiscal year.

The University's interests in alternative investment funds are generally reported at the net asset value (NAV) reported by the fund managers, which is used as a practical expedient to estimate the fair value of the University's interest therein, unless it is probable that all or a portion of the investment will be sold for an amount different from NAV. As of May 31, 2019 and 2018, the University had no specific plans or intentions to sell investments at amounts different than NAV.

NORWICH UNIVERSITY

Notes to Consolidated Financial Statements

May 31, 2019

(With Comparative Information as of May 31, 2018)

(In Thousands)

(4) Investments and Fair Value Measurements (Continued)

(c) Basis of Reporting (Continued)

The three levels of the fair value hierarchy are:

- *Level 1* – quoted prices (unadjusted) in active markets that are accessible at the measurement date for assets or liabilities;
- *Level 2* – observable prices that are based on inputs not quoted in active markets, but corroborated by market data; and
- *Level 3* – inputs are derived from valuation methodologies, including pricing models, discounted cash flow models and similar techniques, and are not based on market, exchange, dealer, or broker-traded transactions. In addition, Level 3 valuations incorporate assumptions and projections that are not observable in the market, and significant professional judgment in determining the fair value assigned to such assets or liabilities. The University's ability to redeem its interest in the investment is also a factor in determining the classification of those investments.

The fair value hierarchy gives the highest priority to Level 1 inputs and the lowest priority to Level 3 inputs. In determining fair value, the University utilizes valuation techniques that maximize the use of observable inputs and minimize the use of unobservable inputs to the extent possible.

The following tables summarize the University's investments and other assets by major category in the fair value hierarchy as of May 31, 2019 and 2018, as well as related strategy, liquidity and funding commitments:

NORWICH UNIVERSITY

Notes to Consolidated Financial Statements

May 31, 2019
(With Comparative Information as of May 31, 2018)

(In Thousands)

(4) Investments and Fair Value Measurements (Continued)

(c) Basis of Reporting (Continued)

May 31, 2019

Description	Level 1	Level 2	Level 3	Measured at NAV	Total	Redemption or Liquidation	Days' Notice
Investments by Strategy							
Short-Term Investments:							
Fixed Income	\$ -	\$ 4,962	\$ -	\$ -	\$ 4,962	Daily	1
Total Short-Term Investments	-	4,962	-	-	4,962		
Long-Term Investments:							
U.S. Equities:							
Large Cap	15,749	-	-	17,268	33,017	Daily	1
Small Cap	3,977	-	-	-	3,977	Daily	1
Total	19,726	-	-	17,268	36,994		
Global Equities ex U.S.:							
Developed Markets	-	-	-	25,850	25,850	Daily/Monthly	1 - 15
Emerging Markets	6,000	-	-	11,007	17,007	Daily/Monthly	1 - 30
Total	6,000	-	-	36,857	42,857		
Fixed Income:							
U.S. Gov't Fixed Income	11,069	-	-	-	11,069	Daily	1
Multi-Sector Fixed Income	8,270	-	-	-	8,270	Daily	1
Total	19,339	-	-	-	19,339		
Hedge Funds:							
Long/Short	-	-	-	17,363	17,363	Quarterly/Annually	30 - 90
Absolute Return ¹	-	-	-	34,300	34,300	Quarterly/Illiquid	45 - 90
Total	-	-	-	51,663	51,663		
Private Equity Investments ²	-	-	-	87	87	Illiquid	N/A
Venture Capital Investments	-	-	-	38,337	38,337	Illiquid	N/A
Real Assets:							
Real Estate	-	-	-	5,196	5,196	Daily/Illiquid	1 - N/A
Oil and Gas	-	-	54	-	54	Daily/Illiquid	1 - N/A
Natural Resources	7,985	-	-	-	7,985	Annual	30
Total	7,985	-	54	5,196	13,235		
Other Equity	-	-	654	-	654	Illiquid	N/A
Cash and Equivalents	11,063	-	-	-	11,063	Daily	1
Total Long-Term Investments	64,113	-	708	149,408	214,229		
Funds Held by Bond Trustee ³	10	-	-	-	10	Illiquid	N/A
Funds Held in Trust by Others	-	-	7,067	-	7,067	Illiquid	N/A
Total Assets	\$ 64,123	\$ 4,962	\$ 7,775	\$ 149,408	\$ 226,268		
Liabilities:							
Interest Rate Swap Agreement	\$ -	\$ (13,940)	\$ -	\$ -	\$ (13,940)	Illiquid	N/A
Total Liabilities	\$ -	\$ (13,940)	\$ -	\$ -	\$ (13,940)		

¹ 7.7 million is subject to a 2 year rolling lockup

² Private equity and venture capital funds have an initial term of 11 years with extensions of 2 to 3 years, and have an average remaining life of 4 years

³ The underlying investments of all funds held by bond trustee are cash and cash equivalents

NORWICH UNIVERSITY

Notes to Consolidated Financial Statements

May 31, 2019
(With Comparative Information as of May 31, 2018)

(In Thousands)

(4) Investments and Fair Value Measurements (Continued)

(c) Basis of Reporting (Continued)

May 31, 2018

Description	Level 1	Level 2	Level 3	Measured at NAV	Total	Redemption or Liquidation	Days' Notice
Investments by Strategy							
Short-Term Investments:							
Fixed Income	\$ -	\$ 3,968	\$ -	\$ -	\$ 3,968	Daily	1
Total Short-Term Investments	-	3,968	-	-	3,968		
Long-Term Investments:							
U.S. Equities:							
Large Cap	17,199	-	-	17,692	34,891	Daily	1
Small Cap	5,793	-	-	-	5,793	Daily	1
Total	22,992	-	-	17,692	40,684		
Global Equities ex U.S.:							
Developed Markets	-	-	-	31,148	31,148	Daily/Monthly	1 - 15
Emerging Markets	7,788	-	-	16,118	23,906	Daily/Monthly	1 - 30
Total	7,788	-	-	47,266	55,054		
Fixed Income:							
U.S. Gov't Fixed Income	10,415	-	-	-	10,415	Daily	1
Multi-Sector Fixed Income	6,032	-	-	-	6,032	Daily	1
Total	16,447	-	-	-	16,447		
Hedge Funds:							
Long/Short	-	-	-	23,002	23,002	Quarterly/Annually	30 - 90
Absolute Return ¹	-	-	-	29,567	29,567	Quarterly/Illiquid	45 - 90
Total	-	-	-	52,569	52,569		
Private Equity Investments ²	-	-	-	129	129	Illiquid	N/A
Venture Capital Investments	-	-	-	30,800	30,800	Illiquid	N/A
Real Assets:							
Real Estate	4,440	-	-	447	4,887	Daily/Illiquid	1 - N/A
Oil and Gas	-	-	50	46	96	Daily/Illiquid	1 - N/A
Natural Resources	12,138	-	-	-	12,138	Annual	30
Total	16,578	-	50	493	17,121		
Other Equity	360	-	591	-	951	Illiquid	N/A
Cash and Equivalents	-	-	-	-	4,015	Daily	1
Total Long-Term Investments	64,165	-	641	148,949	217,770		
Funds Held by Bond Trustee ³	-	-	-	-	601	Illiquid	N/A
Funds Held in Trust by Others	-	-	7,069	-	7,069	Illiquid	N/A
Total Assets	\$ 64,165	\$ 3,968	\$ 7,710	\$ 148,949	\$ 229,408		
Liabilities:							
Interest Rate Swap Agreement	\$ -	\$ (12,291)	\$ -	\$ -	\$ (12,291)	Illiquid	N/A
Total Liabilities	\$ -	\$ (12,291)	\$ -	\$ -	\$ (12,291)		

¹ \$7.9 million is subject to a 2 year rolling lockup.

² Private equity and venture capital funds have an initial term of 11 years with extensions of 2 to 3 years, and have an average remaining life of 4 years.

³ The underlying investments of all funds held by bond trustees are cash and cash equivalents.

NORWICH UNIVERSITY

Notes to Consolidated Financial Statements

May 31, 2019
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(4) Investments and Fair Value Measurements (Continued)

U.S. Treasuries and registered mutual funds are classified in Level 1 of the fair value hierarchy as defined in note 1(h) because their fair values are based on quoted prices for identical securities. Most investments classified in Levels 2 and 3 consist of shares or units in nonregistered investment funds as opposed to direct interests in the funds' underlying securities, some of which are marketable or not difficult to value. Because each fund's reported NAV is used as a practical expedient to estimate the fair value of the University's interest therein, the level in which a fund's fair value measurement is classified is based on the University's ability to redeem its interest at or near the date of the consolidated statement of financial position. Accordingly, the inputs or methodology used for valuing or classifying investments for financial reporting purposes are not necessarily an indication of the risks associated with those investments or a reflection of the liquidity of or degree of difficulty in estimating the fair value of each fund's underlying assets and liabilities.

The following tables are a reconciliation of Level 3 investments for the years ending May 31, 2019 and 2018:

	Real Assets and Other Assets	Total
May 31, 2018	\$ 7,710	\$ 7,710
Income	63	63
Unrealized Gain	2	2
May 31, 2019	<u>\$ 7,775</u>	<u>\$ 7,775</u>

	Real Assets and Other Assets	Total
May 31, 2017	\$ 7,274	\$ 7,274
Income	40	40
Unrealized Gain	396	396
May 31, 2018	<u>\$ 7,710</u>	<u>\$ 7,710</u>

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(4) Investments and Fair Value Measurements (Continued)

At May 31, 2019, the University's outstanding commitments to certain limited partnerships totaled \$5,153. The capital is called on an as-needed basis by the limited partnerships. University management estimates that \$3,050 will be called annually. The following is a summary of capital commitments by class:

Class:	Outstanding Commitment
Oil and Gas	\$ 1,000
Private Equity	44
Venture Capital	4,109
Total	<u>\$ 5,153</u>

The return on investments for the years ended May 31, 2019 and 2018 was as follows:

	2019	2018
Dividends and Interest	\$ 1,730	\$ 2,084
Net Realized and Unrealized Gains	5,556	17,698
Less: Management Investment Fees	<u>(1,185)</u>	<u>(1,159)</u>
Total Return on Endowment Investments	6,101	18,623
Less: Investment Return Designated for Current Operations	<u>(10,222)</u>	<u>(10,155)</u>
Excess of Investment Returns Less than Amounts Distributed to Current Operations	<u>\$ (4,121)</u>	<u>\$ 8,468</u>

Investment returns are included in the consolidated statements of activities as follows for the years ended May 31:

	2019	2018
Investment Return:		
Operating:		
Investment Income Used in Operations	\$ 10,222	\$ 10,155
Nonoperating Activities:		
Investment Return in Excess of Investment Income Used in Operations	(2,631)	2,598
Changes in Net Assets with Donor Restrictions:		
Investment Return in Excess of Investment Income Used in Operations	(1,490)	5,870
Investment Return	<u>\$ 6,101</u>	<u>\$ 18,623</u>

NORWICH UNIVERSITY

Notes to Consolidated Financial Statements

May 31, 2019
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(4) Investments and Fair Value Measurements (Continued)

Private equity and venture capital investments are generally made through limited partnerships. Under the terms of such agreements, the University may be required to provide additional funding when capital or liquidity calls are made by fund managers. These partnerships have a limited existence, and they may provide for annual extensions for the purpose of disposing portfolio positions and returning capital to investors. However, depending on market conditions, the inability to execute the fund's strategy, or other factors, a manager may extend the terms of a fund beyond its originally anticipated existence or may wind the fund down prematurely. The University cannot anticipate such changes because they generally arise from unforeseeable events, but should they occur they could reduce liquidity or originally anticipated investment returns. Accordingly, the timing and amount of future capital or liquidity calls in any particular future year are uncertain.

Certain hedge funds of funds contain "rolling" lock-up provisions. Under such provisions, tranches of the investment are available for redemption at calendar year-end once every two or three years, if the University makes a redemption request prior to the next available withdrawal date in accordance with the notification terms of the agreement.

Investment liquidity as of May 31, 2019 is aggregated below based on redemption or sale period:

	Investment Fair Values
Investment Redemption or Sale Period:	
Daily	\$ 73,777
Monthly	37,103
Quarterly	44,745
Annually	16,459
Subject to Rolling Lockups	7,726
Illiquid	39,381
Total as of May 31, 2019	<u>\$ 219,191</u>

The University uses the unit share method of accounting for income distribution for pooled investments. The individual pooled unit value as of May 31, 2019 and 2018 is \$5,131 and \$5,230, respectively. Gains or losses on investments are recognized as increases or decreases in net assets with donor restrictions.

NORWICH UNIVERSITY

Notes to Consolidated Financial Statements

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(With Comparative Information as of May 31, 2018)

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(5) Bonds and Notes Payable

At May 31, 2019 and 2018, bonds and notes payable consisted of:

	<u>2019</u>	<u>2018</u>
Bonds payable to Vermont Educational and Health Building Financing agency 2008 – variable rate bonds 1.39% average rate 2019 (2.47% and 2.17% at May 31, 2019 and 2018, respectively), due in installments to 2037	\$ 58,700	\$ 60,490
Bonds payable to Vermont Educational and Health Building Financing Agency 2013 - fixed rate 3.00%, due in installments to 2043	22,245	22,840
Capital Leases: Average rate 3.92%, due in installments to 2019	-	13
Unamortized Bond Issuance Costs	<u>(632)</u>	<u>(676)</u>
Total Bonds and Notes Payable	<u>\$ 80,313</u>	<u>\$ 82,667</u>

Annual debt commitments (principal) are as follows:

<u>Fiscal Year</u>	<u>Bonds and Notes Payable</u>
2020	\$ 2,810
2021	3,030
2022	3,045
2023	3,165
2024	3,385
Thereafter	65,510
Total	<u>\$ 80,945</u>

The 2008 Bonds are collateralized by a security interest in all gross receipts of the University. The 2008 Bonds bear interest at the monthly interest rate, as determined under the index rate mode as 69.25% of LIBOR plus 0.748% on the first day of each monthly interest period. At the "Index Rate Mode Expiration Date," December 27, 2027, the 2008 Bonds are subject to mandatory tender for purchase in connection with a conversion to a new interest rate mode.

Interest on the 2008 Bonds is payable monthly. Principal payments occur annually on September 1 of each year.

NORWICH UNIVERSITY

Notes to Consolidated Financial Statements

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(With Comparative Information as of May 31, 2018)

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(5) Bonds and Notes Payable (Continued)

On December 27, 2017 the 2008 Bond Loan and Trust Agreements were amended and restated. Under the amended and restated terms, the Bonds include an interest rate mode conversion feature. While the bonds are in an index rate period, the University may satisfy its repayment obligations under the Loan Agreement by paying such amounts directly to TD Bank (the purchaser) instead of equal monthly payments to the Trustee, into the "Principal Account."

On December 27, 2017 the Bonds were resold to TD Bank, N.A. who became the sole bondholder. The University's irrevocable letter of credit was used to advance payment to the previous bondholders in the amount of \$61,242. Repayment of the letter of credit advance was made with the proceeds from the bond funds of \$60,490, and excess funds in the "Principal Account" of \$710 and the "Interest Account" of \$42.

The University has the following lines of credit that provide for unsecured short-term borrowing:

1. Peoples United Bank – up to \$5,000 at the 30-day LIBOR rate plus 200bp and expires January 31, 2020. As of May 31, 2019 and 2018, the line of credit had no outstanding balance.
2. TD Bank – up to \$2,000 at the One Month LIBOR plus 200bp. and expires December 2, 2021. As of May 31, 2019 and 2018, the line of credit had no outstanding balance.

On December 23, 2013, the University issued tax-exempt bonds (2013 Bonds) through the Vermont Educational Health Buildings Financing Agency (VEHBFA) in the amount of \$24,515. The bonds amortize over thirty years and carry a 3.00% fixed interest rate. At the time of issuance, the bonds were placed entirely with a single investor. The bonds were issued to finance the construction of a new dorm.

Interest on the 2013 Bonds will be payable on March 1 and September 1 of each year commencing on March 1, 2014. Principal payments occur annually on September 1 of each year, beginning on September 1, 2015. Under the terms of the trust agreement, the annual amount of debt service will be deposited at once on September 1 of each year.

Under the 2013 Bonds loan agreement the University is required to maintain compliance with the same financial covenants abiding in the letter of credit agreement with TD Bank, N.A. The University was in compliance with these covenants through May 31, 2019. The bondholder shares *pari passu* with the lien on gross receipts granted to TD Bank, N.A. and has been granted a negative pledge on the Core Campus generally defined as the principle academic and operating buildings of the University.

NORWICH UNIVERSITY

Notes to Consolidated Financial Statements

May 31, 2019
(With Comparative Information as of May 31, 2018)

(In Thousands)

(5) Bonds and Notes Payable (Continued)

On October 29th, 2018, the University entered into an agreement with TD Bank for a revolving credit loan in the maximum aggregate principal amount of \$15,000,000. The entire unpaid principal sum outstanding, together with any accrued interest thereon remaining unpaid and any other sums due the Bank in connection with the Loan, shall be due and payable in full on October 29, 2021. As of May 31, 2019, the loan had no outstanding balance.

The University has entered into various capital lease arrangements to finance operating and networking equipment. The following is an analysis of leased property under capital leases:

	2019	2018
Class of Property:		
Equipment	\$ -	\$ 442
Less: Accumulated Amortization	-	(442)
Net Property Under Capital Leases	<u>\$ -</u>	<u>\$ -</u>

Interest incurred on debt and swap agreements for the years ended May 31, 2019 and 2018 was \$3,576 and \$3,406, respectively. The interest amount capitalized was \$37 and \$0 respectively.

(6) Interest Rate Swap Agreement

On June 4, 2012, the University entered into a swap agreement with TD Bank, N.A, with a notional value of \$78,200. The rate paid by the University is 4.022%. The rate paid by the counterparty remains at 67% of the one-month United States Dollar–London Interbank Offered Rate (LIBOR) rate. The agreement will terminate on June 4, 2022 unless both parties agree to renew for another 10 years.

The purpose of the amended swap agreement is to manage the interest rate risk associated with the VEHBFA Series 2008 variable rate debt.

NORWICH UNIVERSITY

Notes to Consolidated Financial Statements

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(In Thousands)

(6) Interest Rate Swap Agreement (Continued)

The fair value of the interest rate swap agreement at May 31, 2019 and 2018 was (\$13,940) and (\$12,291), respectively. The fair value of the swap, as determined by a third party, is recorded as either an asset or liability at the end of each fiscal year. The change in value of the swap is reflected in other expenses on the consolidated statement of activities. In 2019 and 2018, the changes in value were gains (losses) of \$(1,648) and \$4,373, respectively. If held to maturity, the change in the value of the swap will net to zero.

(7) Land, Buildings, and Equipment

Land, buildings, and equipment balances of the University consisted of the following at May 31:

	2019	2018
Land and Land Improvements	\$ 21,918	\$ 21,714
Buildings	228,043	195,325
Personal Property	39,883	36,144
	289,844	253,183
Less: Accumulated Depreciation	122,727	113,899
	167,117	139,284
Construction in Progress	15,466	28,695
Total	\$ 182,583	\$ 167,979

Depreciation expense charged to operations was \$8,842 and \$8,334 in 2019 and 2018, respectively.

(8) Commitments and Contingencies

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

As of May 31, 2019, the University had \$2,100 of open commitments to contractors for construction work being performed.

NORWICH UNIVERSITY

Notes to Consolidated Financial Statements

May 31, 2019
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(9) Net Assets

Net assets with donor restrictions consisted of the following at May 31:

	2019		2018	
	Net Assets Not Invested in Perpetuity	Net Assets Invested in Perpetuity	Net Assets Not Invested in Perpetuity	Net Assets Invested in Perpetuity
Scholarship	\$ 946	\$ 30,819	\$ 1,332	\$ 29,395
Instruction, Academic and Institutional Support	3,970	16,631	22,318	14,487
Split-Interest Agreements and Perpetual Trusts	2,410	7,415	3,379	7,348
Unappropriated Endowment Gains	96,459	-	99,113	-
	103,785	54,865	126,142	51,230
Contributions Receivable, Net	12,719	-	16,944	-
Total	<u>\$ 116,504</u>	<u>\$ 54,865</u>	<u>\$ 143,086</u>	<u>\$ 51,230</u>

Net assets without donor restrictions consisted of the following at May 31:

	2019	2018
Board-Designated Endowment Funds	\$ 70,224	\$ 74,920
Board-Designated Reserves	5,000	5,000
Undesignated	83,691	53,726
Total	<u>\$ 158,915</u>	<u>\$ 133,646</u>

(10) Net Assets Released from Restrictions

Net assets released from donor restrictions by incurring expenses satisfying the restricted purpose or by occurrence of events specified by the donor were as follows at May 31:

	2019	2018
Purpose Restrictions:		
Scholarship	\$ 532	\$ 490
Instruction, Academic, and Institutional Support	5,047	3,881
Research	15	22
Buildings	29,256	5,740
Total	<u>\$ 34,850</u>	<u>\$ 10,133</u>

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Notes to Consolidated Financial Statements

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(11) Related Entity

The operating revenues and expenses of the related entity for the years ended May 31 were as follows:

	2019	2018
Revenues:		
Contract Revenue	\$ 459	\$ 575
Grant Revenue	1,293	1,155
Other Income	1	2
Total Revenues	<u>\$ 1,753</u>	<u>\$ 1,732</u>
Expenses:		
Program Services	\$ 1,176	\$ 1,069
Management and General	983	1,213
Total Expenses	<u>\$ 2,159</u>	<u>\$ 2,282</u>

(12) Retirement Plans

The University participates in contributory retirement plans administered by the Teachers Insurance Annuity Association of America (TIAA) for full-time employees. The University's policy is to accrue and pay the costs of these defined contribution plans currently. The total amount charged to operations was \$2,640 and \$2,534, in fiscal 2019 and 2018, respectively.

(13) Endowment

The University's endowment consists of approximately 412 individual funds established for a variety of purposes including both donor-restricted endowment funds and funds designated by the board of trustees to function as endowments. Net assets associated with endowment funds, including funds designated by the board of trustees to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions.

(a) *Relevant Law*

The Uniform Prudent Management of Institutional Funds Act (UPMIFA) was signed into law in Vermont on May 5, 2009. This replaces a previous law, UMIFA, the Uniform Management of Institutional Funds Act. Under UMIFA, spending below the historic dollar value of an endowment was not permitted; the accounting definition of funds invested in perpetuity was the historic-dollar-value of a donor-restricted gift to endowment.

NORWICH UNIVERSITY

Notes to Consolidated Financial Statements

May 31, 2019

(With Comparative Information as of May 31, 2018)

(In Thousands)

(13) Endowment (Continued)

(a) *Relevant Law (Continued)*

Under UPMIFA, the historic-dollar-value threshold is eliminated, and the governing board has discretion to determine appropriate expenditures of a donor-restricted endowment fund in accordance with a robust set of guidelines about what constitutes prudent spending. UPMIFA permits the University to appropriate for expenditure or accumulate so much of an endowment fund as the University determines to be prudent for the uses, benefits, purposes and duration for which the endowment fund is established. Seven criteria are to be used to guide the University in its yearly expenditure decisions: 1) duration and preservation of the endowment fund; 2) the purposes of the University and the endowment fund; 3) general economic conditions; 4) effect of inflation or deflation; 5) the expected total return from income and the appreciation of investments; 6) other resources of the University; and, 7) the investment policy of the University.

Although UPMIFA offers short-term spending flexibility, the explicit consideration of the preservation of funds among factors for prudent spending suggests that a donor-restricted endowment fund is still perpetual in nature. Under UPMIFA, the board is permitted to determine and continue a prudent payout amount, even if the market value of the fund is below historic dollar value. There is an expectation that, over time, the amount of the investment held in perpetuity will remain intact. This perspective is aligned with the accounting standards definition that these funds must be held in perpetuity even though the historic-dollar-value may be dipped into on a temporary basis.

In accordance with appropriate accounting standards, the University classifies as net assets with donor restrictions (a) the original value of gifts donated to the endowment to be invested in perpetuity, (b) the original value of subsequent gifts to the endowment to be invested in perpetuity, (c) accumulations to the endowment to be invested in perpetuity made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund, and (d) appreciation on these funds until appropriated for spending by the board of trustees.

Endowment net asset composition, not including pledges, by type of fund consists of the following at May 31, 2019:

	Without Donor Restrictions	With Donor Restrictions	Total
Donor-Restricted Endowment Funds	\$ -	\$ 151,323	\$ 151,323
Board-Designated Endowment Funds	70,224	-	70,224
Total Endowed Net Assets	<u>\$ 70,224</u>	<u>\$ 151,323</u>	<u>\$ 221,547</u>

NORWICH UNIVERSITY

Notes to Consolidated Financial Statements

May 31, 2019
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(In Thousands)

(13) Endowment (Continued)

(a) *Relevant Law (Continued)*

Changes in endowment net assets for the year ended May 31, 2019 are as follows:

	Without Donor Restrictions	With Donor Restrictions	Total
Endowment Net Assets, June 1, 2018	\$ 74,920	\$ 150,342	\$ 225,262
Investment Return:			
Investment Income	79	466	545
Net Appreciation (Realized and Unrealized)	805	4,748	5,553
Total Investment Return	884	5,214	6,098
Contributions	73	3,432	3,505
Endowment Assets for Expenditure	(3,514)	(6,708)	(10,222)
Other Transfers	(2,139)	(958)	(3,097)
Endowment Net Assets, May 31, 2019	<u>\$ 70,224</u>	<u>\$ 151,322</u>	<u>\$ 221,546</u>

The endowment net assets for the year ended May 31, 2019 include \$7,067 related to a perpetual trust that is not subject to UPMIFA.

Endowment net asset composition, not including pledges, by type of fund consists of the following at May 31, 2018:

	Without Donor Restrictions	With Donor Restrictions	Total
Donor-Restricted Endowment Funds	\$ -	\$ 150,342	\$ 150,342
Board-Designated Endowment Funds	74,920	-	74,920
Total Endowed Net Assets	<u>\$ 74,920</u>	<u>\$ 150,342</u>	<u>\$ 225,262</u>

NORWICH UNIVERSITY

Notes to Consolidated Financial Statements

May 31, 2019
(With Comparative Information as of May 31, 2018)

(In Thousands)

(13) Endowment (Continued)

(a) *Relevant Law (Continued)*

Changes in endowment net assets for the year ended May 31, 2018 are as follows:

	Without Donor Restrictions	With Donor Restrictions	Total
Endowment Net Assets, June 1, 2017	\$ 72,360	\$ 143,461	\$ 215,821
Investment Return:			
Investment Income	303	622	925
Net Appreciation (Realized and Unrealized)	5,810	12,319	18,129
Total Investment Return	6,113	12,941	19,054
Contributions	88	1,052	1,140
Endowment Assets for Expenditure	(3,515)	(6,640)	(10,155)
Other Transfers	(126)	(472)	(598)
Endowment Net Assets, May 31, 2018	<u>\$ 74,920</u>	<u>\$ 150,342</u>	<u>\$ 225,262</u>

The endowment net assets for the year ended May 31, 2018 include \$7,069 related to a perpetual trust that is not subject to UPMIFA.

(b) *Funds with Deficiencies*

From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below the level that the donor requires the University to retain as a fund of perpetual duration. Deficiencies of this nature that are reported in net assets with donor restrictions were \$5 and \$0 as of May 31, 2019 and 2018, respectively. These deficiencies resulted from unfavorable market fluctuations that occurred shortly after the investment of new contributions with donor restrictions to be invested in perpetuity and continued appropriation for certain programs that was deemed prudent by the board of trustees. Subsequent gains that restore the fair value of the assets of the endowment fund to the required level will be classified as an increase in net assets without donor restrictions.

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(14) Available Resources and Liquidity

The University regularly monitors liquidity required to meet its operating needs and other contractual commitments, while also striving to maximize the investment of its available funds. The University has various sources of liquidity at its disposal, including cash and cash equivalents, equities, fixed income, real assets, a bridge loan, and multiple lines of credit.

For purposes of analyzing resources available to meet general expenditures over a 12- month period, the University considers all expenditures related to its ongoing activities of teaching, research, and public service as well as the conduct of services undertaken to support those activities to be general expenditures. Loans receivable are not included in the analysis as principal and interest on these loans are used solely to make new loans and are, therefore, not available to meet current operating needs.

In addition to financial assets available to meet general expenditures over the next 12 months, the University operates with a balanced budget and anticipates collecting sufficient revenue to cover general expenditures not covered by donor-restricted resources. Refer to the statement of cash flows which identifies the sources and uses of the University's cash and shows negative cash generated by operations for fiscal years 2019 and 2018.

As of May 31, 2019 and 2018, the following tables show the total financial assets held by the University and the amounts of those financial assets could readily be made available within one year of the balance sheet date to meet general expenditures:

	2019	2018
Financial Assets:		
Cash and Cash Equivalents	\$ 2,437	\$ 9,851
Short-Term Investments	4,962	3,968
Accounts and Notes Receivable	3,568	3,655
Contributions Receivable - Current	8,868	8,062
Investments Convertible to Cash in the Next 12 Months	167,122	177,430
Total	186,957	202,966
Less: Restrictions		
Less: Endowment Investments not Appropriated for Policy Draw	(156,680)	(167,209)
Add: Endowment Investments Appropriated for Strategic Initiatives	5,511	3,273
Less: Board-Designated Reserves	(5,000)	(5,000)
Total	(156,169)	(168,936)
Financial Assets Available to Meet General Expenditures	\$ 30,788	\$ 34,030

NORWICH UNIVERSITY

Notes to Consolidated Financial Statements

May 31, 2019
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(In Thousands)

(15) Functional Expenses

The costs of program and supporting services activities have been summarized on a functional basis in the statement of activities. The University reports expenditures in categories reflecting core operational objectives for higher education as defined by Integrated Postsecondary Education Data System (IPEDS).

	2019					
	Salaries and Benefits	Professional Services	Supplies and Other	Depreciation and Interest	Operation and Maintenance	Total Expenses
Instruction	\$ 19,691	\$ 1,682	\$ 3,466	\$ 3,193	\$ 1,795	\$ 29,827
Academic Support	3,605	1,847	3,575	838	471	10,336
Research	772	31	337	62	35	1,237
Student Services	11,964	4,541	4,177	3,268	1,837	25,787
Institutional Support	10,089	3,154	3,156	631	355	17,385
Auxiliary Enterprises	1,776	7,142	1,151	4,470	5,627	20,166
Operation and Maintenance	4,094	1,660	4,366		(10,120)	-
Total Operating Expenditures	51,991	20,057	20,228	12,462	-	104,738
Related Entity (Research) Expenses	1,148	661	350	-	-	2,159
Fundraising Expenses	2,525	780	469	-	-	3,774
Strategic Initiative Expenses	1,482	1,011	247	-	-	2,740
Total Nonoperating Expenditures	5,155	2,452	1,066	-	-	8,673
Total Expenditures	\$ 57,146	\$ 22,509	\$ 21,294	\$ 12,462	\$ -	\$ 113,411

	2018 (Summarized)					
	Salaries and Benefits	Professional Services	Supplies and Other	Depreciation and Interest	Operation and Maintenance	Total Expenses
Total Operating Expenditures	\$ 51,863	\$ 19,417	\$ 19,842	\$ 11,785	\$ -	\$ 102,906
Total Nonoperating Expenditures	4,602	1,636	744	-	-	6,983
	\$ 56,465	\$ 21,053	\$ 20,586	\$ 11,785	\$ -	\$ 109,889

(16) Subsequent Events

We consider events or transactions that occur after the consolidated statement of financial position date, but before the consolidated financial statements are issued, to provide additional evidence relative to certain estimates or to identify matters that require additional disclosure. These consolidated financial statements were issued on December 9, 2019 and subsequent events have been evaluated through that date.



**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED
ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

Board of Trustees
Norwich University
Northfield, Vermont

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Norwich University, which comprise the consolidated statement of financial position as of May 31, 2019, and the related consolidated statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 9, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Norwich University's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Norwich University's internal control. Accordingly, we do not express an opinion on the effectiveness of Norwich University's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Norwich University's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

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CliftonLarsonAllen LLP

Boston, Massachusetts
December 9, 2019



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR
FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE
REQUIRED BY THE UNIFORM GUIDANCE**

Board of Trustees
Norwich University
Northfield, Vermont

Report on Compliance for Each Major Federal Program

We have audited Norwich University's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Norwich University's major federal programs for the year ended May 31, 2019. Norwich University's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of Norwich University's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Norwich University's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Norwich University's compliance.

Opinion on Each Major Federal Program

In our opinion, Norwich University complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended May 31, 2019.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance, which are required to be reported in accordance with the Uniform Guidance and which are described in the accompanying schedule of findings and questioned costs as items 2019-001 and 2019-002. Our opinion on each major federal program is not modified with respect to these matters.

Norwich University's response to the noncompliance findings identified in our audit is described in the accompanying schedule of findings and questioned costs and corrective action plan. Norwich University's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control Over Compliance

Management of Norwich University is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Norwich University's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Norwich University's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that have not been identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, we did identify certain deficiencies in internal control over compliance, described in the accompanying schedule of findings and questioned costs as items 2019-001 and 2019-002 that we consider to be significant deficiencies.

Norwich University's response to the internal control over compliance findings identified in our audit is described in the accompanying schedule of findings and questioned costs. Norwich University's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Board of Trustees
Norwich University

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

A handwritten signature in black ink that reads "CliftonLarsonAllen LLP". The signature is written in a cursive, flowing style.

CliftonLarsonAllen LLP

Boston, Massachusetts
December 9, 2019

NORWICH UNIVERSITY

Schedule of Expenditures of Federal Awards

Year Ended May 31, 2019

(In Thousands)

Federal Grant or Program Title	CFDA #	Pass Through Entity #	Fiscal 2019 Expenditures
STUDENT FINANCIAL AID CLUSTER			
DEPARTMENT OF EDUCATION			
Federal Work Study Program	84.033		\$ 461
Federal Perkins Loan Program	84.038		9,049
Federal Pell Grant Program	84.063		3,985
Federal Supplemental Educational Opportunity Grants	84.007		679
Federal Direct Loan Program	84.268		24,733
SUBTOTAL DEPARTMENT OF EDUCATION			<u>38,907</u>
DEPARTMENT OF HEALTH AND HUMAN SERVICES			
Nurse Faculty Loan Program	93.264		603
SUBTOTAL DEPARTMENT OF HEALTH AND HUMAN SERVICES			<u>603</u>
TOTAL STUDENT FINANCIAL AID CLUSTER			<u>39,510</u>
RESEARCH AND DEVELOPMENT CLUSTER			
DEPARTMENT OF HEALTH AND HUMAN SERVICES			
Biomedical Research and Research Training			
Through University of Vermont	93.859	P20GM103449	547
SUBTOTAL DEPARTMENT OF HEALTH AND HUMAN SERVICES			<u>547</u>
NATIONAL AERONAUTICS AND SPACE			
ADMINISTRATION			
Education and Human Resources:			
Through University of Vermont	43.008	80NSSC18M00	10
Through University of Vermont	43.008	NNX15AP86H	15
SUBTOTAL NATIONAL AERONAUTICS AND SPACE ADMINISTRATION			<u>25</u>
NATIONAL SCIENCE FOUNDATION			
Office of Integrative Activities	47.083		123
Biological Sciences			
Through University of Vermont	47.083	1656510	28
Education and Human Resources	47.076		325
SUBTOTAL NATIONAL SCIENCE FOUNDATION			<u>476</u>
DEPARTMENT OF DEFENSE			
Information Security Grant	12.902		639
SUBTOTAL DEPARTMENT OF DEFENSE			<u>639</u>
TOTAL RESEARCH AND DEVELOPMENT CLUSTER			<u>\$ 1,687</u>

See accompanying Notes to Schedule of Expenditures of Federal Awards.

NORWICH UNIVERSITY

Schedule of Expenditures of Federal Awards (Continued)

Year Ended May 31, 2019

(In Thousands)

Federal Grant or Program Title	CFDA #	Pass Through Entity #	Fiscal 2019 Expenditures
OTHER PROGRAMS			
DEPARTMENT OF DEFENSE			
ROTC Language and Culture Training Grants			
Through Institute of International Education	12.357	H98210-13-2-0001	\$ 35
Through Institute of International Education	12.357	H98210-13-2-0002	139
GenCyber Grants Program	12.903		162
SUBTOTAL DEPARTMENT OF DEFENSE			<u>336</u>
DEPARTMENT OF HOMELAND SECURITY			
Emergency Management Performance Grant:			
Through State of Vermont Department of Environmental Conservation	97.042	2017-VGS-GEO-01	2
Through State of Vermont Department of Environmental Conservation	97.042	2018-VGS-GEO-01	5
SUBTOTAL DEPARTMENT OF HOMELAND SECURITY			<u>7</u>
DEPARTMENT OF INTERIOR			
National Cooperative Mapping Program:			
Through State of Vermont Department of Environmental Conservation	15.810	2017-VGS-GEO-01	2
Through State of Vermont Department of Environmental Conservation	15.810	2018-VGS-GEO-01	29
SUBTOTAL DEPARTMENT OF INTERIOR			<u>31</u>
ENVIRONMENTAL PROTECTION AGENCY			
Safe Drinking Water State Revolving Fund:			
Through State of Vermont Department of Environmental Conservation	66.468	2017-VGS-GEO-01	1
Through State of Vermont Department of Environmental Conservation	66.468	2018-VGS-GEO-01	29
Through NE Interstate Water Pollution Control Commission	66.481	0100-319-004	10
SUBTOTAL DEPARTMENT OF INTERIOR			<u>40</u>
NATIONAL ENDOWMENT FOR THE HUMANITIES			
Promotion of the Humanities			
Teaching and Learning Resources and Curriculum Development	45.162		35
SUBTOTAL DEPARTMENT OF INTERIOR			<u>35</u>
DEPARTMENT OF ENERGY			
Small Business Innovation Research			
Through Introspective Systems Company	81.049	DE-FOA-0001771	12
			<u>12</u>
TOTAL OTHER PROGRAMS			<u>461</u>
TOTAL EXPENDITURES OF FEDERAL AWARDS			<u>\$ 41,658</u>

See accompanying Notes to Schedule of Expenditures of Federal Awards.

NORWICH UNIVERSITY

Notes to Schedule of Expenditures of Federal Awards

Year Ended May 31, 2019

NOTE 1 SIGNIFICANT ACCOUNTING POLICIES

The accompanying schedule of expenditures of federal awards is prepared on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in or used in the preparation of the basic financial statements.

The schedule of expenditures of federal awards excludes the federal grant activity of Norwich University Applied Research Institute.

Expenditures reported on the schedule of expenditures of federal awards are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited to reimbursement. The University has elected not to use the 10 percent de minimus indirect cost rate as allowed under the Uniform Guidance.

NOTE 2 FEDERAL LOAN PROGRAMS

The federal student loan programs listed subsequently are administered directly by the University, and balances and transactions relating to these programs are included in Norwich University's basic financial statements. Loans outstanding at the beginning of the year and loans made during the year are included in the federal expenditures presented in the schedule. Outstanding loans as of May 31, 2019 are as follows:

	<u>CFDA #</u>	<u>Outstanding Balance</u>
Federal Perkins Loan Program	84.038	<u>\$ 7,828</u>
Nurse Faculty Loan Program	93.264	<u>\$ 482</u>

NORWICH UNIVERSITY

Schedule of Findings and Questioned Costs

Year Ended May 31, 2019

Section I – Summary of Auditors' Results

Financial Statements

1. Type of auditors' report issued: Unmodified
2. Internal control over financial reporting:
- Material weakness(es) identified? _____ yes x no
 - Significant deficiency(ies) identified? _____ yes x none reported
3. Noncompliance material to financial statements noted? _____ yes x no

Federal Awards

1. Internal control over major federal programs:
- Material weakness(es) identified? _____ yes x no
 - Significant deficiency(ies) identified? x yes _____ none reported
2. Type of auditors' report issued on compliance for major federal programs: Unmodified
3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? x yes _____ no

Identification of Major Federal Programs

CFDA Number(s)

Various

Various

Name of Federal Program or Cluster

Student Financial Aid Cluster

Research and Development Cluster

Dollar threshold used to distinguish between Type A and Type B programs:

\$ 750,000

Auditee qualified as low-risk auditee?

 x yes _____ no

NORWICH UNIVERSITY

Schedule of Findings and Questioned Costs (Continued)

Year Ended May 31, 2019

Section II – Financial Statement Findings

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

Section III – Findings and Questioned Costs – Major Federal Programs

2019-001: Procurement and Suspension and Debarment Policy

Federal Agency: Department of Education

Federal Program: Research and Development Cluster

CFDA Number: Multiple

Type of Finding: Significant Deficiency in Internal Control Over Compliance; Other Matters

Criteria: 7 CFR Part §1942.18 requires that owner's procurement regulations must comply with a number of standards including code of conduct, maximum open and free competition, review, descriptions within solicitations of offers, as well as specific procurement methods. This policy should also address suspension and debarment procedures.

Condition: During our testing, we noted Norwich University did not have properly documented procurement, and suspension and debarment regulations that met the federal requirements.

Cause: Norwich was using their regular purchasing policy, but it was not in line with federal requirements such as the inclusion of the technical requirements for the material, product, or service to be procured, methods of procurement used, among other requirements.

Effect: The auditor noted no instances of noncompliance with the provisions of procurement, and suspension and debarment; however, the lack of documented procurement, and suspension and debarment regulations and policies over these compliance requirements provides an opportunity for noncompliance.

Repeat Finding: No

Recommendation: We recommend Norwich University create and implement a procurement, and suspension and debarment policy that meets the requirements of federal regulations.

View of responsible officials: There is no disagreement with the audit finding.

NORWICH UNIVERSITY

Schedule of Findings and Questioned Costs (Continued)

Year Ended May 31, 2019

2019-002: Grace Period Notification

Federal Agency: Department of Education

Federal Program: Student Financial Assistance Cluster

CFDA Number: 84.038 – Federal Perkins Loans

Type of Finding: Significant Deficiency in Internal Control Over Compliance; Other Matters

Criteria: The Code of Federal Regulation, 34 CFR 674.42 requires contact to a borrower for the first time 90 days after the commencement of any grace period. The University at this time shall remind the borrower of his or her responsibility to comply with the terms of the loan. The University is then required at 150 days and 240 days to send subsequent notices to notify the borrower of the first required payment.

Condition: The University utilizes University Accounting Service, LLC (UAS) for its third party Perkins Loan servicing. This is a very common practice for colleges and universities in order to provide the most efficient and effective means to not only collect loans but meet the federal regulations for servicing student Perkins Loans. In auditing the compliance features for the loan servicing, CLA utilizes the external compliance report performed for UAS by other auditors. We noted within the UAS compliance audit report for the year ended June 30, 2019, there was a finding for not contacting the students within the required timeframes. The audit did not specify the students that were not contacted within the required guidelines and UAS is one of the largest third party servicer for federal student loans. Therefore, we do not know if there were any Norwich University students that were impacted by the non-compliance noted at UAS.

Cause: UAS, the third-party servicer, did not have controls in place to ensure they complied with Department of Education Rules and Regulations in regards to timely engagement with students with federal loans. Given Norwich University relies on UAS to meet their compliance responsibilities and there was not testing completed specifically for Norwich University to determine if the non-compliance is specific to them, this is a finding for the University.

Effect: UAS is not in compliance with all statutory or regulatory provisions as it pertains to the notification of students exiting its grace period. Any finding UAS receives that is not mitigated with additional testing (with results of no errors specific to the university), that finding becomes a finding of the institutions they service.

Repeat Finding: No

Recommendation: We recommend that the University implement a thorough review process of all third-party servicer contracts to make sure they comply with all Department of Education Rules and Regulations.

View of responsible officials: There is no disagreement with the audit finding.



CliftonLarsonAllen LLP
CLAAconnect.com

Management
Norwich University
Northfield, Vermont

In planning and performing our audit of the financial statements of Norwich University (the University) as of and for the year ended May 31, 2019, in accordance with auditing standards generally accepted in the United States of America, we considered the entity's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we do not express an opinion on the effectiveness of the entity's internal control.

However, during our audit we became aware of areas in internal control other than a significant deficiency and material weakness that is an opportunity to strengthen your internal controls or are emerging issues. Our comment regarding this matter is summarized below. This letter does not affect our communication dated October 16, 2019.

Policies and procedures:

During our audit, we noted a few areas we believe should have formal policies and procedures in place as a best practice including P-Card/T-Cards and accounts payable vendors. We would recommend formal policies be put in place for the set-up, authorization, and approval process surrounding P-Cards and T-Cards, and would recommend formal policies and procedures be put in place for reviewing and approving vendors who are in the University's accounts payable system.

Endowment withdrawal:

Upon reviewing investment procedures, we noted that while only one individual has the authority to draw money from the endowment fund, no one else is notified of the draw occurring. As a best practice, we recommend a notification from the bank be sent to the CFO when a draw is initiated. This practice was implemented during 2019; however, a change in your banks procedures discontinued the notification process and therefore management is exploring other methods with the bank to ensure the notifications can be continued going forward.

Student financial aid:

We noted one student out of the 27 in our refund sample whose refund was not returned within the required 45-day window. This student's status change also was not reported to NSLDS within 60 days. This was due to a clerical error during the review and submittal process. Management noted that they had a control in place where these reports were reviewed on a regular basis, and have increased the regularity of this review to include every advisor reviewing open workflow items daily.

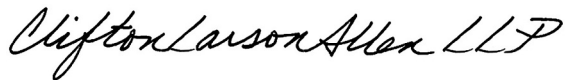
Emerging issues:

Revenue recognition

The Financial Accounting Standards Board (FASB) issued amended guidance to clarify the principles for recognizing revenue from contracts with customers. The guidance requires an entity to recognize revenue to depict the transfer of goods or services to customers in an amount that reflects the consideration to which an entity expects to be entitled in exchange for those goods or services. The guidance also requires expanded disclosures relating to the nature, amount, timing, and uncertainty of revenue and cash flows arising from contracts with customers. The standard will be effective for the entity for annual periods beginning after December 15, 2018. As the implementation date of the standard draws near, we recommend evaluation of revenue streams to ensure that the entities are prepared to report revenue under the new standard and fully understand the impact on the reporting of revenue.

We will review the status of this comment during our next audit engagement. We have already discussed this comment with various entity personnel, and we will be pleased to discuss them in further detail at your convenience, to perform any additional study of this matter, or to assist you in implementing the recommendation.

This communication is intended solely for the information and use of management and others within the entity, and is not intended to be, and should not be, used by anyone other than these specified parties.

A handwritten signature in black ink that reads "CliftonLarsonAllen LLP". The signature is written in a cursive, flowing style.

CliftonLarsonAllen LLP

Boston, Massachusetts
October 16, 2019

NECHE 2020 WORKROOM DOCUMENTS

General Documents

Academic Strategic Plan, 2018–2021
Assessment Committee Team Site
Board of Trustees Minutes Archive
Course Catalog Archive (Campus-Based and Online)
CV and Resume Archive (Campus-based)
CV and Resume Archive (Online)
Faculty Development Team Site
Faculty Manual (Jun 2019)
Faculty Senate Team Site
HR Team Site
HR@Work Newsletter Archive
Norwich After Next (NUaN) Strategic Plan, 2019–2035
NU2019 Strategic Plan, 2004–2019
NU2019 Update (released 2014)
Office of Academic Research Team Site
Office of the Provost Team Site
President's Advisory Committee (PAC) Minutes Archive
Sample Syllabi Archive, Fall 2018
Sample Syllabi Archive, Spring 2019
Staff Council Team Site
University Budget & Finance Committee Team Site
University Curriculum Committee Team Site

Standard One: Mission & Purposes

Mission Statement and Guiding Values Hard Card
New Employee Orientation Agendas
Academic Strategic Plan, 2018–2021
Norwich After Next Strategic Plan, 2019–2035
Values Survey Assessment Report, 2013–2019
Ruffalo Noel Levitz Student Satisfaction Inventory, 2015

Standard Two: Planning & Evaluation

Plan 2000
NU2019 Strategic Plan, 2004–2019
NU2019 Update (2014)
Norwich After Next (NUaN) Strategic Plan, 2019–2035
NU2019 Final Update (President's Letter)
NU2019 Final Update (Oct 2019)
NUaN Planning Phase Diagram (2016)
Academic Plan 2015

Academic Strategic Plan, 2018–2021 (Provost's Memo, Jan 2018)
Academic Strategic Plan, 2018–2021 (Provost's Memo, Mar 2018)
Academic Strategic Plan, 2018–2021 (Draft Plan, Mar 2018)
Town Hall Meeting Presentation (Dec 2017)
Academic Strategic Plan, 2018–2021 (Oct 2019)
NUaN Operating Diagram (Feb 2019)
Kreitzberg Library Strategic Plan (FY2020)
Sullivan Museum Strategic Plan (FY2020)
Emergency Management Plan (2019)
Annual Security and Fire Safety Report (2019)
Information Technology Services (ITS) Strategic Plan (2016)
Information Technology Services (ITS) Strategic Plan (2019)
ITS Strategic Plan - Visual (2019)
ITS Consulting Report (2019)
Technology Governance Structure (2019)
Facilities Master Plan (2011)
NUaN Status Charts (example)
Common University Student Platform (CUSP) Prospectus
Digital Citizen Project
International and Cross-Cultural Education Retreat (Executive Summary)
Strategic Enrollment Management Committee Charge
Educational Effectiveness Committee Charge (Mar 2019)
Educational Effectiveness Committee Update (Sep 2019)
Call to Action: Online Pedagogy Among Traditional-Age Residential Students (Nov 2018)
Summer Semester Pilot Memo (Feb 2019)
School of Cybersecurity, Data Science, and Computing Memo (2019)
Institute for Innovation in Teaching and Learning Memo (Sep 2019)
Special Assistant to the Provost for DEI Memo (2019)
Academic Program Self-Study Schedule (Jul 2018)
Academic Program Self-Study Guidelines (2014)
Amendment to Self-Study Process (Feb 2019)
Key Performance Indicators, 2017–2018
Critical Data Book Archive
Institutional Effectiveness Needs Assessment (Feb 2019)
Office of Institutional Effectiveness Director Announcement (Oct 2019)
Academic Calendar Alignment Approval (Dec 2018)
Summer School Report (2019)
Counseling Center Benchmarking Report (2016)
Career and Internship Center Benchmarking Report (Apr 2017)
Office of Communications Benchmarking Report
International Center Benchmarking Report (Feb 2018)
Risk Mitigation Review (example, 2017)
Campus Climate Committee Recommendations (Jul 2012)

Campus Climate Committee Recommendations - Presentation (Jul 2012)
Noel Levitz Employee Satisfaction Survey (ESS) Task Force Report (2014)
Noel Levitz ESS Task Force Recommendations - Presidential Memo (2015)
Workforce Next Charter (Dec 2018)
Quarterly Conversations Implementation Plan
Noel Levitz Employee Satisfaction Survey (ESS) - Presidential Memo (2017)
Noel Levitz ESS - Analysis and Actions (2017)
Noel Levitz ESS - Group Comparisons (2017)

Standard Three: Organization & Governance

Norwich University Bylaws
Board of Trustee (BOT) Membership (2019)
BOT Minutes Archive
Presidential Search Website
Senior Leadership Reorganization - Presidential Memo (Dec 2017)
University Governance Structure - Presidential Memo (Jan 2019)
Academic Restructuring Task Force Report (Sep 2011)
Academic Restructuring Recommendations to President (Oct 2011)
Faculty Manual
Presidential Charge to Staff Council (2012)
Staff Council Bylaws (2013)
Sample BOT Campus Visit Schedule (Fall 2018)
Sample BOT Campus Visit Schedule (Spring 2019)
January 2018 BOT Outbrief - Presidential Memo (Feb 2018)
April 2018 BOT Outbrief - Presidential Memo (May 2018)
Presidential Search Timeline (Academic Search Consulting Firm)
Presidential Search Committee Composition
Presidential Job Description
Presidential Search Update (example)
Provost's Office Staffing Memo (Aug 2018)
Faculty Senate (FS) Minutes Archive
Faculty Assembly Minutes Archive
FS Committee Annual Reports Archive
Staff-in-Service Day Schedule
President's Advisory Council (PAC) - Policy Revision Flow Chart (2014)

Standard Four: The Academic Program

Academic Program Self-Study Guidelines (2014)
Transfer Credit Policy
Academic Standing, Class Levels, and Re-Admission Policy
Residential Programs' Graduation Requirements
Online Programs' Graduation Requirements
FERPA Policy

Academic Life and FERPA Training for Families
Notice of Availability of Institutional and Financial Aid Information
General Education Goals
UCC Proposal Guidelines
Assessment Committee Charge (2019)
Academic Assessment Coordinator Appointment - Provost's Memo (Jul 2019)
Academic Self-Studies Archives
Academic Self-Studies Schedule
Minor/Concentration Spreadsheet
CGCS Program Launch/Closure Checklists
Spanish Program Self-Study (2013)
Amendment to Process for Review of Self-Studies (2019)
UCC Guidelines for Proposing Minors
Sample Teach-Out Plans
Master's in Athletic Training Program Proposal (2018)
Norwich After Next (NUaN) Strategic Plan, 2019–2035
Academic Strategic Plan, 2018–2021 (Oct 2019)
Online Pedagogy Task Force Charge
Online Pedagogy Task Force Minutes
Digital Citizen Charge/Mission
Digital Citizen Survey (Spring 2019)
MOU - The University of the Virgin Islands (UVI)
Norwich Expeditions Term Abroad Fact Sheet (Fall 2019)
International Student Admissions Requirements (Campus-Based)
International Student Admissions Requirements (Online)
Multilingual/ESL Course Pilot Memo (2017)
Advanced Academic English Course Approvals (Feb 2019)
Multilingual/ESL Course Pilot Assessment Data
Course Catalog Archive (Campus-Based and Online)
Tutor.com Contract (Online programs)
Supports for Online Learning - Student Experience
Undeclared Major Policy
Military Studies Certificate - Army
Military Studies Certificate - Aerospace Science
Military Studies Certificate - Naval Science
Undergraduate Student Research
Internship Coordinator Job Description
Undeclared Major - First Year Grades (2016–2018)
ID 199 You@NU: Learn, Explore, Serve - Syllabus
General Education Requirements and Goals
Norwich University Mission and Vision Statements
Assessment Committee Minutes Archive
University Curriculum Committee Minutes Archive

GenEd Goal 6 (Ethics) Assessment Report, 2016
NEH Grant Proposal Narrative
Online Pedagogy Task Force Minutes Archive
Quality Matters Review of CGCS Graduate Programs (2018)
Graduate Teaching Faculty and Program Director CVs (CGCS)
Sample Syllabi Archive, Fall 2018
Sample Syllabi Archive, Spring 2019
CGCS 11-Week Term - Memo
Selected Graduate Student Evaluations
Selected Graduate Portfolio Reviews and Assessments
UCC Guidelines for a New Course Proposal (Credit Hour Definition)
Articulation Agreements Listing
Transfer Credit Pre-Approval Guide
CGCS Graduate Program Assessment Reports
AIC Procedures (Campus-Based)
AIC Procedures (Online)
Academic Integrity Discussion, Full Faculty Assembly (Feb 26 2019)

Standard Five: Students

Admissions Publications
Norwich Facebook Page
Visit Norwich Admissions Page
Online Admissions Page
CGCS Admissions Policy
Norwich Pro
Shopping Sheet (Sample)
Financial Aid FAQs
Financing Your Online Bachelor's Degree Guide
Financing Your Online Graduate Education Guide
Consumer Information and Disclosure Page
ADA Policy (CGCS Students)
ADA Policy (Residential Students)
2016-17 Center for Writing Report
Norwich University Student Rules & Regulations (NUSRR), Honor Committee Procedures
CGCS Academic Conduct Policies
Annual Training Guidance, Commandant's Memo (AY 2018–2019)
Academic Strategic Plan
Special Assistant to the Provost for DEI Memo (2019)
DEI Committee Charge Memo (Jun 4 2018)
Sexual and Gender-Based Misconduct Policy
Strategic Enrollment Management Committee Charge
Sample Orientation Schedules, Cadet and Civilian
New Student Orientation Evaluation Survey (2019)

ADA Coordinator Job Description
Counseling Center Benchmarking Report (2016)
Co-Curricular Assessment Committee Charge (2015)
Co-Curricular Assessment Committee Charge (2018)
Equity in Athletics Data Report (2019)
Concussion Protocol Notification

Standard Six: Teaching, Learning, and Scholarship

Faculty Manual
P&T Standards (CoLA)
P&T Standards (CoPS)
P&T Standards (CoSM)
Faculty Contract Templates Archive
Faculty Staff_Hiring Manual
Faculty Senate Minutes
Staff Council Minutes
Compensation Committee Minutes
Dean's Dashboard 2013-2018
CoPS, CoLA, CoSM 4-3 transition plans
Employee Handbook
Administrative Manual Policies (Memorandum 43)
Administrative Manual Policies (Memorandum 36)
Institutional Review Board (IRB) Policy
Institutional Animal Care and Use Committee (IACUC) Policy
Faculty Annual Report (Sample)
Academic Strategic Plan
Faculty Compensation Benchmarking - Presidential Memo (Dec 24 2014)
Academic Memorandum #9 - Presidential Memo (Apr 24 2006)
Office of Academic Research (OAR) Annual Reports 2014–2019
Workload Policy Task Force & Educational Effectiveness Committee - Provost Memo (2019)
Full Faculty Assembly Minutes, April 2019; Memo to campus community, Sept 2019
Norwich University Policy on Policies
CoSM Faculty Annual Evaluation Form
CoLA Faculty Annual Evaluation Form
CoPS Faculty Annual Evaluation Form
Faculty Senate Minutes, March 2019
Full Faculty Assembly Minutes, April 2019
Norwich University Policy on Policies
University Curriculum Committee (UCC) Bylaws
Academic Program Self-Study Guidelines
Academic Program Self-Study Archives
Norwich University Classroom Standards
All-Advisors Meeting Presentation (Fall 2019)

FD Funding opportunities FY2019
UCC Minutes and Action Paper Archives
UCC Reports AY 2017–18
Digital Citizen Report, Spring 2019
Institute for Innovation in Teaching and Learning (IITL) – Provost’s Memo, 2019
Students to Scholars Program Archive
Student Scholarship Celebration Program Archive

Standard Seven: Institutional Resources

Academic Strategic Plan
NU2019 Strategic Plan, 2004–2019
NU2019 Update (2014)
Norwich After Next (NUaN) Strategic Plan, 2019–2035
NU2019 Final Update (President's Letter)
NU2019 Final Update (Oct 2019)
Library, Archives, and Museum Annual Report, 2019
Kreitzberg Library Strategic Plan (FY2020)
Sullivan Museum Strategic Plan (FY2020)
Emergency Management Plan (2018)
Facilities Master Plan (2011)
Key Performance Indicators, 2017–2018
Critical Data Book Archive
Employee Handbook
Faculty Manual
Quarterly Conversations Evaluation Report
Information Technology Services (ITS) Strategic Plan (2016)
Information Technology Services (ITS) Strategic Plan (2019)
ITS Strategic Plan - Visual (2019)
ITS Consulting Report (2019)
University Budget and Finance Committee Team Site
Risk Mitigation Review (example, 2017)
BOT Minutes Archive

Standard Eight: Educational Effectiveness

Sample Syllabi Archive
Annual Assessment Report Archive
GenEd Overview, Course Catalog Archive
GenEd Committee Charge, 2011
Faculty Assembly Minutes Archive
GenEd Assessment Team Report, 2016
UCC Minutes Archive
GenEd Assessment Implementation Schedule
University Assessment Coordinator Announcement

CGCS Enrollment Dashboard (Jul 2019)
Registrar Enrollment Dashboard (Oct 2019)
Retention Presentation to President's Cabinet (Fall 2019)
Dean's Dashboard 2013–2018
Academic Strategic Plan
Office of Institutional Effectiveness Director Announcement (Oct 2019)
Institutional Effectiveness Needs Assessment (Feb 2019)
Composition Coordinator Memo (Jul 2017)
Math Placement Test (MPT) Letter to Advisors
Developmental Math Committee Report, AY 2015–2016
Mathematics Self-Study, 2019
Norwich University Retention Program Presentation to President's Cabinet (2014)
First-Year Cadet Attrition Dashboard, 2014–2019
NCAA Graduation Rates Report, 2019
First Destination Survey Archive, 2014–2018
Alumni Survey Archive, 2011–2018
CGCS Alumni Survey Archive, 2014–2017
New Program Proposal Guidelines
Academic Program Self-Study Guidelines
NEASC Fifth-Year Interim Report, Focused Essay on Assessment
GenEd Goal 6 Rubric
GenEd Goal 6 Assessment Report, 2019
GenEd Goals Assessment Schedule
Norwich University Healthy Minds Study (HMS), 2018–2019

Standard Nine: Integrity, Transparency, and Public Disclosure

Non-Discrimination Policy
Faculty Manual
Academic Integrity Policy
President's Advisory Committee (PAC) Minutes Archive
Quarterly Conversations Evaluation Report
Faculty Annual Report (Sample)
Diversity, Equity, and Inclusion (DEI) Committee Charge
Academic Integrity Committee (AIC) Procedures (campus-based)
Academic Integrity Committee (AIC) Procedures (online)
Sample AIC Report, 2018
Admissions Publications (hard copy)
Academic Program Self-Study Archives
University Policies SharePoint Site
Board of Trustees (BOT) Membership (2019)
University Curriculum Committee (UCC) Bylaws
Sample Pearson Marketing Materials



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