



THE UNIVERSITY OF VERMONT

Institutional Self-Study Report

APPENDICES

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COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

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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. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	http://catalogue.uvm.edu/graduate/academicenrollment/enrollmentpolicies/
Print Publications	University Catalogue
Self-study/Interim Report Page Reference	36

- 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. (CIHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	http://catalogue.uvm.edu/graduate/academicenrollment/transferecredit/ and http://www.uvm.edu/policies/student/transcredit.pdf and https://www.uvm.edu/registrar/transfer-credit-guide
Print Publications	University Catalogue; University Policy Page
Self-study/Interim Report Page Reference	38

- 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	http://www.uvm.edu/president/?Page=complaint_procedure.html and http://www.uvm.edu/policies/student/studentcode.pdf and http://catalogue.uvm.edu/graduate/academicenrollment/rightsdresponsibilities/
Print Publications	President’s Webpage; University Policy Page; University Catalogue
Self-study/Interim Report Page Reference	93

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. (CIHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	Use of a secure, password-protected learning management system (Blackboard)
Self-study/Interim Report Page Reference	37

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. (CIHE Policy 77.)

URL	http://www.uvm.edu/~accredit/
Print Publications	The Burlington Free Press, Rutland Herald
Self-study Page Reference	xiii

The undersigned affirms that the University of Vermont and State Agricultural College meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: 

Date: February 7, 2019

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

Department/Program Name	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) 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)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Animal & Veterinary Sciences, BS	Yes	https://www.uvm.edu/cal/s/asci/about-animal-science	<ol style="list-style-type: none"> 1. Case study exercises in curriculum 2. Written research thesis 3. Capstone Experience/Course (requirement?) 4. CREAM/EQUUS experience 5. Credit-bearing internship 6. Senior exit survey 7. Alumni survey 8. Track record of employment/place ment of ASCI graduates 9. Retention of students in the major 	Department		2013

Animal & Veterinary Sciences, MS	Yes	https://www.uvm.edu/cal/s/asci/graduate-program	Progress reviews of graduate student occur annually to ensure student finishes the minimal coursework in 3 years, completes comprehensive exam in prescribed time limits, participates in ASCI 301, Journal Club or ASCI 302 Graduate Seminar, at least 2 semesters, and maintains a 3.0 GPA. Student must take a comprehensive exam determined by the student's studies committee. The exam can be oral, written, take-home, or a combination of both for the MS Exams are to test if the student has satisfactorily learned what they need to know in the area of interest, animal science, or almost anything the studies committee deems	The graduate student's faculty advisor and their studies/thesis committee reviews these materials.	In some instances, when a deficiency in fundamental learning is determined, the graduate student has been given additional time or the opportunity take additional coursework to address the deficiency.	2013

			important for completion of the degree. The exam is usually taken at least 2 months prior to the MS thesis defense. Additionally, an MS defense is conducted for completion of the degree.			
Animal, Nutrition and Food Sciences, PhD	Yes	http://www.uvm.edu/nfs/?Page=graduate2.html	<ol style="list-style-type: none"> 1. Faculty research committee evaluates strengths and weaknesses of comprehensive exam and thesis preparation for each student 2. Dept. tracks job placement 3. Alumni survey conducted and results reported to department 4. Annual preparation of student progress report form 	<ol style="list-style-type: none"> 1. Faculty receive reports from student research committees on student performance and progress 2. Faculty meet to discuss student strengths, weaknesses and job trends to refine curriculum and requirements. 	Individual department seminar courses are offered for the NFS vs. ASCI students to allow for more in-depth discussion on topics relevant to each discipline.	2016
Anthropology, BA	Yes	https://www.uvm.edu/cas/anthropology	<ul style="list-style-type: none"> • Annual survey of majors and “town meeting” forums • Annual review of strengths/weaknesses of students in 200-level courses <p>Student plans and self-</p>	200-level faculty and faculty teaching the two 1-credit planning courses for undergraduate	<ul style="list-style-type: none"> • Establishment of Undergraduate Coordinator position • Establishment of 1-credit sophomore and 	2016

			evaluations in the proseminar courses	majors (sophomore and senior level) meet annually review strengths/weaknesses of students as well as how well students craft and articulate a major plan	senior level courses to assist students in developing goals and coursework plans for their major program as well as career plans Establishment of more focus areas within the major including Global Health	
Art History, BA	Yes	http://www.uvm.edu/~artdept/?Page=History/outcomes_art_hist_maj.html&SM=Historysubmenu.html	<p>Direct: Capstone course (seminar) with a final project that encompasses the stated program learning outcomes.</p> <p>1. Indirect: bi-annual survey of current and former students will be sent electronically. Results of the survey will be part of the yearly meeting of the art history faculty.</p>	Faculty who teach the seminar each year will provide an analysis of the range of work they see in the senior students in the course. The analysis will be discussed at an annual meeting of all Art History faculty. Strategies to deal with	We are instituting this plan as of Fall 2016.	2018

				identified weaknesses will be formulated at this meeting. A running record of the analyses, meetings, and new strategies will be kept in a folder in the departmental shared drive.		
Biochemistry, BS (previously Biochemical Science)	Yes	https://www.uvm.edu/biochemistry?Page=curriculum.html	<ul style="list-style-type: none"> • American Chemical Society standardized exams • Student Senior Seminar • Required Laboratory courses at the upper level • Tracking alumni placement • Assessment by faculty in upper level biochemistry courses • Undergraduate research advisor feedback 	Each semester by the co-directors of the Undergraduate Biochemistry Program	The CAS co-director has been involved in overhauling the chemistry curriculum (add/drop courses, altering current content, etc.) to improve student retention and outcomes. These changes will directly impact the biochemistry program.	Not yet reviewed.

Biochemistry, MS	Under development	They will be placed on the website (http://www.uvm.edu/medicine/biochemistry). Comprehensive program description currently posted.	<ol style="list-style-type: none"> 1. Faculty involved in the comprehensive exams will evaluate strengths and weaknesses of each and report these to the Graduate Studies Committee; 2. Annual survey of students asking about their learning, the factors that helped them, and suggestions for change. 3. Job placement. 	Graduate Studies Committee (Biochemistry) meets each summer to review evidence and take action or make recommendations to the Department.	N/A – Program was redesigned in Spring 2015 & first class entered 2015/2016	Not yet reviewed – new program.
Biochemistry, PhD	Under development	They will be placed on the website (http://www.uvm.edu/medicine/biochemistry). Comprehensive program description currently posted.	<ol style="list-style-type: none"> 1. Faculty involved in the comprehensive exam and dissertation committee will evaluate strengths and weaknesses of each and report these to the Graduate Studies Committee; 2. Annual survey of students asking about their learning, the factors that helped them, and suggestions for change. 3. Job placement. 	Graduate Studies Committee (Biochemistry) meets each summer to review evidence and take action or make recommendations to the Department.	N/A – Program was redesigned in Spring 2015 & first class entered 2015/2016	Not yet reviewed – new program.

Bioengineering, PhD	Yes	<p>Graduate Coordinator of the Bioengineering PhD Program.</p> <p>1.To gain a comprehensive understanding of current research questions in a designated area of bioengineering.</p> <p>2.To learn how to perform original research in a designated area of bioengineering.</p> <p>3.To learn how to contribute to the archival literature in a designated area of bioengineering.</p>	<p>Performance on</p> <p>1.thesis proposal presentation</p> <p>2. qualifying examinations</p> <p>3. thesis defense</p> <p>Publications in professional journals</p> <p>Presentations at professional meetings</p> <p>Presentations in seminars</p>	<p>Each student's faculty committee performs an evaluation of the thesis proposal and qualifying exam. This committee together with the thesis examiner evaluates the final thesis and decides whether to recommend award of the degree.</p>	<p>First cohort completed in 2016 – new program.</p>	<p>Not yet reviewed.</p>
Biological Science, BS	Yes	<p>https://www.uvm.edu/cas/biology/bs-integrated-biological-sciences</p>	<p>Senior exit interviews and written surveys; pre- and post- test comparisons; assessment of written lab reports and oral presentations using 4-point rubric;</p>	<p>Periodically, by program co-directors</p>		<p>2010 (Standalone review) and 2018 (as part of Biology department review)</p>

Biology, BS	Yes	https://www.uvm.edu/cas/biology/bs-integrated-biological-sciences	Senior exit interviews and written surveys; pre- and post- test comparisons; assessment of written lab reports and oral presentations using 4-point rubric;	Periodically, by program co-directors		2010 (Standalone review) and 2018 (as part of Biology department review)
Biology, BA	Yes	https://www.uvm.edu/cas/biology/ba-biology	Several direct and indirect assessments are used, which vary by LO. <i>Direct Assessments:</i> pre-post performance on specific exam questions for introductory classes, rubrics for student projects and writing samples, analysis of exam questions, project proposals and oral presentation in capstone course. <i>Indirect Assessments:</i> Senior survey, survey of independent research mentors	Annually by the curriculum committee; annually by the faculty member in the capstone course; annually by the department Chair and then the full faculty at our annual retreat		2018

Biology, MS	Yes	http://catalogue.uvm.edu/graduate/biology/biology_ms/	<p><i>Direct assessments:</i> Student performance is evaluated by a member of the studies committee using assessment rubrics; successful completion of benchmarks (comprehensive exam, thesis defense)</p> <p><i>Indirect assessment:</i> Exit survey of all graduates</p>	Collated and analyzed by the Graduate Affairs committee; reviewed every three years at the faculty retreat		2018
Biology, PhD	Yes	http://catalogue.uvm.edu/graduate/biology/biology_phd/?_ga=2.234494302.1919223034.1518453305-694570155.1508779436	<p><i>Direct assessments:</i> Student performance is evaluated by a member of the studies committee using assessment rubrics; successful completion of benchmarks (proposal defense, comprehensive exam, dissertation defense)</p> <p><i>Indirect assessment:</i> Exit survey of all graduates</p>	The primary Advisor and committee members	Altered proposal defense and comprehensive exam structure; instituted new manuscript submission requirement for PhD students	2018
Biomedical Engineering, BS	In process (must conform to ABET)	https://www.uvm.edu/ce/ms/ebe/biomedical_engineering_bs	Review of student performance in key coursework	Annually by program faculty	New program	Will be eligible for ABET accreditation in two years

Biomedical Engineering, MS	In process	https://www.uvm.edu/ce/ms/ebe/biomedical-engineering-ms-0	Review of theses and projects Student performance in key coursework	Annually by program faculty	New program	New program.
Biostatistical Sciences, MS	Yes	https://www.uvm.edu/ce/ms/mathstat/master_sciences_biostatistics	Written comprehensive examination covering core courses. Capstone course requiring written and oral presentations.	The statistics faculty will meet annually to discuss the data and take action.	New program.	New program.
Cellular, Molecular, and Biomedical Sciences, PhD (MS is terminal only)	Yes	https://www.uvm.edu/sites/default/files/media/CMB_Handbook.pdf Annually updated handbook.	Students complete course requirements for one of four Advanced Training Areas, pass a written and an oral qualifying examination, give several evaluated oral presentations in our and other seminar series (along with question & answer sessions), and successfully orally defend their written dissertation by a dissertation committee.	The CMB Student Progress Committee, the individual student's Dissertation Committee, and typically peer reviewers of the manuscripts submitted/published by our students on their original research. The CMB Steering and Education Committees then assess the	There is continual revision of courses, course requirements, qualifying examination, and requirements for successful defense of the dissertation based on the needs of the students to demonstrate acquisition and implementation of their knowledge and techniques, as well as to become successful in their chosen field.	2019

				evidence and make appropriate programmatic changes.		
Chemistry, BA	Yes	https://www.uvm.edu/cas/chemistry/ba-chemistry-0 Based on American Chemical Society standards	<ul style="list-style-type: none"> • American Chemical Society standardized exams • student senior seminar paper + presentation • required laboratory-only courses at the upper level • information from Office of Institutional Research • tracking alumni placement 	<ul style="list-style-type: none"> • undergraduate studies committee addresses problems with students' degree progress and works with curriculum committee to identify and implement solutions; reports to faculty • faculty discuss students' progress at annual retreat 	<ul style="list-style-type: none"> • complete overhaul of curriculum (add/drop courses, change the order in which they are taken, altering current content) is underway • moved writing/presentation exercises earlier in the curriculum • added discussion sections to large lecture classes and tracked outcomes (grades, retention) • in the process of developing a student exit survey 	2015
Chemistry, BS	Yes	https://www.uvm.edu/cas/chemistry/ba-chemistry-0 Based on American Chemical Society	<ul style="list-style-type: none"> • American Chemical Society standardized exams • student senior seminar paper + presentation • required laboratory-only 	<ul style="list-style-type: none"> • undergraduate studies committee addresses problems with students' 	<ul style="list-style-type: none"> • complete overhaul of curriculum (add/drop courses, change the order in which they are 	2015

			<p>courses at the upper level</p> <ul style="list-style-type: none"> • information from Office of Institutional Research • tracking alumni placement 	<p>degree progress and works with curriculum committee to identify and implement solutions; reports to faculty</p> <ul style="list-style-type: none"> • faculty discuss students' progress at annual retreat 	<p>taken, altering current content) is underway</p> <ul style="list-style-type: none"> • moved writing/presentation exercises earlier in the curriculum • added discussion sections to large lecture classes and tracked outcomes (grades, retention) • in the process of developing a student exit survey 	
Chemistry, MS	Yes	https://www.uvm.edu/cas/chemistry/graduate-program-overview	Standardized exams, graduate seminar, thesis defense	Annual review by graduate affairs committee		2018
Chemistry, PhD	Yes	https://www.uvm.edu/cas/chemistry/graduate-program-overview	Standardized exams, graduate seminar, original research proposal, dissertation defense	Annual review by graduate affairs committee		2017

Chinese, BA	Yes	Department webpage, location https://www.uvm.edu/cas/asian/outcomes-and-careers	Direct: Classroom work is evaluated in terms of program learning goals. Indirect: Exit survey for graduating senior majors; focus group.	ALL faculty at annual meeting in May. Details of the sample of student work and nature of evaluation/assessment kept on file in Department.	Several new courses developed with an eye to Department learning goals.	Fall 2017
Civil and Environmental Engineering, MS	Yes 1. ability to formulate and solve engineering problems at an advanced level 2. ability to apply knowledge obtained in the classroom to problems encountered in their engineering specialization. 3. ability to design execute and analyze research projects.	The general expectations are published in the Graduate Student Handbook found at http://www.uvm.edu/~cems/cee/?Page=grad/requirements.html&SM=grad/gradmenu.html . and the Program website at http://www.uvm.edu/~cems/cee/?Page=grad/default.html&SM=grad/gradmenu.html	Performance on 1.thesis proposal presentation 2. qualifying examinations 3. thesis defense Publications in professional journals Presentations at professional meetings Presentations in required seminar course	Faculty performance evaluation on a continuing basis and grade progress annually and formally.	New accelerated masters program has been developed. Graduate student handbook revised.	Not yet reviewed.

Civil and Environmental Engineering, PhD	<p>Yes</p> <ol style="list-style-type: none"> 1. ability to formulate and solve engineering problems at an advanced level 2. ability to apply knowledge obtained in the classroom to problems encountered in their engineering specialization. 3. ability to design execute and analyze research projects. 	<p>The general expectations are published in the Graduate Student Handbook found at http://www.uvm.edu/~ceems/cee/?Page=grad/requirements.html&SM=grad/gradmenu.html and the Program website at http://www.uvm.edu/~ceems/cee/?Page=grad/default.html&SM=grad/gradmenu.html</p>	<p>Performance on</p> <ol style="list-style-type: none"> 1.thesis proposal presentation 2. qualifying examinations 3. thesis defense <p>Publications in professional journals</p> <p>Presentations at professional meetings</p> <p>Presentations in required seminar course</p> <p>Performance in Significant Teaching Experience</p> <p>Performance in Scientific Communication</p>	<p>Faculty performance evaluation on a continuing basis and grade progress annually and formally.</p>	<p>New accelerated masters program has been developed.</p> <p>Graduate student handbook revised.</p>	<p>Not yet reviewed.</p>

Classical Civilization, BA	Yes	https://www.uvm.edu/cas/classics?Page=undergraduate.html	Qualitative review of senior theses and other research/coursework; exit survey/freewrite.	Department faculty at annual curriculum retreat in May.	TBD	2015
Communication Sciences and Disorders, BS	Yes	http://www.uvm.edu/cnhs/csd/?Page=csd_neasc_plan.html	The CSD-Student Outcomes Review Team (i.e., typically the program director and the clinic director or department chair) uses a curriculum map, created collaboratively with the department faculty, to identify assignments, grading rubrics, exams, exam questions or components, scores/grades/assessments from courses within the major to determine if students are achieving the programs stated outcomes across the 4 broad domains. The curriculum map indicates the frequency that each outcome is reviewed, the benchmark for achievement for each outcome, and how the data from instructors is	Annually, Outcomes review Team data based on the schedule of review indicated on the curriculum map. Data is then reviewed and compared to stated outcome standards by the CSD-Student Outcomes Review Team and presented to the larger CSD faculty at the annual department retreat. The faculty as a whole then use this	<ol style="list-style-type: none"> 1. Assessment overall has been expanded to reflect the growing breadth of knowledge and skills across the discipline of speech-language pathology. 2. New coursework in the major has also been added to include opportunities for clinical thinking skills and knowledge. 3. Some faculty have refocused course or content emphasis to better support students in 	2014

			provided to the CSD Student Outcomes Review Team.	information to make curricular adjustments as indicated.	reaching stated outcomes/benchmarks.	
Community and International Development, BS	Yes	https://www.uvm.edu/cal/s/cdae/undergraduate_programs	Indirect: survey of seniors and alums every 3 years; town meeting with majors every year Direct: every year short narrative evaluation of capstone projects by instructors; every other year review/rating of a sample of capstone projects	Capstone instructors and undergraduate coordinator; each year the undergrad coordinator prepares a summary of assessment findings for review by the program		2016
Community Development and Applied Economics, MS	Yes	https://www.uvm.edu/cal/s/cdae/ms	Comprehensive exams Oral thesis defenses	Program faculty		2016
Community Entrepreneurship, BS	Yes	http://www.uvm.edu/cdae/?Page=community-entrepreneurship.html	CDAE267 Capstone Indirect: survey of seniors and alums every 3 years; town meeting with majors every year Direct: every year short narrative evaluation of capstone projects by	Capstone instructors and undergraduate coordinator; each year the undergrad coordinator prepares a		2016

			instructprs; every other year review/rating of a sample of	summary of assessment findings for review by the program		
Complex Systems and Data Science, MS	Yes	http://vermontcomplexsystems.org/education/masters/	<p>Direct: Performance on projects and exams in CSYS core courses (CSYS 300 and 302)</p> <p>Indirect: Incorporation of CSYS principles in theses or dissertations, where relevant; CSYS related publications; job placement or further graduate study</p>	Complex Systems Faculty teaching the Core courses regularly assess performance; Complex Systems Curr Comm regularly discusses and implements curricular changes as needed.	Recently added several new elective options in Data Science I & II, Energy System Transitions, Phase Transitions and Critical Phenomena; Smart Grid; Reliability of Engr Syst, Policy Systems. Removed elective in Software Engineering and Artificial Intelligence	New program.
Computer Science, BA	Yes	https://www.uvm.edu/ce/ms/cs/undergraduate_programs	<p>Direct: Portfolio (best, worst, average) of representative student performance assessments (e.g., final exams, projects) in key courses at the end of the required core sequence to include:</p> <p>CS 120 Advanced</p>	The CS Curriculum committee will meet annually to review portfolios, senior seminar data, and job placement information;	In response to observed weaknesses, we have recently made the following changes: increase calculus requirement to higher level series; new probability	2015

			<p>Programming CS 121 Computer Organization CS 124 Data Structures & Algorithms CS 125 Computability & Complexity</p> <p>In CS 292 Senior Seminar: Direct: Mock technical interviews Indirect: Written Senior survey Indirect: Oral group exit interview</p> <p>Indirect: Job placement information</p>	<p>discuss strengths and weaknesses of our program; recommend changes to curriculum and/or pedagogy to address observed weaknesses.</p>	<p>course; requirement; new advanced programming requirement two more CS 2xx requirements;</p>	
Computer Science & Information Systems, BS	Yes	https://www.uvm.edu/ce/ms/cs/undergraduate_programs	<p>Direct: Portfolio (best, worst, average) of representative student performance assessments (e.g., final exams, projects) in key courses at the end of the required core sequence to include:</p> <ul style="list-style-type: none"> • CS 120 Advanced Programming • CS 121 Computer Organization • CS 124 Data Structures & 	<p>The CS Curriculum committee will meet annually to review portfolios, senior seminar data, and job placement information; discuss strengths and weaknesses of our program; recommend changes to</p>	<p>In response to observed weaknesses, we have recently made the following changes: new probability course requirement; new advanced programming requirement; two more CS 2xx requirements</p>	BS

			<p>Algorithms</p> <ul style="list-style-type: none"> CS 148 Database Design for the Web <p>In CS 292 Senior Seminar:</p> <ul style="list-style-type: none"> Direct: Mock technical interviews Indirect: Written Senior survey Indirect: Oral group exit interview <p>Indirect: Job placement information</p>	curriculum and/or pedagogy to address observed weaknesses.		
Computer Science, BSCS	Yes	https://www.uvm.edu/ce/ms/cs/undergraduate_programs	<p>Direct: Portfolio (best, worst, median) of representative student performance assessments (e.g., final exams, projects) in key courses at the end of the required core sequence to include:</p> <ul style="list-style-type: none"> CS 120 Advanced Programming CS 121 Computer Organization CS 124 Data Structures & Algorithms CS 125 Computability & Complexity 	The CS Curriculum committee will meet annually to review portfolios, senior seminar data, and job placement information; discuss strengths and weaknesses of our program; recommend changes to curriculum and/or pedagogy to	In response to observed weaknesses, we have recently made the following changes: new probability course requirement; new advanced programming requirement; two more CS 2xx requirements; created new 2xx course in programming languages; added mock interviews to senior seminar	2015

			<p>In CS 292 Senior Seminar:</p> <ul style="list-style-type: none"> • Direct: Mock technical interviews • Indirect: Written Senior survey • Indirect: Oral group exit interview <p>Indirect: Job placement information</p>	address observed weaknesses.		
Computer Science, MS	Yes	https://www.uvm.edu/ce/ms/cs/computer_science_ms	<p>Direct: Comprehensive Exams (written); Thesis or Project defense, if relevant. Publications, if relevant.</p> <p>Indirect: job placement</p>	Comprehensive Examining Committee, Thesis or Project Defense Committee, if relevant.		2015
Computer Science, PhD	Yes	https://www.uvm.edu/ce/ms/cs/graduate_programs/computer_science_phd	<p>Direct: Comprehensive Exams (oral and written); Thesis Proposal; Dissertation Defense; Publications</p> <p>Indirect: Annual report by each PhD student, job placement.</p>	Comprehensive Examining Committee; Studies Committee meets with each student annually to review progress;	Recently added new publication requirement for PhD students (at least 2 peer-reviewed papers)	2015

Clinical and Translational Science, MS	Yes	http://med.uvm.edu/medicine/gimr/ctseducation/introduction	Comps exams, internship report, seminar presentations, papers, defense for degree	ED Committee, advisor	None	2020
Clinical and Translational Science, PhD	Yes	http://med.uvm.edu/medicine/gimr/ctseducation/introduction	Comps exams, internship report, seminar presentations, papers, defense for degree	ED Committee, advisor	None	2020
Curriculum and Instruction, MEd	Yes	https://www.uvm.edu/ces/doe/curriculum	Assessment plan is currently being revised	Reviewed annually by program faculty	Program is currently undergoing revision	2019
Data Science, BS	Yes (pending approval from participating units)	Will be posted on website; program description: https://www.uvm.edu/ce/ms/mathstat/bs_data_science	New program; assessment plan underdevelopment	New program; assessment plan underdevelopment	New program.	N/A will be reviewed with Mathematics and Statistics in 2020
Ecological Agriculture, BS	Yes	http://www.uvm.edu/~pss/ undergraduate programs	Capstone course essay that integrates previous learning; Internships; Senior Seminars	Instructor; Academic Advisor; undergraduate Affairs Committee	Retake courses below C- for comprehension; Respond regular student feedback	2017

Economics, BA	Yes	https://www.uvm.edu/cas/economics/ba-economics	<p>1. Quiz on basics of microeconomic and macroeconomic theory is administered to students at the end of the relevant principles classes and at the beginning of the corresponding intermediate theory classes. This quiz enables us to check which basic ideas students are learning and retaining well and which are more confusing for them.</p> <p>2. Research papers in advanced seminars are evaluated by faculty using a rubric.</p>	Department as a whole meets annually to review the data and discuss possible changes.	In the past two years the department has changed the minor requirements, requiring students in the minor to take an intermediate theory course, and launched a Bachelor of Science degree program as an alternative to the Bachelor of Arts.	2015
Economics, BS	In process	https://www.uvm.edu/cas/economics/ba-economics	<p>1. Quiz on basics of microeconomic and macroeconomic theory is administered to students at the end of the relevant principles classes and at the beginning of the corresponding intermediate theory classes. This quiz enables us to check which basic ideas students are learning and retaining well and which are more confusing for them.</p>	Department as a whole meets annually to review the data and discuss possible changes.	New degree.	New degree.

			2. Research papers in advanced seminars are evaluated by faculty using a rubric.			
Educational Leadership and Policy Studies, EdD	Yes	<p>College of Education and Social Services (CESS) WebSite http://www.uvm.edu/~ces/doctoral/</p> <p>EdD Student Handbook http://www.uvm.edu/~ces/doctoral/</p> <p>Graduate College Web Site http://www.uvm.edu/~gradcoll/?Page=Programs.html</p>	<ul style="list-style-type: none"> • Final Grades in the Required Five Core Courses: EDLP 431, EDFS 455, EDLP 409, EDLP 419, EDLP 437 • Comprehensive Examination (Case Analysis Paper) Qualifying Paper Dissertation Proposal Final/ Capstone • Dissertation Proposal Defense • Dissertation Defense 	<p>Doctoral Admissions Committee made up of tenured/tenure line faculty from the three Departments in CESS</p> <p>Core Faculty who teach the Core Courses</p> <p>College Faculty from across the three CESS Departments: Two Readers for Each Comprehensive Examination and Review by the Program</p>	<ul style="list-style-type: none"> • New Elective Courses • Student Professional Seminar Sessions • Handbook Revisions • New Comprehensive Examination Format • Required Literature Review for the Qualifying Paper • Research requirements increased to 12 credits from 9 	2006, due in 2019

				<p>Coordinator advisor and one Studies Committee faculty member</p> <p>Dissertation Advisor and Two Faculty Committee Members (All members are Graduate Faculty)</p> <p>Dissertation Advisor and Two Faculty Committee Members and one Outside Defense Chair Faculty member (All members are Graduate Faculty)</p>		
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<p>Educational Leadership and Policy Studies, PhD</p>	<p>Yes.</p>	<p>http://www.uvm.edu/~ces/s/doctoral/</p> <p>Phd Student Handbook</p> <p>http://www.uvm.edu/~ces/s/doctoral/</p> <p>Graduate College Web Site</p> <p>http://www.uvm.edu/~gradcoll/?Page=Programs.html</p>	<ul style="list-style-type: none"> • Final Grades in the Required Five Core Courses: EDLP 431, EDFS 455, EDLP 409, EDLP 419, EDLP 437 • Additionally, final grades in EDLP 429 • Written and Oral Comprehensive Examination (Development and Presentation of Draft, In-depth, critical, empirical article for Publication) Note: Requires 3.0 GPA to submit Comprehensive Exam • University Teaching Experience • Graduate Assistantship Evaluation • Dissertation Proposal Defense • Dissertation Defense 	<p>Doctoral Admissions Committee made up of tenured/tenure line faculty from the three Departments in CESS</p> <p>Core Faculty who teach the Core Courses and Core Research Faculty</p> <p>Dissertation committee</p> <p>Department Chairs and Program Coordinators and Mentor Faculty</p>	<p>Note: This is a relatively new program.</p> <ul style="list-style-type: none"> • New Elective, Cognate, and Research Courses (18 credit research requirement) • Student Professional Seminar Sessions • Handbook Revisions • Comprehensive Examination Format Requiring Publishable Paper and Colloquium • Required article format for the Dissertation 	<p>N/A new program</p>
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Electrical Engineering, MS (coursework option)	In process	https://www.uvm.edu/ce/ms/ebe/electrical_engineering_ms_phd	<p>The student is required to take one or two EE core courses (EE301 System Theory or EE 302 Stochastic Processes).</p> <p>The student must complete a written and/or oral comprehensive exam during the final semester of residence at UVM. The student's written report is to be defended before the exam committee.</p>	<p>The members of the defense committee will assess the level of achievements in each educational outcome.</p> <p>The assessment data will be presented to the EE faculty for discussion at EE faculty meeting.</p>	New program	New program
Electrical Engineering, MS (project option)	In process	https://www.uvm.edu/ce/ms/ebe/electrical_engineering_ms_phd	<p>The student is required to take one or two EE core courses (EE301 System Theory or EE 302 Stochastic Processes).</p> <p>The student is required to take a comprehensive exam. The student's</p>	<p>The members of the defense committee will assess the level of achievements in each educational outcome.</p>	New program	New program

			<p>project committee will orally examine the student based on the student's coursework and research focus.</p> <p>The EE department will develop an exit survey and alumni survey similar to the ones in place for the undergraduate degree.</p>	<p>The assessment data will be presented to the EE faculty for discussion at EE faculty meeting.</p>		
<p>Electrical Engineering, MS (thesis option)</p>	<p>In process</p>	<p>https://www.uvm.edu/ce/ms/ebe/electrical_engineering_ms_phd</p>	<p>The student is required to take one or two EE core courses (EE301 System Theory or EE 302 Stochastic Processes).</p> <p>The student must orally present a proposal for their thesis research. The student's thesis committee will orally examine the student based on the student's coursework and research focus.</p> <p>The MSc thesis is evaluated by the Defense committee. The EE department will develop an exit survey and alumni survey similar to the ones in place for the</p>	<p>The members of the defense committee will assess the level of achievements in each educational outcome.</p> <p>The assessment data will be presented to the EE faculty for discussion at EE faculty meeting.</p>	<p>New program</p>	<p>New program</p>

			undergraduate degree.			
Electrical Engineering, PhD	In process.	https://www.uvm.edu/cems/ebe/electrical_engineering_ms_phd	<p>Two EE core courses (EE301 System Theory and EE302 Stochastic Process) are required for every PhD student.</p> <p>The student is required to take a two-phase comprehensive exam, including oral part and written part, to test his/her breadth and depth of knowledge in electrical engineering. The performance will be documented by the chair of the comprehensive exam committee.</p> <p>The PhD thesis is evaluated by the Defense committee. The members of the defense committee assess the level of achievements.</p> <p>The EE department will</p>	<p>The members of the defense committee will assess the level of achievements in each educational outcome.</p> <p>The assessment data will be presented to the EE faculty for discussion at the EE faculty meeting.</p>	New program.	New program, TBD

			develop an exit survey and alumni survey similar to the ones in place for the undergraduate degree.			
Engineering Management, BS	Yes	https://www.uvm.edu/ce/ms/interdisciplinary_engineering https://www.uvm.edu/sites/default/files/media/EMGT_Checksheet_02-03-17_0.pdf	<ul style="list-style-type: none"> • CE/ME 186 or BME/EE 188 - Senior Design 	<ul style="list-style-type: none"> • SoE Curriculum Committee 		TBD
Engineering, BAE	Yes	https://www.uvm.edu/ce/ms/interdisciplinary_engineering https://www.uvm.edu/sites/default/files/media/2017-2018_BA.E_Chksht.pdf	<ul style="list-style-type: none"> • Capstone Design Course including presentation at Design Night 	<ul style="list-style-type: none"> • SoE Curriculum Committee 		TBD
Engineering, BSE	Yes	https://www.uvm.edu/ce/ms/interdisciplinary_engineering https://www.uvm.edu/sites/default/files/media/2017-2018_BA.E_Chksht.pdf	<ul style="list-style-type: none"> • Capstone Design course including presentation at Design Night 	<ul style="list-style-type: none"> • SoE Curriculum Committee 		2015

		2018 BS.E Chksht 1.pdf				
English, BA	Yes	Will be on website: https://www.uvm.edu/cas/english/ba-minor-english	1. Survey of all senior seminar students re. their learning, curriculum, and suggestions (every 3 years). 2. Cyclical direct assessment of outcomes using sampled student work from senior seminars	Assessment Committee reports findings to department for discussion, which may result in charge to Curriculum Committee to propose changes.	Based on 2013-15 data suggesting need to better intro classes and more writing, we created new English major requirements, minor requirement, and new minor in writing to start fall 2016	2014
English, MA	Yes	Will be on website: https://www.uvm.edu/cas/english/graduate_program_english	Comprehensive exams, thesis defenses, graduate student survey, faculty survey	Graduate committee collects data and reports findings to the department, which may result in curricular changes.	Data needs to be collected more regularly and made available to Graduate Committee from year to year. Current data suggests that we need more information as students complete the program, so we plan to develop an	2014

					exit questionnaire or interview for graduating students.	
Environmental Sciences, BS	Yes	http://www.uvm.edu/rsenr/environmental_sciences_program_mission_learning_outcomes http://www.uvm.edu/~ensc/	<ol style="list-style-type: none"> 1. Evaluation is nested within each of the 6 ENSC core courses through anchor assignments and LO specific rubrics. 2. Assess the number and quality of internships and credit bearing research activities. 3. Annual survey of seniors asking about their learning, the factors that helped them and suggestions for change. 4. Alumni survey about job placement, 	<p>Data is compiled by the program director, and evaluated by the ENSC Faculty during an annual assessment retreat to review evidence and make recommendations.</p> <p>All evidence and summaries are shared with administration via uvm sharepoint</p>	<p>Materials to introduce programmatic learning outcomes were deployed in all core courses.</p> <p>LO Mapping across courses led to changes in ENSC9 content and pedagogy</p> <p>Guides and student support for anchor assignments were modified to reflect connections to programmatic learning outcomes.</p>	<p>RESNR Program Review 2016</p> <p>UVM APR (all colleges): 2012</p>

Environmental Studies, BA	Yes	https://www.uvm.edu/environmentalprogram/our-curriculum-ba/bs-environmental-studies	Indirect measures: course evaluations (questions on achievement of skills); alumni survey, advising survey, honors and awards. Direct: capstone class NR 206 (if in RSENR), senior theses or other senior capstone experiences, Program and Honors evaluations of students.	Program faculty		2011
Environmental Studies, BS	Yes	https://www.uvm.edu/environmentalprogram/our-curriculum-ba/bs-environmental-studies	Indirect measures: course evaluations (questions on achievement of skills); alumni survey, advising survey, honors and awards. Direct: capstone class NR 206 (if in RSENR), senior theses or other senior capstone experiences, Program and Honors evaluations of students.	Program faculty		
Exercise Science, BS (previously Exercise and Movement Science)	Yes	https://www.uvm.edu/cnh/s/rms/exercise-science-bs	Final Exams, Surveys for Alumni and Seniors, performance in capstone and portfolio documentation	Instructors for the cores EXMS courses	Curriculum has annually been evaluated, revisited, and adjusted based on amalgam of objective and subjective student data	Not previously reviewed; APR scheduled for 2020

Film and Television Studies Program, BA	Yes	https://www.uvm.edu/cas/filmtv/undergraduate-programs Outcomes will be added to new dept. site	Survey will be administered in entry-level classes 1-credit capstone course and exam	FTS faculty will review the surveys as a team. For the next 4 years leading up to the first capstone course/exam, we will do this on an annual basis after classes end in May.	Introduction of new 1-credit capstone course pending.	2014
Food Systems, BS	Yes	https://www.uvm.edu/foodsystems/undergraduate-programs-bs-food-systems	New program.	Program faculty meets annually.	New program	New program (2017)
Food Systems, MS	Yes	Program Bylaws Food Systems website: http://www.uvm.edu/foodsystemsprogram/	1. Faculty evaluate strengths and weaknesses of comprehensive exams and final projects/theses and report these to project & thesis committee. 2. Process for assessing whether or not graduates have achieved stated outcomes. Should be an outside department, i.e. Grad College or CTL	Curriculum Committee should evaluate the results of focus groups/surveys to determine what changes/improvements should be made.	Travel immersion requirement was expanded to include option of internship. Introduced a PhD track with qualifying and comprehensive exams to evaluate content, comprehension and	Not previously reviewed (new program in 2012)

			(conduct student focus groups or surveys).		research capacity.	
Food Systems, PhD	Yes, however this is a new program, which began in Fall 2015.	Program Bylaws Food Systems website: http://www.uvm.edu/foodsystemsprogram/	1. Faculty evaluate strengths and weaknesses of qualifying exams and dissertation and report these to project & thesis committee. 2. Process for assessing whether or not graduates have achieved stated outcomes. Should be an outside department, i.e. Grad College or CTL (conduct student focus groups or surveys).	New program	New program	New program.
French, BA	Yes	https://www.uvm.edu/cas/rll/french	Direct: Faculty evaluate a sampling of senior course papers and report findings to the Director of Undergraduate Studies Indirect: Survey of senior majors coordinated by the Department Chair	The chair in consultation with the Department Curriculum Committee reviews the findings of the faculty evaluating the essays and compiles data	The curriculum committee has met with the Writing in the Disciplines program to develop strategies for transitioning from lower-level to upper-level courses in terms of the learning outcomes for majors.	2018

				from the survey of senior majors		
Gender, Sexuality and Women's Studies, BA (previously Women's and Gender Studies)	Yes.	http://www.uvm.edu/~wmst/	papers, exam, capstone course (senior research seminar), indirect assessments by faculty and graduating students, etc...	Mostly the Instructors. However, prior to the implementation of a new curriculum in 2014, the assessment committee and chair decided to establish new parameters for the program based, among other factors, on the interpretation of data.	In 2014 we implemented a new curriculum, with a new set of requirements for majors and minors. The name of our program changed from "Women and Gender Studies" to "Gender, Sexuality and Women's Studies." We created an additional minor: Sexuality and Gender Identity Studies. In 2018 a new mission was written.	2014.
Geography, BA	Yes	http://www.uvm.edu/~geograph/	Specifics depend on which Learning Outcome is being assessed in a given year (5-year cycle for 5 outcomes). <i>Direct Assessment:</i> intro-	Data are collected and archived every year for each of 5 learning outcomes. Data are	Learning goals and outcomes are explicitly referenced in and used to shape all course syllabi.	2017

			<p>level course exam questions; review of student materials in methods and topical courses (e.g. free-writes, research papers/projects, maps, posters) and student performance (e.g. faculty comment cards evaluating oral presentations)</p> <p><i>Indirect Assessment:</i> Senior exit interviews; annual survey of all majors; reflective portfolios as part of Geography Honors</p>	<p>evaluated in a faculty “rating day” every other year in May (even years starting in 2018). Chair and/or Assessment Coordinator reports on these by June 30th.</p> <p>Recommendations are reviewed at the annual retreat in August and implemented during the subsequent academic year.</p>	<p>In 2016-17, information from the annual majors’ survey informed curriculum planning (e.g. mix of classes) and spurred a revision of the major requirements (we added GEOG50 as an option).</p> <p>Human geography curriculum currently (2018) being revised based on staffing changes and our APR feedback.</p>	
Geology, BA	Yes	https://www.uvm.edu/cas/geology/ba/bs-geology	<ul style="list-style-type: none"> • All students evaluated at the end of Geol 101 and Geol 110 (core courses) • Completion of senior’s research project and public presentation (BS only) 	<p>Data are evaluated at the last faculty meeting of the academic year & at the annual retreat.</p> <ul style="list-style-type: none"> • In 2003 the 	<ul style="list-style-type: none"> • Introduced Capstone experiences: <ul style="list-style-type: none"> - All majors are required to take GEOL 291 and GEOL 292. These two courses were 	2018

			<ul style="list-style-type: none"> • Honors thesis defense • Acceptance to Graduate programs <p>Career placement</p>	<p>Department moved to a goals-based curriculum, where faculty identify the student learning goals in course syllabi, and at the end of the semester assess how well these goals are met.</p>	<p>revised in 2016 to become part of the department's advising offerings for our juniors and seniors.</p> <ul style="list-style-type: none"> •Revision of BA and BS majors in 2016 ensuing from discussions related to our recent curriculum mapping efforts for the Writing and Information Literacy in the Disciplines (WILD) initiative. •Introduction of <i>RoCKS</i> (Record of Core Knowledge and Skills) documents in core Geology courses in 2016. The goal of the <i>RoCKS</i> initiative is to improve scaffolding of materials within and among our courses, thus 	
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					enhancing consistency in our curriculum.	
Geology, BS	Yes	https://www.uvm.edu/cas/geology/ba/bs-geology	<ul style="list-style-type: none"> • All students evaluated at the end of Geol 101 and Geol 110 (core courses) • Completion of senior's research project and public presentation (BS only) • Honors thesis defense • Acceptance to Graduate programs <p>Career placement</p>	<p>Data are evaluated at the last faculty meeting of the academic year & at the annual retreat.</p> <ul style="list-style-type: none"> • In 2003 the Department moved to a goals-based curriculum, where faculty identify the student learning goals in course syllabi, and at the end of the semester assess how well these goals are met. 	<ul style="list-style-type: none"> • Introduced Capstone experiences: <ul style="list-style-type: none"> - For BS students, 1 semester of required senior research (Geol 198), which involves a thesis proposal, independent (guided) research, and public presentation of results as well as a written report. - All majors are required to take GEOL 291 and GEOL 292. These two courses were revised in 2016 to become part of the department's advising offerings for our juniors and 	2018

					<p>seniors.</p> <ul style="list-style-type: none"> •Revision of BA and BS majors in 2016 ensuing from discussions related to our recent curriculum mapping efforts for the Writing and Information Literacy in the Disciplines (WILD) initiative. •Introduction of <i>RoCKS</i> (Record of Core Knowledge and Skills) documents in core Geology courses in 2016. The goal of the RoCKS initiative is to improve scaffolding of materials within and among our courses, thus enhancing consistency in our curriculum. 	
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<p>Geology, MS</p>	<p>Yes</p>	<p>https://www.uvm.edu/sites/default/files/Department-of-Geology/Geology_Graduate_Handbook_2017.pdf</p>	<ul style="list-style-type: none"> • Successful completion of GEOL 302 (Intro to Graduate Studies) • Successful completion of Comprehensive Examination (two part examination: Thesis proposal + Thesis Progress Report) • Successful completion of written MS thesis and public presentation <p>PhD program admission and post-MS employment data collected through Alumni survey</p>	<ul style="list-style-type: none"> • Graduate student thesis committees track and record progress. • Entire faculty provides feedback at Proposal Defense and Progress Report 	<p>Creation of regularly scheduled alumni surveys.</p> <ul style="list-style-type: none"> • The yearly Department Newsletter includes an alumni survey that asks both graduate and undergraduate alumni various questions regarding their UVM Geology experience. Included in the survey are questions regarding post-graduate careers as well as questions on alumni perception of their preparation level upon graduation. Survey results are reported back to alumni in subsequent newsletters. They are also discussed at the annual 	<p>2018</p>
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					faculty assessment discussion.	
German, BA	Yes	https://www.uvm.edu/cas/germanrussian/ba-german	Senior seminars as a capstone course	Annually by German assessment committee	More focus on writing skills in upper-level courses	2016
German, MA	Yes	https://www.uvm.edu/cas/germanrussian/ma-german	Individual theses.	Annually by German assessment committee		2016
Global Studies, BA	Yes.	In the Global Studies Handbook https://www.uvm.edu/cas/globalstudies/advising	<ul style="list-style-type: none"> • Informal surveys of and discussions with majors and minors • Review of students for annual awards • Informal review of career development and outcomes 	Global studies constituent/participant faculty, and GS directors/chairs, but informally	None yet; we are planning the expansion of curriculum to enhance 200-level outcomes, including a mid-level proprietary course, at the 100-level, probably to develop strengths in the domain of methodology	2018

Greek, BA	Yes	https://www.uvm.edu/cas/classics?Page=undergraduate.html	Qualitative review of senior theses and other research/coursework; exit survey/freewrite.	Department faculty at annual curriculum retreat in May.	TBD	2015
Greek and Latin, MA	Yes	https://www.uvm.edu/cas/classics/graduate-programs	Comprehensive exams; exit survey/freewrite.	Department faculty at annual curriculum retreat in May.	TBD	2015
Greek and Latin, MAT.	Yes	https://www.uvm.edu/cas/classics/graduate-programs	Comprehensive exams; exit survey/freewrite.	Department faculty at annual curriculum retreat in May.	TBD	2015
Health and Society, BA	In process (new program launched Fall 2018)	Program website: https://www.uvm.edu/cas/healthsociety	TBD	Annual meeting of program faculty	TBD	New program
Health Sciences, BS	Yes	https://www.uvm.edu/cnh/mlrs/undergraduate_programs/health_sciences_bs	Direct and Indirect Assessments including final exams, writing portfolio, program plan, fieldwork project, alumni surveys	Program Faculty on an annual basis	New program	New program.

Higher Education and Student Affairs, MEd	Yes	https://www.uvm.edu/ces/s/dlds/hesa	Curriculum is under revision	Assessment plan currently being revised	Recent curriculum revision	2020
Historic Preservation, MS	Yes	(www.uvm.edu/histpres). This site contains a link to the membership standards for the National Council on Preservation Education (NCPE) (http://www.ncpe.us/standards), which is the accrediting body for historic preservation education.	1-A series of required courses that meet the specifications of the NCPE and provide broad exposure to the field. Performance assessed through papers and exams. 2-Comprehensive Examinations (4-hours in length) which are blind-reviewed by both faculty teaching full-time in the Historic Preservation Program. 3—Successful completion and presentation (in written and oral form) of results from a summer internship. 4—For students who choose the option, the completion and successful defense of a thesis.	The two permanent, full-time faculty in the Historic Preservation Program (who are scholars and practitioners) review student performance.	Course content, internship opportunities, and comprehensive exams are revised according to developments in the field and student performance. While not externally accredited, the Historic Preservation Program adapts its curriculum regularly according to the professional standards defined by NCPE.	2015

			5. Alumni survey			
History, BA	Yes	In addition to being distributed as documents, they appear on our website www.uvm.edu/~history (under the heading “Explore History”).	Learning Outcomes are assessed in three ways: 1-A survey of students completing our required methodology class (HST 101-History Methods). 2-Faculty Evaluation of Research Seminar (200-level) papers. 3-A survey of graduating seniors.	Interpreted by Curriculum and Assessment Committee and Chair. Discussed annually at the fall faculty retreat (before the start of the academic year).	The introduction of the History Methods class (HST 101) that accompanied a general revision of major requirements (this was discussed following our 2002 APR and implemented based on recommendations made during the last reaccreditation in 2009). The introduction of the student survey for assessing learning experiences in History Methods	2015

					<p>(HST 101).</p> <p>The Department is currently in the process of developing an Alumni survey to be administered every five years. The hope is that this will capture more data on professional routes for our students and allow us to discover those elements of the history degree that they have found valuable in pursuing careers/advanced study.</p> <p>The Department is currently discussing the implementation of assignments/exam questions (at the 00- and 100-level) that will assess, on a rotating, annual basis, skills like</p>	
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					<p>analyzing primary and secondary sources and argument development, etc.</p> <p>These assessments also regularly inform curricular planning during faculty meetings and in meetings of the Curriculum and Assessment Committee.</p>	
History, MA	Yes	<p>General Statements Appear in Guiding Principles Document to be found under the “Explore History” section on the department webpage (www.uvm.edu~history).</p>	<p>Required Historiography class for all incoming students in which they are taught how to conduct original primary research, engage with existing scholarship, and present their findings professionally.</p> <p>Comprehensive Examinations in the Second Year of the Program.</p> <p>Formal Thesis Proposal for Students Pursuing Thesis Option.</p> <p>Formal Thesis Defense for Students Pursuing Thesis Option.</p>	<p>Evidence is interpreted by the student’s Comprehensive Examination and Thesis Defense Committees.</p> <p>Also reviewed by Director of Graduate Studies and Graduate Studies Committee.</p> <p>In determining outcomes, the student’s ability to</p>	<p>In reviewing comprehensive examinations, we determined around 2010 that students should be allowed to develop course syllabi or specific teaching lesson-plans in fulfilling comprehensive examination requirements. This option was provided to students in addition to traditional in-class or take-home</p>	2015

			<p>Departmental Defense of Portfolio or Major Research Paper for those students who pursue these routes.</p>	<p>engage with scholarly literature, to conduct original primary research, and to present findings professionally is assessed.</p>	<p>examinations. The Department is currently in the process of developing an Alumni survey to be administered every five years. The hope is that this will capture more data on professional routes for our students and allow us to discover those elements of the history degree that they have found valuable in pursuing careers/advanced study. These assessments also regularly inform curricular planning during faculty meetings and in meetings of the Curriculum and Assessment Committee.</p>	
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Human Development and Family Studies	Yes	https://www.uvm.edu/cess/dlds/hdfs	Alumni survey; capstone course which includes required fieldwork	Annually by program faculty; assessment plan under review		2019
Human Functioning and Rehabilitation Science, PhD	In process	New program	New Program	Program faculty	New Program	New Program
Individually Designed Major, BS (CESS)	Yes, these have been developed as part of a recent proposal for substantial revisions to the CESS Individually Designed Major	CESS website (being updated) http://catalogue.uvm.edu/undergraduate/educationandsocialservices/education/individuallydesignedbsed/	Students will complete a capstone course that requires them to develop, implement and present their final project. A rubric adapted from several AAC & U rubrics will be used to evaluate performance.	Annually, the faculty coordinator for the Individually Designed Major will present a summary report of indirect and direct evidence,	The annual report will be reviewed by the Faculty Coordinator, the Chair of the Department of Education; the Director of Accreditation, Data, and Assessment; and the Associate Dean for Academic	Not previously reviewed under old system.

				including summaries of scores obtained by students completing capstone projects	Affairs and Research. Results will be used to identify needed changes in program content, assessment practices and procedures.	
Individually Designed Major, BA (CAS)	Yes	https://www.uvm.edu/cas/individually_designed_major/minor_idm	Capstone final project for the major, presented to a committee of three faculty members from different departments.	The Associate Dean in charge of IDMs, the CAS Curriculum Committee (which reviews the status of the program annually) & the Student's Advisor	Every student prepares a detailed plan for the major in consultation with the Associate Dean and the faculty sponsor. Final projects are reviewed by three faculty.	Not previously reviewed under old system.
Italian Studies, BA	Yes	https://www.uvm.edu/cas/rll/italian	Direct: Faculty evaluate a sampling of senior course papers and report findings to the chair Indirect: Survey of senior majors coordinated by the Department Chair	Chair in consultation with the Department Curriculum Committee reviews the findings of the faculty evaluating the	The curriculum committee has met with the Writing in the Disciplines program to develop strategies for transitioning from lower-level to upper-level courses in terms of the	2018

				essays and compiles data from the survey of senior majors	learning outcomes for majors.	
Interdisciplinary Studies, MEd	Yes	https://www.uvm.edu/ces/dlds/interdisciplinary_studies	<ol style="list-style-type: none"> 1.Required Intro seminar 2. Thesis completion (elective) 3. compulsory comprehensive scholarly writing exam with a minimum of 10,000 words 	Annually by Program Faculty, both inside and outside the Interdisciplinary Program	<ol style="list-style-type: none"> 1. All candidates must undergo an extensive personal interview as well as submit an extensive writing sample. 2. A required Intro Interdisciplinary/P hilosophy Seminar. 3. A mini-thesis at the end of the Program in the form of a comprehensive exam without credit 	2019

Japanese, BA	Yes	https://www.uvm.edu/cas/asian/outcomes-and-careers .	<p>Direct: Classroom work is evaluated in terms of program learning goals.</p> <p>Indirect: Exit survey for graduating senior majors; focus groups.</p>	ALL faculty at annual meeting in May. Details of the sample of student work and nature of evaluation/assessment kept on file in Department.	Several new courses developed with an eye to Department learning goals.	2017
Latin, BA	Yes	https://www.uvm.edu/cas/classics/ba-classical-civilization-greek-and-or-latin	Qualitative review of senior theses and other research/coursework; exit survey/freewrite.	Department faculty at annual curriculum retreat in May.	TBD	2015

Leadership for Sustainability Concentration, MPS	Yes	http://www.uvm.edu/rsen/r/leadership-sustainability/	Post-course evaluative surveys (3 in first year), bi-weekly harvest/reflection assignments, two portfolio assignments, Master's proposal defense, three Master's project evaluations, comprehensive exams (from both committee, student, and MSLS leadership team), summative assessment	MSLS Evaluation Team including members of faculty, affiliates, staff, and outside assessment consultants. Process is to examine data, look at trends/patterns, identify opportunities, and make improvements. This process takes place twice a year and findings are shared with students, affiliates, faculty, and staff.	Based on student feedback, changes made to residential retreat facilitation, online course curriculum, student and project scaffolding, affiliate involvement, and Master's milestone and course requirements.	2016
Linguistics, BA	Yes	https://www.uvm.edu/cas/rl/linguistics	Direct: Faculty evaluate capstone papers and report findings to the chair. Indirect: Survey of senior majors coordinated by the	Chair and Director of Linguistics in consultation with the Department	The major is relatively new and we are still in the early stages of implementing assessment.	2018

			Department Chair	Curriculum Committee reviews the findings of the faculty evaluating the student materials and compiles data from the survey of senior majors		
Materials Science, MS (Course-only option)	Yes	MATS program by-laws, Website update in progress	<ol style="list-style-type: none"> 1. Completion of core-course requirements in one of the three approved tracks. 2. Qualifying exam 3. Alumni surveys 	Annually by the program director and The Materials Science Executive Committee	The qualifying exam policies and core course curriculum has been revised to better respond the needs of our student body	Formal 2009 Informal (internal) 2016
Materials Science, MS (thesis option)	Yes	MATS program by-laws, Website update in progress	<ol style="list-style-type: none"> 1. Completion of core-course requirements in one of the three approved tracks. 2. Qualifying exam 3. Alumni surveys 4. Thesis dissertation 5. Oral thesis defense Peer-Reviewed publications	Annually by the program director and The Materials Science Executive Committee; student individual thesis committee	The qualifying exam policies and core course curriculum has been revised to better respond the needs of our student body	Formal 2009 Informal (internal) 2016

Materials Science, PhD	Yes	MATS program by-laws, Website update in progress	<ol style="list-style-type: none"> 1. Completion of core-course requirements in one of the three approved tracks. 2. Qualifying exam 3. Thesis proposal 4. Proposal presentation 5. Alumni surveys 6. Thesis dissertation 7. Oral thesis defense 8. Presentations at professional meetings Peer-Reviewed publications	Annually by the program director and The Materials Science Executive Committee; student individual thesis committee, Peer reviewers of journal publications and conferences	The qualifying exam policies and core course curriculum has been revised to better respond the needs of our student body	Formal 2009 Informal (internal) 201
Mathematics, BA	Yes	https://www.uvm.edu/ce/ms/mathstat/mathematics-and-statistics-learning-outcomes	Direct: Graded assignment from Math 052, Math 121 and Math 241/251. Indirect: Senior exit survey.	The Undergraduate Curriculum Committee will meet annually to discuss the data and make recommendations to the department.	<ol style="list-style-type: none"> 1. We have recently created Math 122: Applied Linear Algebra to, in part, allow Math 124: Linear Algebra to provide the proof-oriented abstract introduction to linear algebra appropriate for our majors. 2. Sufficient scores on the Math Readiness Test are now used as 	2007, due in 2020

					prerequisites, rather than simply guidance, for placement into our calculus track.	
Mathematics, BSMSC	Yes	https://www.uvm.edu/ce/ms/mathstat/mathematics-and-statistics-learning-outcomes	<p>Direct: Graded assignment from Math 052, Math 121 and Math 241/251.</p> <p>Indirect: Senior exit survey.</p>	The Undergraduate Curriculum Committee will meet annually to discuss the data and make recommendations to the department.	<p>1. We have recently created Math 122: Applied Linear Algebra to, in part, allow Math 124: Linear Algebra to provide the proof-oriented abstract introduction to linear algebra appropriate for our majors.</p> <p>2. Sufficient scores on the Math Readiness Test are now used as prerequisites, rather than simply guidance, for placement into our calculus track.</p>	2007, due in 2020

Mathematics, MS	Yes	https://www.uvm.edu/ce/ms/mathstat/master_sciences_mathematics	Direct: Oral examinations. Thesis if available. Indirect: Exit survey.	The Graduate Committee will meet annually to discuss the data and make recommendations to the department.	We have eliminated the minor topic for the oral exams.	2007, due in 2020
Mathematical Sciences, PhD	Yes	https://www.uvm.edu/ce/ms/mathstat/phd_mathematical_sciences	Direct: Qualifying examinations, dissertation, dissertation defense, publications, public presentation. Indirect: Exit survey.	The Graduate Committee will meet annually to discuss the data and make recommendations to the department.	New program.	Due in 2020
Mechanical Engineering, MS (thesis option)	In process	Will be listed at: https://www.uvm.edu/ce/ms/me/graduate_program	The MSc thesis is evaluated by the Defense committee. The ME department will develop an exit survey and alumni survey similar to the ones in place for the undergraduate degree.	The members of the defense committee will assess the level of achievements in each educational outcome and will document their evaluations in the Defense report to be submitted to	New Program	New Program

				the Department chair. The assessment data will be presented to the ME faculty for discussion at the yearly spring retreat.		
Mechanical Engineering, MS (Exam option)	In process	Will be listed at: https://www.uvm.edu/cems/me/graduate_program	The student is required to take a comprehensive exam, testing his/her broad knowledge in mechanical engineering, his/her performance will be documented by the chair of the comprehensive exam committee. The ME department will develop an exit survey and alumni survey similar to the ones in place for the undergraduate degree.	The assessment data will be presented to the ME faculty for discussion at the yearly spring retreat	New program	New program
Mechanical Engineering, PhD	In process	Will be listed at: https://www.uvm.edu/cems/me/graduate_program	The PhD thesis is evaluated by the Defense committee. The members of the defense committee assess the level of achievements in each educational outcome and document their evaluations	The assessment data will be presented to the ME faculty for discussion at the yearly spring retreat	New program	New Program

			<p>in the Defense report to be submitted to the Department chair.</p> <p>The student is required to take a comprehensive exam, testing his/her broad knowledge in mechanical engineering, his/her performance will be documented by the chair of the comprehensive exam committee. The ME department will develop an exit survey and alumni survey similar to the ones in place for the undergraduate degree.</p>			
Medical Laboratory Science, MS	Yes	<p>MLS Graduate Student Handbook</p> <p>https://www.uvm.edu/cnhs/bhsc/master-science-medical-laboratory-science</p>	<p>Direct and Indirect Assessments including final exams, case study assessments, comprehensive qualifying exam, capstone research project, ASCP certification exam, alumni surveys</p>	<p>Program Faculty on an annual basis</p>	<p>None yet, new program in 2016-17</p>	<p>New program.</p>
Microbiology, BS	Yes	<p>https://www.med.uvm.edu/mmg/undergraduate/programoverview</p>	<ul style="list-style-type: none"> • Undergraduate Research • Internship • MMG 299: Senior Seminar Capstone course • Graduating Senior Exit Interviews 	<ul style="list-style-type: none"> • Instructor • Academic Advisor • Undergraduate Affairs Committee 	<ul style="list-style-type: none"> • MMG 001: First Year Colloquium; adapted as necessary • MMG 299: Senior Seminar; adapted as necessary 	<p>2007 (next review 2020)</p>

Molecular Genetics, BS	Yes	https://www.med.uvm.edu/mmg/undergraduate/programoverview	<ul style="list-style-type: none"> • Undergraduate Research • Internship • MMG 299: Senior Seminar Capstone course • Graduating Senior Exit Interviews 	<ul style="list-style-type: none"> • Instructor • Academic Advisor • Undergraduate Affairs Committee 	<ul style="list-style-type: none"> • MMG 001: First Year Colloquium; adapted as necessary • MMG 299: Senior Seminar; adapted as necessary 	2007 (next review 2020)
Music Education, BSMS	Yes	<p>The Department of Music and Dance website in the “Majors and Minors” area</p> <p>https://www.uvm.edu/cas/music/bs-music-education</p>	<p>Level III and IV Performance Examinations</p> <p>Piano Proficiency Examination</p> <p>Vermont Licensure Portfolio</p>	<p>Committee of faculty evaluates examinations using rubric, and reports results to Department Assessment Coordinator, academic advisor, private instructor, and student</p> <p>Committee of faculty evaluates examinations using rubric, and reports results to Department Assessment</p>	Addition of a jazz improvisation class; addition of a music composition concentration	2016

				<p>Coordinator, academic advisor, and student</p> <p>Committee of faculty evaluates the portfolio using rubric, and reports results to the College of Education and Social Services, The Vermont Department of Education, the Music Education Coordinator, Department Assessment Coordinator, and student</p>		
Music, BA	Yes	<p>Learning outcomes for each concentration:</p> <p>https://www.uvm.edu/cas/music/ba-music-classical-performance</p> <p>https://www.uvm.edu/cas/music/ba-music-</p>	Level II, III, and/or IV Performance Examinations	Committee of faculty evaluates examinations using rubric, and reports results to Department Assessment	Introduction of a new Jazz Theory class; introduction of a new BA concentration and minor in Music Technology and Business (MTB); change to allow	2016

		composition-theory https://www.uvm.edu/cas/music/ba-music-history-literature https://www.uvm.edu/cas/music/ba-music-jazz-studies https://www.uvm.edu/cas/music/ba-music-technology-and-business	Piano Proficiency Examination 9. Capstone Project or Internship	Coordinator, academic advisor, private instructor, and student Committee of faculty evaluates examinations using rubric, and reports results to Department Assessment Coordinator, academic advisor, and student Project/Internship Advisor evaluates project or internship, and reports results to Department Assessment Coordinator, academic advisor, and student	MTB majors to pass the Level II (Entrance) audition as a graduation requirement rather than for acceptance into the major.	
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<p>Music, BMUS</p>	<p>Yes</p>	<p>https://www.uvm.edu/cas/music/bachelor-music</p>	<p>Level III and IV Performance Examinations</p> <p>Piano Proficiency Examination</p>	<p>Committee of faculty evaluates examinations using rubric, and reports results to Department Assessment Coordinator, academic advisor, private instructor, and student</p> <p>Committee of faculty evaluates examinations using rubric, and reports results to Department Assessment Coordinator, academic advisor, and student</p>	<p>Introduction of a new Jazz Theory class</p>	<p>2016</p>
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Natural Resources, BS	Yes	On the Natural Resources website: https://www.uvm.edu/rsenr/bs-natural-resources	Upon revision of NR outcomes, the program piloted an e-portfolio option for students and is currently adapting the learning outcomes to strengthen assessment and pedagogical practices	Our program is reviewing its requirements in order to strengthen its assessment.	Our program is reviewing its requirements in order to strengthen its assessment.	2016
Natural Resources, MS	Yes	https://www.uvm.edu/rsenr/graduate_program_mission_learning_outcomes	Direct: IDP specific to RSENR (in-progress) proposal defense, teaching or professional skills proposal, completion or teaching or professional skills, comprehensive exams, thesis/dissertation defense Indirect: exit and alumni surveys, advising survey, honors and awards	Graduate faculty, Graduate Standards Committee, thesis/dissertation committee, studies committee	Switch to cohort model with two required courses during students first fall semester and signature assignment	2016
Natural Resources, PhD	Yes	https://www.uvm.edu/rsenr/graduate_program_mission_learning_outcomes	Direct: IDP specific to RSENR (in-progress) proposal defense, teaching or professional skills proposal, completion or teaching or professional skills, comprehensive exams, thesis/dissertation defense Indirect: exit and alumni	Graduate faculty, Graduate Standards Committee, thesis/dissertation committee, studies committee	Switch to cohort model with two required courses during students first fall semester and signature assignment	2016

			surveys, advising survey, honors and awards			
Neuroscience, BS	Yes	The will be placed on our website: https://www.uvm.edu/cas/neuro/bs-neuroscience	Classroom work in capstone course, research project reports, instructor feedback, survey data	Undergraduate Neuroscience Program Steering Committee will meet to discuss assessment at the end of the spring semester	Based on several forms of feedback, we 1) moved one course to an earlier stage in our curriculum where it was more appropriate, 2) removed one course as an option, based on overlap concerns, 3) approved many new courses that fulfill requirements for majors.	Program began in the Fall of 2010
Neuroscience Graduate Program, PhD		https://www.uvm.edu/neurosciencegrad/program_study	Qualifying exam Oral proposal defense Research project	Program faculty		2015

Nutrition and Food Sciences, BS	Yes	NFS website www.uvm.edu/nfs/	1. Final exam grades and student grade distribution of three key nutrition and three key food science courses required of all majors 2. Alumni and senior exit surveys.	1. Annual meeting of the faculty is called to review if students are meeting learning goals 2. Decisions about change in curriculum needed to address weaknesses occur at this faculty meeting.	A weakness was identified in the written communication skills of our students; we have added redrafted writing assignments to a few courses and had WID staff come to a faculty meeting to review curriculum issues and suggest ways to add writing to the curriculum.	2016
Nutrition and Food Sciences, MS	Yes	Yes on NFS website www.uvm.edu/nfs/	1. Faculty research committee evaluates strengths and weaknesses of comprehensive exam and thesis preparation for each student 2. Dept. tracks job placement 3. Alumni survey conducted and results reported to department 4. Annual preparation of student progress report form	1. Faculty receive reports from student research committees on student performance and progress 2. Faculty meet to discuss student strengths, weaknesses and job trends to refine curriculum and requirements.	Changes were made 3 years ago to the format of the MS comprehensive exam to standardize the experience for students and to allow all faculty to participate in each student's comprehensive review.	2016

Parks, Recreation, and Tourism, BS	Yes	http://www.uvm.edu/rsenr/?Page=learning-outcomes-prt.html	Signature assignments within the courses. LO 1: Envisioning the Future assignment in PRT 1. LO 2: Final recreation plan assignment in PRT 235 and tourism plan assignment in PRT 50. LO 3: Final ecolodge planning assignment in PRT 230 LO 4: Community Conservation assignment in PRT 230 & diversity module in PRT 240 LO 5: Business plan assignment in PRT 258 and marketing plan assignment in PRT 158. Also supported by class material in PRT 157 LO 6: Final design project in PRT 138, leadership project in PRT 149, and management project in PRT 240. LO 7: PRT 191 internship experience – evaluated by final project paper.	Faculty Instructors on an annual basis.	N/A – New for the 2016/2017 academic year.	2016
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Pathology, MS	Yes	Larner COM→Administration→ Departments→Pathology and Laboratory Medicine→Education→ Medical Students→Medical Student Fellowship	Evaluations on individual rotations (13/fellowship year), Pathology Grand Rounds presentation using conference evaluation form	The Pathology Clinical Competency Committee (CCC) reviews the Student Fellows' performances twice a year (December and June) by examining their accumulated evaluations and assessing them with regard to the program objectives.	None	Not yet undergone APR
Pharmacology, MS	Yes.	Guidelines provided to students at start of program. https://www.med.uvm.edu/pharmacology/mastersci	<ol style="list-style-type: none"> 1. Written qualifying exam 2. Core curriculum (required pharmacology courses) 3. A grade of 3.0 or better is required for our capstone Medical Pharmacology course (PHRM 301). 4. Scheduled thesis committee reports of satisfactory progress. 	<ol style="list-style-type: none"> 1. Qualifying exams are evaluated by each of five faculty providing questions. 2. Thesis committee meetings are evaluated by the 	<ol style="list-style-type: none"> 1. New guidelines were developed with specific target dates for attaining course goals, and maintaining the required 3.0 GPA and for ensuring that the student 	Not yet undergone APR

			Successful thesis defense.	<p>mentor and other committee mentors.</p> <p>3. Successful thesis defense is determined by the thesis committee .</p>	<p>take elective courses most appropriate for their long-term career goals.</p> <p>2. New guidelines were developed with specific target dates for meeting research goals, including new requirements regarding committee meeting frequency.</p> <p>3. A new Thesis Committee Report form was developed and is distributed to faculty and students prior to each committee meeting.</p>	
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<p>Philosophy, BA</p>	<p>Yes</p>	<p>http://www.uvm.edu/~phildept/learning_outcomes.pdf</p>	<p>1. Faculty evaluate strengths and weaknesses of graduating senior work in 200-level seminars.</p> <p>An annual survey of graduating seniors asks about how well, in their estimation they met the learning goals, what they found helpful, and what the department might do differently to improve learning.</p>	<p>The department as a whole receives both components of the formal outcomes assessment. That assessment is used to guide decisions about curriculum and pedagogy, both by individual faculty members in their course design, and by the department when it makes decisions regarding curricular changes.</p>	<p>On the basis of assessment data for academic years 2014-16, the department determined that we should make changes to our curriculum to improve the extent to which our students successfully achieved our third learning outcome, being able to write clearly and coherently. We are proceeding cautiously to being with, recommending that our majors complete a course in essay writing taught in the English Department.</p>	<p>2015</p>
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Physics, BA	Yes	https://www.uvm.edu/cas/physics/ba-physics	<ul style="list-style-type: none"> •Lab reports in PHYS 201/202 •Career placement •Senior exit survey <p>2.</p>	<ul style="list-style-type: none"> •PHYS 201/202 instructors inform faculty of quality of lab projects •Chair compiles results from senior exit survey. 	<ul style="list-style-type: none"> •PHYS 51/152 redesigned for active-learning classroom •PHYS 201/202 labs have been revised to include topics of current interest. 	2015
Physics, BS	Yes	https://www.uvm.edu/cas/physics/bs-physics	<ul style="list-style-type: none"> •Lab reports in PHYS 201/202 •Honors thesis defenses •PHYS 197 research projects •Acceptance to grad programs •Career placement •Senior exit survey 	<ul style="list-style-type: none"> •PHYS 201/202 instructors inform faculty of quality of lab projects •Director of undergrad studies informs faculty of PHYS 197 projects. •Chair compiles results from senior exit survey. 	<ul style="list-style-type: none"> •PHYS 51/152 redesigned for active-learning classroom •PHYS 201/202 labs have been revised to include topics of current interest. •PHYS 256 created to teach numerical methods 	2015

Physics, MS	Yes	https://www.uvm.edu/cas/physics/graduate-programs	<ul style="list-style-type: none"> •MS comprehensive exam results •MS thesis defense 	<ul style="list-style-type: none"> •Graduate Studies committee analyzes the results of the MS comprehensive exam. •Thesis committees assess quality of MS theses. •Results are discussed at physics faculty meetings 	<ul style="list-style-type: none"> •New grad course on statistical physics created <ul style="list-style-type: none"> •Oral thesis proposal presentation now required 	2015
Plant and Soil Science, MS	Yes	Online graduate handbook: http://www.uvm.edu/~pss/?Page=grad_handbook.html&SM=grad_prog_menu.html	Comprehensive Examination, Research Proposal, Thesis & Thesis Defense, 1 seminar, outreach, teaching, committee meetings (~1x per semester)	Graduate Affairs Committee; Advisor(s) & Study/Examination Committees; Instructors	In-person exit interviews; 2017-18 assessment of variation of departmental TA-ship duties for time, role, responsibilities	2017

Plant and Soil Science, PhD	Yes	Online graduate handbook: http://www.uvm.edu/~pss/?Page=grad_handbook.html&SM=grad_prog_menu.html	Comprehensive Examination, Research Proposal, Dissertation & Dissertation Defense, 1 seminar, outreach, teaching, committee meetings (~1x per semester), peer-reviewed publications, independent research	Graduate Affairs Committee; Advisor(s) & Study/Examination Committees; Instructors	In-person exit interviews; 2017-18 assessment of variation of departmental TA-ship duties for time, role, responsibilities	2017
Plant Biology, BA	Yes	https://www.uvm.edu/cal/s/plantbiology/bs-plant-biology (website update in progress)	<ul style="list-style-type: none"> • 200-level course work • Internship reports and evaluations • Research project reports • Oral defense of honors research • Exit survey of graduating seniors • Job placement • Survey of alumni satisfaction with outcomes 	<ul style="list-style-type: none"> • Undergrad assessment committee rates coursework and reports annually • Upper-level course instructors review the work in their courses • Research advisors review student research outcomes 	Development of an integrative capstone experience to be added to the major, currently under development	2013

Plant Biology, BS	Yes	https://www.uvm.edu/cal/s/plantbiology/bs-plant-biology (website update in progress)	<ul style="list-style-type: none"> • 200-level course work • Internship reports and evaluations • Research project reports • Oral defense of honors research • Exit survey of graduating seniors • Job placement • Survey of alumni satisfaction with outcomes 	<ul style="list-style-type: none"> • Undergrad assessment committee rates coursework and reports annually • Upper-level course instructors review the work in their courses • Research advisors review student research outcomes 	Development of an integrative capstone experience to be added to the major, currently under development	2013
Plant Biology, Field Naturalist, MS	Yes	http://www.uvm.edu/~fnt/rlst/	<ul style="list-style-type: none"> • Field Final • Masters' project products • Oral presentation of project • Exit survey of graduates • Job placement • Survey of alumni satisfaction with outcomes 	<ul style="list-style-type: none"> • a faculty committee evaluates the work and reports of advisors • Upper-level course instructors review the 		2013

				<p>work in their courses</p> <ul style="list-style-type: none"> • Research advisors review student research outcomes 		
Plant Biology, MS	Yes	https://www.uvm.edu/cal/s/plantbiology/phd-and-ms-plant-biology (website update in process)	<ul style="list-style-type: none"> • Qualifying exam • Masters' thesis • Oral defense of thesis • Exit survey of graduates • Job placement • Survey of alumni satisfaction with outcomes 			2013
Plant Biology, PhD	Yes	https://www.uvm.edu/cal/s/plantbiology/phd-and-ms-plant-biology (website update in process)	<ul style="list-style-type: none"> • Qualifying exam • Dissertation • Oral defense of dissertation • Exit survey of graduates • Job placement • Survey of alumni satisfaction with outcomes 			2012

Political Science, BA	Yes.	https://www.uvm.edu/cas/polisci/outcomes/careers	At the conclusion of one semester of each academic year, Department faculty teaching upper-level seminars will evaluate how well their students have achieved the goals described in the Protocol as they pertain to the particular content of each course. Each instructor will write a short summary of their observations, responding to a simple, questionnaire-format presentation of the stated goals, allowing space for independent commentary. Along with the questionnaire, seminar instructors will meet to discuss their observations.	Department's Assessment Committee will be responsible for gathering and collating information from this direct assessment tool and presenting them to the Department. A special Department meeting will be held devoted to considering the Assessment Committee's report and proposed Action Plan. This meeting will be held early in the semester following the Assessment Committee's	None yet.	2017
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				report. On the basis of Department's discussion, the Assessment Committee will subsequently provide any proposed revisions of the Department's Goals, Assessment Tools, and Feedback Mechanisms for the Political Science Major for the Department's consideration		
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<p>Psychological Science, BA (previously Psychology)</p>	<p>Yes</p>	<p>https://www.uvm.edu/cas/psychology/learning-goals-ba-and-b-s-psychological-science</p>	<p>Specifics depend on which Learning Outcome is being assessed in a given year (5-year cycle for 5 outcomes).</p> <p><i>Direct Assessment:</i> intro-level course exam questions; review of student writing; outcome-oriented rubrics to be completed by faculty</p> <p><i>Indirect Assessment:</i> Alumni surveys; advising surveys</p>	<p>We will collect data for all learning outcomes during the year of the assessment of said outcome. Faculty will meet to discuss the results at our annual assessment meeting. The Assessment Coordinator and the Undergraduate Committee will compile reports and post them on the departmental sharepoint site in advance of this meeting.</p>	<p>As a result of annual assessments, we have changed the requirements of our major from 2 200-level courses to 3 200-level courses.</p> <p>Revisions to third learning goal based on rubric development process</p> <p>Creating an advising FAQ for students to help support course choices.</p>	<p>2017</p>
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<p>Psychological Science, BS</p>	<p>Yes</p>	<p>https://www.uvm.edu/cas/psychology/learning-goals-ba-and-b-s-psychological-science</p>	<p>Specifics depend on which Learning Outcome is being assessed in a given year (5-year cycle for 5 outcomes).</p> <p><i>Direct Assessment:</i> intro-level course exam questions; review of student writing; outcome-oriented rubrics to be completed by faculty</p> <p><i>Indirect Assessment:</i> Alumni surveys; advising surveys</p>	<p>We will collect data for all learning outcomes during the year of the assessment of said outcome. Faculty will meet to discuss the results at our annual assessment meeting. The Assessment Coordinator and the Undergraduate Committee will compile reports and post them on the departmental sharepoint site in advance of this meeting.</p>	<p>BS is a new degree.</p> <p>As a result of annual assessments, we have changed the requirements of our major from 2 200-level courses to 3 200-level courses.</p> <p>Revisions to third learning goal based on rubric development process</p> <p>Creating an advising FAQ for students to help support course choices.</p>	<p>2017</p>
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<p>General Experimental Psychology, PhD</p>	<p>Yes</p>	<p>https://www.uvm.edu/cas/psychology/learning-goals-ba-and-b-s-psychological-science</p>	<p>Direct: Faculty review strengths and weaknesses of graduate students based on preliminary exam performance, dissertation documents and defenses, and oral presentation.</p> <p>Indirect: Graduating student survey (annual) and alumni survey (every 5 years)</p>	<p>In the fall, the General/Experimental faculty will dedicate a program meeting to discussing assessment. Each year of the cycle will have a different goal for the meeting (e.g., evaluating and discussing learning goal Data reports based on direct and indirect assessments will be made available on Sharepoint, as will minutes from the GE assessment meetings.</p>	<p>Development of learning goals; clarification of requirements (e.g., publications) on the website</p>	<p>2017</p>
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Public Communication, BS	Yes	https://www.uvm.edu/cals/cdae/undergraduate_programs	CDAE224 Capstone Indirect: survey of seniors and alums every 3 years; town meeting with majors every year Direct: every year short narrative evaluation of capstone projects by instructors; every other year review/rating of a sample of	Capstone instructors and undergraduate coordinator; each year the undergrad coordinator prepares a summary of assessment findings for review by the program		2016
Public Health, MPH	Yes.	Outcomes are published in the Student Handbook found on Blackboard Student Community Site.	6-credit capstone experience course.	A faculty committee reviews the student work as well as mentor feedback from the capstone experience. They also meet regularly to discuss best practices.	The committee is currently reviewing best practices and discussing potential changes.	New program preparing for external accreditation.
Religion, BA	Yes	http://uvm.edu/~religion https://www.uvm.edu/cas/religion/outcomes-and-careers	REL203 capstone course project work; student questionnaire administered in REL100 and REL203. New assessment protocol (2018) adds faculty comment cards for	Annual review by assessment committee reported and discussed at dept. meeting. New	Revision of major curriculum and requirements; replacement of REL201 with two-course sequence, REL02 and 203	2015

			REL203 oral presentation, direct faculty assessment of one brief assignment from REL100 or REL 203.	assessment protocol (2018) shifts interpretation of assessment materials to session in annual faculty retreat.		
Russian, BA	Yes	Will be put on website: https://www.uvm.edu/cas/germanrussian/ba-russian	Review of work in advanced level (200-level) courses	Annually by Russian assessment committee	More focus on oral skills in lower level courses	2016
Self-Designed Major (CALs), BS	Yes	https://www.uvm.edu/cas/self_design_major_proposal_process	Two Oral Proposal Presentations & Final Presentation	The Self-Designed Major Committee & the Student's Advisor	Every student has changes to their program based on feedback from the committee.	Not reviewed under old APR system
Sociology, BA	Yes	https://www.uvm.edu/cas/sociology	1. Graduating Senior Survey 2. Faculty Assessment of Capstone Seminar Papers	Full Department Discussion at least once per academic year	1. Change in major requirements 2. Further differentiated requirements for major/minor 3. Emphasis on oral communication skills in advanced seminars	2016

					<p>4. New major requirement of Stat 051 or higher</p> <p>5. Guidelines for concept and skill mastery including reading and writing at each level of the curriculum</p> <p>6. Expectation of majors to read primary texts</p>	
Spanish, BA	Yes	https://www.uvm.edu/cas/rll/spanish	<p>Direct: Faculty evaluate a sampling of senior course papers and report findings to the Spanish Coordinator and Chair</p> <p>Indirect: Survey of senior majors coordinated by the Department Chair</p>	Chair and Spanish Coordinator in consultation with the Department Curriculum Committee reviews the findings of the faculty evaluating the essays and the chair compiles data from the survey of senior majors	<p>The curriculum committee has met with the Writing in the Disciplines program to develop strategies for transitioning from lower-level to upper-level courses in terms of the learning outcomes for majors. There have been changes in expectations for writing at the 100 and 200 levels and new approaches to integrating explicit grammar instruction in 201-202.</p>	2018

Statistics, BSMSC	Yes	https://www.uvm.edu/ce/ms/mathstat/mathematics-and-statistics-learning-outcomes	<p>Direct: Sample student work in core courses</p> <p>Indirect: Senior exit survey.</p>	The statistics faculty will meet annually to discuss the data and take action.	Possible integrative capstone being developed	2007
Statistics, MS	Yes	https://www.uvm.edu/ce/ms/mathstat/master_sciencestatistics	Written comprehensive examination covering core courses. Capstone course requiring written and oral presentations.	The statistics faculty will meet annually to discuss the data and take action.		2007
Studio Art, BA	Yes	https://www.uvm.edu/~artdept/?Page=Studio/outcomes_studio_art_maj.html&SM=Studiosubmenu.html	<p>Evaluation</p> <p>Direct assessment: The annual evaluation by Studio Art faculty of Junior and Senior prize entries. The Studio Art faculty will discuss the quality and quantity of the student entries and ascertain their competence in studio art.</p> <p>Review of independent study work by panel of faculty</p> <p>Indirect assessment: Every three years the Art & Art History Department will request written feedback from alums on</p>	Studio Art faculty will convene at the conclusion of every spring semester to share and discuss their evaluation reports from capstone classes. Based on the findings, Studio Art faculty may implement strategies to improve student performance	Assessment plan recently implemented	2018

			the quality of the learning outcomes of the Studio Art program, and ask for recommendations for improvement.	and understanding at any of the instructional levels within the Studio Art curriculum		
Sustainable Landscape Horticulture, BS	Yes	http://www.uvm.edu/~pss/?Page=land_hort.html&SM=under_prog_menu.html	Capstone course; Portfolio; Senior Seminars; Internships	Instructor; Academic Advisor; Undergraduate Affairs Committee	Retake courses below C- for comprehension; Respond regular student feedback	2017
Theatre, BA	Yes	https://www.uvm.edu/cas/theatre/bachelor_arts_ba_theatre	Capstone course senior projects are assessed /Portfolio for design students are reviewed by faculty	The chair initially assesses the graduating students and passes information to faculty. The department as a whole meets ANNUALLY to take action/make recommendations re: curriculum, senior projects, and production practices. We	Capstone courses have been changed to allow appropriate faculty to oversee students' final projects. Directing, playwriting, acting and stage management project students enroll in THE 284. Design students enroll in THE 283 under the appropriate design professor. Faculty is evaluating curriculum for possible changes.	2018

				(faculty) are discussing the possibility of creating survey for graduating seniors.	New classes have been added to course offerings.	
Wildlife and Fisheries Biology, BS	Yes	https://www.uvm.edu/rse/nr/wildlife_and_fisheries_biology_program_mission_learning_outcomes	Methods for evaluation of outcomes have not yet been established	Evidence is evaluated in bi-annual meetings of program faculty	A new course in scientific writing and interpretation has been developed (WFB 117)	2016
Zoology, BA	Yes	https://www.uvm.edu/cas/biology/ba-zoology	<p>Several direct and indirect assessments are used, which vary by LO.</p> <p><i>Direct Assessments:</i> pre-post performance on specific exam questions for introductory classes, rubrics for student projects and writing samples, analysis of exam questions, analysis of exam questions from upper-division courses.</p> <p><i>Indirect Assessments:</i> Senior survey, survey of independent research mentors</p>	Annually by the curriculum committee; annually by the faculty member in the capstone course (for those students who choose to take it – it is not a requirement for Zoology); annually by the department Chair and then the full faculty at our annual retreat		2018

<p>Zoology, BS</p>	<p>Yes</p>	<p>https://www.uvm.edu/cas/biology/bs-zoology</p>	<p>Several direct and indirect assessments are used, which vary by LO.</p> <p><i>Direct Assessments:</i> pre-post performance on specific exam questions for introductory classes, rubrics for student projects and writing samples, analysis of exam questions, analysis of exam questions from upper-division courses.</p> <p><i>Indirect Assessments:</i> Senior survey, survey of independent research mentors</p>	<p>Annually by the curriculum committee; annually by the faculty member in the capstone course (for those students who choose to take it – it is not a requirement for Zoology); annually by the department Chair and then the full faculty at our annual retreat</p>		<p>2018</p>
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OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

Program	(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.).	(5) Date and nature of next scheduled review.
Accountancy, MACC	Association to Advance Collegiate Schools of Business (AACSB)	Confirmation of extension of accreditation of GSB's degree programs by the AACSB's International Board of Directors (i.e., AACSB's Board of Director's Vote Confirmation) conveyed on April 18, 2017	No concerns expressed	<p>The AACSB adopted “Eligibility Procedures and Accreditation Standards for Business Accreditation” on April 25, 2003 (revised Jan 31, 2012).</p> <p>http://www.aacsb.edu/accreditation/standards/2003-business.</p> <p>The accreditation standards are comprised of: (a) strategic management standards (1-5), (b) participants’ standards (6-14), and (c) assurance of learning standards (15-21)</p>	Next/upcoming maintenance of accreditation scheduled for Feb., 2022
Art Education, BSAE	CAEP ** ROPA **	October 2017	Accredited with four areas for improvement: · The EPP does not describe a process by which partners prepare	<ol style="list-style-type: none"> 1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 	Spring 2024

			<p>and evaluate high-quality clinical educators</p> <ul style="list-style-type: none"> · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement measures are not systematic and do not operate at the EPP level 	<p>5. Passing Electronic Professional Portfolio 6. Program Completion rate</p>	
Athletic Training, BS	Commission on Accreditation of Athletic Training Education (CAATE)	2018	None; full approval with no conditions.	<p>Selected by program:</p> <ul style="list-style-type: none"> A. Student academic performance will meet or exceed program expectations B. Student clinical performance will meet or exceed program expectations C. Students will report satisfaction with their professional preparation D. Students will pass the Board of Certification exam <p>These, and others are posted here per the accreditor: https://www.uvm.edu/cnhs/rms/athletic_training_education_bs</p>	2027-2028; Re-accreditation

Business Administration, BSBA	Association to Advance Collegiate Schools of Business (AACSB)	Confirmation of extension of accreditation of GSB's degree programs by the AACSB's International Board of Directors (i.e., AACSB's Board of Director's Vote Confirmation) conveyed on April 18, 2017	No concerns expressed	<p>The AACSB adopted “Eligibility Procedures and Accreditation Standards for Business Accreditation” on April 25, 2003 (revised Jan 31, 2012).</p> <p>http://www.aacsb.edu/accreditation/standards/2003-business.</p> <p>The accreditation standards are comprised of: (a) strategic management standards (1-5), (b) participants’ standards (6-14), and (c) assurance of learning standards (15-21)</p>	Next/upcoming maintenance of accreditation scheduled for Feb., 2022
Business Administration, MBA	Association to Advance Collegiate Schools of Business (AACSB)	Confirmation of extension of accreditation of GSB's degree programs by the AACSB's International Board of Directors (i.e., AACSB's Board of Director's Vote Confirmation) conveyed on April 18, 2017	No concerns expressed	<p>The AACSB adopted “Eligibility Procedures and Accreditation Standards for Business Accreditation” on April 25, 2003 (revised Jan 31, 2012).</p> <p>http://www.aacsb.edu/accreditation/standards/2003-business.</p> <p>The accreditation standards are comprised of: (a) strategic management standards (1-5), (b) participants’ standards (6-14), and (c) assurance of learning standards (15-21)</p>	Next/upcoming maintenance of accreditation scheduled for Feb., 2022

Civil Engineering, BSCE	Accreditation Board for Engineering and Technology, Inc. (ABET)	Self-study report submitted in June 2015. Site visit by ABET evaluators took place in October 2015.	Capstone projects should involve more than one civil engineering subdiscipline.	There are nine criteria: (1) Students, (2) Program educational objectives, (3) Student outcomes, (4) Continuous improvement, (5) Curriculum, (6) Faculty, (7) Facilities, (8) Institutional support, and (9) Program criteria.	Annual program report: prepared each year. Self-study report and site visit in 2021
Communication Sciences and Disorders, MS	The Council on Academic Accreditation in Audiology and Speech-Language Pathology	2012	NOTE: NO areas of non-compliance or of partial compliance were identified The following suggestions were made: <ol style="list-style-type: none"> 1. Complete updated strategic plan (in progress at that time) 2. Establish clearer criteria for shared clinical hours during diagnostic procedures 3. Post evacuation routes and HIPAA regulations. 4. Ensure that students are aware of complaint procedures. 	<ol style="list-style-type: none"> 1. Program completion rate (>80%) 2. Praxis Exam (National Certification Exam – SLP) Pass rates (>80%) 3. Employment Rate (>80%) 	2020
Counseling, MS	Council for Accreditation of Counseling & Related Educational Programs (CACREP) <ul style="list-style-type: none"> • School Counseling Program 	July 2012/July 2014 (SC and CMH programs)	Initial 2012 accreditation determination was for 2 year conditional accreditation. Conditions were met and documented in a 2014 Interim report and full accreditation was awarded	The program must align with new 2016 accreditation standards. We expect that these performance indicators will be used in the accreditation report: <ul style="list-style-type: none"> • Key Assessment results • Orals Examination requirement completion • SC Licensure Portfolio requirement completion 	Current accreditation expires 2020. Re-accreditation application and self-study must initiate in 2019.

	<ul style="list-style-type: none"> • Clinical Mental Health Counseling Program 		At next review, Program must meet the new CACREP 2016 standards.	<ul style="list-style-type: none"> • NCC Scores • Internship competencies/hours met/completion • Student GPA statistics • Student program completion statistics • Graduate employment statistics • Alumni and Employer survey data • Program assessment (incl assessment of curricular standards) system in place • Adequate resources provided to Program (from institution) 	
Curriculum and Instruction, MAT	CAEP ** ROPA **	October 2017	Accredited with four areas for improvement: <ul style="list-style-type: none"> · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement 	<ol style="list-style-type: none"> 1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 5. Passing Electronic Professional Portfolio 6. Program Completion rate 	Spring 2024

			measures are not systematic and do not operate at the EPP level		
Dietetics, MSD	Accreditation Council for Education and Dietetics of the Academy of Nutrition and Dietetics	2008 Complete Accreditation Review (written report and site review) 2013 Program Assessment Report (written report)	From 2008 review: 1. Add other measures of graduate and program performance and align them with program goals. 2. Develop a plan for a formal curriculum review process. 3. Develop written policies and procedures for evaluating supervised practice sites.	1. % of students completing the program in 150% time 2. % passing RD exam first time 3. % passing comprehensive exam 4. % employed within 3 months of graduation	Self-study submitted in 12/17 for full ACEND review in 2018
Dietetics, Nutrition, and Food Science, BS	Accreditation Council for Education and Dietetics of the Academy of Nutrition and Dietetics	October 29, 2013	1. Identify a second program goal which reflects the impact on the graduates of the program. 2. Provide updated objectives related to graduate application and acceptance to supervised practice and include a time frame for measurement. 3. Provide a written plan that illustrates how each knowledge requirement is being assessed 4. Revise the student complaint policy to include procedures to be followed on how to submit a complaint to ACEND for unresolved complaints.	1. First time pass rate RD exam; 1 year pass rate on RD exam 2. Program completion within 150% of program length 3. % of program applicants who apply and are accepted into dietetic internships	Full accreditation review 2020

Early Childhood PreK-3, BS	CAEP ** ROPA **	2017	Accredited with four areas for improvement: · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement measures are not systematic and do not operate at the EPP level	1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 5. Passing Electronic Professional Portfolio 6. Program Completion rate	Spring 2024
Early Childhood Special Education, BS	CAEP ** ROPA ** SPA Specialized Professional Association: CEC Council for Exceptional Children	2017	Accredited with four areas for improvement: · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement	1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 5. Passing Electronic Professional Portfolio 6. Program Completion rate 1.	Spring 2024

			measures are not systematic and do not operate at the EPP level		
Educational Leadership, MEd	CAEP ** ROPA **	2017	Accredited with four areas for improvement: <ul style="list-style-type: none"> · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement measures are not systematic and do not operate at the EPP level 	1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 5. Passing Electronic Professional Portfolio 1. 6. Program Completion rate	Spring 2024
Electrical Engineering, BSEE	Accreditation Board for Engineering and Technology, Inc. (ABET)	Self-study report submitted in June 2015. Site visit by ABET evaluators took	1) Published program student outcomes should be identical to ABET outcomes;	There are nine criteria: (1) Students, (2) Program educational objectives, (3) Student outcomes, (4) Continuous improvement, (5) Curriculum, (6) Faculty, (7)	Annual program report: prepared each year

		place in October 2015.	2) Capstone Design projects should all be reviewed by SoE Board of Advisor members.	Facilities, (8) Institutional support, and (9) Program criteria.	Self-study report and site visit in 2021
Elementary Education K-6, BSEd	CAEP ** SPA Specialized Professional Association: ACEI → Association for Childhood Education International ROPA **	2017	Accredited with four areas for improvement: · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement measures are not systematic and do not operate at the EPP level	1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 5. Passing Electronic Professional Portfolio 6. Program Completion rate 1.	Spring 2024
Environmental Engineering, BSEV	Accreditation Board for Engineering and Technology, Inc. (ABET)	Self-study report submitted in June 2015. Site visit by ABET evaluators took place in October 2015.	(1) Need to include risk and life cycle principles in the design; and (2) Number of students taking the Fundamentals of Engineering exam was deemed to be low.	There are nine criteria: (1) Students, (2) Program educational objectives, (3) Student outcomes, (4) Continuous improvement, (5) Curriculum, (6) Faculty, (7) Facilities, (8) Institutional support, and (9) Program criteria.	Annual program report: prepared each year Self-study report and site visit in 2021

Forestry, BS	Society of American Foresters	January 1, 2018	<p>Three of the competencies expected in our curriculum were indicated as modest or light and will require strengthening before the next accreditation visit. Those are:</p> <p>Competency C.4: “an understanding of the valuation procedures, market forces, processing systems, transportation and harvesting activities that translate human demands for timber-based and other consumable forest products into the availability of those products”</p> <p>Competency C.5: “an understanding of the valuation procedures, market, and non-market forces that avail humans the opportunities to enjoy non-consumptive products and services of forests”</p> <p>Competency D.5: an understanding of the technical, financial, human resources, and legal aspects of public and private enterprises</p>	Key performance indicators include assessment of student competencies based on anchor assignment through curriculum, surveys of recent graduates and their employment, and a review of faculty capacity for delivering curriculum and associated courses relative to SAF standards.	December 31, 2022
Mechanical Engineering, BSME	Accreditation Board for Engineering and Technology,	Self-study report submitted in June 2015,	Recommendation to drop the fundamental of engineering exam as an assessment metric due to low enrollment in the exam.	There are nine criteria: (1) Students, (2) Program educational objectives, (3) Student outcomes, (4)	Next visit 2021

	Inc. (ABET)	Evaluation visit took place in October 2015		Continuous improvement, (5) Curriculum, (6) Faculty, (7) Facilities, (8) Institutional support, and (9) Program criteria.	
MEDICAL Laboratory Sciences, BS	National Accrediting Agency for Clinical Laboratory Science (NAACLS)	Accredited from 4/30/2015 to 4/30/2022	NONE	<p>Completion rate for students entering professional (third year) program (2013-2015) 97%*</p> <p>Certification exam first-time pass rate (2012-2014) 92%*</p> <p>Job placement rate for graduates actively seeking employment (2013-2015) 100%</p>	Self-Study renewal begins 4/1/2021
MEDICAL Radiation Sciences, BS	Joint Review Committee on Education in Radiologic Technology	November 2, 2015	<p>Obj. 1.8: Has publications that accurately reflect the program's policies, procedures, and offerings.</p> <p>Obj. 5.4: Analyzes and shares student learning outcome data and program effectiveness data to foster continuous program improvement.</p> <p>Obj. 5.5: Periodically evaluates its assessment plan to assure continuous program improvement.</p>	<p>Program Effectiveness Data:</p> <ol style="list-style-type: none"> 1. Annual Program Completion Rate 2. 5 year credential exam pass rate 3. 5 year job placement rate for graduates actively seeking employment <p>Outcomes Data:</p> <ol style="list-style-type: none"> 1. Graduates will be clinically competent. 	April 2019, full review

				<p>2. Students will exhibit problem solving & critical thinking skills.</p> <p>3. Students will communicate clearly & effectively with faculty, patients, and clinical staff.</p> <p>Students demonstrate the value of professional growth & development.</p>	
Medicine, MD	Liaison Committee on Medical Education	10/18/2013	IS-6, ED-8, ED27, MS-28, ED-5A, ED-25, ED-30, MS-4, MS-31A	Admissions data, USMLE board scores, CSE performance, clerkship dashboards, match results, graduation statistics, the AAMC Graduation Questionnaire, internal post-graduation surveys and residency program director surveys about our graduates	April 2020 Fully review

Middle Level Education, BSEd	CAEP ** SPA Specialized Professional Association: AMLE Association of Middle Level Education ROPA **	2017	Accredited with four areas for improvement: · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement measures are not systematic and do not operate at the EPP level	1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 5. Passing Electronic Professional Portfolio 6. Program Completion rate	Spring 2024
Nuclear Medicine Technology, BS	Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT)	2015	None. The JRCNMT identified no unfavorable findings. All Accreditation Standards were being met at the time of review.	Retention Rate: 83% in 2014 Certification Exam Pass Rate: 100% in 2014 Job placement within 6 months: Full-time: 0% Part-time: 40% Continuing Ed: 40% Not seeking employment: 20% (Key indicator: full-time employment)	Annual Reports are due each year (August). Full reaccreditation due in 2021.

<p>Nursing, BS</p>	<p>Commission on Collegiate Nursing Education (CCNE)</p> <p>Nursing programs approved by Vermont State Board of Nursing (VSBN)</p>	<p>5 Year Review submitted Nov. 2015 to CCNE</p>	<p>Adherence to CCNE Standards I-IV:</p> <p>Mission and Governance</p> <p>Institutional Commitment and Resources</p> <p>Curriculum and Teaching/Learning Practices</p> <p>Assessment and Achievement of Program Outcomes</p> <p>Adherence to similar criteria for VSBN approval</p>	<p>NCLEX pass rates</p> <p>Retention rates</p> <p>Graduation rates</p> <p>Employment rates</p>	<p>Full CCNE accreditation and VSBN approval and site visit due in 2020</p>
<p>Nursing, RN to BS</p>	<p>Commission on Collegiate Nursing Education (CCNE)</p> <p>Nursing programs approved by Vermont State Board of Nursing (VSBN)</p>	<p>5 Year Review submitted Nov. 2015 to Commission on Collegiate Nursing Education (CCNE)</p>	<p>Adherence to CCNE Standards I-IV:</p> <p>Mission and Governance</p> <p>Institutional Commitment and Resources</p> <p>Curriculum and Teaching/Learning Practices</p> <p>Assessment and Achievement of Program Outcomes</p> <p>Adherence to similar criteria for VSBN approval</p>	<p>Graduation rates</p> <p>Employment rates</p>	<p>Full CCNE accreditation and VSBN approval and site visit due in 2020</p>

<p>Nursing: Clinical Nurse Leader, MS</p>	<p>Commission on Collegiate Nursing Education (CCNE)</p> <p>Nursing programs approved by Vermont State Board of Nursing (VSBN)</p>	<p>Master's program accredited by CCNE and approved by VSBN</p>	<p>Adherence to CCNE Standards I-IV:</p> <p>Mission and Governance</p> <p>Institutional Commitment and Resources</p> <p>Curriculum and Teaching/Learning Practices</p> <p>Assessment and Achievement of Program Outcomes</p> <p>Adherence to similar criteria for VSBN approval</p>	<p>Certification pass rates</p> <p>Retention rates</p> <p>Graduation rates</p> <p>Employment rates</p>	<p>Full CCNE accreditation and VSBN approval and site visit due in 2020</p>
<p>Nursing: Doctor of Nursing Practice, DNP</p>	<p>Commission on Collegiate Nursing Education (CCNE)</p> <p>Nursing programs approved by Vermont State Board of Nursing (VSBN)</p>	<p>In process with CCNE</p>	<p>Adherence to CCNE Standards I-IV:</p> <p>Mission and Governance</p> <p>Institutional Commitment and Resources</p> <p>Curriculum and Teaching/Learning Practices</p> <p>Assessment and Achievement of Program Outcomes</p> <p>Adherence to similar criteria for VSBN approval</p>	<p>Certification pass rates</p> <p>Retention rates</p> <p>Graduation rates</p> <p>Employment rates</p>	<p>Full CCNE accreditation and VSBN approval and site visit due in 2020</p>

		2017 Dec 1 each yr.	Continue Accreditation following compliance report and additional material review submitted to CAPTE in response to initial citations of April 26, 2017 in 2A, 2C, 3C, 4E, 8A. Annual reports due between 2017 and 2027 and any planned changes must be reported prior to implementation and any unexpected changes must be report imMEdiately after they occur as described in CAPTE summary of action and Rules of Practice and Procedure.		
Psychology, Clinical, PhD	American Psychological Association accredited	July 18, 2010	Clarify how the program provides coverage in biological, cognitive, affective, and social aspects of behavior and human development across the lifespan. Clarify how students are exposed to current knowledge in consultation and supervision. Keep the program's website up to date.	Licensure rates (as a psychologist in any state), employment rates among graduates	2017 (Date TBD)
Public Administration, M.P.A.	Network of Schools of Public Affairs and Administration (NASPAA)	2012	Diversity of students and faculty; monitoring learning competencies. By 2016 all of these monitoring objectives were dropEd	Performance measures tied to learning outcomes (prescribed by accrediting body). Mission driven curriculum. Student retention and graduate rates.	2017-2018- self-study year; 2018-2019 review.
Secondary Education – English, BSEd	CAEP **	2017	Accredited with four areas for improvement: · The EPP does not describe a process by which partners prepare	1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship	2024

	SPA Specialized Professional Association: NCTE → National Council of Teachers of English ROPA **		and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement measures are not systematic and do not operate at the EPP level	5. Passing Electronic Professional Portfolio 6. Program Completion rate	
Secondary Education – English, MEd	CAEP ** SPA Specialized Professional Association: NCTE → National Council of Teachers of English ROPA **	2017	Accredited with four areas for improvement: · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement measures are not systematic and do not operate at the EPP level	1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 5. Passing Electronic Professional Portfolio 1. 6. Program Completion rate	2024

Secondary Education – Foreign Language, BSEd	CAEP ** SPA Specialized Professional Association: ACTFL → American Council on the Teaching fo Foreign Language ROPA **	2017	Accredited with four areas for improvement: · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement measures are not systematic and do not operate at the EPP level	1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 5. Passing Electronic Professional Portfolio 1. 6. Program Completion rate	2024
Secondary Education – Foreign Language, MEd	CAEP ** SPA Specialized Professional Association:	2017	Accredited with four areas for improvement: · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators	1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 5. Passing Electronic Professional Portfolio	2024

	ACTFL → American Council on the Teaching fo Foreign Language ROPA **		<ul style="list-style-type: none"> · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement measures are not systematic and do not operate at the EPP level 	6. Program Completion rate	
Secondary Education – Mathematics, BSEd	CAEP ** SPA Specialized Professional Association: National Council of Teachers of Mathematics ROPA **	2017	<p>Accredited with four areas for improvement:</p> <ul style="list-style-type: none"> · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement measures are not systematic and do not operate at the EPP level 	<ol style="list-style-type: none"> 1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 5. Passing Electronic Professional Portfolio 6. Program Completion rate 	2024

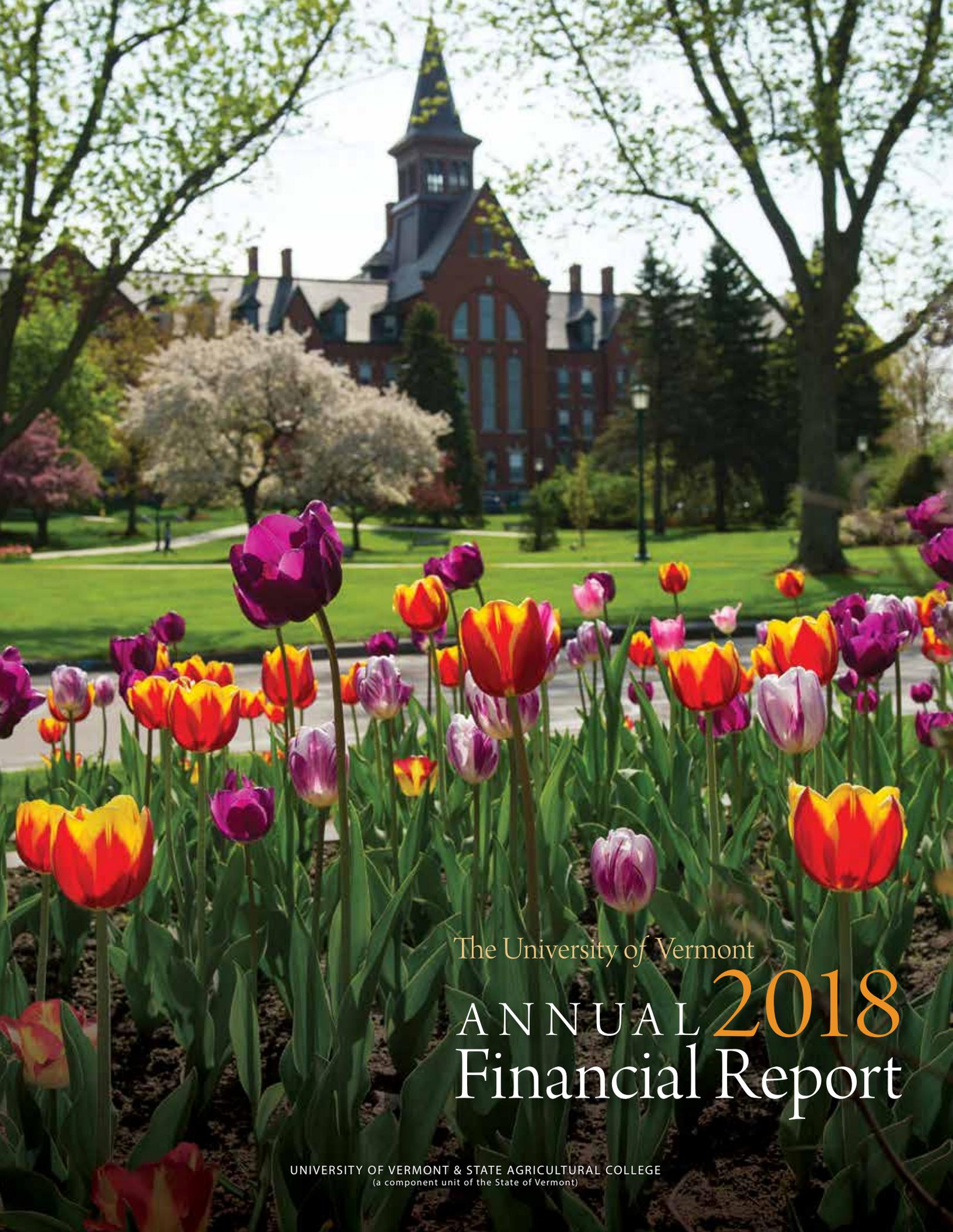
<p>Secondary Education – Mathematics, MEd</p>	<p>CAEP ** SPA Specialized Professional Association: National Council of Teachers of Mathematics ROPA **</p>	<p>2017</p>	<p>Accredited with four areas for improvement: · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement measures are not systematic and do not operate at the EPP level</p>	<p>1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 5. Passing Electronic Professional Portfolio 6. Program Completion rate</p>	<p>2024</p>
<p>Secondary Education – Science, BSEd</p>	<p>CAEP ** SPA Specialized Professional Association: NSTA → National Science Teachers Association ROPA **</p>	<p>2017</p>	<p>Accredited with four areas for improvement: · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement</p>	<p>1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 5. Passing Electronic Professional Portfolio 6. Program Completion rate</p>	<p>2024</p>

			measures are not systematic and do not operate at the EPP level		
Secondary Education – Science, MEd	CAEP ** SPA Specialized Professional Association: NSTA → National Science Teachers Association ROPA **	2017	Accredited with four areas for improvement: · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement measures are not systematic and do not operate at the EPP level	1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 5. Passing Electronic Professional Portfolio 1. 6. Program Completion rate	2024
Secondary Education – Social Studies, BSEd	CAEP ** SPA Specialized Professional Association: NCSS → National Council for the Social Studies ROPA **	2017	Accredited with four areas for improvement: · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established	1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 5. Passing Electronic Professional Portfolio 1. 6. Program Completion rate	2024

			<ul style="list-style-type: none"> · Quality assurance and continuous improvement measures are not systematic and do not operate at the EPP level 		
Secondary Education – Social Studies, MEd	CAEP ** SPA Specialized Professional Association: NCSS → National Council for the Social Studies ROPA **	2017	Accredited with four areas for improvement: <ul style="list-style-type: none"> · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement measures are not systematic and do not operate at the EPP level 	1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 5. Passing Electronic Professional Portfolio 6. Program Completion rate	2024
Social Work, BS	Council On Social Work Education (CSWE)	February 2012	None.	These programs must align with the 2015 Educational Standards and Accreditation Policies (EPAS). We expect the following performance indicators will be used in the report: <ul style="list-style-type: none"> * Final Evaluations from Field Practica * Alumni Surveys * Benchmarks 	CSWE Site Visit Fall 2019

				<ul style="list-style-type: none"> * Written & Oral Comprehensive Exam (MSW) * Program Completion Statistics <p>Implicit Curriculum Indicators (e.g.,</p>	
Social Work, MSW	Council On Social Work Education (CSWE)	February 2012	None.	<p>These programs must align with the 2015 Educational Standards and Accreditation Policies (EPAS). We expect the following performance indicators will be used in the report:</p> <ul style="list-style-type: none"> * Final Evaluations from Field Practica * Alumni Surveys * Benchmarks * Written & Oral Comprehensive Exam (MSW) * Program Completion Statistics <p>Implicit Curriculum Indicators (e.g.,</p>	CSWE Site Visit Fall 2019
Special Education, MEd	CAEP ** SPA Specialized Professional Association:	2017	Accredited with four areas for improvement: <ul style="list-style-type: none"> · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of 	<ol style="list-style-type: none"> 1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 5. Passing Electronic Professional Portfolio 6. Program Completion rate 	2024

	<p>Council for Exceptional Children</p> <p>ROPA **</p>		<p>candidates' impact on P-12 student learning but baseline data have not been collected</p> <ul style="list-style-type: none">· Reliability and validity for assessments have not been sufficiently established· Quality assurance and continuous improvement measures are not systematic and do not operate at the EPP level		
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The University of Vermont

ANNUAL **2018**
Financial Report

UNIVERSITY OF VERMONT & STATE AGRICULTURAL COLLEGE
(a component unit of the State of Vermont)





The University of Vermont

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Scott Thomas	Dean, College of Education and Social Services
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Table of Contents

1	Letter from the President
2	Management's Responsibility for the Financial Report
3	Independent Auditor's Report
5	Management's Discussion and Analysis
15	Statements of Net Position
16	Statements of Revenues, Expenses and Changes in Net Position
17	Statements of Cash Flows
18	Notes to Financial Statements
38	Required Supplementary Information - Postemployment Benefits





Letter from the President

Members of the Board of Trustees,

I attach the Annual Financial Report for the Fiscal Year ended June 30, 2018. The state of the UVM's finances is sound.

These financial statements reflect an increase of \$27.7 million in the University's net position. A key contributor to the change in net position was the volatile condition of the financial markets. It is important to note that, since the inception of the Foundation, new endowment gifts have been reflected in the financial records of the Foundation rather than the University. This somewhat limits the growth of the University's endowment, but all of the gifts to the Foundation flow to the benefit of UVM students and the University. As of June 30, 2018, the market value of the entire combined endowment (UVM and Foundation) was \$555 million. Our comprehensive campaign will ensure that the combined endowment will grow substantially over the next decade. This will provide even more funding for the support of scholarships, faculty, academic programs, and facilities.

As the University advances I will continue to work with the UVM and Vermont communities to focus on affordability and financial access, quality enhancement, strategic alignment of priorities, and resource and revenue growth. This will ensure an even more financially healthy University, which will enable us to increase the total student experience at UVM.

With every best wish,

A handwritten signature in black ink that reads "Tom Sullivan". The signature is written in a cursive, slightly slanted style.

E. Thomas Sullivan

The University of Vermont

Management's Responsibility for the Financial Report

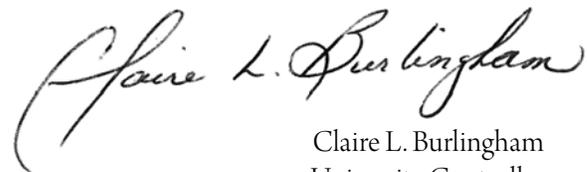
The accompanying financial statements of the University of Vermont and State Agricultural College for the year ended June 30, 2018 are official documents prepared in accordance with U.S. generally accepted accounting principles set forth for public colleges and universities by the Governmental Accounting Standards Board. The management of the University is responsible for the integrity and objectivity of these financial statements, which are accessible to all. The University's system of internal accounting controls is designed to ensure that the financial reports and the books of account properly reflect the transactions of the institution, in accordance with established policies and procedures as implemented by qualified personnel.

The University Trustees selected the certified public accounting firm of KPMG, LLP to conduct the annual financial audit for fiscal year 2018.

Periodically throughout the year, the Trustee Audit Committee meets with the Audit Services Office and the Compliance Office staff and the external independent audit firm to review the audit plan and later the report. The Vermont State Auditor is invited to attend those meetings to offer comments and opinions. Both KPMG and the Audit Services Office and Compliance Office staff have full access to the University Trustees and the State Auditor throughout the year.



Richard H. Cate
Vice President for Finance
And University Treasurer



Claire L. Burlingham
University Controller



KPMG LLP
 One Park Place
 463 Mountain View Drive, Suite 400
 Colchester, VT 05446-9909

Independent Auditors' Report

The Honorable Douglas Hoffer,
 Auditor of Accounts, State of Vermont
 and
 The Board of Trustees of the University of Vermont and State Agricultural College:

Report on the Financial Statements

We have audited the accompanying financial statements of the business-type activities and aggregate discretely presented component units, of the University of Vermont and State Agricultural College (collectively, the University), a component unit of the State of Vermont, as of and for the years ended June 30, 2018 and 2017, the related notes to the financial statements, which collectively comprise the University's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with U.S. generally accepted accounting principles; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of University Medical Education Associates, Inc., a discretely presented component unit of the University. Those statements were audited by other auditors whose report has been furnished to us, and our opinion insofar as it relates to the amounts included for the discretely presented component unit is based solely on the report of the other auditors. We conducted our audits 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 financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the 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 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 financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.



Opinions

In our opinion, based on our audit and the report of the other auditors, the financial statements referred to above present fairly, in all material respects, the business-type activities and the aggregate discretely presented component units, of the University as of June 30, 2018 and 2017, and the respective changes in financial position and where applicable, cash flows thereof for the years then ended in accordance with U.S. generally accepted accounting principles.

Emphasis of Matter

As discussed in Note 1 to the financial statements, in 2018 the University adopted Governmental Accounting Standards Board Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*. Our opinion is not modified with respect to this matter.

Required Supplementary Information

U.S. generally accepted accounting principles require that the management's discussion and analysis on pages 5 – 14 and the required supplementary information on page 38 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated November 5, 2018 on our consideration of the 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 results of that testing, and not to provide an opinion on the effectiveness of the 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 the University's internal control over financial reporting and compliance.

KPMG LLP

November 5, 2018

The University of Vermont

Management's Discussion and Analysis (Unaudited) June 30, 2018 and 2017

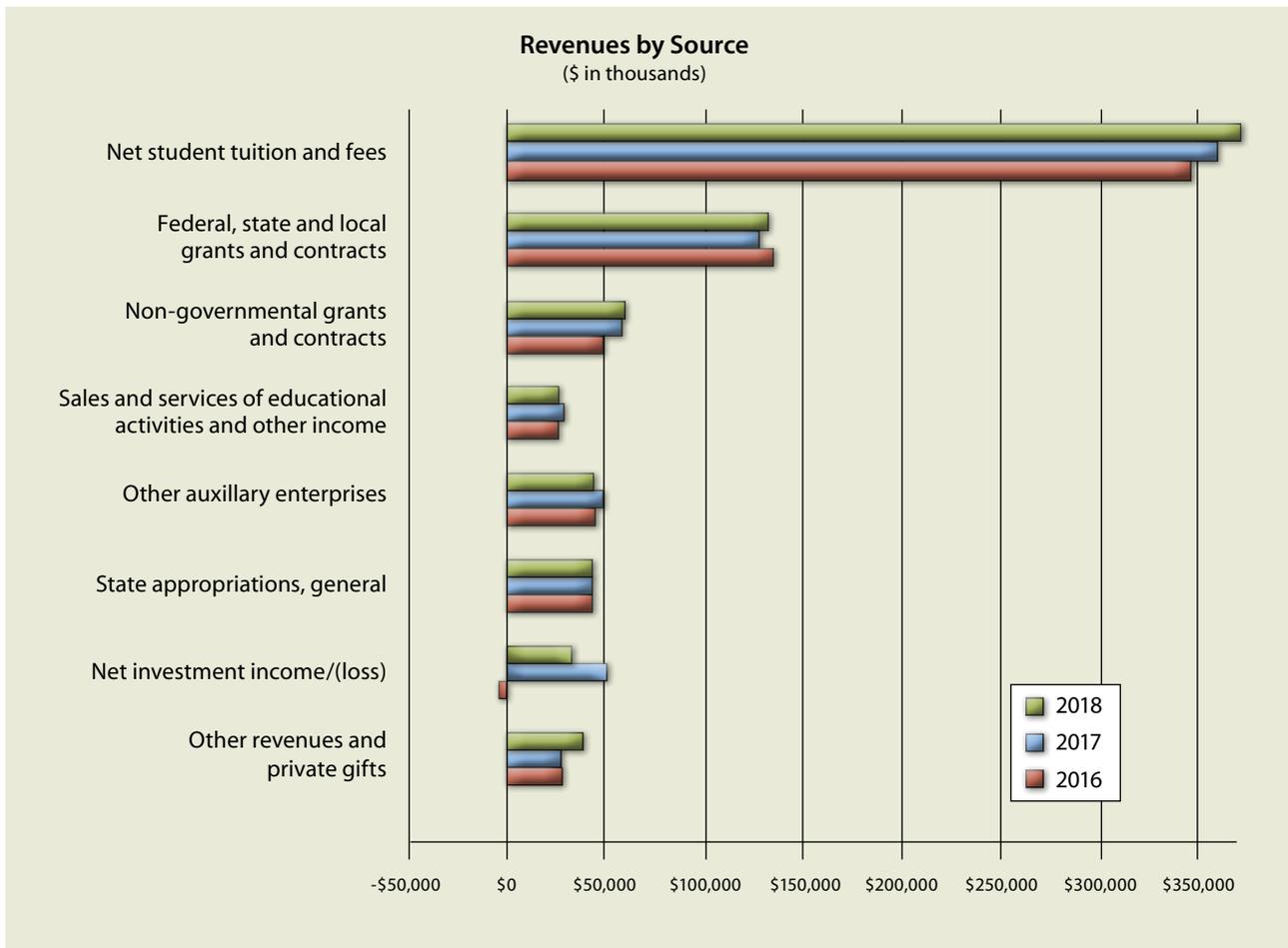
Introduction

The Management's Discussion and Analysis (MD&A) provides a broad overview of the University of Vermont's financial condition as of June 30, 2018 and 2017, the results of its operations for the years then ended, significant changes from the previous years, and outlook for the future where appropriate and relevant. Management has prepared the financial statements and related footnote disclosures along with this MD&A. The MD&A should be read in conjunction with the audited financial statements and related notes.

The University of Vermont ("the University") is a public, non-profit, comprehensive research institution of higher education established in 1791 as the fifth college in New England. The University consists of seven undergraduate schools and colleges, including the Colleges of Agriculture and Life Sciences, Arts and Sciences, Education and Social Services, Engineering and Mathematical Sciences, Nursing and Health Sciences, the Grossman School of Business, and the Rubenstein School of Environment and Natural Resources. The University also includes an Honors College, the Robert Larner, M.D. College of Medicine, the Division of Continuing and Distance Education, Extension and the Graduate College. The University is the only

comprehensive research university in Vermont. The University has 10,612 undergraduate students and 2,067 graduate and medical students. It is located in Burlington, Vermont with satellite instructional and research sites throughout Vermont. It is a component unit of the State of Vermont as it receives an annual appropriation from the State. For financial reporting purposes, the University's reporting entity consists of all sectors of the University and also includes discretely presented financial information for University Medical Education Associates, Inc. (UMEA) and the University of Vermont and State Agricultural College Foundation, Inc. (UVMF). UMEA is a legally separate tax-exempt component unit of the University whose purpose is to support the operations, activities and objectives of the Robert Larner, M.D. College of Medicine of the University. UVMF is a legally separate tax-exempt component unit of the University whose purpose is to secure and manage private gifts for the sole benefit of the University. The MD&A discusses the University's financial statements only and not those of its component units.

The focus of the MD&A is on the University's financial information contained in the Statements of Net Position, the Statements of Revenues, Expenses and Changes in Net Position and the Statements of Cash Flows.



Financial Highlights and Economic Outlook

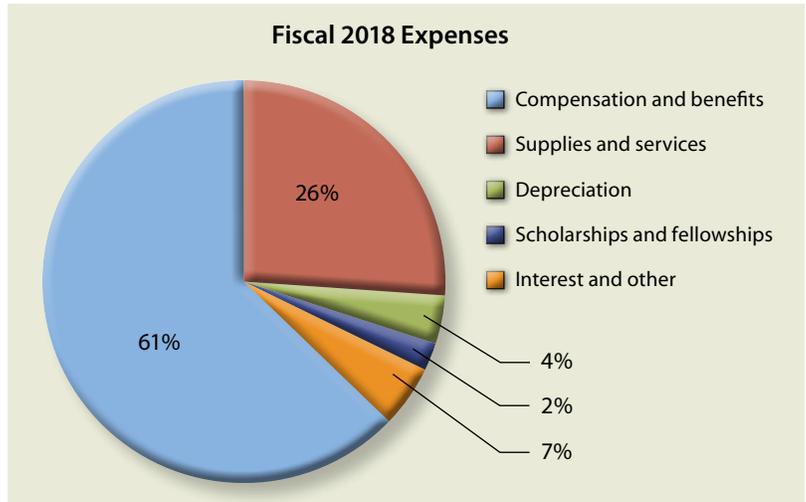
The President’s strategic action plan titled “Enhancing Quality and Affordability” outlines four major initiatives which are the cornerstone for all University decisions; 1) Access to success: promoting affordability, financial access and academic support, 2) Promoting a culture of advancing academic excellence and cultivating talent, 3) Identifying necessary investments to ensure a bright future, 4) Instilling an institutional commitment to efficiency and effectiveness that optimizes the use of facilities, technology, assets, and shared services. Much has been done to implement this vision and the University anticipates continued discussion and implementation of this strategic action plan during fiscal year 2019.

In fiscal 2018, a restatement of net position as of July 1, 2017 for the other postemployment benefit (OPEB) liability was required due to the adoption of GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*. This resulted

in a decrease to unrestricted net position of \$230.3 million. Excluding the effects of this adoption, the University’s net position increased by \$27.7 million in fiscal 2018, compared to an increase of \$36.1 million in fiscal 2017. The increase in fiscal 2018 was largely due to favorable performance in the financial markets; with a net gain in the investment portfolio of \$33.2 million. The fiscal 2018 net gain in the investment portfolio was down \$19.9 million from the net gain of \$53.1 million in fiscal 2017. The fiscal 2017 gain increased \$60.0 million from the loss in fiscal 2016 of \$(6.9) million.

Total operating revenues increased in fiscal 2018 by \$11.9 million, or 1.9%. This included an increase in net student tuition and fees of \$22.8 million, or 5.6%. Other critical revenues include state appropriations and state capital appropriations. State appropriations increased slightly to \$43.0 million in fiscal 2018 from \$42.9 million in fiscal 2017 while state capital appropriations decreased to \$1.4 million in fiscal 2018 compared to \$1.9 million in fiscal 2017.

The University experienced an increase in operating costs of \$7.2 million, or 1.1%, in fiscal 2018. Compensation and benefits represents the most significant operating cost, comprising 64.6% and 65.4% of operating costs in 2018 and 2017, respectively. Compensation and benefit expenses decreased by \$0.5 million which was primarily due to a lower annual accrual for other postemployment benefits offset by salary and wage increases in 2018 of 1.5-2.5% for faculty and between 1.5-2.0% for staff. Supplies and service expenses increased by \$6.7 million. Other significant non-operating expenses include interest on indebtedness which was \$17.3 million in 2018 compared to \$16.7 million in 2017 and transfers to other governmental entities and the UVM Foundation which, combined, were \$21.0 million in 2018 and \$28.4 million in 2017.



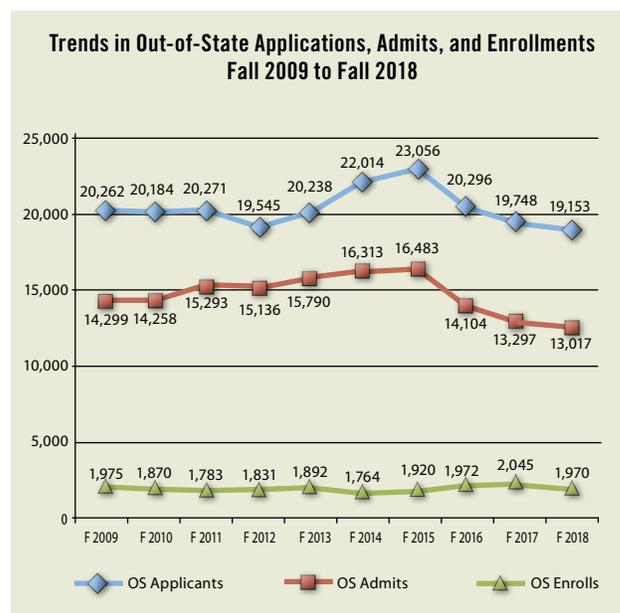
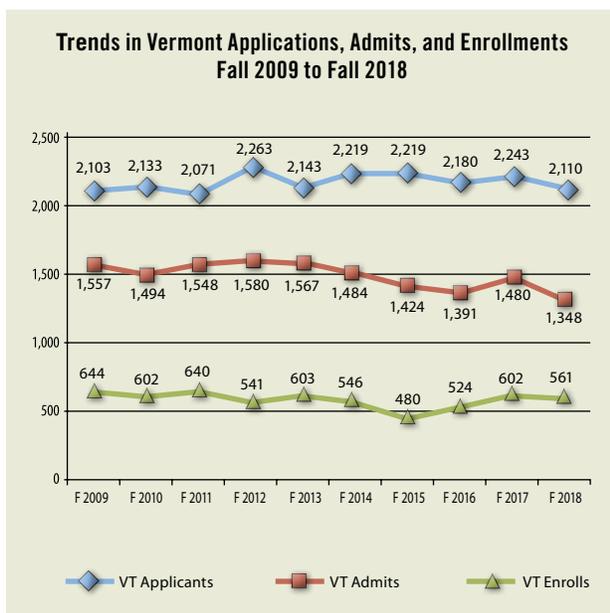
The chart to the right displays operating, interest, and other expenses for fiscal 2018:

During fiscal year 2018, construction continued on the Sciences, Technology, Engineering and Mathematics (STEM) complex which will provide innovative research and classroom spaces for those disciplines, as well as the renovation of the Billings Library, and the Kalkin Building Expansion.

In the fall of fiscal 2019, the University enrolled 10,612 students in more than 100 undergraduate majors, 1,601 students in graduate and post-baccalaureate programs, and 466 students at the College of Medicine. The University attracts undergraduates from over 40 states and many foreign countries. The University is primarily a regional institution however, drawing 87% of the undergraduates enrolled in the fall of fiscal year 2019 from New England and the Middle Atlantic States, including

22% of its undergraduate students from Vermont. Graduate and Certificate student enrollment from Vermont represented 44.9%.

The following tables present applications, admissions, and enrollments for in-state and out-of-state students. Final numbers for the fall of fiscal year 2019 show that total applications have decreased 4.9% since 2009, with in-state applications increasing 0.3% and out-of-state applications decreasing 5.5%. Total admissions have decreased for that period by 9.4%, with in-state admissions decreasing 13.4% and out-of-state admissions decreasing 9.0%. Since 2009, total first-time, first year enrollments have decreased 3.4%, with in-state enrollments decreasing by 12.9% and out-of-state enrollments increasing by 0.3%.



The University and its Board of Trustees continues to contain increases in tuition and fees with the average annual increases for in-state and out-of-state held to 3.4% and 3.5%, respectively, since 2010. The table to the right presents tuition and fees, as well as room and board for that period.

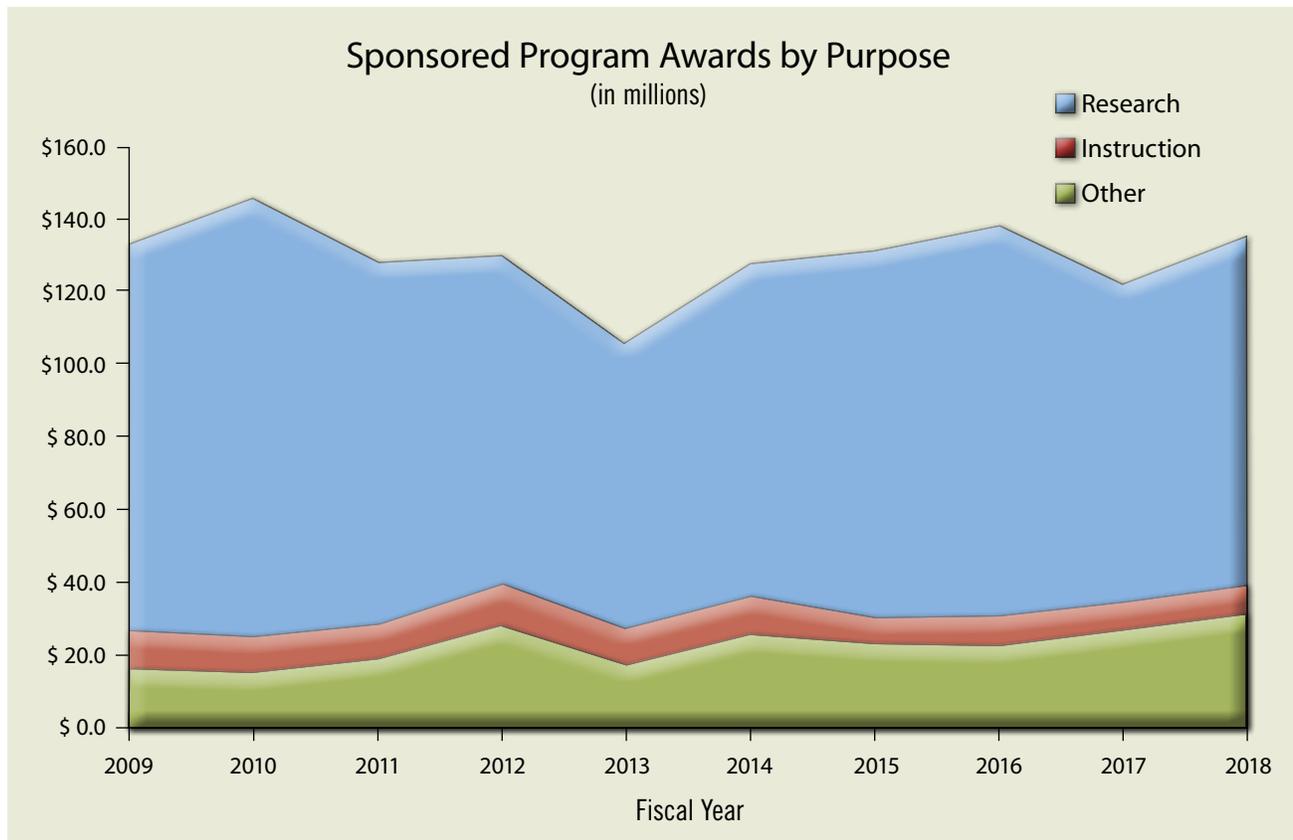
The State of Vermont (“the State”) general appropriations represented 5.8% of the University’s total revenues for fiscal year 2018. The University received a State capital appropriation of \$1.4 million in fiscal year 2018 and \$1.9 million in fiscal year 2017.

Grant and contract revenues of \$180.5 million represented 24.4% of total revenues for fiscal 2018 which included facility and administrative cost recoveries of \$27.6 million and additional commitment funds from University of Vermont Medical Center, Inc. of \$15.7 million. During fiscal 2018, the University was awarded over \$135.9 million in sponsored funds, 71.2% of which were for research activities. Approximately 59.7% of sponsored funds

awarded during fiscal 2018 were from federal sources. The University’s leading areas of externally sponsored programs are the biomedical sciences, agriculture, the environment, and education.

The following chart presents the activity of sponsored programs over the past decade:

In-State and Out-of-State Tuition & Fees									
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Average Annual % Increase
Student Tuition & Fees									
In-State Tuition & Fees	\$14,066	\$14,784	\$15,284	\$15,718	\$16,226	\$16,768	\$17,300	\$17,740	3.42%
Out-of-State Tuition & Fees	\$32,630	\$34,424	\$35,612	\$36,646	\$37,874	\$39,160	\$40,364	\$41,356	3.50%
Room (Double) Board (Average Meal Plan)									
Room (Double)	\$6,196	\$6,426	\$6,650	\$6,844	\$7,116	\$7,376	\$7,634	\$7,900	3.58%
Board (Average Meal Plan)	\$3,156	\$3,282	\$3,414	\$3,558	\$3,664	\$3,774	\$3,944	\$4,122	3.92%
Total, In-State Cost	\$23,418	\$24,492	\$25,348	\$26,120	\$27,006	\$27,918	\$28,878	\$29,762	
Increase Over Previous Year	3.85%	4.59%	3.50%	3.05%	3.39%	3.38%	3.44%	3.06%	3.53%
Total, Out-of-State Cost	\$41,982	\$44,132	\$45,676	\$47,048	\$48,654	\$50,310	\$51,942	\$53,378	
Increase Over Previous Year	3.90%	5.12%	3.50%	3.00%	3.41%	3.40%	3.24%	2.76%	3.54%



The University has an affiliation with the University of Vermont Medical Center, Inc., University of Vermont Medical Group, Inc., and the University of Vermont Health Network, Inc. through an updated Affiliation Agreement signed in June, 2014. The Agreement is for a period of five (5) years with provisions for an automatic renewal in the absence of a party's written notice. The provisions of that contract are reflected in the financial statements. The Agreement is to guide and govern the parties in the achievement of their common goals, including, but not limited to, providing high-quality clinical education for undergraduate and graduate students enrolled in UVM medical and health care related academic programs and health care professionals enrolled in continuing education programs, conducting high-quality research leading to advances in health care and in the bio-medical and life sciences to improve the quality of life of the citizens of Vermont and the broader society.

Overview of the Financial Statements

The financial statements of the University of Vermont and State Agricultural College (the "University") have been prepared in accordance with U.S. generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB). The financial statement presentation consists of comparable Statements of Net Position, Statements of Revenues, Expenses, and Changes in Net Position, Statements of Cash Flows and accompanying notes for the June 30, 2018 and 2017 fiscal years. These statements provide information on the financial position of the University and the financial activity and results of its operations during the years presented. The financial statements focus on the University as a whole, rather than upon individual funds or activities.

	<i>(In thousands)</i>		
	2018	*Restated 2017	*Restated 2016
Assets			
Current assets	\$ 332,061	\$ 327,154	\$ 299,791
Non-current assets	1,250,058	1,193,419	1,149,669
Total assets	<u>1,582,119</u>	<u>1,520,573</u>	<u>1,449,460</u>
Deferred outflows of resources			
Loss on refunding of debt	5,215	5,936	3,524
Postemployment benefits	12,617	-	-
Total deferred outflows of resources	<u>17,832</u>	<u>5,936</u>	<u>3,524</u>
Liabilities			
Current liabilities	183,025	158,452	139,270
Non-current liabilities	1,061,628	811,563	785,253
Total liabilities	<u>1,244,653</u>	<u>970,015</u>	<u>924,523</u>
Deferred inflows of resources			
Service concession arrangement	1,826	2,104	9,012
Split interest	3,407	1,640	2,815
Total deferred inflows of resources	<u>5,233</u>	<u>3,744</u>	<u>11,827</u>
Net position			
Net investment in capital assets	116,345	95,797	80,234
Restricted:			
Non-expendable	115,918	115,035	111,533
Expendable	342,741	329,753	297,691
Unrestricted	(224,939)	12,165	27,176
Total net position	<u>\$ 350,065</u>	<u>\$ 552,750</u>	<u>\$ 516,634</u>

***Refer to footnote A2 of the audited financial statements for a discussion of the restatement.*

University Medical Associates, Inc. (UMEA) and University of Vermont Foundation, Inc. (UVMF) are legally separate tax-exempt, discretely presented component units of the University of Vermont and issue separate audited financial statements. UMEA and UVMF are presented as separate columns on the University's Statements of Net Position and Statements of Revenues, Expenses and Changes in Net Position.

Statements of Net Position

Net position, or the sum of total assets, plus deferred outflows of resources, less total liabilities, less deferred inflows of resources is considered an indicator of the current financial condition of the University. The Statements of Net Position presents all assets, deferred outflows of resources, liabilities and deferred inflows of resources of the University as of June 30. Assets and liabilities are classified as current or non-current. Current assets are classified as such if they are available to satisfy current liabilities, which are generally defined as being due within one year of the date of the Statements of Net Position. Condensed information for net position at June 30, 2018, with comparative information for 2017 and 2016 are contained on the page 9 chart.

Net position totaled \$350.1 million, \$552.8 million, and \$516.6 million at June 30, 2018, 2017, and 2016, respectively, decreasing by \$202.7 million in 2018 and increasing by \$36.1 million in 2017. The primary contributors to the significant decrease in net position in 2018 was the change of accounting principle for the other postemployment benefit (OPEB) liability. Both 2018 and 2017 were significantly impacted by the investment market.

Current assets of \$332.1 million, \$327.2 million, and \$299.8 million at June 30, 2018, 2017, and 2016, respectively, consist primarily of cash and cash equivalents, and operating investments, which totaled \$276.1 million at June 30, 2018, \$273.3 million at June 30, 2017, and \$239.7 million at June 30, 2016. Cash and cash equivalents and operating investments represents approximately 5.2, 5.2, and 5.4 months of total operating expenses, excluding depreciation, for 2018, 2017, and 2016, respectively. The net increase to current assets in 2018 of \$4.9 million was driven by a \$2.8 million increase in cash, cash equivalents and operating investments, a \$1.4 million increase in accounts, loans, notes and pledges receivable and a \$0.7 increase in inventories, prepaid expenses and deferred charges. The net increase to current assets in 2017 of \$27.4 million was driven by a \$33.6 million increase in cash, cash equivalents and operating investments offset by a \$4.9 million decrease in accounts, loans, notes and pledges receivable and a \$1.3 million decrease in inventories, prepaid expenses and deferred charges.

Non-current assets of \$1.3 billion, \$1.2 billion, and \$1.1 billion at June 30, 2018, 2017, and 2016, respectively, consist primarily of the following:

- *Capital assets, net of accumulated depreciation*, totaled \$673.0 million, \$641.9 million and \$574.8 million at June 30, 2018, 2017 and 2016, respectively, representing an increase of \$31.1 million, or 4.8%, in 2018 and an increase of \$67.1 million, or 11.7%, in 2017. Gross capital additions totaled \$65.0 million in 2018 and \$101.8 million in 2017. Capital additions in 2018 included land improvements of \$1.3 million, renovations to residence and dining halls, research laboratories, and other buildings of \$5.2 million, building components and equipment and building interiors of \$2.3 million, fixed equipment of \$1.5 million, moveable equipment of \$1.6 million and construction in progress

of \$53.1 million. These additions in 2018 were offset by disposals of \$12.2 million and an increase to accumulated depreciation of \$21.8 million. Capital additions in 2017 included land acquisitions and land improvements of \$1.5 million, renovations to residence and dining halls, research laboratories, and other buildings of \$4.6 million, building components and equipment and building interiors of \$3.4 million, fixed equipment of \$0.9 million, moveable equipment of \$1.1 million, software systems of \$0.5 million and construction in progress of \$89.8 million. These additions in 2017 were offset by disposals of \$9.2 million and an increase to accumulated depreciation of \$25.4 million.

- *Endowment cash, cash equivalents and investments* totaling \$490.8 million, \$453.3 million and \$408.9 million at June 30, 2018, 2017, and 2016, respectively. In fiscal 2018, there was an increase of \$37.5 million, or 8.3%, and an increase of \$44.4 million, or 10.9% in 2017. The University's long-term investment pool consists of permanent endowments, term endowments, and funds functioning as endowments, commonly referred to as quasi-endowments.

Permanent endowments are those funds received from donors with the stipulation that the principal be invested in perpetuity to produce income to be expended for the purposes specified by the donor. Term endowments are those funds received from donors that function as endowments for a period of time or until a specific event occurs, such as reaching a certain balance. Funds functioning as endowments consist of restricted gifts and unrestricted funds that have been designated by the University for long-term investment purposes. These funds are not subject to donor restrictions requiring the University to preserve the principal in perpetuity. Programs supported by the endowment include scholarships, fellowships, professorships, research efforts and other programs and activities related to the University's mission. Investments are reported in three categories in the Statements of Net Position. Investments reported as non-current assets include endowment, annuity, and life income funds. Investments for capital activities reported as current assets are replacement reserves designated for capital renovations. All other investments are reported as operating investments.

The University's primary long-term investment goal is to attain a real total return that exceeds the amount being distributed for spending and administration, currently set at 4.75% of the previous 13 quarters' average market value. Other important investment objectives are to achieve annualized returns in excess of the strategic policy portfolio blended benchmark, measured over a full market cycle; and to outperform the median return of a pool of endowment funds with broadly similar investment objectives and policies. The spending distributions from the total endowment were \$21.6 million, \$20.3 million, and \$18.6 million in fiscal years ended June 30, 2018, 2017, and 2016, respectively. These distributions were 4.4%, 4.6%, and 4.3% of the beginning market value of the endowment for fiscal years 2018, 2017, and 2016, respectively.

- The decrease to *Deposits with Trustees* of \$21.6 million in 2018 and the decrease of \$72.5 million in 2017 was primarily due to the use of proceeds from issuance of 2015 general obligation bond held by a third party trustee for the STEM complex and First Year Student Housing projects.

Deferred outflows of resources were \$17.8 million and \$5.9 million at June 30, 2018 and 2017, respectively. In fiscal 2018, deferred outflows represent the deferred loss on refunding of general obligation bonds totaling \$5.2 million and valuation of certain other postemployment benefit costs totaling \$12.6 million.

Current liabilities increased \$24.6 million in 2018 and \$19.2 million in 2017. In both 2018 and 2017, current liabilities increased due to the University accepting UVVMF funds which were then invested in the University's pooled endowment. These funds generate income which is distributed to the UVVMF. The funds held in the University's pooled endowment represent a liability to the University as they are UVVMF assets and will be returned to the UVVMF in the future. At June 30, 2018 the amount of UVVMF assets held in the University's pooled endowment was \$81.0 million. At June 30, 2017 the amount of UVVMF assets held in the University's pooled endowment was \$55.4 million.

Non-current liabilities increased \$250.1 million in 2018 compared to \$26.3 million in 2017. The increase in 2018 is mostly due to the result of \$260.0 million in additional liability for postemployment benefits. This was offset by a decrease in the non-current portion of bonds and leases payable of \$11.2 million. The increase in 2017 is mostly due to the result of \$30.2 million in additional liability for postemployment benefits as well as \$4.9 million of additional accrued liabilities under the Service Concession Arrangement with Sodexo Management offset by a decrease in the non-current portion of bonds and leases payable of \$8.1 million.

Deferred inflows of resources totaled \$5.2 million in fiscal year 2018 and \$3.7 million in fiscal year 2017. In 2018, these inflows included \$1.8 million in future guaranteed payments due from Sodexo Management, Inc., under the Food Service Program agreement as well as the present value of

anticipated future gifts from split interest agreements valued at \$3.4 million.

Net investment in capital assets of \$116.3 million, \$95.8 million, and \$80.2 million, at June 30, 2018, 2017, and 2016, respectively, represent the University's capital assets of land, buildings and equipment net of accumulated depreciation and net of outstanding principal balances of debt attributable to the acquisition, construction or improvement of those assets. The increase of \$20.5 million in 2018 was primarily the result of the net effect of additions and disposals to capital assets of \$52.8 million the increase in bonds payable related to capitalized assets of \$10.5 million and an increase of accumulated depreciation of \$21.8 million. The increase of \$15.6 million in 2017 was primarily the result of the net effect of additions and disposals to capital assets of \$92.6 million, the increase in bonds payable related to capitalized assets of \$51.6 million, and an increase of accumulated depreciation of \$25.4 million.

Restricted non-expendable net position totaling \$115.9 million, \$115.0 million, and \$111.5 million at June 30, 2018, 2017, and 2016, respectively, consist entirely of the University's permanent endowment funds. The corpus of restricted nonexpendable resources is only available for investment purposes. The increase of \$0.9 million, or 0.8%, in 2018, and \$3.5 million, or 3.1%, in 2017, resulted from new gifts.

Restricted expendable net position is subject to externally imposed restrictions governing their use. Restricted expendable net position totaled \$342.7 million, \$329.8 million, and \$297.7 million, as of June 30, 2018, 2017, and 2016, respectively. The increase of \$12.9 million in 2018 and the increase of \$30.5 million in 2017 were primarily due to changes in net investment income. In 2018 and 2017 there was a net investment gain of \$33.2 million and \$53.1 million, respectively.

	2018	(In thousands) *Restated 2017	*Restated 2016
Operating revenues	\$ 625,541	\$ 613,600	\$ 589,346
Operating expenses	(668,359)	(661,202)	(633,941)
Operating loss	(42,818)	(47,602)	(44,595)
Net non-operating revenues	68,681	79,864	32,131
Revenue (loss) before capital and endowment additions	25,863	32,262	(12,464)
State capital appropriations	1,400	1,900	1,400
Capital gifts and grants	304	444	180
Gifts for endowment purposes	91	1,510	1,646
Total capital and endowment additions	1,795	3,854	3,226
Increase (decrease) in net position	27,658	36,116	(9,238)
Cumulative effect of change in accounting principle	(230,343)	-	-
Net position, beginning of year	552,750	516,634	525,872
Net position, end of year	\$ 350,065	\$ 552,750	\$ 516,634

***Refer to footnote A2 of the audited financial statements for a discussion of the restatement.*

Unrestricted net position is not subject to externally imposed stipulations. However, substantially all of the University's unrestricted net position has been designated for various academic and research programs and initiatives, as well as capital projects. Unrestricted net position totaled \$(224.9) million, \$12.2 million, and \$27.2 million for June 30, 2018, 2017, and 2016, respectively. Unrestricted net position was adjusted in fiscal 2018 by \$(230.3) million for a change in accounting principle for other postemployment benefits (OPEB). The additional \$6.8 million decrease in 2018 was primarily due to increases in net tuition and fees of \$13.4 million and facilities & administration recovery from sponsored agreements of \$1.9 million offset by a decrease of other auxiliary enterprise revenue of \$6.2 million and a decrease of student loan interest and other operating revenues of \$1.0 million. Operating expenses increased in fiscal 2018 by \$13.9 million including a decrease of \$6.3 million in compensation and benefits, an increase of \$4.9 million in supplies and services and an increase of \$15.4 million in scholarships and fellowships. The decrease of \$15.0 million in 2017 was primarily due to increases in net tuition and fees of \$16.2 million, other auxiliary enterprise revenue of \$5.2 million and net investment income of \$3.5 million offset by an increase in operating expenses of \$29.6 million including increases of \$10.1 million in compensation and benefits, an increase of \$10.2 million in supplies and services and an increase of \$9.3 million in scholarships and fellowships.

Statements of Revenues, Expenses and Changes in Net Position

The components of the change in net position are presented in the Statements of Revenues, Expenses and Changes in Net Position. This statement displays the revenues earned by the University, the expenses incurred by the University and the resulting increase or decrease in net position. Revenues and expenses are categorized as either operating or non-operating, and net operating income or loss is displayed. Operating revenues generally are those earned through providing services or goods to the University's customers. Operating expenses are incurred in providing those services and goods. Significant recurring sources of the University's revenues, including state appropriations, gifts, and investment income or loss are considered non-operating.

Condensed information for the year ended June 30, 2018, with comparative totals for the years ended June 30, 2017 and June 30, 2016, can be found on page 11.

Net position decreased by \$202.7 million in 2018 and increased by \$36.1 million in 2017. Contributors to the decrease in 2018 include a change of accounting principle for other postemployment benefits of \$(230.3) million, a decrease in net investment income of \$19.9 million and an increase of operating expenses of \$7.2 million partially offset by an increase in net student fees of \$13.4 million, an increase in federal, state, and private grants and contracts of \$7.3 million and gifts of \$13.7 million. Contributors to the increase in 2017 include an increase in net investment income of \$60.0 million, an increase in net tuition and fee revenue of \$16.2 million, offset by an increase in operating expenses of \$27.3 million.

Significant operating revenues include the following:

- *Student Tuition and Residential Life Fees, net of scholarship allowance*, are the largest component of operating revenues and the primary source of

funding for the University's academic programs. Net student fees increased by \$13.4 million in 2018, comprised of an increase to tuition and fees of \$22.8 million, or 5.6%, an increase to residential life revenues of \$5.8 million, or 9.5%, and by an increase in scholarship allowances of \$15.2 million, or 14.4%. Net student fees increased by \$16.2 million in 2017, comprised of an increase to tuition and fees of \$23.1 million, or 6.0%, an increase to residential life revenues of \$1.2 million, or 1.9%, and by an increase in scholarship allowances of \$8.0 million, or 8.2%. Scholarship and fellowship awards applied to student accounts are presented as a reduction of student tuition and fee and residential life revenues, while payments directly made to students are presented as scholarship and fellowship expenses. Total scholarships and fellowships of \$137.5 million, \$122.7 million, and \$113.5 million, were awarded to students in 2018, 2017, and 2016, respectively. This represents a total increase of \$14.8 million, or 12.1%, for 2018 as compared to a \$9.2 million increase, or 8.1%, for 2017.

- *Revenues for sponsored programs* of \$180.5 million in 2018, \$173.2 million in 2017, and \$173.7 million in 2016, include federal appropriations, grants and contracts, as well as state and non-governmental grants and contracts that normally provide for the recovery of direct and indirect costs or expenses. The change in fiscal 2018 is due to additional University of Vermont Medical Center Commitment and Dean's Tax funds, as well as increased federal funding for the College of Medicine. The minimal change in fiscal 2017 is due to steady funding. Revenues for sponsored programs are generally recognized when expenses are incurred or when significant milestones have been met under the terms of the award. The revenues for sponsored programs include recovery of indirect costs, referred to as facilities and administrative costs, of \$27.6 million, \$25.6 million, and \$25.5 million, in 2018, 2017, and 2016, respectively.
- *Auxiliary enterprise and educational activities revenues* totaled \$51.3 million, \$58.2 million, and \$52.1 million, in 2018, 2017, and 2016, respectively. Auxiliary enterprises include business type enterprises such as the bookstore, printing, mail services and conferences and events that provide support to the University's primary missions of education, research and public service. Fiscal 2018 had steady revenue streams while fiscal 2017 had a \$6.1 million increase primarily due to one-time payments under the dining contract.
- *Student loan interest and other operating revenues* were \$19.6 million, \$21.5 million, and \$19.1 million in 2018, 2017, and 2017, respectively.

Significant components of operating expenses include the following:

- *Compensation and benefits* of \$431.9 million, \$432.5 million, and \$419.8 million in 2018, 2017, and 2016, respectively, comprise the most significant portion of total expenses. Compensation and benefits decreased by \$0.6 million, or 0.1% in 2018 due to lower annual expenses related to other postemployment benefits offset by budgeted increases for faculty and staff. The increase of \$12.7 million, or 3.0%, in fiscal 2017 was due to budgeted increases of 4.0% for faculty and between 1.00-1.50% for staff. There was also an increase to the Medical Group benefit rate. In addition, health plan benefit costs increased by \$3.6 million, or 6.7%, in 2018 and by \$2.3 million, or 4.5%, in 2017.

- *Supplies and services expenses* increased by \$6.7 million, or 3.7% in 2018, and increased by \$9.9, or 5.8%, in 2017. This classification encompasses the many and varied non-compensation expenses that are required for the operation of the University, including utilities, professional services, non-capitalized equipment, and minor renovations.
- *Depreciation expense* increased by \$1.4 million, or 4.8%, in 2018 and increased by \$3.5 million, or 13.3%, in 2017.
- *Scholarships and fellowships* of \$16.8 million in 2018, \$17.2 million in 2017, and \$16.0 million in 2016 are comprised of direct payments to students. As noted earlier, in addition to the amounts reflected in scholarships and fellowships expense, financial aid is applied to tuition and residential life fees and amounts applied to each are reflected in the financial statements as a reduction of those revenues.

Significant components of non-operating revenues and expenses include the following:

- *State appropriations*, which represent funding provided by the State of Vermont, were \$43.0 million in 2018, \$42.9 million in 2017 and \$43.0 million in 2016, increasing by 0.3% in 2018 and decreasing by 0.3% in 2017.
- *Federal Pell grants*, which represents funds received from the federal government to help low-income undergraduate students were \$7.8 million, \$6.9 million, and \$7.2 million in 2018, 2017, and 2016, respectively.
- *Intergovernmental Transfers* totaled \$13.6 million, \$13.7 million, and \$13.5 million in 2018, 2017 and 2016, respectively. This represents contributions to the State of Vermont to support the Graduate Medical Education program.
- *Private gifts and Transfers to UVM from Component Units* totaled \$31.5 million, \$17.8 million, and \$19.1 million, in 2018, 2017, and 2016, respectively.
- *Gain (loss) on disposal of capital assets* totaled \$(2.6) million, \$4.8 million and \$9.7 million in 2018, 2017 and 2016, respectively. In fiscal 2018, the University demolished the Cook Physical Science complex to complete construction of Discovery Hall. In fiscal 2017, the University sold apartment buildings and related fixed assets resulting in the gain.

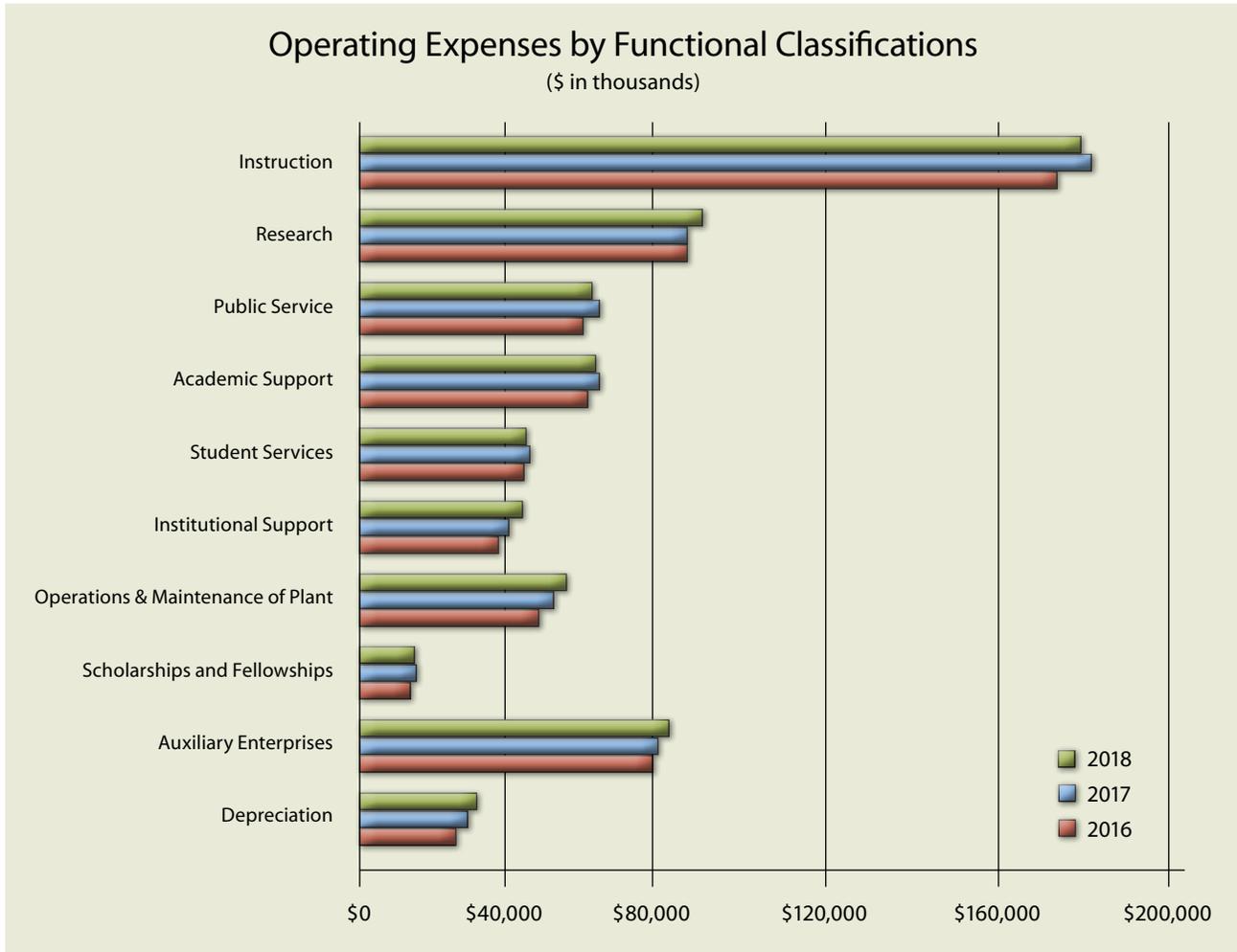
- *Net other non-operating expense* totaled \$6.0 million in fiscal 2018 and \$0.4 in fiscal 2017. Included in fiscal 2018 expense were UVM funds pledged to the City of Burlington to improve downtown over the next 20 years. Also included in this expense are life income payments totaling \$0.4 million in both 2018 and 2017, respectively.
- *Transfers to Component Units from UVM* totaled \$7.3 million and \$14.7 million in 2018 and 2017, respectively. These transfers were to the UVM Foundation, Inc. from the University to assist the Foundation in its operations.
- *Net investment income/(loss)* was \$33.2 million, \$53.1 million, and \$(6.9) million in 2018, 2017, and 2016, respectively. Net investment income includes realized investment income and the change in the unrealized appreciation or depreciation of investments. Net investment income in fiscal 2018 and 2017 were affected greatly by volatility in the financial markets. The change in unrealized appreciation/(depreciation) included in net investment income was \$16.1 million in 2018, \$32.4 million in 2017, and \$(19.8) million in 2016. Realized gains and other income included in net investment income totaled \$17.1 million, \$20.7 million, and \$12.9 million in 2018, 2017, and 2016, respectively.
- *Interest on indebtedness* totaled \$17.3 million in 2018, \$16.7 million in 2017, and \$17.2 million in 2016. Interest on indebtedness represents interest on notes and bonds net of capitalized interest.

Other financial resources presented after *Revenue (Loss) before capital and endowment additions* include the following:

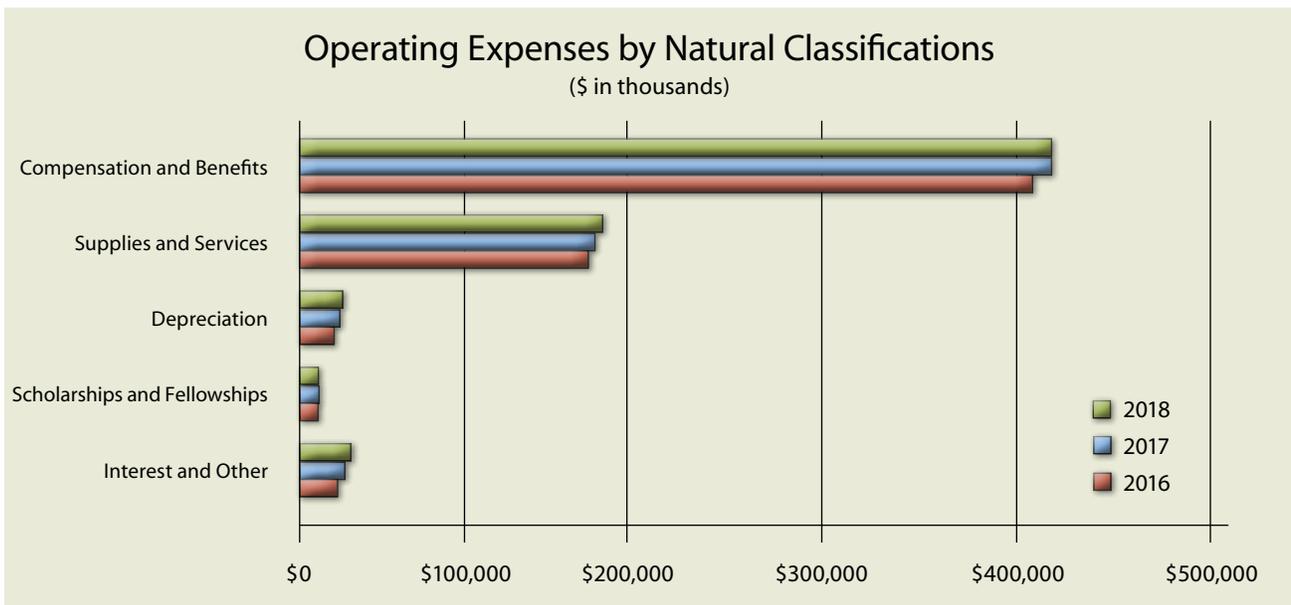
- *State capital appropriations* were \$1.4 million, \$1.9 million, and \$1.4 million in 2018, 2017 and 2016, respectively.
- *Capital and endowment gifts and grants* were \$0.4 million, \$2.0 million, and \$1.8 million, in 2018, 2017, and 2016, respectively.

Expenses are presented in the financial statements by natural classification, according to the type of expense, such as compensation and benefits. In addition, expenses may be aggregated by the functions that they support. Total expenses increased by \$13.2 million, or 1.9%, in 2018 and \$37.7 million, or 5.7%, in 2017. With the exception of scholarships and fellowships, depreciation, and interest expense, the changes in each of the functional categories reflect the changes in compensation and benefits and supplies and services.

The following chart presents total expenses by function for 2018, 2017, and 2016:



The following chart presents total expenses by natural classification for 2018, 2017, and 2016:



Statements of Net Position

as of June 30, 2018 and 2017

(dollars in thousands)

	2018	*Restated 2017	UMEA 2018	UMEA 2017	UVMF 2018	UVMF 2017
ASSETS						
Current assets:						
Cash and cash equivalents	\$ 153,491	\$ 151,514	\$ 555	\$ 572	\$ 33,255	\$ 27,285
Operating investments	122,654	121,826	61,914	60,110	17,070	22,605
Accounts, loans, notes and pledges receivable, net	43,953	42,521	765	583	14,004	8,062
Inventories and prepaid expenses	11,963	11,293	8	8	361	321
Total current assets	332,061	327,154	63,242	61,273	64,690	58,273
Non-current assets:						
Endowment cash, cash equivalents and investments	490,792	453,323	-	-	101,164	83,129
Student loans, notes, and pledges receivable, net	36,991	33,132	-	-	13,605	8,003
Investments for capital activities	41,247	35,128	-	-	10	-
Deposits with trustees	8,077	29,674	-	-	1,261	1,221
Prepaid expenses and other assets	-	222	-	-	-	-
Capital assets, net	672,951	641,940	-	-	8,852	8,950
Total non-current assets	1,250,058	1,193,419	-	-	124,892	101,303
Total Assets	1,582,119	1,520,573	63,242	61,273	189,582	159,576
DEFERRED OUTFLOWS OF RESOURCES						
Loss on refunding of debt	5,215	5,936	-	-	-	-
Postemployment benefits	12,617	-	-	-	-	-
Total Deferred Outflows of Resources	17,832	5,936	-	-	-	-
LIABILITIES						
Current liabilities:						
Accounts payable and accrued liabilities	73,192	73,360	421	230	10,613	8,760
Unearned revenue, deposits, and funds held for others	98,668	74,314	43,025	41,278	121	104
Bonds and leases payable	11,165	10,778	-	-	-	-
Total current liabilities	183,025	158,452	43,446	41,508	10,734	8,864
Non-current liabilities:						
Accrued liabilities	23,662	22,370	-	-	-	-
Postemployment benefits	492,575	232,590	-	-	-	-
Bonds and leases payable	545,391	556,603	-	-	5,388	5,658
Total non-current liabilities	1,061,628	811,563	-	-	5,388	5,658
Total Liabilities	1,244,653	970,015	43,446	41,508	16,122	14,522
DEFERRED INFLOWS OF RESOURCES						
Service concession arrangement	1,826	2,104	-	-	-	-
Split-interest arrangements	3,407	1,640	-	-	-	-
Total Deferred Inflows of Resources	5,233	3,744	-	-	-	-
NET POSITION						
Net investment in capital assets	116,345	95,797	-	-	3,464	3,292
Restricted:						
Non-Expendable	115,918	115,035	-	-	95,989	78,159
Expendable	342,741	329,753	14,392	14,040	66,491	57,136
Unrestricted	(224,939)	12,165	5,404	5,725	7,516	6,467
Total Net Position	\$ 350,065	\$ 552,750	\$ 19,796	\$ 19,765	\$ 173,460	\$ 145,054

*The accompanying notes are an integral part of the financial statements
Refer to footnote A2 of audited financial statements for a discussion of the restatement.

Statements of Revenues, Expenses and Changes in Net Position

for the years ended June 30, 2018 and 2017

(dollars in thousands)

	2018	*Restated 2017	UMEA 2018	UMEA 2017	UVMF 2018	UVMF 2017
Operating revenues						
Tuition and fees	\$ 427,998	\$ 405,242	\$ -	\$ -	\$ -	\$ -
Residential life	66,722	60,907	-	-	-	-
Less scholarship allowances	(120,657)	(105,477)	-	-	-	-
Net student fees	374,063	360,672	-	-	-	-
Federal, state, and private grants and contracts	180,541	173,209	-	-	1,067	986
Sales and services of educational activities	7,706	8,369	-	-	-	-
Other auxiliary enterprises	43,611	49,852	-	-	-	-
Student loan interest and other operating revenues	19,620	21,498	147	104	496	504
Total operating revenues	625,541	613,600	147	104	1,563	1,490
Operating expenses						
Compensation and benefits	(431,919)	(432,458)	(314)	(229)	(8,277)	(8,177)
Supplies and services	(188,285)	(181,615)	-	-	(2,447)	(2,880)
Depreciation	(31,356)	(29,931)	-	-	(341)	(257)
Scholarships and fellowships	(16,799)	(17,198)	-	-	-	-
Total operating expenses	(668,359)	(661,202)	(314)	(229)	(11,065)	(11,314)
Operating income (loss)	(42,818)	(47,602)	(167)	(125)	(9,502)	(9,824)
Non-operating revenues (expenses)						
State appropriations	43,010	42,894	-	-	-	-
Federal Pell grants	7,844	6,874	-	-	-	-
Private gifts	5,375	503	431	396	32,282	33,286
Net investment income	33,202	53,086	1,186	1,946	7,818	6,549
Interest on indebtedness	(17,290)	(16,741)	-	-	(89)	(72)
Gain/(loss) on disposal of capital assets	(2,609)	4,754	-	-	-	-
Net other non-operating expense	(6,018)	(380)	-	-	(583)	(515)
Intergovernmental transfers	(13,644)	(13,704)	-	-	-	-
Transfers from UVM to component units	(7,334)	(14,711)	-	-	6,709	14,193
Transfers to UVM from component units	26,145	17,289	(1,419)	(741)	(22,006)	(15,429)
Net non-operating revenues	68,681	79,864	198	1,601	24,131	38,012
Revenue before capital and endowment additions	25,863	32,262	31	1,476	14,629	28,188
State capital appropriations	1,400	1,900	-	-	-	-
Capital gifts and grants	304	444	-	-	-	-
Gifts for endowment purposes	91	1,510	-	-	13,777	11,754
Total capital and endowment additions	1,795	3,854	-	-	13,777	11,754
Increase in net position	27,658	36,116	31	1,476	28,406	39,942
Restatement of net position as of July 1, 2017*	(230,343)	-	-	700	-	-
Net position, beginning of year adjusted	552,750	516,634	19,765	17,589	145,054	105,112
Net Position, End of Year	\$ 350,065	\$ 552,750	\$ 19,796	\$ 19,765	\$ 173,460	\$ 145,054

The accompanying notes are an integral part of the financial statements.

**Refer to footnote A2 of audited financial statements for a discussion of restatement*

Statements of Cash Flows
for the years ended June 30, 2018 and 2017
(dollars in thousands)

	2018	2017
Cash Flows From Operating Activities		
Tuition and fees (net of applicable discounts)	\$ 327,322	\$ 309,371
Grants and contracts	174,031	181,115
Sales and services of educational activities	7,706	8,369
Sales and services of auxiliary enterprises:		
Residential life fees, net of scholarship allowances	50,449	47,126
Other	43,611	49,852
Payments to employees and benefit providers	(413,906)	(396,677)
Payments to vendors	(184,999)	(180,275)
Payments for scholarships and fellowships	(16,799)	(17,198)
Student loans issued	(5,628)	(3,766)
Student loans collected, interest and other revenue	2,675	2,295
Other receipts, net	19,135	20,994
Net cash provided by operating activities	3,597	21,206
Cash Flows From Non-Capital Financing Activities		
State general appropriation	43,010	42,894
Federal Pell grants	7,844	6,874
Private gifts for other than capital purposes	1,229	4,568
Intergovernmental transfers	(13,644)	(13,704)
Transfers from UVM to component units	(7,334)	(14,711)
Transfers to UVM from component units	26,029	17,289
Deposits of affiliates and life income payments, net	20,759	13,564
Net cash provided by non-capital financing activities	77,893	56,774
Cash Flows From Capital Financing Activities		
Proceeds from issuance of capital debt	67,068	80,341
State capital appropriation	1,400	1,900
Capital grants, gifts and other income	1,085	(3,970)
Purchases and construction of capital assets	(60,148)	(96,054)
Proceeds from disposal of capital assets	-	9,471
Principal paid on capital debt	(78,553)	(87,775)
Interest paid on capital debt	(22,126)	(24,974)
Changes in deposits with trustees, net	21,135	71,770
Net cash used in capital financing activities	(70,139)	(49,291)
Cash Flows From Investing Activities		
Proceeds from sales and maturities of investments	106,983	126,657
Purchase of investments	(126,324)	(127,212)
Interest and dividends on investments, net	4,443	3,387
Net cash (used in) provided by investing activities	(14,898)	2,832
Net increase (decrease) in cash and cash equivalents	(3,547)	31,521
Cash and cash equivalents - beginning of year	162,910	131,389
Cash and cash equivalents - end of year *	\$159,363	\$162,910
Reconciliation of Operating Loss To Cash Provided by Operating Activities		
Operating loss	\$ (42,818)	\$ (47,602)
Adjustments to reconcile operating loss to net cash provided by Operating Activities:		
Depreciation expense	31,356	29,931
Changes in assets and liabilities:		
Accounts receivable and loan receivables, net	313	7,802
Inventories and prepaid expense	(683)	1,314
Accounts payable	(4,574)	(587)
Unearned revenue, deposits and accrued liabilities	20,003	30,348
Net cash provided by operating activities	\$ 3,597	\$ 21,206

**of total cash and cash equivalents for 2018, \$153,491 is current and \$5,872 is non-current endowment and for 2017, \$151,514 is current and \$11,396 is non-current endowment*

The accompanying notes are an integral part of the financial statements.

Notes to Financial Statements

For the Years Ended June 30, 2018 and 2017

A. Summary of Significant Accounting Policies and Presentation

The University of Vermont and State Agricultural College is a public, non-profit, comprehensive research institution of higher education with an enrollment of approximately 12,679 undergraduate, graduate, and medical students. It is located in Burlington, Vermont with satellite instructional and research buildings throughout the State.

The University of Vermont and State Agricultural College is a land-grant institution and a component unit of the State of Vermont. The University receives an annual appropriation from the State. The Board of Trustees has 25 members including 9 legislative, 9 self-perpetuating, 3 gubernatorial, and 2 students; the Governor and President of the University serve as ex-officio members during their terms in office.

The University has received a letter from the Internal Revenue Service recognizing the University as an organization that is described in Internal Revenue Code Section 501(c)(3) and generally exempt from income taxes pursuant to Section 501(a) of the Internal Revenue Code.

1. Affiliated Organizations

University Medical Education Associates, Inc. (UMEA) is a legally separate component unit of the University of Vermont. UMEA is an organization described in Internal Revenue Code Section 501(c)(3) and is generally exempt from income taxes pursuant to Section 501(a) of the Code. UMEA is governed by a minimum nine-member board; five members are named as a result of their positions at the University of Vermont and the remaining are elected by the other members. UMEA's purpose is to support the operations, activities and objectives of the Robert Larner, M.D. College of Medicine of the University of Vermont. UMEA is a public non-profit organization that reports under Financial Accounting Standards Board (FASB) standards. UMEA's fiscal year ends on June 30. UMEA issues separate audited financial statements, which may be obtained by contacting the Dean's Office, Robert Larner, M.D. College of Medicine. In accordance with Governmental Accounting Standards Board (GASB) Statement No. 61, *The Financial Reporting Entity: Omnibus (an amendment of GASB 14 and 34)*, UMEA is discretely presented on the University's Statements of Net Position and Statements of Revenues, Expenses, and Changes in Net Position.

The University of Vermont and State Agricultural College Foundation, Inc. (UVMF) was incorporated as a Vermont nonprofit corporation on March 14, 2011, and is a legally separate entity from the University of Vermont. On January 1, 2012, UVMF officially assumed all fundraising responsibilities of the Office of Development and Alumni Relations at the University. UVMF is an organization described in Internal Revenue Code Section 501(c)(3) and is generally exempt from income taxes pursuant to Section 501(a) of the Code. UVMF exists to secure and manage private gifts for the sole benefit of the University and has been recognized by the University as the primary and preferred recipient for charitable gifts to or for the benefit

of the University. UVMF is governed by a board of directors composed of not less than 15 or more than 29 members, including ex officio directors. The President of the University, the Chair of the Board of Trustees of the University, the President of the UVM Alumni Association, the Chair of the UVM Medical Center Foundation, and the UVMF President/CEO are ex officio directors of UVMF. UVMF reports under FASB standards, has a fiscal year end date of June 30, and issues separate audited financial statements, which may be obtained at the UVMF's website www.uvmfoundation.org. In accordance with Statement No. 61, *The Financial Reporting Entity: Omnibus (an amendment of GASB 14 and 34)*, UVMF is discretely presented on the University's Statements of Net Position and Statements of Revenues, Expenses, and Changes in Net Position.

The University has an affiliation with the University of Vermont Medical Center, Inc. (formally named Fletcher Allen Health Care, Inc.), University of Vermont Medical Group, Inc., and the University of Vermont Health Network, Inc. (formerly named Fletcher Allen Partner, Inc.) through an updated Affiliation Agreement signed in June, 2014. The Affiliation Agreement is for a period of five years. The Agreement is to guide and govern the parties in the achievement of their common goals, including, but not limited to, providing high-quality clinical education for undergraduate and graduate students enrolled in UVM medical and health care related academic programs and health care professionals enrolled in continuing education programs. The Agreement sets forth principles and protocols designed to assist the University and the University of Vermont Medical Center (UVMCM) in coordinating efforts and allocating their resources. UVMCM agrees to pay a portion of salary, benefits, and related expenses incurred by the University to physician-faculty and staff who are also employed by UVMCM. In addition, UVMCM agrees to pay base payments that help maintain medical facilities owned and managed by the University and the Dana Medical Library. UVMCM agrees to pay a portion of the UVM Medical Group Net Patient Revenues, referred to as the Dean's Tax, to the Robert Larner, M.D. College of Medicine for purposes that promote and are consistent with the common goals of both parties.

2. Basis of Accounting

The accompanying financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with U.S. generally accepted accounting principles as defined for public colleges and universities by the GASB.

Net position is categorized as follows:

- **Net investment in capital assets:** Capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction or improvement of those assets. Such assets include the University's physical plant.
- **Restricted:**
 - Non-Expendable** - Net position subject to externally imposed stipulations that they be maintained permanently by the University. This category includes the corpus of the University's true endowment funds.

(dollars in thousands)

Expendable - Net position whose use by the University is subject to externally imposed stipulations that can be fulfilled by actions of the University to meet those stipulations or that expire through the passage of time. This category includes restricted gifts, grants, contracts and endowment appreciation.

- **Unrestricted:** Net position not subject to externally imposed stipulations. Unrestricted net position may be designated for specific purposes by action of management, the Board of Trustees or may otherwise be limited by contractual agreements with outside parties.

The University’s policy for defining operating activities as reported on the Statements of Revenues, Expenses, and Changes in Net Position are those that generally result from exchange transactions such as payments received for providing services and payments made for services or goods received. Non-exchange transactions such as gifts, investment income, state appropriations and interest on indebtedness are reported as non-operating revenues and expenses.

When both restricted and unrestricted net position are available and appropriate to fund an expense, the University’s practice is to allow the budget manager to determine which to use in each instance.

The preparation of financial statements in accordance with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect reported amounts and disclosures. Actual results could differ from those estimates. The most significant areas that require management estimates relate to valuation of certain investment balances, the valuation of the postemployment benefit obligation, allowances on accounts and loans receivable, depreciation, and certain accruals.

GASB Statement 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, replaced Statement 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pension*, and became effective for all fiscal years beginning after June 15, 2017. Under GASB 45, employers were required to calculate the unfunded actuarial accrued liability (UAAL) for other postemployment benefits (OPEB) whereas under GASB 75 employers are required to calculate the net OPEB liability (NOL). There are some technical differences between the two calculations but the most significant impact of GASB 75 is the change in reporting. GASB 75 requires that the NOL be recognized on the Statements of Net Position. Under GASB 45 the UAAL was disclosed in the footnotes (note L). Other changes prescribed by GASB 75 include more frequent actuarial valuations, the rate used to discount future benefit payments to a present value, the measurement date, and required disclosures. Disclosures now include year over year comparisons and sensitivity calculations for NOL. To comply with GASB 75, the University restated the July 1, 2017 Statement of Revenues, Expenses, and Changes in Net Position \$230,343.

The GASB issued Statement 81, *Irrevocable Split-Interest Agreements*, effective for years beginning after December 15, 2016. This statement establishes recognition and measurement requirements for irrevocable split-interest agreements, defined as “a specific type of giving arrangement used by donors to provide resources to two or more beneficiaries, including governments”. Examples of irrevocable split-interest agreements include charitable lead trusts, charitable remainder trusts, and life-interests in real estate. Prior to GASB Statement 81, the receipt of split-interest agreements was recognized as contribution revenue. Going forward, the receipt of split-interest agreements will be recognized as a deferred inflow of resources. To comply with GASB 81, the University has restated fiscal 2017 opening net position by reclassifying \$1,585 from restricted expendable net position to unconditional interests deferred outflows. In addition, net investment income increased \$1,468 from \$51,618 to \$53,086 as a result of split interest activity being recorded as deferred inflow of resources.

	As Previously Reported	GASB 81 Adjustment	As Restated
Net position as of July 1, 2016	\$ 518,219	\$ (1,585)	\$ 516,634
<i>For the year ended June 30, 2017:</i>			
Net investment income	51,618	1,468	53,086
Increase in net position	34,648	1,468	36,116
Net position as of June 30, 2017	\$ 552,867	\$ (117)	\$ 552,750

3. Fair Value Measurement

GASB statement 72, *Fair Value Measurements and Application*, sets forth the framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used for measuring fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). The three levels of the fair value hierarchy under GASB 72 are described as follows:

Level 1 – Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active or inactive markets that the University has the ability to access.

Level 2 – Inputs to valuation methodology include:

- Quoted prices for similar assets or liabilities in inactive markets;
- Quoted prices for identical or similar assets or liabilities in inactive markets;
- Inputs other than quoted prices that are observable for the asset or liability;
- Inputs that are derived principally from or corroborated by observable market data by correlation or other means.

(dollars in thousands)

Level 3 – Inputs to the valuation methodology are unobservable and significant to the fair value measurement. Unobservable inputs reflect the University’s own assumptions about the inputs market participants would use in pricing the asset or liability (including assumption of risk). Unobservable inputs are developed based on the best information available in circumstances and may include the University’s own data.

In addition to the three levels described above, certain investments are measured at net asset value (NAV) without further adjustment if NAV is calculated consistent with guidance in Accounting Standards Codification 946, Financial Services – Investment Companies. The University utilizes NAV as its estimate of fair value for those funds whose value is determined as described above. The majority of investments reported at NAV consist of shares or units in funds as opposed to direct interests in the funds’ underlying securities, which may be readily marketable and not difficult to value. NAV measured investments are not categorized in the fair value hierarchy table.

Investments in certain funds contain lock-up provisions. Under such provisions, share classes of the investment are available for redemption at various times in accordance with the management agreement of the fund.

4. Government Appropriations and Grants

Revenues associated with grants and contracts are generally recognized when related costs are incurred or when milestones are achieved. Federal, state and private grants and contracts revenue for 2018 and 2017 consists of:

Grants and Contracts	FY18	FY17
Federal appropriations, grants and contracts	\$ 113,413	\$ 109,273
State grants and contracts	4,308	3,369
Other governmental grants and contracts	7	-
Private grants and contracts	62,813	60,567
TOTAL	\$180,541	\$173,209

State appropriations (general fund and capital) are reported as non-operating revenue.

The University has recorded reimbursement of indirect costs relating to government contracts and grants at a predetermined rate. The reimbursement of indirect costs included in grant revenue is \$27.6 million in 2018 and \$25.6 million in 2017.

Private grants and contracts includes funding of \$15.7 million in 2018 and \$15.7 million in 2017 to the Robert Larner, M.D. College of Medicine from the University of Vermont Medical Center, Inc. to offset facilities and operation costs.

5. Gifts

Gifts are recorded at their fair value and reported as non-operating revenue.

Promises to donate to the University are recorded as receivables and revenues when the University has met all applicable eligibility and time requirements. Since the University cannot fulfill the requirement to invest in perpetuity for gifts to endowments until the gift is received, pledges to endowments are not recognized until received.

6. Deposits and Unearned Revenue

Deposits and advance payments for the following academic year are unearned and recorded as revenues when earned. Summer session revenues are unearned to the extent that they relate to courses scheduled in July and August. Deposits and advance payments unearned revenue at June 30, 2018, and 2017, is \$10,286 and \$10,733, respectively.

The University records unearned revenue for cash received in excess of expenditures on grants and contracts. Grants and contracts unearned revenue at June 30, 2018, and 2017, is \$4,671 and \$5,502, respectively.

7. Employee Benefits

The University provides health and dental insurance to retired employees, hired prior to 2012, and their families during their lives and life insurance until age 70. Employees hired on or after January 1, 2012 will continue to receive dental insurance and life insurance upon retirement. The health insurance benefit for these employees hired after January 1, 2012 has been replaced with a defined contribution Retiree Health Savings Plan (RHSP). UVM makes regular tax free contributions to the RHSP for benefits-eligible faculty and staff. Earnings that accumulate in the RHSP grow tax free. Retirees will be able to access the savings in the RHSP to pay for eligible healthcare expenses upon retirement.

Health, dental and life insurance are paid by the University on a premium basis at the same rate as active employees for retirees under the age of 65 and at a slightly lower rate for retirees over the age of 65. The total cost for active and retired employees for health, dental and life insurance, net of employee contributions, was \$60,432 in 2018 and \$56,802 in 2017. The total cost for contributions to the RHSP was \$856 in 2018 and \$708 in 2017. See note L for further information about postemployment benefits.

(dollars in thousands)

8. Compensated Absences

The University accrues amounts for compensated absences (principally vacation allowances) as earned. They are included in the current portion of accrued liabilities.

As of June 30, 2018, \$21,022 (\$20,275 in 2017) was accrued for vacation pay of which \$15,530 (\$14,981 in 2017) was charged to unrestricted net position and \$5,492 (\$5,294 in 2017) was included in deferred charges to be recovered from restricted expendable net position when paid.

9. Collections and Works of Art

The University maintains collections of inexhaustible assets, including works of art; historical artifacts; biological, geological, archaeological and ethnographic materials; and literature. While management believes the collections are quite valuable and irreplaceable, the University has not placed a dollar value on these assets. It is the University's policy to hold these assets for public exhibit, education and research rather than for financial gain and to protect, care for and maintain such assets in perpetuity. Accordingly, the collections are not capitalized for financial statement purposes.

B. Accounts, Loans, Notes, and Pledges Receivable

Accounts, loans, notes and pledges receivable at June 30, 2018 and 2017 are summarized as follows:

Accounts, Loans, Notes and Pledges Receivable, Net	June 30, 2018	June 30, 2017
Current		
Federal, state, and private grants receivable	\$ 16,923	\$ 15,678
Student and trade accounts receivable, net	11,308	12,385
Other accounts receivable	13,084	11,279
Student loans receivable, net	2,077	2,182
Pledges receivable, net	561	997
Total Current	\$ 43,953	\$ 42,521
Non-Current		
Student loans receivable, net	\$ 19,588	\$ 20,160
Other notes receivable	11,907	12,933
Pledges receivable, net	5,496	39
Total Non-Current	\$ 36,991	\$ 33,132

The student accounts receivable are carried net of an allowance for doubtful accounts of \$358 in 2018 and \$418 in 2017.

Student loans receivable are carried net of an allowance for uncollectible UVM loans of \$53 current and \$443 non-current at June 30, 2018. At June 30, 2017, student loans receivable are carried net of an allowance for uncollectible UVM loans of \$72 current and \$581 non-current. The University does not record an allowance for uncollectible federal student loans since they can be assigned to the government if certain conditions stipulated by the federal government are met.

The University's liability for the federal capital contribution to the Perkins, Health Professions, Primary Care, and Nursing Student loan programs is \$6,947 for 2018 and \$7,346 for 2017. These amounts are included in non-current accrued liabilities.

Collections and disbursements of pass through student loans such as Federal Direct Loans, Federal Plus Loans, and Vermont Student Assistance Corporation's Green Mountain Loans are reported on a net basis in the Statements of Cash Flows.

Other notes receivable, non-current, includes the present value of expected future cash flows as a result of an agreement with Sodexo Management, Inc. (Note J) entered into in 2016. The non-current receivable balance is \$7,076 and the current receivable balance is \$1,315 in 2018. The non-current receivable balance is \$8,303 and the current receivable balance is \$1,305 in 2017.

Accounts receivable from the UVMF and UMEA are \$10,203 in 2018 and \$8,365 in 2017 and presented in accounts, loans, notes and pledges receivable, net on the Statements of Net Position.

C. Accounts Payable and Current Accrued Liabilities

Accounts payable and current accrued liabilities of \$73,192 in 2018 and \$73,360 in 2017 are composed of accounts payable of \$15,786 in 2018 and \$20,363 in 2017 and accrued liabilities of \$57,023 in 2018 and \$52,997 in 2017. Also included in this total are pledges payable of \$383 for 2018, included in the chart of Note E. Accounts payable is mostly comprised of supplies and services payables, including construction, renovation and equipment of \$12,297 in 2018 and \$16,585 in 2017.

Current accrued liabilities at June 30, 2018 and 2017 are summarized below:

Current Accrued Liabilities	June 30, 2018	June 30, 2017
Interest expense	\$ 5,966	\$ 6,174
Construction retainage	3,456	4,860
Compensated absences	21,022	20,275
Insurance reserves	8,721	7,423
Compensation and benefits	7,826	6,589
Payment to annuitants	389	369
Service concession arrangement	938	938
Other	8,705	6,369
TOTAL	\$ 57,023	\$ 52,997

(dollars in thousands)

D. Capital Assets

Capital assets are stated at acquisition cost or, in the case of gifts, at the fair value at the date of donation.

Interest expense, net of interest earnings on unspent bond proceeds, is capitalized for debt funded construction projects. In 2018, net interest expense of \$4,627 (\$7,967 in 2017) was capitalized for projects that were funded by the 2015 general obligation bond.

Depreciation is calculated using the straight-line method over the estimated economic useful lives of the related assets. Certain research buildings are classified into the following components: 1) building (basic construction components/shell) with an estimated useful life of 40 years; 2) building service systems (plumbing, electrical, etc.) with an estimated useful life of 25 years; 3) interiors/renovations with an estimated useful life of 20 years and 4) fixed equipment with an estimated useful life of 15 years.

Other buildings are depreciated over a useful life of 40 years, land improvements are depreciated over a useful life of 20 years, fixed equipment is depreciated over a useful life of 15 years, and movable equipment is depreciated over a useful life of 5 years. Software systems are depreciated over a useful life of 7 years. Major construction projects are capitalized, but are not depreciated until they are put into service.

Depreciation expense for buildings and components including fixed equipment for fiscal year 2018 is \$28,590 (\$27,085 in 2017). Moveable equipment, software systems, and land improvements depreciation expense is \$2,766 for 2018 (\$2,846 in 2017).

Land and construction in progress are the only non-depreciable capital assets.

Capital assets activity for the years ended June 30, 2018 and 2017 is summarized as follows:

Fiscal Year 2018						
Asset	Balance as of June 30, 2017	Additions	Retirements	Reclass/ Changes	Balance as of June 30, 2018	
Land	\$ 28,039	\$ -	\$ -	\$ -	\$ 28,039	
Land Improvements	4,812	1,250	-	-	6,062	
Buildings	635,871	5,227	(6,507)	77,756	712,347	
Building Service Systems	136,240	1,897	(1,180)	5,364	142,321	
Building Interiors	74,480	414	(1,183)	554	74,265	
Fixed Equipment	117,492	1,477	(2,793)	-	116,176	
Movable Equipment	30,016	1,627	(548)	528	31,623	
Software Systems	30,067	-	-	-	30,067	
Construction in Progress	80,184	53,084	-	(84,202)	49,066	
Total property and equipment	1,137,201	64,976	(12,211)	-	1,189,966	
Less: accumulated depreciation	(495,261)	(31,356)	9,602	-	(517,015)	
Property, plant and equipment, net	\$ 641,940	\$ 33,620	\$ (2,609)	\$ -	\$ 672,951	

Fiscal Year 2017						
Asset	Balance as of June 30, 2016	Additions	Retirements	Reclass/ Changes	Balance as of June 30, 2017	
Land	\$ 28,069	\$ -	\$ (30)	\$ -	\$ 28,039	
Land Improvements	3,360	1,452	-	-	4,812	
Buildings	614,124	4,645	(8,960)	26,062	635,871	
Building Service Systems	93,057	2,204	-	40,979	136,240	
Building Interiors	59,687	1,238	-	13,555	74,480	
Fixed Equipment	108,899	913	(209)	7,889	117,492	
Movable Equipment	28,898	1,118	-	-	30,016	
Software Systems	29,611	456	-	-	30,067	
Construction in Progress	78,905	89,764	-	(88,485)	80,184	
Total property and equipment	1,044,610	101,790	(9,199)	-	1,137,201	
Less: accumulated depreciation	(469,812)	(29,931)	4,482	-	(495,261)	
Property, plant and equipment, net	\$ 574,798	\$ 71,859	\$ (4,717)	\$ -	\$ 641,940	

(dollars in thousands)

E. Bonds and Leases Payable and Other Long Term Liabilities

Debt obligations are generally callable by the University and bear interest at fixed rates ranging from 3.25% to 6.43%. The debt obligations mature at various dates through 2045.

On July 10, 2017 the University issued \$57,020 of Series 2017 General Obligation Bonds at par value with a premium of \$9,675. The proceeds from the bonds were used, together with available moneys of the University,

to refund the remaining portion of the 2007 General Obligation Bonds. The University incurred a deferred gain of \$490 on the refunding of the 2007 General Obligation Bonds.

Long term debt activity for the years ended June 30, 2018 and 2017 is summarized as follows:

Long Term Liability	Beginning Balance	New Debt	Payments	Ending Balance	
				Current	Non-Current
Fiscal Year 2018					
General Obligation Bonds					
Series 2007	\$ 73,727	\$ -	\$ 73,727	\$ -	\$ -
Series 2009 (1)	70,831	-	1,768	1,828	67,235
Series 2010A	9,000	-	-	-	9,000
Series 2010B (2)	17,796	-	40	1,280	16,476
Series 2012A (3)	46,586	-	(13)	(13)	46,612
Series 2014A (4)	73,188	-	1,757	1,827	69,604
Series 2015 (5)	196,133	-	329	2,529	193,275
Series 2016 (6)	80,120	-	428	3,149	76,543
Series 2017 (7)	-	67,068	373	383	66,312
Capital Leases	-	660	144	182	334
TOTAL	\$ 567,381	\$ 67,728	\$ 78,553	\$ 11,165	\$ 545,391

- (1) This balance shown includes bond discount of \$883.
- (2) This balance shown is net of bond premium of \$406.
- (3) This balance shown includes bond discount of \$262.
- (4) This balance shown is net of bond premium of \$5,919.

- (5) This balance shown includes bond premium of \$8,874.
- (6) This balance shown includes bond premium of \$10,821.
- (7) This balance shown includes bond premium of \$9,675.

(dollars in thousands)

Fiscal Year 2017

Long Term Liability	Beginning Balance	New Debt	Payments	Ending Balance	
				Current	Non-Current
General Obligation Bonds					
Series 2005	\$ 11,236	\$ -	\$ 11,236	\$ -	\$ -
Series 2007 (1)	146,355	-	72,628	6,469	67,258
Series 2009 (2)	72,539	-	1,708	1,768	69,063
Series 2010A	9,000	-	-	-	9,000
Series 2010B (3)	17,836	-	40	40	17,756
Series 2012A (4)	46,573	-	(13)	(13)	46,599
Series 2014A (5)	74,780	-	1,592	1,757	71,431
Series 2015 (6)	196,462	-	329	329	195,804
Series 2016 (7)	-	80,120	-	428	79,692
Capital Leases	34	-	34	-	-
TOTAL	\$ 574,815	\$ 80,120	\$ 87,554	\$ 10,778	\$ 556,603

- (1) This balance shown includes bond premium of \$2,347.
- (2) This balance shown is net of bond discount of \$924.
- (3) This balance shown includes bond premium of \$446.
- (4) This balance shown is net of bond discount of \$275.

- (5) This balance shown includes bond premium of \$6,230.
- (6) This balance shown includes bond premium of \$9,203.
- (7) This balance shown includes bond premium of \$11,250.

In compliance with the University's various bond indentures, at June 30, 2018 the University has deposits with trustees of \$542 (\$21,677 in 2017) for debt service reserves, sinking funds, and other requirements. Deposits with trustees are invested in obligations of the U.S. Government as

required by the University's bond indentures.

The principal and interest due on bonds over the next five years and in subsequent five year periods are presented in the table below:

For the Fiscal Year Ending June 30	Principal Due	Interest Due	Total Due
2019	\$ 9,728	\$ 23,681	\$ 33,409
2020	12,983	23,157	36,140
2021	13,322	22,535	35,857
2022	12,373	21,927	34,300
2023	12,950	21,311	34,261
2024-2028	75,255	96,129	171,384
2029-2033	96,430	75,828	172,258
2034-2038	119,405	52,410	171,815
2039-2043	128,105	23,723	151,828
2044-2046	41,455	2,209	43,664
TOTAL	\$ 522,006	\$ 362,910	\$ 884,916

(dollars in thousands)

Other long term liabilities at June 30, 2018 and 2017 are summarized below:

Fiscal Year 2018					
Other Long Term Liabilities	Beginning Balance	Increases	Decreases	Ending Balance	
				Current	Non-Current
Federal Student Loan Capital Contribution	\$ 7,346	\$ -	\$ 399	\$ -	\$ 6,947
Green Mountain Loan Guarantee	1,037	-	242	-	795
Obligations under deferred giving arrangements	7,569	691	2,867	389	5,004
Postemployment Benefits*	471,201	37,960	16,586	-	492,575
Service Concession Arrangement	7,503	-	938	938	5,627
Pledges Payable and Other Accrued Liabilities	222	5,627	174	386	5,289
TOTAL	\$ 494,878	\$ 44,278	\$ 21,206	\$ 1,713	\$ 516,237
Fiscal Year 2017					
Other Long Term Liabilities	Beginning Balance	Increases	Decreases	Ending Balance	
				Current	Non-Current
Federal Student Loan Capital Contribution	\$ 8,156	\$ -	\$ 810	\$ -	\$ 7,346
Green Mountain Loan Guarantee	1,287	-	250	-	1,037
Obligations under deferred giving arrangements	7,208	1,791	1,430	369	7,200
Postemployment Benefits	202,356	47,390	17,156	-	232,590
Service Concession Arrangement	1,828	5,878	203	938	6,565
Other Accrued Liabilities	277	81	136	-	222
TOTAL	\$ 221,112	\$ 55,140	\$ 19,985	\$ 1,307	\$ 254,960

* To comply with GASB 75, the University restated the beginning balance of postemployment benefits. More details can be found in note A2

F. Cash and Cash Equivalents and Operating Investments

The University's cash management policy provides parameters for investment of the University's pooled cash. The University classifies resources invested in money market funds and short-term investments with maturities at date of purchase of 90 days or less as cash equivalents. Operating funds invested in instruments with maturities beyond 90 days are classified as operating investments. The cash management policy establishes three pools for investment: short, intermediate and long term. Allowable investments for the short term pool, which includes cash and cash equivalents and other investments with weighted average maturities of up to one year, and the intermediate pool, which includes investments with a weighted average maturity of between one and six years, are restricted by investment type, dollar level, maturity and rating to mitigate credit risk on investments individually and in the aggregate.

Investments are restricted to U.S. Treasury and government securities and high quality corporate securities and commercial and bank paper. Debt securities must be rated Aaa, Aa, A or BBB by Moodys or AAA, AA, A or BBB by Standard and Poors. Bank obligations, banker's acceptances or negotiable certificates of deposit must be rated B or better and no more than 20% of the funds in the cash pool can be in obligations

of institutions within any single holding company. Commercial paper must be rated A-1 by Standard and Poors or P-1 by Moodys. Investments may include repurchase agreements secured by the U.S government and federal agency obligations, which shall have market values of at least 100% of the amount of the repurchase agreement. Investments may also include repurchase agreements with banks having Fitch ratings no lower than B with the condition that these repurchase agreements are 100% collateralized with U.S. government securities. Investments may also include commingled funds if they are in compliance with certain guidelines. Investments of the long term pool are restricted to those allowable under the University's Statement of Objectives and Policies for the Long Term Investment Pool, including the endowment fund.

Current and non-current cash and cash equivalents are comprised of the following:

Cash and Cash Equivalents	June 30, 2018	June 30, 2017
Cash	\$ 71,563	\$ 85,139
Certificates of Deposit	86,740	77,233
Money Markets	1,060	538
TOTAL	\$ 159,363	\$ 162,910

Of total cash and cash equivalents above, \$5,872 in 2018 and \$11,396 in 2017 are included in non-current endowment cash and cash equivalents.

(dollars in thousands)

The balance of cash held in bank deposit accounts was \$153,378 at June 30, 2018 and \$164,139 at June 30, 2017. Of these bank balances, \$1,033 in 2018 and \$1,018 in 2017 were covered by the Federal Depository Insurance Corporation. The University also has an irrevocable standby letter of credit up to \$120,000 at June 30, 2018 and \$135,000 at June 30, 2017 through the Federal Home Loan Bank of Pittsburgh as collateral for the University's primary depository account. The University has not drawn on the letter of credit during the years ended June 30, 2018 and 2017.

Total operating investments were \$122,654 at June 30, 2018 and \$121,826 at June 30, 2017. Operating investments invested in the long term pool were \$11,244 at June 30, 2018 and \$10,960 at June 30, 2017 (see note G). Short and intermediate term operating investments at June 30, 2018 and 2017 were primarily made through commingled funds with the following investment strategies:

2018	UVM Amount	Average Maturity/ Effective Duration	Govt/ Agency	Credit Quality %				
				AAA	AA	A	BBB	Other
Bonds	\$ 100,907	3.3 yrs/ 3.0 yrs	46	2	14	32	6	-
Multi Strategy Equity Fund	10,195							
Other	308							
TOTAL	\$ 111,410							

2017	UVM Amount	Average Maturity/ Effective Duration	Govt/ Agency	Credit Quality %				
				AAA	AA	A	BBB	Other
Bonds	\$ 101,035	3.1 yrs/ 2.9 yrs	43	1	15	30	11	-
Multi Strategy Equity Fund	9,088							
Other	743							
TOTAL	\$ 110,866							

G. Investments

Investments are reported in three categories in the Statements of Net Position. Investments reported as non-current assets include endowment, annuity, and life income funds. Investments for capital activities reported as current assets are replacement reserves designated for capital renovations. All other investments are reported as operating investments.

Deposits with trustees include \$6,437 in 2018 and \$6,873 in 2017 of assets held under deferred giving arrangements, \$1,098 in 2018 and \$1,124 in 2017 of investments in the waste disposal fund required by the EPA, and \$542 in 2018 and \$21,677 in 2017 of investments held by bond trustees

Investment income is recorded as revenue when earned. Net investment income is reported as non-operating revenue and includes income net of investment fees and the change in the fair value of investments as well as losses on impaired investments. The calculation of realized gains (losses) is independent of the calculation of the net increase in the fair value of marketable investments. Net investment income consists of:

Net Investment Income	FY18	FY17
Net interest, dividend, and other income	\$ 5,936	\$ 5,042
Realized gains	12,899	17,211
Unrealized gains	16,099	32,379
Investment management fees	(1,732)	(1,546)
TOTAL	\$ 33,202	\$ 53,086

The University records its purchases and sales of investments on a trade date basis.

The assets or liabilities level within the hierarchy is based on the lowest level of input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

(dollars in thousands)

The determination of what constitutes observable requires judgement by the University's management. University management considers observable data to be that market data which is readily available, regularly distributed or updated, reliable, and verifiable, not proprietary, and provided by multiple independent sources that are actively involved in the relevant market.

The categorization of an investment within the hierarchy is based upon the relative observability of the inputs to its fair value measurement and does not necessarily correspond to University management's perceived risk of that investment.

These valuations may produce a fair value that may not be indicative of net

realizable value or reflective of future fair values. Furthermore, although the University believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

Because of the inherent uncertainty of valuations, the estimated values as determined by the appropriate manager or general partners may differ significantly from the values that would have been used had a ready market for the investments existed, and the differences could be material.

Investments measured at fair value for the years ended June 30, 2018 and 2017 is summarized as follows:

Fiscal Year 2018	Level 1	Level 2	Level 3	NAV	Total Investments
Investments:					
Equity Securities					
U.S. Equity	\$ 122,395	\$ -	\$ -	\$ -	\$ 122,395
Global Developed	74,953	-	-	-	74,953
Global Emerging	39,324	-	-	22,332	61,656
Total Equity Securities	<u>236,672</u>	<u>-</u>	<u>-</u>	<u>22,332</u>	<u>259,004</u>
Marketable Alternative					
Absolute Return	-	-	-	87,351	87,351
Hedged Equity	-	-	-	15,649	15,649
Total Marketable Alternative	<u>-</u>	<u>-</u>	<u>-</u>	<u>103,000</u>	<u>103,000</u>
Real Assets					
Private Real Assets	-	-	325	30,995	31,320
Public Real Assets	18,487	-	-	9,952	28,439
Total Real Assets	<u>18,487</u>	<u>-</u>	<u>325</u>	<u>40,947</u>	<u>59,759</u>
Private Equity/Venture Capital					
Private Equity	-	-	8	15,132	15,140
Venture Capital	-	-	-	21,381	21,381
Secondaries	-	-	-	9,692	9,692
Distressed	-	-	-	13,269	13,269
Total Private Equity/Venture Capital	<u>-</u>	<u>-</u>	<u>8</u>	<u>59,474</u>	<u>59,482</u>
Debt Securities	46,698	120,197	-	-	166,895
Other Investments	235	-	446	-	681
Cash and Cash Equivalents	5,872	-	-	-	5,872
Total Investments	\$ 307,964	\$ 120,197	\$ 779	\$ 225,753	\$ 654,693
Deposits With Trustees at Fair Value:					
Beneficial Interests in Trusts	\$ -	\$ -	\$ 6,436	\$ -	\$ 6,436
Debt Securities	542	1,045	-	-	1,587
Cash and Cash Equivalents	54	-	-	-	54
Total Deposits With Trustees	\$ 596	\$ 1,045	\$ 6,436	\$ -	\$ 8,077

(dollars in thousands)

Fiscal Year 2017	Level 1	Level 2	Level 3	NAV	Total Investments
Investments:					
Equity Securities					
U.S. Equity	\$ 104,094	\$ -	\$ -	\$ -	\$ 104,094
Global Developed	67,056	-	-	-	67,056
Global Emerging	37,835	-	-	21,087	58,922
Total Equity Securities	208,985	-	-	21,087	230,072
Marketable Alternative					
Absolute Return	-	-	-	83,957	83,957
Hedged Equity	-	-	-	14,672	14,672
Total Marketable Alternative	-	-	-	98,629	98,629
Real Assets					
Private Real Assets	-	-	325	36,767	37,092
Public Real Assets	16,017	-	-	9,965	25,982
Total Real Assets	16,017	-	325	46,732	63,074
Private Equity/Venture Capital					
Private Equity	-	-	9	13,089	13,098
Venture Capital	-	-	-	18,328	18,328
Secondaries	-	-	-	9,515	9,515
Distressed	-	-	-	4,015	4,015
Total Private Equity/Venture Capital	-	-	9	44,947	44,956
Debt Securities	47,694	113,365	-	-	161,059
Other Investments	466	-	625	-	1,091
Cash and Cash Equivalents	11,396	-	-	-	11,396
Total Investments	\$ 284,558	\$ 113,365	\$ 959	\$ 211,395	\$ 610,277
Deposits With Trustees at Fair Value:					
Beneficial Interests in Trusts	\$ 107	\$ -	\$ 7,887	\$ -	\$ 7,994
Debt Securities	11,263	10,414	-	-	21,677
Cash and Cash Equivalents	3	-	-	-	3
Total Deposits With Trustees	\$ 11,373	\$ 10,414	\$ 7,887	\$ -	\$ 29,674

(dollars in thousands)

Investment liquidity for the years ended June 30, 2018 and 2017 is summarized as follows:

Fiscal Year 2018	Daily	Monthly	Quarterly	Semi-Annual	Annual	Illiquid	Total	Redemption Notice Period
Investments:								
Equity Securities								
U.S. Equity	\$ 115,929	\$ 6,466	\$ -	\$ -	\$ -	\$ -	\$ 122,395	1-30 days
Global Developed	74,953	-	-	-	-	-	74,953	Same day
Global Emerging	39,324	-	22,332	-	-	-	61,656	1-60 days
Total Equity Securities	<u>230,206</u>	<u>6,466</u>	<u>22,332</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>259,004</u>	
Marketable Alternative								
Absolute Return	10,189	8,454	26,315	6,942	35,446	5	87,351	1-90 days, Illiquid
Hedged Equity	-	-	-	15,649	-	-	15,649	90 days
Total Marketable Alternative	<u>10,189</u>	<u>8,454</u>	<u>26,315</u>	<u>22,591</u>	<u>35,446</u>	<u>5</u>	<u>103,000</u>	
Real Assets								
Private Real Assets	-	-	-	-	-	31,320	31,320	Illiquid
Public Real Assets	18,487	-	-	-	-	9,952	28,439	Same day, Illiquid
Total Real Assets	<u>18,487</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>41,272</u>	<u>59,759</u>	
Private Equity/Venture Capital								
Private Equity	-	-	-	-	-	15,140	15,140	Illiquid
Venture Capital	-	-	-	-	-	21,381	21,381	Illiquid
Secondaries	-	-	-	-	-	9,692	9,692	Illiquid
Distressed	-	-	-	-	-	13,269	13,269	Illiquid
Total Private Equity/ Venture Capital	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>59,482</u>	<u>59,482</u>	
Debt Securities	151,144	15,751	-	-	-	-	166,895	1-30 days
Other Investments	235	-	-	-	-	446	681	Same day, Illiquid
Cash and Cash Equivalents	5,872	-	-	-	-	-	5,872	Same day
Total Investments	<u>\$ 416,133</u>	<u>\$ 30,671</u>	<u>\$ 48,647</u>	<u>\$ 22,591</u>	<u>\$ 35,446</u>	<u>\$ 101,205</u>	<u>\$ 654,693</u>	

(dollars in thousands)

Fiscal Year 2017	Daily	Monthly	Quarterly	Semi-Annual	Annual	Illiquid	Total	Redemption Notice Period
Investments:								
Equity Securities								
U.S. Equity	\$ 97,889	\$ 6,205	\$ -	\$ -	\$ -	\$ -	\$ 104,094	1-30 days
Global Developed	67,056	-	-	-	-	-	67,056	Same day
Global Emerging	37,835	-	21,087	-	-	-	58,922	1-60 days
Total Equity Securities	202,780	6,205	21,087	-	-	-	230,072	
Marketable Alternative								
Absolute Return	9,088	8,627	24,726	15,223	20,083	6,210	83,957	1-90 days, Illiquid
Hedged Equity	-	-	-	14,672	-	-	14,672	90 days
Total Marketable Alternative	9,088	8,627	24,726	29,895	20,083	6,210	98,629	
Real Assets								
Private Real Assets	-	-	-	-	-	37,092	37,092	Illiquid
Public Real Assets	16,017	-	-	-	-	9,965	25,982	Same day, Illiquid
Total Real Assets	16,017	-	-	-	-	47,057	63,074	
Private Equity/Venture Capital								
Private Equity	-	-	-	-	-	13,098	13,098	Illiquid
Venture Capital	-	-	-	-	-	18,328	18,328	Illiquid
Secondaries	-	-	-	-	-	9,515	9,515	Illiquid
Distressed	-	-	-	-	-	4,015	4,015	Illiquid
Total Private Equity/ Venture Capital	-	-	-	-	-	44,956	44,956	
Debt Securities	152,347	8,712	-	-	-	-	161,059	1-30 days
Other Investments	466	-	-	-	-	625	1,091	Same day, Illiquid
Cash and Cash Equivalents	11,396	-	-	-	-	-	11,396	Same day
Total Investments	\$ 392,094	\$ 23,544	\$ 45,813	\$ 29,895	\$ 20,083	\$ 98,848	\$ 610,277	

The following is a description of the investment categories:

Equity – Investments are with managers who have a geographic focus, either the U.S., Developed ex U.S. Markets, or Emerging Markets. The program provides the portfolio exposure to common equities across the globe. The University has investments in commingled vehicles, mutual funds, and separate accounts.

Marketable Alternatives – This asset class includes hedge fund managers with the intention of reducing total portfolio volatility and providing diversification. The investments are in the following categories: multi-strategy, distressed securities, global macro, open mandate, and long/short equity in global markets.

Real Assets – This asset class includes investments focusing on publicly traded securities of oil, gas, and other natural resources affiliated companies and private real estate funds invested in various segments of the real estate market, including: office, industrial, multi-family, and

retail. The allocation also includes partnerships targeting oil and gas properties as well as other natural resources. Many of the private real asset investments are made via lock-up funds and are thus illiquid. Public real assets are publicly traded and are liquid.

Private Equity - This asset class includes investments focusing on interests in private companies including buyout funds, secondary markets, and distressed debt.

Venture Capital - This asset class includes investments focusing on non-publicly traded interests in start-up entities.

Debt Securities – Investments consisting of U.S. Treasuries, corporate, and high yield bonds. The allocation is liquid and designed to protect the portfolio in deflationary periods.

Other Investments – This asset class includes insurance policies where the University is named as the beneficiary.

(dollars in thousands)

H. Endowment and Other Long Term Funds

The University's investment policies are governed and authorized by the University Board of Trustees. The Board of Trustees Investment Subcommittee has established a formal policy for investment of the endowment and other long term funds with an objective to provide a stable and consistent level of ongoing support for the University's programs through a spending policy that is also consistent with preserving and enhancing the real purchasing power of the fund over time. The primary long-term investment goal is to attain a real total return that exceeds the amount being distributed for spending and administration, currently set at 4.75% of the previous 13 quarters' average market value. Other important investment objectives are to achieve annualized returns in excess of the strategic policy portfolio blended benchmark, measured over a full market cycle; and to outperform the median return of a pool of endowment funds with broadly similar investment objectives and policies.

The endowment in aggregate (which comprises the consolidated endowment and other separately invested assets), long term capital and operating reserves, and UVM Foundation assets are invested in a balanced portfolio consisting of traditional stocks (domestic and international) and bonds; marketable alternatives (hedge funds); non-marketable alternatives (venture capital and private equity); and a diversified portfolio of inflation-hedges

(real estate and commodities). The asset allocation target and actual percentages at June 30 are presented in the top right table:

Unaudited	June 30, 2018		June 30, 2017	
	Target %	Actual %	Target %	Actual %
US Equity	20.0	22.0	19.0	20.3
Global Excluding US Equity	23.0	25.6	24.0	25.8
Marketable Alternatives	19.0	17.4	21.0	18.3
Real Estate/Inflation Hedges	13.0	12.7	13.0	12.8
Non-marketable Alternatives	13.0	9.6	13.0	9.2
Fixed Income/Debt	12.0	11.8	10.0	11.5
Cash & Cash Equivalents	0.0	0.9	0.0	2.1

Endowment and similar investments including \$11,244 and \$10,960 of operating investments and \$41,247 and \$35,128 of capital investments at June 30, 2018 and 2017, respectively, are composed of the following:

	June 30, 2018	June 30, 2017
Cash	\$ 4,833	\$ 9,862
Money Market	1,039	1,534
Common Stock	115,929	97,889
U.S. Treasury Bonds and Notes	474	481
Other Government Bonds and Notes	197	332
Industry Bonds	2,880	2,815
Private Equity and Venture Partnerships	116,125	100,109
Life Estates	949	928
Hedge Funds	115,178	110,900
Mutual Funds	185,679	174,561
TOTAL	\$ 543,283	\$ 499,411

The fixed income portfolio is composed of two passive bond funds with the following risk profiles at June 30, 2018 and 2017:

		Credit Quality %						
	Average Duration	Govt/ Agency	AAA	AA	A	BBB	<BBB	
2018	Yrs.	Yrs.	Yrs.	Yrs.	Yrs.	Yrs.	Yrs.	
Amount	Yrs.	Yrs.	Yrs.	Yrs.	Yrs.	Yrs.	Yrs.	
Passive Bond Funds	\$62,428	4.4	44	3	3	11	38	1
		Credit Quality %						
	Average Duration	Govt/ Agency	AAA	AA	A	BBB	<BBB	
2017	Yrs.	Yrs.	Yrs.	Yrs.	Yrs.	Yrs.	Yrs.	
Amount	Yrs.	Yrs.	Yrs.	Yrs.	Yrs.	Yrs.	Yrs.	
Passive Bond Funds	\$56,384	3.7	55	5	4	10	25	1

(dollars in thousands)

The majority of endowment fund assets are pooled for investment purposes. Each individual fund subscribes to or disposes of units on the basis of the value per unit at fair value at the beginning of the month within which the transaction takes place. Income is distributed on a per unit basis. Of the total units (each having a fair value of \$64.20), 4,755.8939 units were owned by endowment funds and 3,541.3406 units by quasi endowment funds at June 30, 2018 (\$62.58, 4,737.4387 and 3,077.4780 respectively, at June 30, 2017).

Beginning in fiscal year 2013 the University of Vermont Foundation (UVMF) elected to participate in the UVM pooled endowment. The UVMF owned 1,261.2855 units with a market value of \$80,971 as of June 30, 2018 and 884.9141 units with a market value of \$55,374 as of June 30, 2017. The market value of UVMF's units is reported on the Statements of Net Position within unearned revenue, deposits, and funds held for others.

The Uniform Prudent Management of Institutional Funds Act (UPMIFA) was passed by the State of Vermont effective May 5, 2009. UPMIFA broadens and clarifies the latitude of institutions to manage overall endowment returns, without specifically isolating those particular endowments, because of timing of receipt of the gift and market conditions, are deemed underwater. Rather, the institution is expected to define an overall prudent approach both to distribution of funds for spending and long term preservation and growth of capital. The University will continue with its uniform endowment distribution practice, including distributions from endowments that are temporarily underwater

in accordance with the statute. The Investment Subcommittee of the Board of Trustees reviews the income distribution rate annually.

The table below summarizes changes in relationships between cost and fair values of the pooled endowment:

	Fair Value	Cost	Net Return
June 30, 2018	\$ 532,658	\$ 411,178	\$ 121,480
June 30, 2017	489,024	386,461	102,563
Unrealized Net Gain			18,917
New Gifts and Transfers			26,658
Realized Net Gain			12,849
Net Income			1,508
Withdrawn for Spending			(16,298)
Total Net Change			\$ 43,634

	Fair Value	Cost	Net Return
June 30, 2017	\$ 489,024	\$ 386,461	\$ 102,563
June 30, 2016	438,362	369,994	68,368
Unrealized Net Gain			34,195
New Gifts and Transfers			15,346
Realized Net Gain			16,780
Net Income			159
Withdrawn for Spending			(15,818)
Total Net Change			\$ 50,662

I. Commitments

Major plant projects include commitments as follows:

Unaudited Project	Estimated Project Cost	Project-to-Date Expenditures 2018	Project-to-Date Expenditures 2017
STEM Project	\$ 104,000	\$ 84,827	\$ 70,471
Billings Library Renovation	8,500	5,654	190
Kalkin Expansion Project	11,000	9,962	1,578

The University has entered into operating leases for space, which expire at various dates through fiscal 2023. Outstanding commitments for these leases are expected to be paid in the following years ending June 30:

For the Fiscal Year Ending June 30	Rental Payments Due
2019	\$ 1,047
2020	720
2021	528
2022	395
2023	213
TOTAL	\$ 2,903

Operating lease expenses totaled \$4,458 and \$5,041 in 2018 and 2017, respectively.

The University is obligated under certain of its investments to make future capital contributions in the amount of \$45,072 as of June 30, 2018.

The University entered into agreements with the State of Vermont Department of Vermont Health Access in both 2018 and 2017, to make payments to support the Graduate Medical Education (GME) program. The GME program helps ensure access to quality and essential professional health services for Medicaid beneficiaries through the care provided by teaching physicians and teaching hospitals. The University uses general fund state appropriation dollars to fund the GME payments through an inter-governmental transfer to the State. GME payments totaling \$13,644 and \$13,704 were made in 2018 and 2017, respectively, and are recorded on the Statements of Revenues, Expenses, and Changes in Net Position under Intergovernmental transfers in the Non-operating revenues and expenses section. For 2019, based on the four-year agreement entered into on August 30, 2017, the University will make quarterly payments to the State of Vermont Department of Vermont Health Access totaling \$13,865.

(dollars in thousands)

The University is exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; errors and omissions; injuries to employees; and natural disasters and business interruption. The University manages these risks through a combination of self-insurance and commercial insurance purchased in the name of the University. The University's annual self-insured obligation for general liability is \$500 per occurrence and \$25 per occurrence for automobile liability. Its assumption of risk for property losses is \$250 per occurrence. Educator's legal liability risks are subject to a \$250 per loss retention. Worker's compensation is subject to a \$650 per occurrence retention. None of these lines of coverage have an annual self-insured aggregate, or stop-gap. Settled claims resulting from these risks have not exceeded commercial insurance coverage in any of the past three fiscal years.

The University elected, effective July 1, 2003, to become a shareholder and member of Genesis Limited, an insurance and reinsurance captive organization domiciled in Bermuda. A Vermont captive, Pinnacle Consortium of Higher Education, was formed in fiscal 2005 as a fronting insurer to Genesis. On December 31, 2015, Genesis dissolved and merged its assets and liabilities into Pinnacle, to improve efficiencies and reduce operating costs. The captives consist of two insurance lines, general liability and automobile liability. All members are required to participate in the captive general liability program which provides \$2,000 excess limit, written by Pinnacle effective 7/1/05, and the group purchase liability program that provides a \$23,000 excess limit. The University has purchased an additional \$75,000 from the commercial insurance market to bring the total excess limit to \$100,000.

The University follows the policy of self-insuring risks up to certain limits. At year end, the University had open claims valued at \$3,248 in 2018 and \$3,028 in 2017; \$10 and \$426 of this is covered by excess insurance in 2018 and 2017, respectively. The University paid claims of \$2,378 in 2018 and \$2,844 in 2017. Reserves for property and casualty liabilities are included in accrued liabilities (including incurred but not reported) in the amount of \$8,721 at June 30, 2018 and \$7,423 at June 30, 2017.

In conducting its activities, the University from time to time is the subject of various claims and also has claims against others. The ultimate resolution of such claims is not expected to have a material adverse or favorable effect on the financial position, operating performance or cash flows of the University.

Four groups of University employees are represented by collective bargaining units. The University participates in contract negotiations with these groups periodically.

The University receives significant financial assistance from federal and state agencies in the form of grants and contracts. Expenditures of funds under these programs require compliance with the grant agreements and are subject to audit. Any disallowed expenditures resulting from such audits become a liability of the University. In the opinion of management such adjustments, if any, are not expected to materially affect the financial condition, operating performance or cash flows of the University.

J. Service Concession Arrangements

On July 1, 2015, the University entered into an agreement (the "Agreement") with a third party under which the third party would operate the University's Food Services and collect revenues generated from resident and non-resident meal plans, as well as sales of food, beverages, goods, merchandise and services. The contract term is five years with an option to extend for an additional five years if mutually agreed. The third party will use University facilities to provide this service and will pay the University a guaranteed minimum annual commission; the present value of these guaranteed amounts is estimated to be \$8,391. The third party will also pay UVM a percentage of net sales. The third party is required to operate the University's Food Service and facilities in accordance with the Agreement. The third party has also agreed to fund capital improvements to the University's premises, valued at \$6,565 in FY18. The University is reporting the facilities used to provide the food service as a capital asset at book value. The University is reporting a receivable, liability and deferred inflow of resources at year-end pursuant to the service concession arrangement in the amounts of \$8,391, (\$6,565), and (\$1,826), respectively. The deferred inflow will be recognized as revenue ratably over the term of the Agreement.

K. Retirement Plans

Faculty and staff at the University of Vermont may participate in the University's 403(b) defined contribution plan and a 457(b) deferred compensation plan provided the following criteria are met:

- faculty and staff must have a full-time equivalency of .75 or greater;
- staff must be employed three years before they qualify for University contributions to their retirement plan, or they must have a vested interest in the retirement plan of their previous nonprofit employer;
- non tenure-track faculty and faculty under the rank of assistant professor must wait two years to qualify for University contributions to their retirement plan, or they must have a vested interest in the retirement plan of their previous nonprofit employer;
- officers of administration or tenure track faculty at the level of assistant professor or above receive University contributions to their retirement plan immediately upon enrolling in the plan.

To obtain University contributions, faculty members and officers of administration must contribute 3% of their salary, and staff must contribute 2%. The University's contribution to the retirement fund of qualified faculty and staff is 10% of salary and this amount is immediately vested.

The University also offers a 457(b) deferred compensation plan. Faculty and staff can participate provided they are participating in the 403(b) plan. The University makes no contributions to this plan.

The University's 403(b) and 457(b) contributory retirement plans are administered by the Teachers Insurance Annuity Association of America (TIAA), the College Retirement Equities Fund (CREF), Prudential Financial Services, and Fidelity Investments.

(dollars in thousands)

Since both faculty and staff are immediately vested in all retirement contributions made on their behalf, the University has no control of, responsibility for, or ownership of retirement funds, except that employees may not withdraw funds contributed to either their 403(b) or 457(b) plan while employed at the University. Retirement funds may be transferred among the investment alternatives at the discretion of the employee.

Upon leaving the University, employees may either withdraw funds from their accounts, or transfer the funds to other investment alternatives subject to the limitations of 403(b) and/or 457(b) regulations and the contractual provisions of their investment alternative.

For the years ended June 30, 2018 and 2017, the University had total payroll expense of \$294,262 and \$286,752, respectively, of which \$211,255 in 2018 and \$206,127 in 2017 was covered by the University's 403(b) retirement plan. Total employee and employer contributions for 403(b) pension benefits for the year were \$18,054 and \$21,126, respectively, for 2018 and \$17,569 and \$20,613, respectively, for 2017. The University's contribution for 403(b) pension benefits is 10% of the covered payroll. Total employee contributions to the 457(b) retirement plan were \$4,500 in fiscal year 2018 and \$4,156 in fiscal year 2017.

L. Postemployment Benefits Other Than Pensions (OPEB)

FY18 Disclosures Required by GASB Statement 75:

The University is required to account for its postemployment benefit plan in accordance with GASB Statement 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, which was adopted effective July 1, 2017. GASB Statement 75 prescribes a methodology which requires the employer to recognize a total OPEB liability on the Statements of Net Position. Changes in the total OPEB liability will immediately be recognized as OPEB expense on the Statements of Revenues, Expenses, and Changes in Net Position or reported as deferred outflows or deferred inflows of resources depending on the nature of the changes.

1. Plan Description

The University's OPEB plan covers medical, (base) dental, life insurance, and tuition remission benefits provided to eligible University retirees and their dependents. The plan was established under the authority of and may be amended by the University. It is a single employer defined benefit OPEB plan administered by the University. No assets are accumulated in a trust that meets the criteria in paragraph 4 of GASB Statement 75.

Plan provisions include two levels of eligibility based on whether the employee was at least 65 years of age at June 30, 2014:

1) Pre-65 retirees that met the retirement benefit eligibility criteria that were in place at the time of his or her hire date, and retired on or before June 30, 2014, will receive the post-retirement medical benefit and premium contributions will remain unchanged. For employees hired before January 1, 2012, if the employee met the retirement eligibility criteria that were in place at the time of his or her hire date, and did not retire on or before June 30, 2014, then he or she is eligible for the benefit but his or her share

of the premium contribution will change based on the employee's salary at the date of retirement. If, by June 30, 2014, the employee has not met the eligibility criteria that were in place at the time of his or her hire date, then he or she will be eligible to enroll in the pre-65 post-retirement medical benefit plan, but will be responsible for 100% of the premium unless the employee has at least fifteen years of service in which case, at the age of 62, the employee will be eligible for the pre-retirement medical benefit and will pay 50% of the premium for Non-United Academic employees, and 60% of the premium for United Academic employees. Employees hired on or after January 1, 2012 will be able to participate in the post-retirement medical plan but they will be responsible for 100% of the premium.

2) Post-65 retirees that met the retirement benefit eligibility criteria that were in place at the time of his or her hire date, and retired on or before June 30, 2014, will receive the post-retirement medical benefit and premium contributions will remain unchanged. Employees hired before January 1, 2012 who do not retire by June 30, 2014 will be eligible for the post-65 benefit when they reach the age of 65 and have 15 years of service, but the premium will change based on the employee's salary at the date of retirement. Employees hired on or after January 1, 2012 will be able to participate in the post-retirement medical plan but they will be responsible for 100% of the premium.

Employees who retired under the Voluntary Separation Plan of 1992 or before are not required to contribute to the plan, however, a surviving spouse receives two (2) years of medical and base dental coverage without charge, after which dental terminates (the surviving spouse would be eligible for 36 month of COBRA) and medical coverage is available at 50% of the cost of providing coverage. Retirees under the Voluntary Separation Plan of 2000 pay for their medical benefits based on the contribution system in effect prior to June 30, 2000 (based on 0.5% times 75% of the average final three years' base salary). Retirees hired after June 30, 1992 have the same salary band contribution percentages as active employees, which is based on 75% of their average final three years' base salary. Retirees hired after June 30, 1992 and before July 1, 1997 are required to contribute as above plus a percentage based on the sum of their age at retirement and their years of continuous full time service. This surcharge is based on a scale that ranges from 65 to 75 and over. A retirement benefit structure was announced in December 2011, affecting employees retiring on or after June 30, 2015. Consideration is given to age and years of service, with employee participation in medical benefit coverage and the costs associated with that coverage.

At the valuation date of January 1, 2017, the following employees were covered by the benefit terms:

Inactive employees or beneficiaries currently receiving benefits	1,677
Active employees	3,842
TOTAL	5,519

(dollars in thousands)

2. Total OPEB Liability

The University's total OPEB liability of \$492,575 was determined by an actuarial valuation as of January 1, 2017, and then projected forward to the measurement date of December 31, 2017.

The total OPEB liability in the January 1, 2017 actuarial valuation was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement, unless otherwise specified.

Inflation	2.30%
Salary Increases	3.00%
Discount Rate	3.44%

The percentages below have been assumed for election of coverage by future eligible retirees:

Medical and Rx	95%
Dental	95%
Life Insurance	95%
	20% for disabled retirees

Assumed health care cost trend rates vary by benefit type as follows:

Benefit	Initial Rate	Ultimate Rate	Year Ultimate
			Rate is Reached
VHP Pre-Medicare	6.5%	4.0%	2087
J Carve-Out Medicare	6.6%	4.1%	2093
MediComp III Medicare	6.6%	4.1%	2084
Dental	5.0%	4.1%	2084
Tuition Remission	2.3%	2.3%	2018

The discount rate was based on Bond Buyer GO 20-Bond Municipal Bond Index. The discount rate is as of the measurement date.

The mortality rates were based on the Sex-distinct RP-2006 Base Healthy Annuitant / Employee Mortality Tables with projection Scale MP-2017 for healthy participants and Sex-distinct RP-2006 Base Disabled Mortality Tables with projection Scale MP-2017 for disabled participants.

The University's OPEB plan is not large enough to develop credible mortality table based exclusively on plan experience. Therefore the University has relied on the previously mentioned published mortality table in which credible mortality experience was analyzed.

3. Changes in Total OPEB Liability

The following table represents changes in Total OPEB Liability for the year ended June 30, 2018:

Fiscal Year 2018	Total OPEB Liability
Balance at 7/1/2017	\$ 471,201
Changes for the year:	
Service cost	14,434
Interest on total OPEB liability	18,066
Effect of plan changes	-
Effect of economic/demographic gains or losses	847
Effect of assumption changes or inputs	4,085
Benefit payments	(16,058)
Net changes	21,374
Balance at 6/30/2018	\$ 492,575

Changes of assumptions and other inputs reflect a change in the discount rate from 3.78% in 2017 to 3.44% in 2018.

The following presents the total OPEB liability of the University, calculated using the discount rate of 3.44%, as well as what the University's total OPEB liability would be if it were calculated using a discount rate that is 1 percentage point lower (2.44%) or 1 percentage point higher (4.44%) than the current rates.

Fiscal Year 2018	1% Decrease (2.44%)	Discount Rate (3.44%)	1% Increase (4.44%)
Total OPEB liability	\$ 574,964	\$ 492,575	\$ 426,676

The following presents the total OPEB liability for the University, calculated using the current healthcare cost trend rates as well as what the University's total OPEB liability would be if it were calculated using trend rates that are 1 percentage point lower or 1 percentage point higher than the current trend rates.

Fiscal Year 2018	1% Decrease	Current Trend Rate	1% Increase
Total OPEB liability	\$ 418,002	\$ 492,575	\$ 587,400

(dollars in thousands)

4. OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

OPEB expense for the fiscal year ended June 30, 2018 is summarized as follows:

OPEB Expense	FY18
Service cost	\$ 14,434
Interest on total OPEB liability	18,066
Effect of plan changes	-
Recognition of deferred outflows/inflows of resources	
Recognition of economic/demographic gains or losses	160
Recognition of assumption changes or inputs	772
OPEB expense	\$ 33,432

Deferred outflows and inflows of resources as of June 30, 2018 is summarized as follows:

Deferred Outflows/ Inflows of Resources	Deferred Inflows of Resources	Deferred Outflows of Resources
Difference between expected and actual experience	\$ -	\$ 687
Changes of assumptions	-	3,312
Contributions after measurement period	-	8,618
TOTAL	\$ -	\$ 12,617

Deferred outflows of resources resulting from contributions after the measurement period totaling \$8,618 will be recognized as a reduction of the total OPEB liability in the year ended June 30, 2019. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expenses as follows:

For the Fiscal Year Ending June 30	OPEB Expense
2019	\$ 932
2020	932
2021	932
2022	932
2023	271
Thereafter*	-

* Note that additional future inflows and outflows of resources may impact these numbers.

FY17 Disclosures Required by GASB Statement 45:

The University's postemployment benefit plan in fiscal year 2017 had the same coverage options and plan provisions as described earlier in this footnote.

As of January 1, 2015, there were 3,614 active employees, with an average age of 48.4 years and average credited service of 11.7 years, and 2,448 retirees and beneficiaries included in the census data used in the actuarial calculations.

Actuarial calculations reflect a long term perspective, involve estimates about the probability of events and are subject to continual revision. The calculations were developed using certain actuarial assumptions and methods. The assumptions include an investment return of 5.15%, termination rates based on historical experience, a weighted average retirement age of 64, inflation rate of 2.5%, and annual salary rate increases of 3.0%. The valuation utilizes the RP-2014 Healthy Annuitant/Employee Mortality tables adjusted to reflect Scale MP-2015 from the 2006 base year and projected forward using Scale MP-2015 on a generational basis. The methods include the projected unit credit actuarial cost method and a 30-year amortization of the plan's initial unfunded liability on a closed, level dollar basis. Additionally, each year's plan changes, assumption changes, actuarial gains and losses, and contribution excesses/deficiencies are amortized over separate closed periods of 30 years on a level dollar basis. Health care cost inflation is assumed to be 6.6% / 8.2% in 2016 for pre-Medicare/Medicare medical coverage and gradually decrease to 4.50% going forward. Dental trend is assumed to be 5.0% in all years.

The actuarial accrued liability at the measurement date of July 1, 2015 was \$438,628. There are no assets specifically funding the liability as the University's contributions are comprised entirely of direct payments for benefits. Employer contributions for fiscal year ended June 30, 2017 totaled \$17,156, or 36.2% of annual other postemployment benefit (OPEB) cost. The annual required contribution (ARC) of \$51,265 for fiscal year 2017 is the sum of \$16,342, the normal cost at July 1, 2016 plus interest, the 2017 amortization of the initial UAAL of \$21,555, the amortization of contribution deficiencies of \$14,297, and the amortization of plan experience of (\$929).

Total annual OPEB costs and liabilities for the 2017 fiscal year include the following components:

	June 30, 2017
Annual required contribution	\$ 51,265
Interest on net OPEB obligation	10,421
ARC adjustment	(14,296)
Annual OPEB cost	47,390
Contributions during FY	(17,156)
Increase in net OPEB obligation	30,234
Net OPEB obligation, beginning of year	202,356
Net OPEB obligation, end of year	\$ 232,590

In accordance with GASB Technical Bulletin 2006-1, assumed health care costs do not reflect any expected federal reimbursements to the University under the Medicare Part D Program.

(dollars in thousands)

M. Operating Expenses by Function

Operating expenses by functional classification for the years ended June 30, 2018 and 2017 are summarized as follows::

Year ended June 30, 2018						
Function	Compensation And Benefits	Supplies And Services	Scholarships And Fellowships	Depreciation		
Instruction	\$ 156,766	\$ 21,948	\$ -	\$ -	\$	178,714
Research	59,611	30,208	-	-		89,819
Public service	47,641	15,506	-	-		63,147
Academic support	45,807	16,571	-	-		62,378
Student services	28,832	16,796	-	-		45,628
Institutional support	31,479	12,199	-	-		43,678
Operations and maintenance of plant	30,850	22,329	-	-		53,179
Scholarships and fellowships	-	-	16,799	-		16,799
Auxiliary enterprises	30,933	52,728	-	-		83,661
Depreciation	-	-	-	31,356		31,356
TOTAL	\$ 431,919	\$ 188,285	\$ 16,799	\$ 31,356	\$	668,359

Year ended June 30, 2017						
Function	Compensation And Benefits	Supplies And Services	Scholarships And Fellowships	Depreciation		
Instruction	\$ 159,621	\$ 20,639	\$ -	\$ -	\$	180,260
Research	58,366	27,535	-	-		85,901
Public service	47,501	17,253	-	-		64,754
Academic support	47,520	16,693	-	-		64,213
Student services	28,298	17,978	-	-		46,276
Institutional support	31,408	9,136	-	-		40,544
Operations and maintenance of plant	28,954	22,118	-	-		51,072
Scholarships and fellowships	-	-	17,198	-		17,198
Auxiliary enterprises	30,790	50,263	-	-		81,053
Depreciation	-	-	-	29,931		29,931
TOTAL	\$ 432,458	\$ 181,615	\$ 17,198	\$ 29,931	\$	661,202

N. Pollution Remediation Obligations

The University is required to account for its pollution remediation activities in accordance with GASB Statement 49, *Accounting and Financial Reporting for Pollution Remediation Obligations*. GASB 49 requires the University to accrue estimated costs to conduct pollution remediation activities if certain obligating events have occurred. It also requires the University to expense pollution remediation costs which cannot be capitalized. The University incurred and expensed pollution remediation costs of \$1,456 and \$321 in fiscal 2018 and fiscal 2017, respectively.

Also, in fiscal 2018, the University commenced certain renovation projects that included the need for asbestos and lead paint removal. These projects are not expected to be completed until after fiscal 2018 and therefore fiscal 2018 supplies and services expense and current accrued liabilities include \$1,654 (\$1,898 in fiscal 2017) for the expected remediation portion of these projects. The accrual is based on management's estimate of expected outlays. There are no recoveries associated with these projects.

(dollars in thousands)

**Required Supplementary Information -
Postemployment Benefits**

**Schedule of Changes in the University's
Total OPEB Liability and Related Ratios**

Total OPEB Liability	FY18
Service cost	\$ 14,434
Interest on total OPEB liability	18,066
Changes of benefit terms	-
Effect of economic/demographic gains or (losses)	847
Effect of assumption changes or inputs	4,085
Benefit payments	(16,058)
Net change in total OPEB liability	21,374
Total OPEB liability, beginning	471,201
Total OPEB liability, ending	\$ 492,575
Covered-employee payroll	\$ 241,981
Total OPEB liability as a % of covered-employee payroll	2.03%

The below schedule is presented to illustrate the requirement to show information for 10 years. However, recalculations of prior years are not required, and if prior years are not reported in accordance with the current GASB standards, they should not be reported.

Notes to Schedule:

Changes of assumptions. Changes of assumptions and other inputs reflect the effects of changes in the discount rate each period.

Schedule of Employer Contributions

Fiscal Year Ended June 30	Annual OPEB Cost	Actual Contributions	Percentage of Annual OPEB Cost Contributed
2017	\$ 47,390	\$ 17,156	36.2%
2016	\$ 44,907	\$ 12,248	27.3%
2015	\$ 33,547	\$ 12,868	38.4%

Schedule of Funding Progress

Actuarial Valuation Date	Actuarial Value of Assets	Actuarial Accrued Liability (AAL)	Unfunded AAL (UAAL)	Funded Ratio	Covered Payroll	UAAL as a Percentage of Covered Payroll
1/1/2015	\$ -	\$ 438,628	\$ 438,628	0.0%	\$ 219,449	199.9%
1/1/2013	\$ -	\$ 307,028	\$ 307,028	0.0%	\$ 211,849	144.9%
1/1/2011	\$ -	\$ 306,453	\$ 306,453	0.0%	\$ 208,900	146.7%

Net OPEB Obligation (NOO)

Fiscal Year Ended June 30	Annual Required Contribution	Interest on Existing NOO	ARC Adjustment	Annual OPEB Cost	Actual Contribution Amount	Net Increase in NOO
2017	\$ 51,265	\$ 10,421	\$ (14,296)	\$ 47,390	\$ 17,156	\$ 30,234
2016	\$ 48,093	\$ 8,739	\$ (11,925)	\$ 44,907	\$ 12,248	\$ 32,659
2015	\$ 36,250	\$ 7,675	\$ (10,378)	\$ 33,547	\$ 12,868	\$ 20,679



UNIVERSITY OF VERMONT & STATE AGRICULTURAL COLLEGE
(a component unit of the State of Vermont)



The University of Vermont

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NECHE Document Room

Below is a list of workroom and supporting documents as of February 1, 2019. Please note that some material will be updated as new documents become available. Hyperlinks embedded in the text and Data First Forms of the electronic version of the Self-Study document also provide access to additional information. As indicated below, some material is available only in hard copy, but may be duplicated and sent by request in advance of the team visit (email Brian Reed at Brian.Reed@uvm.edu to request material).

General Documents

University of Vermont Webpage	https://www.uvm.edu/
University of Vermont Board of Trustees	https://www.uvm.edu/trustees/
President's Webpage	https://www.uvm.edu/president/
Provost's Webpage	https://www.uvm.edu/provost/
College of Arts and Sciences	https://www.uvm.edu/cas
College of Agriculture and Life Sciences	https://www.uvm.edu/cals
Grossman School of Business	https://www.uvm.edu/business
College of Education and Social Service	https://www.uvm.edu/cess
College of Engineering and Mathematical Sciences	https://www.uvm.edu/cems
Rubenstein School of Environment and Natural Resources	https://www.uvm.edu/rsenr
College of Nursing and Health Sciences	https://www.uvm.edu/cnhs
Honors College	https://www.uvm.edu/honorscollege
Graduate College	https://www.uvm.edu/graduate
Larner College of Medicine	http://www.med.uvm.edu/
Continuing and Distance Education	https://learn.uvm.edu/
Extension	https://www.uvm.edu/extension
University Libraries	http://library.uvm.edu/
Athletics	https://uvmathletics.com/splash.aspx?id=splash_1244
Inclusive Excellence at the University of Vermont	www.uvm.edu/~president/pcie/PCIE_FinalBooklet_4.pdf
University Academic Units	https://www.uvm.edu/academics
University of Vermont Medical Center Webpage	https://www.uvmhealth.org/medcenter/Pages/default.aspx
University of Vermont Health Network	https://www.uvmhealth.org/Pages/home.aspx
Campus Facilities Design and Construction	https://www.uvm.edu/arch
University FY 19 Budget	https://www.uvm.edu/sites/default/files/Division-of-Finance/Publications/Buddoc_FY_2019.pdf

Standard One Mission and Purpose

University Mission Statement	https://www.uvm.edu/president/?Page=mission.html
Board of Trustees Approval of Mission Statement	http://www.uvm.edu/trustees/policymanual/1%201A%20Mission%20and%20Vision%20of%20UVM.pdf
University Strategic Plan	https://www.uvm.edu/president/?Page=strategicplan.html
University Vision Statement	https://www.uvm.edu/president/?Page=mission.html
Board of Trustees Approval of Strategic Action Plan	http://www.uvm.edu/trustees/policymanual/strategic_planning/ApprovedStratPlan_2009-2013.pdf
University of Vermont Governance Documents	http://www.uvm.edu/trustees/policymanual/?Page=section_II.html
UVM Foundation Move Mountains Campaign	https://www.uvmfoundation.org/s/1690/foundation/index.aspx?sid=1690&gid=2&pgid=2278&cid=4935&ecid=4935&crd=0&calpgid=447&calcid=1119
Vermont Quarterly "Public Ivy" Designation	https://www.uvm.edu/vq/?Page=news&storyID=26133&category=vq-pres
University Identity	http://www.uvm.edu/trustees/policymanual/1%202A%20University%20Identity%20-%20Overview.pdf
The College of Agriculture and Life Sciences	https://www.uvm.edu/cals/about_college
UVM Extension	https://www.uvm.edu/extension/about_us
Office of the President	https://www.uvm.edu/president/?Page=mission.html
Board Policy Manual	http://www.uvm.edu/trustees/policymanual/?Page=section_1.html
University Catalogue	http://catalogue.uvm.edu/undergraduate/aboutuniv/
Our Common Ground	http://www.uvm.edu/president/?Page=miscellaneous/commonground.html
Gund Institute for Environment	https://www.uvm.edu/gund
The Rubenstein School of Environment and Natural Resources	https://www.uvm.edu/rsenr
General Education	https://www.uvm.edu/generaleducation/sustainability-requirement-and-transfer-credit
Residential Life Greenhouse Program	https://www.uvm.edu/reslife/greenhouse
Sustainability Faculty Fellows	https://ctl.uvm.edu/?Page=services-programs/sustainabilityfellows/index.php&SM=m_sp.html
AASHE Stars	https://www.uvm.edu/sustain/aashe-stars
Masters of Public Health	https://learn.uvm.edu/program/master-of-public-health/
Biomedical Engineering (B.S.)	https://www.uvm.edu/cems/ebc/biomedical_engineering_bs
Health Sciences B.S.	https://www.uvm.edu/cnhs/bhsc/health-sciences-bs
Health and Society Program	https://www.uvm.edu/cas/healthsociety
Wellness Environment	https://www.uvm.edu/we
Service-Learning	http://www.uvm.edu/partnerships/?Page=about/about.php&SM=aboutmenu.html#stories
Community-Based Research	https://www.uvm.edu/cas/vermontresearch
Volunteering	https://www.uvm.edu/~via/?Page=aboutus.html
Academic Excellence Goals	http://www.uvm.edu/provost/ACADEMIC%20EXCELLENCE%20GOALS%20FOR%20THE%20UNIVERSITY%20OF%20VERMONT.pdf
Library Mission and Vision	https://library.uvm.edu/about/our_mission_and_vision
Larner College of Medicine Mission Statement	http://www.med.uvm.edu/studenthandbook/11000
Grossman School of Business Mission Statement	https://www.uvm.edu/business/mission
The Rubenstein School of Environment and Natural Resources Mission Statement	https://www.uvm.edu/rsenr/rubenstein_school_mission_statement

Standard Two Planning and Evaluation	
Planning	
University Strategic Plan	https://www.uvm.edu/president/?Page=StrategicPlan.html
Campus Master Plan	https://www.uvm.edu/~plan/?Page=campusmasterplandraft.html&SM=campusmasterplanmenu.html
Campus Master Planning	https://www.uvm.edu/~plan/
Academic Excellence Goals	https://www.uvm.edu/provost/Academic%20Excellence%20Goals_02.7.14.pdf
Incentive Based Budgeting Model	https://www.uvm.edu/provost/IBB/
Subvention within IBB	http://www.uvm.edu/~provost/IBB/About%20Subvention.Oct%202015.%20.pdf
IBB budgetary Framework	https://www.uvm.edu/provost/IBB/IBB%20Map%202017%202.pdf
CESS Strategic Plan	https://www.uvm.edu/sites/default/files/media/CESS_Strategic_Plan.pdf
Administrative Unit Review	http://www.uvm.edu/president/AUR/
Strategic Initiatives Project (Board Book, May 2012)	https://www.uvm.edu/trustees/board_mtgs/meetings/2012_may/May_2012_Board_Book.pdf
Strategic Financial Plan (Board Book, Oct 2017)	https://www.uvm.edu/trustees/board_mtgs/meetings/2017_oct/Oct_2017_Board_Book.pdf
Strategic Plan 2009-2013	http://www.uvm.edu/president/formerpresidentfofel/letters/uvmstrategicplan2008_2013.pdf
Retention Plan	https://www.uvm.edu/dem/2018-student-retention-action-plan
Strategic Financial Planning (referenced as 170511_UVM_Final Report.pptx in Std 2)	Available in Document Room
Budget Workbooks	Available in Document Room
Evaluation	
UVM Sourcebook	https://www.uvm.edu/~oir/?Page=sbook0.html
Academic Program Review	https://www.uvm.edu/provost/?Page=academicprogramreview.html
Administrative Unit Review	http://www.uvm.edu/president/AUR/
Provost's IBB Communications to Campus	https://www.uvm.edu/provost/IBB/?Page=communications_ibb.html
Accrediting Agencies	https://www.uvm.edu/~accredi/?Page=accrediting_agencies.html
Accrediting Agencies	http://catalogue.uvm.edu/undergraduate/aboutuniv/accreditations/
Office of Institutional Research	http://www.uvm.edu/~oir/
Student Information - Catamount Data Center	https://www.uvm.edu/~oir/?Page=data_center.html
Faculty and Staff Information - Catamount Data Center	https://www.uvm.edu/~oir/?Page=data_center.html
National Survey of Student Engagement	https://www.uvm.edu/~oir/?Page=nsse_over.html&SM=submenu_nsse.html
Annual Financial Report	https://www.uvm.edu/finance/publications-data
Annual Financial Audit Report	http://www.uvm.edu/~cntrlrs/?Page=fras/fin_statements.html&SM=frasmenu.html
Incentive Based Budgeting Model	https://www.uvm.edu/provost/IBB/
Evaluation of IBB 1.0	https://www.uvm.edu/provost/IBB/IBB%201.0%20Evaluation%20for%20Posting.11.13.17.pdf
Catamount Data Center	https://www.uvm.edu/~oir/?Page=data_center.html
IBB Resources	https://www.uvm.edu/~ofabweb/
Educational Stewardship Committee (ESC)	https://www.uvm.edu/provost/?Page=esc.html
Department of Financial Analysis & Budgeting	https://www.uvm.edu/~ofabweb/
Honors College Strategic Priorities	https://www.uvm.edu/sites/default/files/HonCollegeStrategicPriorities.pdf
Office of Institutional Research	http://www.uvm.edu/~oir/
Academic Excellence Goals Progress	http://www.uvm.edu/provost/AEG%20Update%20December%202018.pdf
Catamount Commitment	https://www.uvm.edu/studentfinancialservices/catamount_commitment
Unit Strategic Plans	
College of Agriculture and Life Sciences	https://www.uvm.edu/cals
College Arts and Sciences	http://www.uvm.edu/cas/enews/documents/CAS%20STRATEGIC%20PLAN-%202012-15%20%28NEWS%29.pdf
Grossman School of Business	https://www.uvm.edu/business/strategic_plan
College of Education and Social Services	https://www.uvm.edu/sites/default/files/media/CESS_Strategic_Plan.pdf
College of Engineering and Mathematical Sciences	https://www.uvm.edu/sites/default/files/media/strategic_plan_text_2017_v3_layout.pdf
Rubenstein School of Environment and Natural Resources	https://www.uvm.edu/sites/default/files/RSENR-StrActPlan-6Jan14-1_0.pdf
College of Nursing and Health Sciences	https://www.uvm.edu/sites/default/files/media/CNHS_Strategic_Plan_2016-2020_-_updated_8-15-2017.pdf
Honors College	https://www.uvm.edu/sites/default/files/HonCollegeStrategicPriorities.pdf
Libraries	https://library.uvm.edu/sites/default/files/documents/Libraries_2016-2020_Strategic_Plan_6_21_16.pdf
Division of Student Affairs	https://www.uvm.edu/studentaffairs
Unit Inclusive Excellence Plans	
College of Agriculture and Life Sciences	https://www.uvm.edu/sites/default/files/media/CALS_Action_Plan.pdf
College of Arts and Sciences	https://www.uvm.edu/sites/default/files/media/act_plan_draft_92817.pdf
Grossman School of Business	https://www.uvm.edu/business
College of Education and Social Services	https://www.uvm.edu/sites/default/files/College-of-Education-and-Social-Services/CESS_Action_Plan_Framework_for_Inclusive_Excellence_Dec_2017.pdf
College of Engineering and Mathematical Sciences	https://www.uvm.edu/sites/default/files/media/CEMS_Action_Plans_to_PROVOST.pdf
Rubenstein School of Environment and Natural Resources	https://www.uvm.edu/sites/default/files/Rubenstein-School-of-Environment-and-Natural-Resources/RSENRInclusiveActionPlan2017.pdf
College of Nursing and Health Sciences	https://www.uvm.edu/sites/default/files/media/inclusiveframework.pdf
Larner College of Medicine	http://www.med.uvm.edu/docs/odi_5yearreport_17_web/diversity-inclusion-documents/odi_5yearreport_17_web.pdf?sfvrsn=2
Honors College	https://www.uvm.edu/sites/default/files/media/HCOL_Inclusive_Excellence_Action_Plan_Goals_Spreadsheet_2018A_0.pdf
Continuing and Distance Education	https://learn.uvm.edu/support/diversity-inclusion/
Libraries	https://library.uvm.edu/sites/default/files/documents/Framework_for_Inclusive_Excellence.pdf
Division of Student Affairs	https://www.uvm.edu/studentaffairs

Standard Three Organization and Governance	
<i>Governing Board</i>	
University of Vermont Board of Trustees	https://www.uvm.edu/trustees/
University of Vermont Board of Trustees - Policy Manual	http://www.uvm.edu/trustees/policymanual/
University of Vermont Board of Trustees - Membership	http://www.uvm.edu/trustees/?Page=members/allmembers.html
University of Vermont Board of Trustees - Committees	http://www.uvm.edu/trustees/?Page=Committees.html&SM=submenu1.html
University of Vermont Board of Trustees - Resolutions	http://www.uvm.edu/trustees/?Page=resolutions/resolutions.html
University of Vermont Board of Trustees - Schedule	http://www.uvm.edu/trustees/?Page=board_mtgts/meetings/all_mtgts.html
Presidential Review Policy	http://www.uvm.edu/trustees/policymanual/III%203A%20Presidential%20Performance%20Review%20Policy.pdf
Presidential Review Policy - Annual Review Process	http://www.uvm.edu/trustees/policymanual/III%203C%20Annual%20Review%20Subcommittee%20Policy%20and%20Procedures_04.13.09-1.pdf
Presidential Compensation Policy	http://www.uvm.edu/trustees/policymanual/III%203B%20Presidential%20Compensation%20Guidelines.pdf
Liaison - Board of Trustees Org. Chart	http://www.uvm.edu/trustees/how_to_reach_us/BOT_Org_Chart.pdf
Communications to Trustees and Access to Board Meetings	http://www.uvm.edu/trustees/?Page=communication_meetings.html
Board of Trustees Contact Information	http://www.uvm.edu/trustees/?Page=how_to_reach_us/mainpage.html
University Charter	http://www.uvm.edu/trustees/policymanual/II%201A%20University%20Charter.pdf
University Statutes	http://www.uvm.edu/trustees/policymanual/II%201%20B%20University%20Statutory%20Provisions.pdf
University Bylaws	http://www.uvm.edu/trustees/policymanual/II%202%20University%20Bylaws.pdf
Board of Trustees Bylaws	http://www.uvm.edu/trustees/policymanual/II%203A%20UVM%20Board%20Bylaws_oct07.pdf
Vermont Agricultural College Bylaws	http://www.uvm.edu/trustees/policymanual/II%203B%20Vt%20Ag%20College%20Bylaws.pdf
Resolution Regarding Delegation and Retention of Board Authority	http://www.uvm.edu/trustees/policymanual/II%204%20Resolution%20regarding%20Board%20Delegation%20and%20Retention%20of%20Authority.pdf
Associated Directors For The Appointment of UVM Student Trustees, Inc.	http://www.uvm.edu/trustees/policymanual/II%209%20Student%20Trustee%20By-Laws.pdf
Renaming Advisory Committee	https://www.uvm.edu/trustees/?Page=other_com/renaming/content.html&SM=submenu1.html
Trustee Approval of Library Name Change	https://www.uvm.edu/uvmnews/news/uvm-trustees-approve-removal-baileys-name-bailey/howe-library
<i>Internal Governance</i>	
Faculty Senate	https://www.uvm.edu/faculty_senate
Staff Council	http://www.uvm.edu/staffcouncil/
Student Government Association	http://www.uvm.edu/~uvmgsa/
Graduate Student Senate	https://www.uvm.edu/~gss/
Alumni Association	http://www.alumni.uvm.edu/s/1690/alumni/start.aspx?gid=2&pgid=61
University Manual	http://www.uvm.edu/~facsrcs/University%20Manual.pdf
Staff Handbook	http://www.uvm.edu/hrs/?Page=info/general/handbooksandpolicies.html&SM=info/infomenu.html
Collective Bargaining Agreement - Faculty Full-Time	http://www.uvm.edu/~facsrcs/?Page=ftcontract.html
Collective Bargaining Agreement - Faculty Part-Time	http://www.uvm.edu/~facsrcs/?Page=ptcontract.html
Collective Bargaining Agreement - Polices Services	http://www.uvm.edu/hrs/info/benefits/teamsterscontract.pdf
Collective Bargaining Agreement - Physical Plant	http://www.uvm.edu/hrs/info/benefits/ue_contract.pdf
University Policies and Procedures	https://www.uvm.edu/policies/
University and University Officers' Manual	https://www.uvm.edu/~facsrcs/University%20Manual.pdf
President's Commission for Inclusive Excellence	http://www.uvm.edu/president/pcie/
Diversity, Engagement and Professional Development	https://www.uvm.edu/hrdma/depd
Faculty Senate Constitution and Bylaws	https://www.uvm.edu/faculty_senate/faculty_senate_constitution_and_bylaws
Staff Council Constitution and Bylaws	http://www.uvm.edu/~stffcncl/pdf/scbylaws102417.pdf
Graduate Student Senate Constitution and Bylaws	http://www.uvm.edu/~gss/Constitution_Bylaws.pdf
University Charter	http://www.uvm.edu/trustees/policymanual/II%201A%20University%20Charter.pdf
University Organizational Chart	https://www.uvm.edu/~oir/org.html

Standard Four The Academic Program	
University Mission and Vision	https://www.uvm.edu/president/?Page=mission.html
Academic Excellence Goals	http://www.uvm.edu/~provost/ACADEMIC%20EXCELLENCE%20GOALS%20FOR%20THE%20UNIVERSITY%20OF%20VERMONT.pdf
Engaged Practices Innovation (EPI) Grants	http://www.uvm.edu/provost/epigrant/
Center for Academic Success - Advising Center	https://www.uvm.edu/academicsuccess/advising_center
Career Center - Four Year Plan for Success	http://www.uvm.edu/~career/?Page=4yearplan.php&SM=4yearplansubmenu.html
School/College Plans for Academic Advising	http://www.uvm.edu/~provost/?Page=advisingplans.html
Career and Experience HUB	http://www.uvm.edu/~uvmhub/
Undergraduate Certificate Programs	https://www.uvm.edu/sites/default/files/Faculty-Senate/StandardsUndergraduateCertificateswithCoverSheet.pdf
Faculty Professional Development	https://www.uvm.edu/provost/?Page=faculty_profdev.html
Faculty Senate Curricular Policies	https://www.uvm.edu/faculty_senate/curricular_resources
Assuring Academic Quality	
Undergraduate Catalogue	http://catalogue.uvm.edu/undergraduate/
Graduate Catalogue	http://catalogue.uvm.edu/graduate/
College of Medicine Catalogue	http://catalogue.uvm.edu/undergraduate/courses/courselist/comu/
Academic Program Review	https://www.uvm.edu/provost/?Page=academicprogramreview.html
Academic Program Review	https://sharepoint.uvm.edu/sites/neasc2019selfstudy/SitePages/Data.aspx?RootFolder=%2Fsites%2Fneasc2019selfstudy%2FData%20Documents%2F%20Academic%20Program%20Review&FolderCTID=0x012000ABF2BD224585174C954ECD6E7590CF84&View=%7B871268D2-3E6A-48CF-BA9D-A9E6308ACFF4%7D
Curricular Resources (New Programs)	https://www.uvm.edu/faculty_senate/curricular_resources
Definition of a Credit Hour	http://catalogue.uvm.edu/graduate/academicrollment/enrollmentpolicies/
Sample of Course Syllabi	Available in the Document Room
Policy on Satisfactory Academic Progress	https://www.uvm.edu/studentfinancialservices/handbook-and-consumer-information-2018-2019
Transfer Credit Policy	https://www.uvm.edu/policies/student/transcredit.pdf
Center for Teaching and Learning	http://www.uvm.edu/~ctl/
University Mission and Vision	https://www.uvm.edu/president/?Page=mission.html
Academic Excellence Goals	http://www.uvm.edu/~provost/ACADEMIC%20EXCELLENCE%20GOALS%20FOR%20THE%20UNIVERSITY%20OF%20VERMONT.pdf
Faculty Senate Curricular Resources	https://www.uvm.edu/faculty_senate/curricular_resources
Academic Program Review (APR)	http://www.uvm.edu/~provost/?Page=academicprogramreview.html
Incentive-based Budgeting	http://www.uvm.edu/~provost/IBB/
Educational Stewardship Committee (ESC)	http://www.uvm.edu/provost/?Page=esc.html
Educational Stewardship Committee Data Summary Report 2017-2018	http://www.uvm.edu/provost/ESC%20Data%20Monitoring%20Report%202017-18.final.pdf
Educational Stewardship Committee Report, March 15, 2018	http://www.uvm.edu/provost/Report%20on%20MGM%20201%20and%20Curricular%20Oversight%20in%20LCOM%20031518.pdf
A Guide to Academic Program Review for Accredited Programs	https://www.uvm.edu/provost/A%20Guide%20to%20Academic%20Program%20Review%20for%20Accredited%20Programs%202017.pdf
Operating Policies for Course Listings and Course Monitoring	http://www.uvm.edu/provost/Memo%20Operating%20Policies%20and%20Procedures%20for%20Course%20Monitoring%20111318.pdf
Subcommittee on General Education and unit Requirements	http://www.uvm.edu/provost/Charge%20to%20ESC%20Subcommittee%20on%20Gen%20Ed%20and%20Unit%20Requirements.pdf
Undergraduate Education, General Education, and Majors	
General Education	https://www.uvm.edu/generaleducation
General Education Coordinating Committee	https://www.uvm.edu/generaleducation/general-education-coordinating-committee
Foundational Writing and Information Literacy	https://www.uvm.edu/generaleducation/foundational-writing-and-information-literacy?Page=goals.html
General Education Diversity Assessment Committee Final Report	https://www.uvm.edu/sites/default/files/General-Education-at-UVM/GEDACPilotProjectReport_FY2018_Final.pdf
Student Research Conference	https://www.uvm.edu/four/student-research-conference
Office of Fellowships, Opportunities, and Undergraduate Research	https://www.uvm.edu/four
Office of Community-University Partnerships & Service Learning	http://www.uvm.edu/~partners/
Report on Internships	https://www.uvm.edu/trustees/board_mtgs/meetings/2018_may/May_2018_Board_Book.pdf
Study abroad options - Office of International Education	https://www.uvm.edu/oie
Office of International Education Financing Options	https://www.uvm.edu/oie/finances
Generation Study Abroad	https://www.uvm.edu/oie/generationstudyabroad
Environmental Studies and Environmental Sciences	https://www.uvm.edu/academics/studying_environment_uvm
Gund Institute for Environment	https://www.uvm.edu/gund
Food Systems at UVM	https://www.uvm.edu/foodsystems
Neuroscience Program	https://www.uvm.edu/cas/neuro
Nationally Ranked Programs	https://www.uvm.edu/admissions/undergraduate/news/us-news-world-report-uvm-top-40-public
Honors College Curriculum	https://www.uvm.edu/honorscollege/curriculum
Academic Program Changes	http://www.uvm.edu/~provost/Academic%20Program%20Changes%2006_20_18.pdf
Vermont Law School 3+2 Program	https://www.uvm.edu/admissions/undergraduate/university_vermont_vermont_law_school_32_program
UVM, Albany College of Pharmacy and Health Sciences Sign Affiliation Agreement for Dual Degree Program	https://www.uvm.edu/uvmnews/news/uvm-albany-college-pharmacy-and-health-sciences-sign-affiliation-agreement-dual
First of UVM + VLS 3+2 Program Graduates Law School	https://www.uvm.edu/cals/cdae/news/first-uvm-vls-32-program-graduates-law-school
Accelerated Master's Degree Programs	https://www.uvm.edu/graduate/accelerated-masters-degree-programs
Residential Life - Learning Communities	https://www.uvm.edu/reslife/uvm-housing-experience
AACU High-Impact Practices	https://www.aacu.org/resources/high-impact-practices
Geospatial Technologies Minor	https://www.uvm.edu/~geosptal/?Page=GSTMminor.html
Emergency Medical Services Minor	https://www.uvm.edu/cnhs/news/new-minor-emergency-medical-services
Undergraduate Certificates	http://catalogue.uvm.edu/undergraduate/academicinfo/undergraduatecertificates/
Curricular Resources	https://www.uvm.edu/faculty_senate/curricular_resources
Public Communication Major	https://www.uvm.edu/cals/cdae/public_communication
Health and Society Program	https://www.uvm.edu/cas/healthsociety
Writing Minor	http://catalogue.uvm.edu/undergraduate/artsandsciences/english/writingminor/?_ga=2.60072749.108060832.1532359042-444108647.1490721151
Numbering Convention for Catalogue Courses	https://www.uvm.edu/academics/catalogue2012-13/?Page=courses/about.html&SM=coursemenu.html
Online Catalogue	http://catalogue.uvm.edu/
Charge to develop an Academic Advising Plan in Each College/School	http://www.uvm.edu/~provost/COD.Academic%20Advising.09.25.14.pdf
School/College Plans for Academic Advising	http://www.uvm.edu/~provost/?Page=advisingplans.html
Guide: UVM Student App for Advising	https://www.uvm.edu/registrar/guide-uvm-student-app
Advising Center	https://www.uvm.edu/academicsuccess/advising_center
Vision for Academic Advising	https://www.uvm.edu/sites/default/files/media/A_Vision_for_Academic_Advising_-_adapted_from_2014_report_100317_5.pdf
Academic Program Changes	http://www.uvm.edu/~provost/Academic%20Program%20Changes%2006_20_18.pdf
Academic Advising Award	https://www.uvm.edu/academicsuccess/academic-advising-award
Undergraduate Accreditations	http://catalogue.uvm.edu/undergraduate/aboutuniv/accreditations/
Career Outcomes Survey	http://www.uvm.edu/~oir/careeroutcomes/uvm_career_outcomes_2017.pdf

Graduate Degree Programs	
The Graduate College Website	https://www.uvm.edu/graduate
Graduate Course Listing	http://catalogue.uvm.edu/graduate/courses/
Graduate Resources	https://www.uvm.edu/graduate/resources
Constitution of the Graduate College	https://www.uvm.edu/sites/default/files/CONSTITUTION%20latest%20version%2011_24_15.pdf
Graduate Catalogue	http://catalogue.uvm.edu/graduate/
Graduate Faculty	https://www.uvm.edu/graduate/graduate_faculty
Graduate College Annual Report	https://www.uvm.edu/sites/default/files/media/Annual_Report_2017.pdf
Academic Program Review (APR)	https://www.uvm.edu/provost/?Page=academicprogramreview.html
Academic Excellence Goals	https://www.uvm.edu/provost/AE%20Goals%20Oct%202013.pdf
Strategic Action Plan	https://www.uvm.edu/president/?Page=strategicplan.html
Graduate Writing Center	http://www.uvm.edu/wid/writingcenter/GWC/
Center for Teaching and Learning	https://www.uvm.edu/ctl/apps/ctical/
Graduate Teaching Program	https://www.uvm.edu/ctl/?Page=services-programs/gtp/index.php&SM=m_sp.html
Neuroscience Graduate Program	https://www.uvm.edu/neurosciencegrad
Integrity in Award of Academic Credit	
Code of Academic Integrity	https://www.uvm.edu/policies/student/acadintegrity.pdf
Transfer Credit Policy	https://www.uvm.edu/policies/student/transcredit.pdf
Articulation Agreements	http://catalogue.uvm.edu/undergraduate/admissioninfo/articulationagreements/
Exams and Grading	http://catalogue.uvm.edu/undergraduate/academicinfo/examsandgrading/
Definition of a Credit Hour	http://catalogue.uvm.edu/graduate/academicenrollment/enrollmentpolicies/
Transfer Credit and Credit by Examination	http://catalogue.uvm.edu/graduate/academicenrollment/transfercredit/
Course Action forms	https://www.uvm.edu/provost/Course%20Action%20Process%205.15.17.pdf
Curricular Dispute forms	https://www.uvm.edu/sites/default/files/CourseMediationProcessSenate.pdf
Computer, Communication, and Network Technology Acceptable Use	http://www.uvm.edu/policies/cit/compose.pdf
Code of Academic Integrity	http://www.uvm.edu/policies/student/acadintegrity.pdf
Privacy Policy	http://www.uvm.edu/policies/general_html/privacy.pdf
College Credit for High School Classes	http://catalogue.uvm.edu/undergraduate/admissioninfo/highschoolclasses/
Alternative Methods for Earning Academic Credit	http://catalogue.uvm.edu/undergraduate/academicinfo/alternativemethods/
High Impact Practices	https://www.aacu.org/resources/high-impact-practices

Standard Five Students and Co-Curricular Experiences	
Admissions	
Undergraduate Admissions	https://www.uvm.edu/admissions/undergraduate
Graduate Admissions	https://www.uvm.edu/graduate/prospective_student_resources
Larner College of Medicine Admissions	http://www.med.uvm.edu/admissions
First Year Applicants	https://www.uvm.edu/admissions/undergraduate/first_year_applicants
Transfer Applicants	https://www.uvm.edu/admissions/undergraduate/transfer_applicants
International Applicants	https://www.uvm.edu/admissions/undergraduate/apply/international_applicants
Common Data Set	http://www.uvm.edu/~oir/?Page=common_data.html
Strategic Action Plan	https://www.uvm.edu/president/?Page=StrategicPlan.html
Academic Excellence Goals	https://www.uvm.edu/provost/AE%20Goals%20Oct%202013.pdf
Joining the Circle Event	https://www.uvm.edu/admissions/undergraduate/joining_circle_event
Urban Partnership	http://www.uvm.edu/vq/?Page=news&storyID=20324&category=vq-fetrs
Global Gateway Program	http://globalgateway.uvm.edu/
Study Group	http://globalgateway.uvm.edu/degree-pathway/about-study-group
Office of International Education	https://www.uvm.edu/oe/iss
The Career Center	http://www.uvm.edu/~career/?Page=internationalstudents.html&SM=diversesubmenu.html
In-state Tuition rankings	https://www.cnbc.com/2017/08/22/the-10-most-expensive-public-universities.html
The Catamount Commitment	https://www.uvm.edu/studentfinancialservices/catamount_commitment
Statement of Principles of Good Practice	https://www.nacacnet.org/globalassets/documents/advocacy-and-ethics/statement-of-principles-of-good-practice/statement-of-principles-of-good-practice-sppg-with-highlights.pdf
Admissions Review Procedures	https://www.uvm.edu/admissions/undergraduate/first_year_applicants
Retention Policies	http://www.uvm.edu/provost/Retention%20Plan%20FF.pdf
First Time, First Year Applications by Residence	https://www.uvm.edu/~oir/catdat/restricted/admissions.html
Undergraduate Headcount Enrollments by Residence	https://www.uvm.edu/~oir/sbinfo/ugreshis.pdf
First year enrollment Data	https://www.uvm.edu/~oir/catdat/enrollment_completion.html
Student Retention Action Plan	https://www.uvm.edu/dem/2018-student-retention-action-plan
Division of Enrollment Management	https://www.uvm.edu/dem
First-Time, First Year ALANA Applicants, Admits, and Enrolls	http://www.uvm.edu/~oir/sbinfo/alaadm.pdf
Trends in SAT Scores for VERMONT First-Time First Year Students by Residence	http://www.uvm.edu/~oir/sbinfo/satquart.pdf
Projections of high School Graduates through 2032	https://knocking.wiche.edu/
Student Services and Co-Curricular Experiences	
Student Affairs Annual Report	https://www.uvm.edu/studentaffairs/annual_report
Division of Student Affairs	https://www.uvm.edu/studentaffairs
Financial Aid Handbook and Consumer Information	https://www.uvm.edu/studentfinancialservices/types_aid_and_how_apply/handbook_and_consumer_information_current
Office of Student and Community Relations	https://www.uvm.edu/oscr
Orientation and New Student Programs	https://www.uvm.edu/orientation
Orientation - First Year Students	https://www.uvm.edu/orientation/firstyear
Orientation - Transfer	https://www.uvm.edu/orientation/transfers
Orientation - Trek	https://www.uvm.edu/orientation/trek
Orientation - International	https://www.uvm.edu/oe/orientation
Orientation - Medicine	http://www.med.uvm.edu/admissions/admitted/orientation
FERPA Rights Disclosure	http://catalogue.uvm.edu/undergraduate/academicinfo/ferparightsdisclosure/
Code of Student Rights and Responsibilities	http://www.uvm.edu/~uvmppg/ppg/student/studentcode.pdf
Center for Teaching and Learning	http://www.uvm.edu/~ctl/
College of Arts and Sciences Student Services Staff	https://www.uvm.edu/cas/student_services
Advising Center	https://www.uvm.edu/academicssuccess/advising_center
Tutoring Center	https://www.uvm.edu/academicssuccess/tutoring_center
The Career Center	http://www.uvm.edu/~career/
Counseling And Psychiatry Services	https://www.uvm.edu/health/CAPS
Student Accessibility Services	https://www.uvm.edu/academicssuccess/student_accessibility_services
The Mosaic Center for Students of Color (MCSC)	https://www.uvm.edu/mcsc/
UVM Student Veteran Services	http://www.uvm.edu/~veterans/
Student-Athlete Development - Academic Support	https://uvmathletics.com/sports/2011/9/20/SAD_0920110830.aspx
Admissions Applications Materials	https://www.uvm.edu/studentfinancialservices/types_aid_and_how_apply
Student Financial Aid Portal	https://www.uvm.edu/studentfinancialservices/check_status_your_financial_aid_application
Student Financial Services	https://www.uvm.edu/studentfinancialservices
Student Charges	https://www.uvm.edu/~oir/?Page=costs0.html
Student Debt Figures	https://www.uvm.edu/sites/default/files/factsandfigures2016-17.pdf
Health and Safety Resources	https://mailchi.mp/6e25ac71f212/health-and-safety-tips-for-first-year-students
Alcohol, Cannabis and Other Drug Use - Student Policy	http://www.uvm.edu/policies/student/drugandalco.pdf
Code of Academic Integrity	http://www.uvm.edu/policies/student/acadintegrity.pdf
Hazing Policy	http://www.uvm.edu/policies/student/hazing.pdf
Sexual Harassment & Misconduct Policy	http://www.uvm.edu/policies/general_html/sexharass.pdf
Records Management and Retention Policy	http://www.uvm.edu/policies/general_html/recordretention.pdf
UVM Policies and Resources	https://www.uvm.edu/deanofstudents/uvm_policies_resources
UVM Policy Resources	http://www.uvm.edu/policies/?Page=alphalist.php
Onboarding at UVM	http://www.uvm.edu/hrs/?Page=welcome/onboardoverview_2.html
Budget Hearings and Resource Management	https://sharepoint.uvm.edu/sites/neasc2019selfstudy/_layouts/15/WopiFrame2.aspx?sourcecode=%7b68d650a3-03e1-41b9-8ee-e33a16fb6eba%7d&action=edit&source=https%3A%2F%2Fsharepoint%2Euvm%2Eedu%2Fsites%2Fneasc2019selfstudy%2FsitePages%2FStandard%25205%2520-%2520Students%2Easpx%3FrootFolder%3D%252Fsites%252Fneasc2019selfstudy%252FStandard%25205%2520Documents%252FDATA%26FolderCTID%3D0x012000A81B01E879307D44A1A68D3A6988D583%26View%3D%2527BD5684495%252DE3D5%252D44D2%252D91EA%252DBC17898E21DD%252D
Administrative Unit Review	http://www.uvm.edu/president/AUR/
UVM Hub	http://www.uvm.edu/~uvmhub/
Introduction to the Division of Student Affairs	https://www.uvm.edu/sites/default/files/Dean-of-Students-Office/2016-2017.pdf
TRiO Student Support Services	https://www.uvm.edu/academicssuccess/trio_student_support_services
The Division of Human Resources, Diversity and Multicultural Affairs (HRDMA)	https://www.uvm.edu/hrdma
CARE Form	https://www.uvm.edu/deanofstudents/student_advocacy/care_form
First-Time First-Year Student Data	https://sharepoint.uvm.edu/sites/neasc2019selfstudy/_layouts/15/WopiFrame2.aspx?sourcecode=%7bFF185443-5E62-4703-A63F-BBA5EBAC9A02%7d&file=first%20Six%20Weeks%20FTFY%201.pptx&action=default
NSSE BCSSE Report	https://sharepoint.uvm.edu/sites/neasc2019selfstudy/_layouts/15/WopiFrame2.aspx?sourcecode=%7bBB2CD74E-A619-4637-B6A5-86C8FED8E3B%7d&file=NSSE%20BCSSE%20Report%202017.pptx&action=default
Project CEO	https://sharepoint.uvm.edu/sites/neasc2019selfstudy/_layouts/15/WopiFrame2.aspx?sourcecode=%7bAA2DA45F-6BEB-4F77-B671-84024CAB2FFC%7d&file=Project%20CEO%202017.pdf&action=default
Residential Life	https://www.uvm.edu/reslife
BASICS: Behavior Around Substance use In College Students	https://www.uvm.edu/health/BASICS

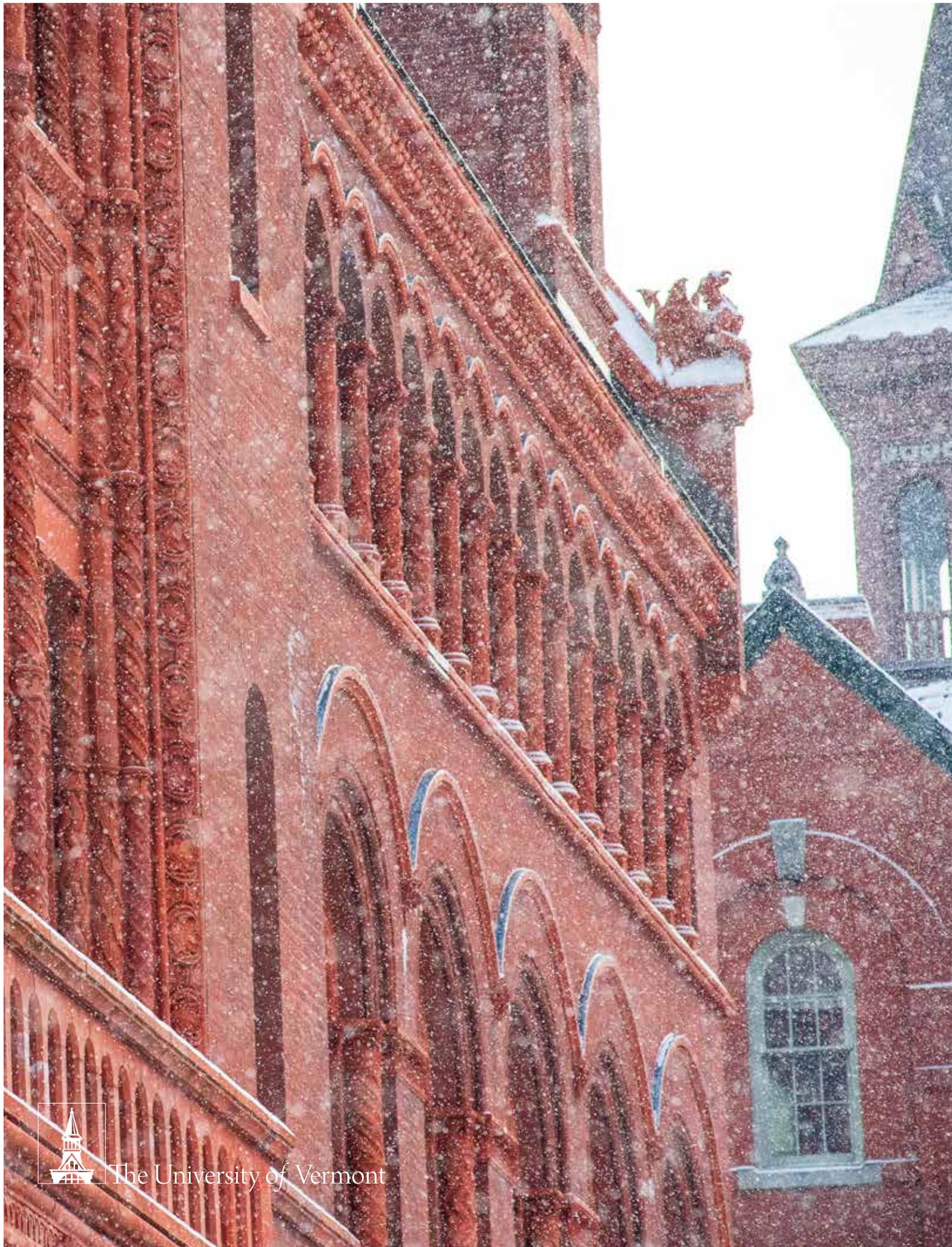
Counseling And Psychiatry Services	https://www.uvm.edu/health/CAPS
Organizations	https://lynx.uvm.edu/organizations
Varsity Athletics	https://uvmathletics.com/
Student Government Association	http://www.uvm.edu/sga/
Co-Curricular Activities	https://uvmbores.com/
Research Opportunities	https://www.uvm.edu/research
Leadership Opportunities	http://www.uvm.edu/~lce/?Page=ls_getinvolved.php&SM=menu-leadership.html
Internships	http://www.uvm.edu/~career/?Page=internships.html&SM=internshipsubmenu.html
Student-Athlete Graduation rates	https://uvmathletics.com/news/2018/1/9/general-catamounts-earn-best-collective-semester-gpa-in-department-history.aspx
Student Affairs Assessment Resources	https://www.uvm.edu/studentaffairs/student-affairs-assessment-resources
Multi-Purpose Event Center	https://www.uvmfoundation.org/s/1690/images/gid2/editor_documents/foundation/cases/UVM_MPEC_FINAL.pdf?gid=2&pgid=447&sessionid=c4f416ee-8725-4ec3-b505-8a2dc8e540a4&cc=1
Center for Health and Well-Being	https://www.uvm.edu/health
Racial Aikido	https://www.uvm.edu/mesc/?Page=racialaikido.html&SM=eventsmenu.html
Student Facts & Figures Report 2016-2017	https://www.uvm.edu/sites/default/files/factsandfigures2016-17.pdf
The President's Committee on Alcohol and Other Drugs	https://www.uvm.edu/president/Sullivan%20Memo%20Committee%20on%20Alcohol%20and%20Drug%20Use%2002-17-15.pdf
Student Advocacy	https://vtcynic.com/news/news-animal-rights-group-seeks-to-widen-circle-of-compassion/42408/
Blackboard Jungle	https://www.uvm.edu/hrdma/bbj
Student Involvement	Available in Document Room
Spring 2018 Housing Summit	Available in Document Room

Standard Six Teaching, Learning, and Scholarship	
Faculty and Academic Staff	
Faculty - Full and Part-Time	http://catalogue.uvm.edu/undergraduate/faculty/fulltime/
Faculty - Emeriti	http://catalogue.uvm.edu/undergraduate/faculty/emeriti/
United Academic Collective Bargaining Agreement - Full-Time Faculty	http://www.uvm.edu/~facsrcs/?Page=fcontract.html
United Academic Collective Bargaining Agreement - Part-Time Faculty	http://www.uvm.edu/~facsrcs/?Page=ptcontract.html
Larner College of Medicine Faculty Handbook	http://www.uvm.edu/~facsrcs/?Page=OfficersPage.html
Faculty Senate Constitution and Bylaws	https://www.uvm.edu/faculty_senate/faculty_senate_constitution_and_bylaws
Reappointment, Promotion and Tenure (RPT) Guidelines and Forms	https://www.uvm.edu/~facsrcs/?Page=RPT.html&SM=submenu2.html
Faculty Recruitment - Tenure Track	https://www.uvm.edu/~facsrcs/?Page=T_Track_Faculty.html&SM=submenu3.html
Faculty Recruitment - Non-Tenure Track	https://www.uvm.edu/~facsrcs/?Page=NT_Track_Faculty.html&SM=submenu3.html
Faculty Recruitment - Non Salary Faculty	https://www.uvm.edu/~facsrcs/?Page=Non-Salaried_Faculty.html&SM=submenu3.html
Faculty Recruitment - Academic Administrators	https://www.uvm.edu/~facsrcs/?Page=Acad_Administrators.html&SM=submenu3.html
Diversity and Inclusion	http://www.uvm.edu/~president/pcie/?Page=actions.html
"Why Diversity Matters"	www.uvm.edu/.../Essay-Why%20Diversity%20Matters%2022.pdf
Inclusive Excellence at the University of Vermont	www.uvm.edu/~president/pcie/PCIE_FinalBooklet_4.pdf
Teacher-Scholar model	http://www.uvm.edu/~provost/
Faculty and Department Chair Resources - full time contracts	https://www.uvm.edu/~facsrcs/?Page=fcontract.html
Faculty and Department Chair Resources - part time contracts	https://www.uvm.edu/~facsrcs/?Page=ptcontract.html
College of Medicine Faculty Handbook	http://www.uvm.edu/~facsrcs/COMFacHandbookFINAL4Feb2016.pdf
New Faculty Orientation	http://www.uvm.edu/~facsrcs/info/
Faculty Pipeline & Pathway Report	Available in Document Room
Tenure Attainment Rate Report	Available in Document Room
Time in Rank for Tenured Associate Professors	Available in Document Room
Teaching, Learning, and Scholarship	
Scholarly Productivity and Impact Metrics	http://www.uvm.edu/provost/?Page=spim.html
President's Distinguished Senior Lecturer and Lecturer Award	http://www.uvm.edu/president/lectureraward/
Graduate Teaching Program	https://www.uvm.edu/ctl/?Page=services-programs/gtp/index.php&SM=m_sp.html
Undergraduate Teaching Assistants	https://www.uvm.edu/ctl/?Page=resources-teaching/utas/index.php
Faculty Mentoring Program	http://www.uvm.edu/~mentor/
Faculty Professional Development	https://www.uvm.edu/provost/?Page=faculty_profdev.html
Professional Development and Training	http://www.uvm.edu/develop/
Office of the Vice President for Research	https://www.uvm.edu/ovpr
Scholarly Productivity and Impact Metrics, Common Elements Across Units	http://www.uvm.edu/provost/Rosowsky_Deans%20Schol%20Prod%20Impact%20Metrics_10_14_15.pdf
Research at the University	https://www.uvm.edu/research
Humanities Center	https://www.uvm.edu/humanitiescenter/?Page=discover.html
Campus Wide Faculty Conference	https://www.uvm.edu/provost/Invitation%20-%20CWFC%2008-21-17.pdf
Sponsored Project Administration - SPA	http://www.uvm.edu/spa/
Research, Scholarship, and the Creative Arts Committee	https://www.uvm.edu/faculty_senate/research_scholarship_creative_arts
Our Common Ground	http://www.uvm.edu/president/?Page=miscellaneous/commonground.html
The Center for Teaching & Learning	https://www.uvm.edu/~ctl/
Writing in the Disciplines Program	https://www.uvm.edu/wid/
Office of Community-University Partnerships & Service Learning (CUPS)	http://www.uvm.edu/~partners/
Center for Cultural Pluralism	https://www.uvm.edu/~ccpvm/
The Teaching Academy	http://www.med.uvm.edu/teachingacademy/home
Educational and Research Technologies Committee	https://www.uvm.edu/sites/default/files/Faculty-Senate/2018_ERTC_Annual_Report.pdf
Advising Center	https://www.uvm.edu/academicssuccess/advising
Writing Centers	http://www.uvm.edu/wid/writingcenter/
Foundational Writing & Information Literacy	https://www.uvm.edu/fwil/
Engaged Practices Innovation (EPI) Grants	http://www.uvm.edu/provost/epigrant/
EPI Grant - Funded Proposals	http://www.uvm.edu/provost/epigrant/?Page=epigrantsfunded.html
Service Learning at UVM	http://www.uvm.edu/~partners/?Page=faculty/faculty.html&SM=facultymenu.html
NSSE 2014 High-Impact Practices	https://www.uvm.edu/~oir/nsse14/NSSE14%20High-Impact%20Practices%20(UVM).pdf
Community-University Partnerships & Service-learning	http://www.uvm.edu/partnerships/about/CUPS_14-15_Annual_Report.pdf
Cultural Pluralism Mission	https://www.uvm.edu/~ccpvm/
UVM Sustainability Fellows Program	https://ctl.uvm.edu/?Page=services-programs/sustainabilityfellows/index.php&SM=m_sp.html
General Education - Rationale for Sustainability Requirement	https://www.uvm.edu/sustain/news-events/news/new-undergraduate-general-education-requirement-in-sustainability
Institutional Priorities - Faculty development programs	https://www.uvm.edu/~ctl/?Page=services-programs/index.php&SM=m_sp.html
UVM Communicates Program	https://www.uvm.edu/ovpr/uvm-communicates
Gund Faculty Fellows	https://www.uvm.edu/gund/faculty-fellows
Complex Systems and Data Science	http://vermontcomplexsystems.org/education/phd/?utm_source=Unknown+List&utm_campaign=819f382ab8-EMAIL_CAMPAIGN_2018_04_04&utm_medium=email&utm_term=0_819f382ab8-
Research Resources for Faculty	https://www.uvm.edu/cnhs/research_resources_faculty
Faculty Development Grant for the Arts	https://sharepoint.uvm.edu/sites/casdean/facultyresources/Misc%20Memos/Development%20Grants%20for%20the%20Arts%20Further%20Details.pdf
Scholarship of Teaching and Learning Initiative	https://blog.uvm.edu/ctl/2017/11/01/scholarship-of-teaching-and-learning-sotl-at-uvm/
Kidder Award	https://www.med.uvm.edu/alumni/kidder
Kroepsch-Maurice Award for Excellence in Teaching	https://www.uvm.edu/ctl/?Page=km/km2018.php
Academic Advising Award	https://www.uvm.edu/academicssuccess/academic-advising-award
NSSE High-Impact Practices Module	https://www.uvm.edu/~oir/nsse14/NSSE14%20High-Impact%20Practices%20(UVM).pdf
Sustainability Fellows Program	https://ctl.uvm.edu/?Page=services-programs/sustainabilityfellows/index.php&SM=m_sp.html
TEO Training Program	https://www.uvm.edu/ctl/?Page=services-programs/teo/index.php&SM=m_sp.html
Hybrid Course Archives	https://www.uvm.edu/ctl/apps/hybrids/
Dean Fund Award "Units" link in report	https://sharepoint.uvm.edu/sites/casdean/facultyresources/General%20Information/Awards.aspx
Administrative Unit Review (Humanities Center)	Available in Document Room

Standard Seven Institutional Resources	
Human Resources	
Handbook for Non-Represented Staff	http://www.uvm.edu/hrs/?Page=info/staffhandbook/staffhandbook.html
Grievance and Peer Advisor Policy for NonRepresented Staff	http://www.uvm.edu/policies/hr/complaint.pdf
A Statistical Investigation of Equity in Faculty Salaries	http://www.uvm.edu/~salfaceq/
A Statistical Investigation of Equity in Salaries of Staff at the University of Vermont	http://www.uvm.edu/~salfstfeg/?Page=report.html
Larner College of Medicine Faculty handbook	http://www.uvm.edu/~facsrccs/COMFacHandbookFINAL4Feb2016.pdf
Staff Council	http://www.uvm.edu/staffcouncil/
Professional Advancement of UVM Faculty	https://www.uvm.edu/provost/facultyaffairs/professional-advancement-uvm-faculty
Blackboard Jungle	http://www.uvm.edu/~ues/blackboardjungle11/blackboard-jungle-history.html
Professional Development and Training	http://www.uvm.edu/develop/
Diversity, Equity and Inclusion	http://www.uvm.edu/develop/?Page=skills/classes/diversityequityandinclusion.html
Social Justice	https://www.uvm.edu/daviscenter/history-values/social-justice
Our Common Ground	http://www.uvm.edu/president/?Page=miscellaneous/commonground.html
Our Common Ground Staff Award	http://www.uvm.edu/president/staffaward/
Financial Resources	
Financial Statements	http://www.uvm.edu/~cntrlr/s/?Page=frs/fin_statements.html&SM=frsmenu.html
Cash Flow Projections	https://www.uvm.edu/sites/default/files/Division-of-Finance/Cash_Flow_Projections.pdf
Cash Management and Liquidity Policy	http://www.uvm.edu/trustees/policymanual/VIII%204A%20Cash%20Management%20and%20Liquidity%20Policy.pdf
UVM Foundation Move Mountains Campaign	https://www.uvmfoundation.org/s/1690/foundation/index.aspx?sid=1690&gid=2&pgid=2278&cid=4935&ecid=4935&crd=0&calpgid=447&calcid=1119
Resolution Regarding Delegation and Retention of Board Authority	http://www.uvm.edu/trustees/policymanual/II%204%20Resolution%20regarding%20Board%20Delegation%20and%20Retention%20of%20Authority.pdf
Procurement Policy	http://www.uvm.edu/policies/procure/procurement.pdf
Education Charters and Agreements	https://legislature.vermont.gov/statutes/fullchapter/16APPENDIX/001
Ethics and Compliance Reporting and Help Line	https://secure.ethicspoint.com/domain/media/en/gui/24544/index.html
Code of Conduct and Ethical Standards	http://www.uvm.edu/policies/general_html/businessconduct.pdf
Statement of Investment Policies and Objectives	http://www.uvm.edu/trustees/policymanual/VIII%204B%20Statement%20of%20Investment%20Objectives%20and%20Policies.pdf
University Gifts Policy	http://www.uvm.edu/policies/advance/gifts.pdf
Moody's Fiscal Year 2016 Medians	https://www.uvm.edu/sites/default/files/Division-of-Finance/Moodys_FY16_Medians.pdf
Global Gateway Program	http://globalgateway.uvm.edu/
Summary of Net Assets	https://www.uvm.edu/sites/default/files/Division-of-Finance/Net_Assets_Overview.pdf
Summary of Capital Projects, Funding Sources and uses	https://www.uvm.edu/sites/default/files/Division-of-Finance/Sources_and_Uses_Spreadsheet.pdf
UVM Foundation Endowments	https://www.uvmfoundation.org/s/1690/foundation/index.aspx?sid=1690&gid=2&pgid=481
Division of Finance Organization Chart	https://www.uvm.edu/sites/default/files/Division-of-Finance/orgchart.pdf
Resume of key Leaders	https://www.uvm.edu/uvmweb/finance/roles_responsibilities
Information, Physical, and Technological Resources	
UVM Libraries Strategic Plan	http://library.uvm.edu/sites/default/files/documents/Libraries_2016-2020_Strategic_Plan_6_21_16.pdf
UVM Libraries Impact report - 2016	http://library.uvm.edu/sites/default/files/documents/uvm-libraries-impact16.pdf
ScholarWorks	https://scholarworks.uvm.edu/
Center for Digital Initiatives	http://cdi.uvm.edu/
Campus Master Plan	http://www.uvm.edu/~plan/?Page=campusmasterplandraft.html
Capital Projects	http://www.uvm.edu/~arch/?Page=current.html&SM=currentprojectmenu.html
Environmental Design in New and Renovated Buildings	http://www.uvm.edu/~arch/?Page=sustainable.html
Central Plant Chiller Expansion	https://www.uvm.edu/~arch/?Page=projects/chiller.html&SM=pastprojectsmenu.html
Internal Process for evaluating and prioritizing Capital Projects	http://www.uvm.edu/~arch/?Page=process.html
Technology and Media in General Purpose Classrooms	https://library.uvm.edu/services/classroom_technology_services
Central Chilled Water Plant Strategic Plan	https://www.uvm.edu/arch/?Page=projects/chiller.html&SM=pastprojectsmenu.html
Enterprise Risk Management	https://www.uvm.edu/erm/?Page=resources.html

Standard Eight Educational Effectiveness	
Assessment of Student Learning	
About Assessment at UVM	http://www.uvm.edu/assessment/?Page=about/about.html
Forms and Tutorials	http://www.uvm.edu/assessment/?Page=forms-tutorials/index.html
Academic Program Review (APR)	https://www.uvm.edu/provost/?Page=academicprogramreview.html
Guidelines for APR	https://www.uvm.edu/provost/A%20Guide%20to%20Academic%20Program%20Review%20for%20Accredited%20Programs%202017.pdf
Planning & Assessment	https://www.uvm.edu/studentaffairs/planning_assessment
Project CEO Outcomes	https://baselinesupport.campuslabs.com/hc/en-us/articles/115001595666-Project-CEO-Resources
NSSE - High-Impact Practices	http://nsse.indiana.edu/html/high_impact_practices.cfm
Catamount Data Center	http://www.uvm.edu/~oir/?Page=data_center.html
Retention Rates	http://www.uvm.edu/~oir/?Page=retention_rates.html&SM=submenu_ret_grad_deg.html
Graduation Rates	http://www.uvm.edu/~oir/?Page=grad_rates.html&SM=submenu_ret_grad_deg.html
Catamount Data Center Undergraduate Retention and Graduation Rates	https://www.uvm.edu/~oir/catdat/retention_graduation.html
Undergraduate Indebtedness at Graduation	https://www.uvm.edu/~oir/bmix/FY17DashboardIndicators.pdf
Career Outcomes	http://www.uvm.edu/~oir/?Page=career_outcomes.html&SM=submenu_ret_grad_deg.html
Rate of Progression	https://public.tableau.com/shared/RS7MFQP87?:display_count=yes&:showVizHome=no
The Catamount Commitment	https://www.uvm.edu/studentfinancialservices/catamount_commitment
College of Nursing and Health Sciences	https://www.uvm.edu/cnhs/nursing/nursing_bs
Department of Physical Therapy Student Outcomes	https://www.uvm.edu/cnhs/rms/student-outcomes
Counseling Program Professional Outcomes	https://www.uvm.edu/sites/default/files/CNSLG_ProfessionalOutcomes_093015.pdf
Educator Preparation Programs: Enrollment, Graduation Rates, and Performance Outcomes	https://www.uvm.edu/sites/default/files/ProfessionalOutcomes_Education_FY16_update_4.13.17.pdf
College Navigator	https://nces.ed.gov/collegenavigator/?q=uvm&s=all&id=231174
Inquiry Report	https://www.uvm.edu/ovpr/uvm-research-reports
UVM Davis Grant Report and Appendices	Available in Document Room
Assessment Retreat - Unit Reports 2016-2018	Available in Document Room
Assessment Retreat - Gen Ed Committee Reports 2016-2018	Available in Document Room
MLS Presentation Assessment.pptx	Available in Document Room
Graduation and Retention	
2018 Student Retention Action Plan	https://www.uvm.edu/dem/2018-student-retention-action-plan
NACE First Destination Survey	http://www.naceweb.org/job-market/graduate-outcomes/first-destination/standards-and-protocols/
National Survey of Student Engagement Overview	http://www.uvm.edu/~oir/?Page=nsse_over.html&SM=submenu_nsse.html
UVM Vision, Mission and Goals	https://www.uvm.edu/president/?Page=mission.html
January 2018 Assessment Training for Chairs and Academic Program Directors	http://www.uvm.edu/assessment/?Page=announcements/index.html
College of Nursing and Health Sciences Student Outcomes	https://www.uvm.edu/cnhs/student_outcomes
Rubenstein School of Environment and Natural Resources Undergraduate Core Curriculum	https://www.uvm.edu/rsenr/undergraduate_core_curriculum
Rubenstein School Success Stories	https://www.uvm.edu/rsenr/rubenstein_school_success_stories
Department of Computer Science	https://www.uvm.edu/cems/cs
Academic Departments	https://www.uvm.edu/academics
Department of Geography Learning Objectives	http://www.uvm.edu/~geograph/?Page=ba.html&SM=ugprogramsubmenu.html
Communication Sciences and Disorders Student Outcomes	https://www.uvm.edu/node/%20219114
Environmental Sciences Program Mission & Learning Outcomes	https://www.uvm.edu/rsenr/environmental_sciences_program_mission_learning_outcomes
Department of Biology	https://www.uvm.edu/cas/biology
Experiential Learning in the Rubenstein School	https://www.uvm.edu/rsenr/experiential_learning_rubenstein_school
Graduate Writing Center	http://www.uvm.edu/wid/writingcenter/GWC/
Writing Center Annual Report - 2016/2017	https://sharepoint.uvm.edu/sites/neasc2019selfstudy/_layouts/15/WopiFrame2.aspx?sourcedoc=%7b6577b187-68f2-4807-8824-b03d7c82cbfc%7d&file=Writing%20center%2016%2017%20Annual%20Report.pdf&action=default
Student Affairs "You Said, We Acted"	https://www.uvm.edu/studentaffairs/you-said-we-acted
APR Files	https://sharepoint.uvm.edu/sites/neasc2019selfstudy/SitePages/Data.aspx?RootFolder=%2Fsites%2Fneasc2019selfstudy%20FDData%20Documents%2FAcademic%20Program%20Review&FolderCTID=0x012000ABF2BD224585174C954ECD6E7590CF84&View=%7B871268D2-3E6A-48CF-BA9D-A9E6308ACFF4%7D
College of Arts and Sciences Learning and Development Outcomes	http://standards.cas.edu/getpdf.cfm?PDF=D87A29DC-D1D6-D014-83AA8667902C480B
BASICS: Behavior Around Substance Use In College Students	https://www.uvm.edu/health/BASICS
NSSE Survey	http://www.uvm.edu/~oir/?Page=nsse_over.html&SM=submenu_nsse.html
Theatre Department B.A.	https://www.uvm.edu/cas/theatre/bachelor_arts_ba_theatre
A Guide to APR for Accredited Programs	https://www.uvm.edu/provost/A%20Guide%20to%20Academic%20Program%20Review%20for%20Accredited%20Programs%202017.pdf
Student-Athlete Academic Support	https://uvmathletics.com/sports/2011/9/20/SAD_0920110830.aspx
Student-Athlete Graduation Rates	https://uvmathletics.com/news/2018/1/9/general-catamounts-earn-best-collective-semester-gpa-in-department-history.aspx
Student-Athlete Academic Honor Roll	https://uvmathletics.com/news/2018/7/13/general-catamounts-place-71-of-student-athletes-on-academic-honor-roll-place-third-in-academic-cup.aspx
Council for the Advancement of Standards in Higher Education	http://standards.cas.edu/getpdf.cfm?PDF=D87A29DC-D1D6-D014-83AA8667902C480B
Enrollment and Completion Data	https://www.uvm.edu/~oir/catdat/enrollment_completion.html
Time in Rank Report for Tenure Associate Professors	Available in Document Room
Tenure Attainment Rates: Assistant to Associate Professor Rank Report	Available in Document Room
Examining the One-Year Retention Rate at The University of Vermont	Available in Document Room
Delaware Study of Instructional Costs and Productivity Summary	Available in Document Room
President's Vermont State Data Book	Available in Document Room

Standard Nine Integrity, Transparency, and Public Disclosure	
UVM Charter	https://legislature.vermont.gov/statutes/fullchapter/16APPENDIX/001
President's Statement on the First Amendment	http://www.uvm.edu/~president/The%20First%20Amendment%20on%20Campus.pdf
Code of Academic Integrity	https://www.google.com/url?q=https://www.uvm.edu/policies/student/academicintegrity.pdf&sa=U&ved=0ahUKewim1fvppeXbAhVO11MKHbUqAiuQFggFMAA&client=internal-uds-cse&cx=009525375878856613939:vxps9xejxke&usq=AOvVaw22Dspo2ZCPpWlxgPieZsWX
FERPA	https://www.uvm.edu/deanofstudents/confidentiality_and_ferpa
Academic Freedom (see page 11)	http://www.uvm.edu/trustees/policymanual/VIII%20A%20Academic%20Freedom%20and%20Responsibility.pdf
Equal Opportunity in Educational Programs and Activities and Non-Harassment	https://www.uvm.edu/policies/student/equaledu.pdf
Equal Employment Opportunity/Affirmative Action Policy Statement	https://www.uvm.edu/policies/general_html/affirm.pdf
Annual Financial Reports	https://www.uvm.edu/finance/publications-data
Code of Students Rights and Responsibilities	https://www.uvm.edu/policies/student/studentcode.pdf
Complaint Procedure	http://www.uvm.edu/president/?Page=complaint_procedure.html
Presidents Ethics Statement	http://www.uvm.edu/president/?Page=ethics_statement.html
Ethics and Compliance Reporting and Help Line	https://secure.ethicspoint.com/domain/media/en/gui/24544/index.html
Whistleblower Policy: Reporting, Protections & Non-Retaliation	http://www.uvm.edu/policies/general_html/whistleblower.pdf
Code of Conduct and Ethical Standards	http://www.uvm.edu/policies/general_html/businessconduct.pdf
Conflict of Interest and Commitment Policy	http://www.uvm.edu/policies/general_html/conflictinterest.pdf
Statement of Commitment and Expectations in the Workplace	http://www.uvm.edu/trustees/policymanual/VIII%20B%20Statement%20of%20Commitment%20and%20Expectations%20in%20the%20Workplace.pdf
Sponsored Projects Administration - Conflict of Interest	https://www.uvm.edu/spa/?Page=conflictinterest.html
Vermont General Assembly Education Charters and Agreements	https://legislature.vermont.gov/statutes/fullchapter/16APPENDIX/001
Vision, Mission, and Goals	https://www.uvm.edu/president/?Page=mission.html
Our Common Ground	http://www.uvm.edu/president/?Page=miscellaneous/commonground.html
President's Ethics Statement	http://www.uvm.edu/president/?Page=ethics_statement.html
University Bylaws	http://www.uvm.edu/trustees/policymanual/II%202%20University%20Bylaws.pdf
Compliance Services	https://www.uvm.edu/compliance/compliance_services
UVM's Institutional Policies Website	http://www.uvm.edu/policies/
Code of Conduct and Ethical Standards	http://www.uvm.edu/policies/general_html/businessconduct.pdf
Conflict of Interest and Commitment	http://www.uvm.edu/policies/general_html/conflictinterest.pdf
Sexual Harassment & Misconduct	http://www.uvm.edu/policies/general_html/sexharass.pdf
Misconduct in Research and Other Scholarly Activities	https://www.uvm.edu/policies/grants/researchmisconduct.pdf
Discrimination and Harassment	http://www.uvm.edu/policies/student/studentharas.pdf
Whistleblower Policy: Reporting, Protections & Non-Retaliation	http://www.uvm.edu/policies/general_html/whistleblower.pdf
Ethics and Compliance Reporting and Help Line	https://secure.ethicspoint.com/domain/media/en/gui/24544/index.html
Confidentiality and FERPA	https://www.uvm.edu/deanofstudents/confidentiality_and_ferpa
Faculty Appointment Letter Templates	http://www.uvm.edu/~frs/rcs/?Page=Appointment_Letter_Templates.html
Grievance and Peer Advisor Policy for Non Represented Staff	http://www.uvm.edu/policies/hr/complaint.pdf
Employee Assistance Program	https://www.uvm.edu/hrs/wellness
Progressive Discipline	http://www.uvm.edu/hrs/?Page=info/relation/progdis.html
Affirmative Action and Equal Opportunity	https://www.uvm.edu/aaeo
Equal Opportunity Statements	http://catalogue.uvm.edu/undergraduate/aboutuniv/equalopportunity/
Annual Security Report	https://www.uvm.edu/sites/default/files/UVM-Police-Services/public-safety-report_0.pdf
Campus Speakers Policy Statement	http://www.uvm.edu/policies/general_html/campus_speaker.pdf
Facilities and Grounds Use Policy Statement	http://www.uvm.edu/policies/facil/facsched.pdf
Solicitation Policy Statement	http://www.uvm.edu/policies/general_html/solicitation.pdf
Protecting Minors Policy Statement	http://www.uvm.edu/policies/general_html/protectminors.pdf
Use of University Research Facilities and Equipment by External Users Policy Statement	http://www.uvm.edu/policies/grants/researchfacil.pdf
Filming on Campus Operating Procedure	https://www.uvm.edu/policies/general_html/filming_on_campus.pdf
President's Our Common Ground Staff Award	http://www.uvm.edu/president/staffaward/
UVM Equal Opportunity Statements	http://catalogue.uvm.edu/undergraduate/aboutuniv/equalopportunity/
Office of Affirmative Action & Equal Opportunity	https://www.uvm.edu/aaeo
Public Safety Annual Security Report	https://www.uvm.edu/sites/default/files/UVM-Police-Services/public-safety-report_0.pdf
Bias Response Program	https://www.uvm.edu/deanofstudents/bias_response_program
President's Commission for Inclusive Excellence	http://www.uvm.edu/president/pcie/
Inclusive Excellence at the University of Vermont	http://www.uvm.edu/president/pcie/PCIE_FinalBooklet_4.pdf
Preferred Name Policy	https://www.uvm.edu/registrar/preferred-name-and-pronoun
UVM a Top 30 LGBTQ-Friendly University	https://www.affordablecollegesonline.org/college-resource-center/lgbtq-college-rankings-2018-2019/
Higher Education Excellence in Diversity award	https://www.uvm.edu/uvmnews/news/uvm-receives-award-leading-higher-ed-diversity-publication
Leading Diversity Publication Again Names University of Vermont Student Affairs a Top Workplace	https://www.uvm.edu/uvmnews/news/leading-diversity-publication-again-names-university-vermont-student-affairs-top
Advancing Diversity	https://www.uvm.edu/advancingdiversity
University of Vermont Catalogue	http://catalogue.uvm.edu/
Office of the Registrar	https://www.uvm.edu/registrar
Student Financial Services	https://www.uvm.edu/studentfinancialservices
Admissions	https://www.uvm.edu/admissions
The Center for Student Conduct	https://www.uvm.edu/sconduct/
University Financial Services	http://www.uvm.edu/~cntrlrs/?Page=fras/fin_statements.html&SM=frasmenu.html
Records and Documents Requests Policy	http://www.uvm.edu/policies/general_html/records_request.pdf
Consumer Disclosure Site	https://www.uvm.edu/compliance/university_vermont_consumer_information_prospective_and_current_students_and_public
Net Price Calculator	https://www.uvm.edu/studentfinancialservices/net_price_calculator
Social Media Directory	https://www.uvm.edu/uvmnews/social-media-directory
President's Strategic Action Plan	https://www.uvm.edu/president/?Page=strategicplan.html
Academic Excellence Goals	http://www.uvm.edu/provost/AE%20Goals%20Oct%202013.pdf
Catamount Data Center	https://www.uvm.edu/~oir/?Page=data_center.html
Alcohol, Cannabis and Other Drug Use - Student Policy	http://www.uvm.edu/policies/student/drugandalco.pdf
Housing and Meal Plan Contract	https://reslife.uvm.edu/files/2017-2018_reslife_contract.pdf
Hazing Policy	http://www.uvm.edu/policies/student/hazing.pdf
Student Organization Misconduct Investigation and Resolution Procedures	http://www.uvm.edu/policies/general_html/studentorg.pdf
FERPA Rights Disclosure	https://www.uvm.edu/policies/student/ferpa.pdf
Privacy Procedures for Protected Personal Data	http://www.uvm.edu/policies/general_html/privacyprocedures.pdf
Data Breach Notification	http://www.uvm.edu/policies/general_html/databreach.pdf
Information Security Procedures	http://www.uvm.edu/policies/cit/infosecurityprocedures.pdf
Video Surveillance	http://www.uvm.edu/policies/general_html/video_surveillance.pdf
Computer, Communication, and Network Technology Acceptable Use	http://www.uvm.edu/policies/cit/compupe.pdf
Financial Conflict of Interest in Sponsored Research Policy	http://www.uvm.edu/policies/grants/researchcoi.pdf
Office of Audit and Compliance Services	https://www.uvm.edu/compliance/compliance_services
Institutional Policy	http://www.uvm.edu/policies/



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