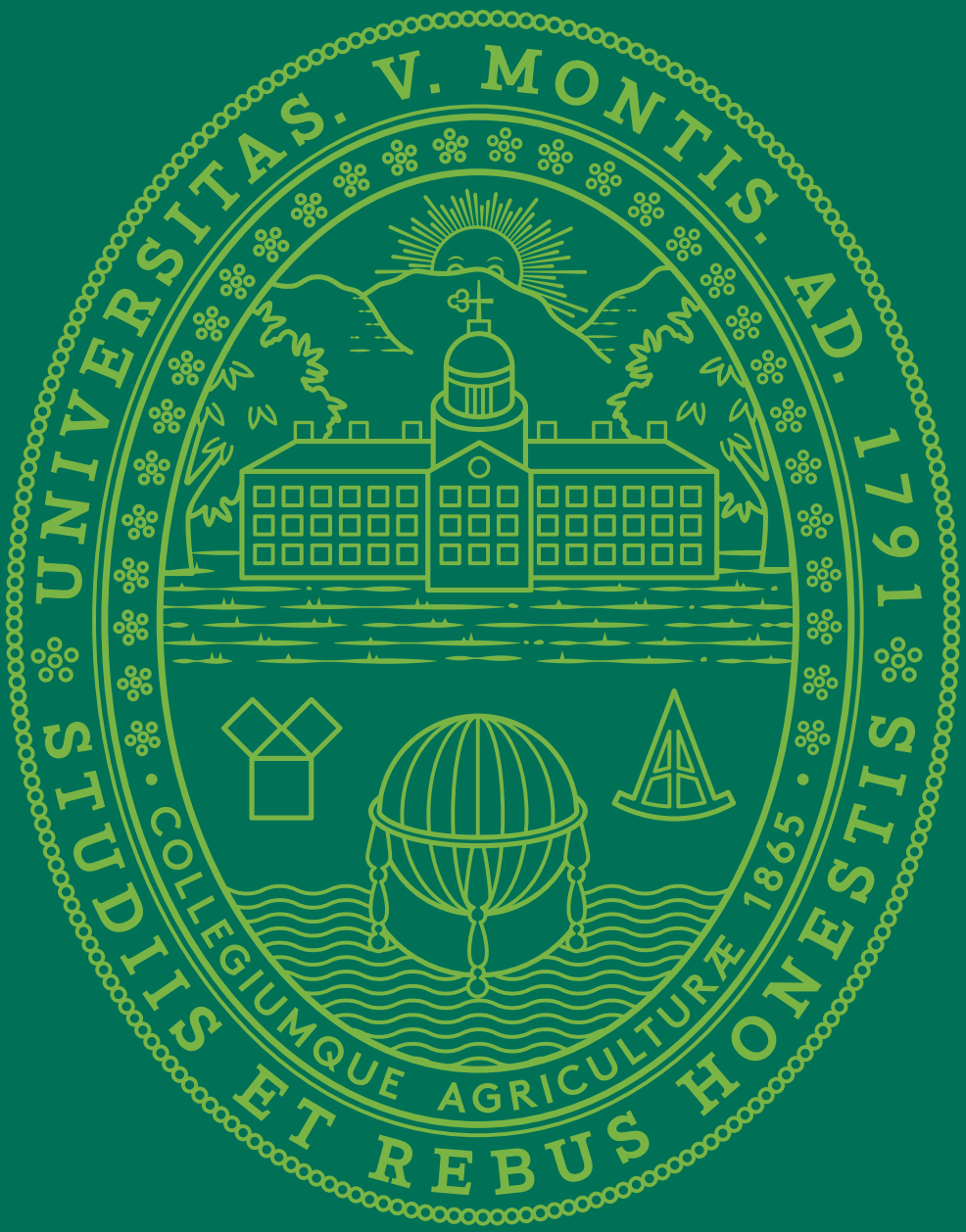


UNIVERSITY OF VERMONT

BURLINGTON, VERMONT

INTERIM REPORT

Submitted to

NEW ENGLAND COMMISSION OF HIGHER EDUCATION

JANUARY 15, 2024

INTRODUCTION

The process of preparing this Interim Report began with the receipt of the Commission's reaccreditation letter in November 2019. The letter, and in particular the areas of emphasis outlined therein, prompted ongoing conversations across the UVM community that touched on areas from campus planning to general education and assessment. The 2019 reaccreditation process provided incoming President Garimella and Provost Prelock with a detailed picture of the institution's strengths and opportunities.

Work on the Interim Report officially began after the February 2023 NECHE Interim Report workshop. A committee reflecting expertise in the NECHE Standards as well as the focus areas was convened in March 2023. The committee met regularly to develop the focus for the report narrative as well as supporting data for each of the report sections before outlining and drafting sections. A presentation summarizing the Interim Report was made to the Faculty Senate in September 2023, and to the Council of Deans in October 2023. These presentations offered opportunities for feedback on the report and contributions to the report narrative.

This Interim Report reflects the outcome of five years of intensive planning, action, and response to challenges both anticipated and unanticipated. As such, it underscores the progress made by our institution in key areas such as strategic planning, assessment, focus on educational mission, and dedication to the principles of sustainability and diversity, equity, and inclusion. Many of the initiatives and analyses outlined here took place during or in the wake of the COVID-19 pandemic. Rather than reflecting a diversion from the university's path, these continuing efforts have remained relevant and informative of how we fulfill our mission, serve students and the State of Vermont, and what the path ahead looks like for UVM in the next five years.

Interim Report Committee

Name	Position	University Office/Department
Jennifer Dickinson (chair)	Vice Provost for Academic Affairs and Student Success	Provost's Office
Alexander Yin (co-chair)	Executive Director (former); Dr. Yin left the institution in August 2023	Office of Institutional Research and Assessment
Thomas Borchert	President	Faculty Senate
Jonathan D'Amore	Chief of Staff	Office of the President
William Falls	Dean; also Chair of Council of Deans	College of Arts and Sciences
Larry Granillo	Associate Director; Interim Director (8/23-12/23)	Office of Institutional Research and Assessment
Lisa Kingsbury	Associate Director for Planning	Dept. of Design, Planning, and Construction
Joel Seligman	Chief Information Officer	Strategic Communications
Sherwood Smith	Senior Executive Director of Inclusive Excellence and Faculty Engagement	Division of Diversity, Equity, and Inclusion

INSTITUTIONAL OVERVIEW

Chartered in 1791, the University of Vermont was the fifth New England college established after Harvard, Yale, Dartmouth, and Brown. The university is popularly called UVM, from its Latin name, *Universitas Viridis Montis*, the University of the Green Mountains. In 1865, the new land grant State Agricultural College merged with the older university to form the University of Vermont and State Agricultural College. UVM operates as a separate corporate entity from the state of Vermont, serving as an instrumentality of the state. Consistently ranked as one of the largest employers in Vermont, the university owns its land and buildings, manages its capital and operating budget, sets its own tuition and fees, and employs its own faculty and staff.

Today, the University of Vermont is the flagship, doctoral degree granting institution in the Vermont state higher education system, offering a rich array of bachelor's, master's, doctoral and advanced professional degrees including the Doctor of Medicine degree. Currently a Carnegie R2 High Research Doctoral Granting institution, UVM became an NSF Top 100 Research University in 2022, a reflection of the intensification of research and grant activity over the past five years and an indicator of its progress in moving towards R1 status.

The University is guided by its mission and vision, and by the values of respect, integrity, openness, innovation, justice, and responsibility stated in Our Common Ground. Native Vermonter Senator Justin Morrill, for whom the 1862 Morrill Act establishing the land grant college system was named, was instrumental in the development of UVM as a land grant institution. Fulfilling the promise of its land grant mission remains central to the university's strategic goals and its engagement with Vermont and Vermonters. Through UVM Extension, the Office of Engagement, numerous direct service programs, and initiatives such as the Institute for Rural Partnerships, the university continues to prioritize service to the state and its people.

As of Fall 2023, the UVM student community totals 14,320 students, including 11,614 undergraduate, 1664 graduate, 488 medical, 554 non-degree students. Over 91% of UVM students are enrolled full time. Overall, 3680 (26%) have Vermont residency, and 56% of domestic students are from New England. Across the institution, there are 387 (2.7%) international students. Domestic students of color make up 13.6% of the student body, and overall enrollment by sex is 63% female and 36% male. Self-identified first-generation students make up 8% of the student population, and 15% of undergraduates receive Pell grants.

UVM offers more than 100 undergraduate majors, over 50 master's programs, 21 post-baccalaureate and graduate certificate programs, and 31 doctoral degrees including a medical degree. The university's size balances the academic breadth, research opportunities and high-quality programs of a large institution with opportunities for engagement and faculty-student mentorship across all levels of study, from bachelor's to doctoral programs.

Located in Burlington, Vermont, UVM's educational and research missions are enriched by the environmental, social, and economic context of the state. Members of the UVM community take advantage of the opportunities for research, study and recreation offered by the diverse

landscapes of the Green Mountains and Lake Champlain, and the wide-ranging economic endeavors that make up the state.

AREA OF EMPHASIS: GENERAL EDUCATION

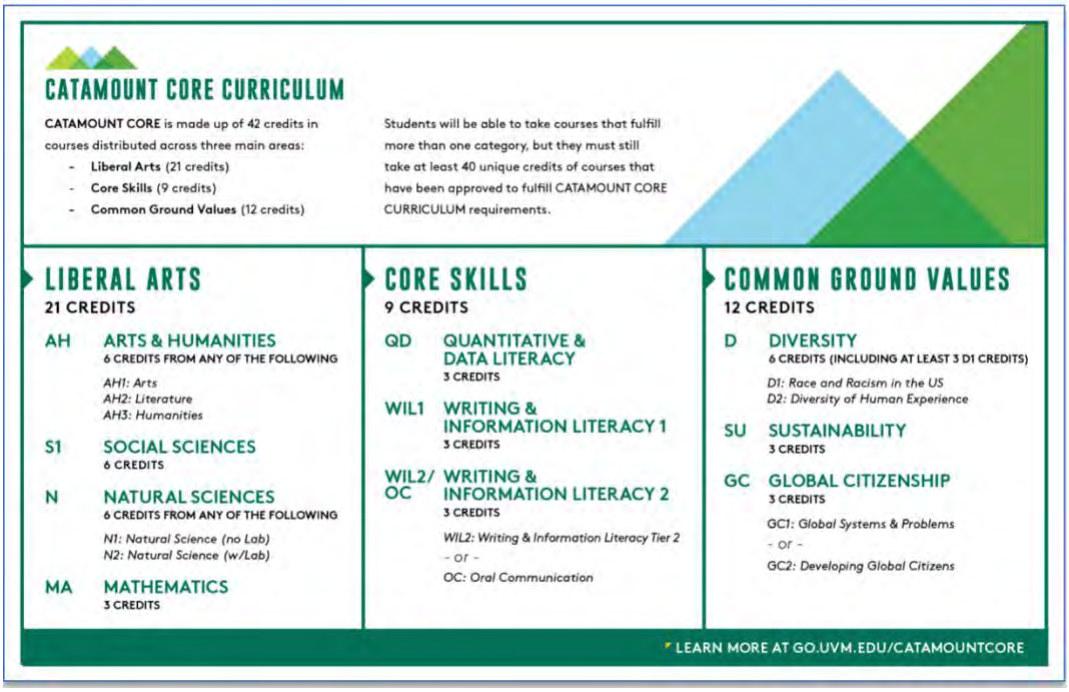
At the time of UVM's 2019 reaccreditation, the general education program was divided between 15 credits of university-level requirements, and college/school-level requirements covering key general education areas such as liberal arts. Through the self-study process, the university reviewed and articulated commonalities across unit-level requirements, and in the self-study noted that plans were in development to move to a full university-level curriculum before the 2024 interim report. In its accreditation decision, the Commission requested an update on the development of general education as an element of the undergraduate academic program.

The new 42-credit Catamount Core Curriculum, launched with the incoming class of 2023, was developed through an iterative and consultative process that prioritized leadership and engagement of faculty from across the university. This General Education Alignment process was designed to develop a new general education curriculum aligned with NECHE standards, with UVM's mission statement, and with a faculty vision for the foundations of undergraduate education at UVM. The General Education Alignment process took place throughout academic year 2019-2020 and engaged faculty via multiple avenues: membership on the General Education Alignment Taskforce, an open call for additional faculty-proposed general education requirements, membership on the seven ad hoc committees developing learning outcomes and area descriptions for each of the requirements, in open forums to discuss and give feedback on the proposed curriculum, and on circulation and Faculty Senate vote to approve the curriculum. Faculty Senate voted to approve the Catamount Core in May 2020 (framework) and Fall 2020 (learning outcomes and descriptions of each Catamount Core designation).

Over the next two and half years, the Alignment task force, and then a joint Faculty Senate/Provost's Office curriculum committee, slated to become a Faculty Senate standing committee by academic year 2024-25, established the infrastructure needed to launch the curriculum. This included the approval of over 1200 courses to meet specific requirements, and the establishment of a transfer process for evaluating the coursework of incoming transfer students. UVM also applied for and received a Davis Educational Foundation grant in Fall 2020; the grant supported faculty training in designing courses to meet general education criteria, and a postdoctoral assessment fellow position to establish assessment plans and tools for evaluating the effectiveness of the curriculum going forward.

The new Catamount Core Curriculum, summarized in the graphic below, reaffirms the faculty's commitment to existing university-level requirements, while also creating a number of new requirements. The Catamount Core has three curricular areas: Liberal Arts (Arts and Humanities; Social Science; Natural Science; and Mathematics); Core Skills (Quantitative and Data Literacy; Writing and Information Literacy 1; and Writing and Information Literacy 2 OR Oral Communication); and Common Ground Values, reflecting curricular components of UVM's core values (Diversity; Sustainability; and Global Citizenship). In particular, the new Global

Citizenship requirement embeds UVM's mission to "prepare students to be accountable leaders who will bring to their work dedication to the global community…and an enduring commitment to learning and ethical conduct" into the requirements a UVM undergraduate degree. In order to facilitate timely completion of the curriculum by students in all programs, the Catamount Core permits classes to carry up to three designations, only one of which can be a Liberal Arts designation. This allows students to fulfill all of the requirements in fewer than 42 credits; students must still take 40 credits of courses approved within the Catamount Core curriculum. For example, a student who completes all requirements in 36 credits may choose to take an additional introductory language course worth four credits that carries the GC2 designation to complete their Catamount Core.



Outcomes-based assessment of the curriculum was built into the structure of the approval criteria and student learning outcomes for each designation. As part of the course approval process, faculty must indicate where each of the Catamount Core outcomes associated with the designation they are applying for is addressed, and how student achievement of the outcome will be assessed. Assigned designations last for five years, after which the instructor must apply to the committee for renewal. The Assessment Postdoc, and the full-time University Assessment Coordinator hired in summer 2023, worked with the Catamount Core Curriculum Committee to develop a multi-year assessment plan for the curriculum utilizing both direct and indirect assessment. These assessment plans are described in the Educational Effectiveness Essay.

The Office of Institutional Research and Assessment has also built a general education capacity dashboard available to OIRA staff and Catamount Core Curriculum Committee members that allows for monitoring of availability and enrollment in courses carrying a Catamount Core designation. These data are reviewed each semester and support enrollment planning across

campus. For example, this tool confirmed the need to develop additional courses fulfilling the Race and Racism in the US requirement (see example page below), as many of these offerings are close to or over capacity each semester. However, availability varies by college, indicating that opening up some courses to a wider campus audience would help to alleviate this pressure.

Gen Ed Category	Gen Ed Code	College	TotalEnrolled	MaxEnroll	Capacity*	Sections Under Capacity	Sections at Capacity	Sections Over Capacity
Common Ground Values	Race and Racism in the U.S. (D1)	CEMS	66	64	103.1%		1	1
		Honors	60	60	100.0%		3	
		CALS	119	120	99.2%	1		
		CAS	914	982	93.1%	15	2	1
		CNHS	137	150	91.3%	5		
		CESS	703	851	82.6%	11	2	3
		Total	**1,999**	**2,227**	**89.8%**	**32**	**8**	**5**
	Global Citizenship: Global Citizens (GC2)		**2,317**	**2,673**	**86.7%**	**64**	**13**	**6**
	Sustainability (SU)		**4,382**	**5,096**	**86.0%**	**45**	**6**	**5**
	Diversity of Human Experience (D2)		**3,736**	**4,376**	**85.4%**	**63**	**11**	**3**
	Global Citizenship: Global Systems & Problems (GC1)		**743**	**1,042**	**71.3%**	**12**		
	Total		**11,313**	**13,068**	**86.6%**	**193**	**37**	**19**
Liberal Arts	**Natural Science - no lab (N1)**		**3,419**	**3,761**	**90.9%**	**29**	**5**	**4**
	Literature (AH2)		**1,172**	**1,296**	**90.4%**	**26**	**14**	**3**
	Natural Science - with lab (N2)		**4,241**	**4,744**	**89.4%**	**39**	**4**	**2**

Going forward, plans for the Catamount Core include full implementation of the assessment plan including direct assessment of student work aided by Brightspace analytics tools, continuation of a faculty development series to support faculty in the design and assessment of general education courses, and implementation of the next round of periodic 5-year review of approved courses. In addition, a Faculty Senate review of the curricular framework with the opportunity for faculty to propose changes, updates, or new designation categories will take place in AY 27-28.

AREA OF EMPHASIS: EFFECTIVE ACADEMIC AND CAREER ADVISING

Since the 2019 self-study, UVM has implemented several initiatives with the aim of creating a more integrated, consistent, and effective system of undergraduate academic and career advising across campus. These include shifting first year advising from faculty to professional advisors in all units; implementing university-wide professional development opportunities for professional advisors; and shifting from a “career counselor” to “career coach” model that focuses on developing student capacity to shape their career path and is more fully integrated with career skill development within the academic units.

Academic Advising

Data collected in the annual First Six Weeks survey of first year and transfer students, and the triennial National Survey of Student Engagement (NSSE) supplementary module on advising speak directly to aspects of the student advising experience. While UVM scored similarly to or

better than peers on the 2020 NSSE advising module in areas related to the quality of interactions students had with advisors, the data also clearly pointed to the need for students to connect more often with both professional and faculty advisors. Data from the First Six Weeks survey indicated much higher levels of first-year student engagement with advisors early in their academic careers in those units that provided an assigned professional advisor, versus those with faculty advisors. In light of this evidence, the Provost's Office worked with Deans to phase in professional advising for all first-year undergraduate students, a goal that was achieved in Fall 2022.

In 2022, the OIRA Assessment post-doctoral fellow conducted an analysis of available institutional data on student experiences of advising drawn from surveys and qualitative projects. This report was shared with the Student Government Association for feedback, which helped shape report recommendations. The report was shared with the Provost's team, including clear recommendations for initial areas of focus in improving student access to advising on campus. Chief among these recommendations was to focus on professional advising, students' first point of advising contact with the institution. Professional advisors are hired and supervised at the unit level, therefore a unified approach to advisor training was developed to support greater consistency in student advising experiences across units.

In Fall 2022, the Provost and Vice Provost for Academic Affairs and Student Success met with the Student Services Collaborative, a body representing Dean's offices student services staff to discuss areas of need for training. Insights from this meeting prompted the convening of an open forum with professional advisors from across campus, including both those from academic units, and from support units such as the Office for International Education. At the forum, advisors expressed a strong desire for more professional development offerings, as well as opportunities to develop an advisor community and network to foster exchange of ideas. Emerging from these meetings, the Provost's Office moved forward with a plan to create an annual cycle of professional development offerings for advisors, touching on four key areas of advisor development: Unit-specific requirements; University-wide requirements, policies, and support services; Advising skills; and Advisor self-care. Opportunities for professional advisors to meet and share experiences and ideas were also included in this annual cycle.

The addition of a .15 FTE Provost's Staff Advising Fellow in FY 24 has enabled this initiative to move forward. The Staff Advising Fellow has created listservs for both professional advisors and advisor supervisors, and a site where training materials can be posted for use across the network. The inaugural professional development cycle for AY 23-24 includes eight events, including a presentation and Q & A on the Catamount Core Curriculum designed for professional advisors, an end of semester workshop on supporting students of concern offered by the CARE team, a professional advisor appreciation event, an all-day training in inclusive and holistic advising offered by partners from University of Albany, and a presentation by EAB on best practices for transitioning students from professional to faculty advisors. Each of these events includes scheduled follow-up conversations and opportunities for connections among advisors.

Recently released NSSE 2023 data demonstrated the continued importance of these initiatives. Despite completing most of their college education during the pandemic, UVM seniors scored their advising experiences very similarly to seniors in 2020, while giving a higher score (moving from 2.2/4 to 2.5/4) to the value of online advising resources as part of their advising experience. First year students matriculating in Fall 2022 reported a slightly lower frequency of advisor meetings than those matriculating in Fall 2019, as well as slightly lower ratings for proactive contact from advisors, while their rating of online advising also increased from 2.2/4 to 2.5/4. These new data offer areas for targeted training, particularly of professional advisors working with first year students, in the coming year. The institution is adding a supplemental NSSE survey in 2024, and these data will also offer an opportunity to gauge metrics of student advising satisfaction as professional advising for all first-year students completes its second year.

Over the next several years, the university will continue to offer 8-10 professional development events for advisors. In addition, as part of UVM's HHMI Driving Change grant (see Standard 5 updates), an advisor community of practice on inclusive advising will be launched in summer 2024. Over the next two years, the Provost's Office will partner with Orientation and the Student Services Collaborative to improve student early utilization of academic advising. A longer-term focus will be bridging professional and academic advising more effectively, including working with each unit to develop a clear and supportive process for transitioning students to faculty advisors and developing consistent expectations for faculty engagement with advisees.

Career Advising

The Career Center remains the hub for career development activities on campus; however, since 2019, the Center has developed deeper partnerships with units across campus. These partnerships have strengthened career advising by providing pathways for students to engage in career exploration and skill-building throughout the institution. In 2020, as part of the restructuring of student academic supports within the Provost's Office (see Standard 5), the Career Center moved from the Division of Student Affairs to the Division of Academic Affairs and Student Success. This move repositioned career advising as part of an integrated academic student experience. At the same time, the Career Center restructured its service model, moving from a focus on one-on-one 'Career Counseling' to a Career Coach model organized around career interest groups; career coaches offer individual coaching meetings, but also create engagement opportunities that help students explore careers and build job search skills and resiliency in the current job market. New technologies such as Jobscan, a resume evaluation and optimization software debuting university-wide in Spring 2024, have also expanded services available to students and alumni.

Throughout the pandemic, the Career Center worked with employer and campus partners to create remote opportunities for accessing resources, conducting individual meetings, networking events, workshops, and career fairs, connecting with both current students and alumni. Career Center staff were early adopters of Brightspace (see Standard 6), developing a

site within the LMS with learning resources available on topics such as preparing for a job search; staff also worked closely with ETS and academic units to develop a Career Badging opportunity within Brightspace, which will be available in 2024. With feedback from faculty and academic advisors, the Career Center also designed an online interactive Career Quiz to help students identify accessible next steps in the popular three-part Path to Career Success, with a fourth part for graduate students under development in collaboration with the Graduate College. Launched online during Winter Break in January of 2021, the intensive "Career Boost" series was designed to engage students at all stages, but especially to provide support for seniors focusing on their post-graduation job search during the pandemic. The Career Boost series has continued to be a popular online event even though many other activities have returned to in-person, with over 60 unique students attending in January 2024.

The Career Center has also explored social media as a more effective way to engage students, with over 80 students recently joining an Instagram event on pursuing unique career paths. A popular Summer Snapshot Photo Contest not only helped peak interest in the wide range of internship opportunities available in Handshake, but also highlighted how each student connects their internship experience to future careers and transferrable skills. At the same time, it is clear that students have embraced the opportunities to make career connections in person. For example, the 2023 Fall Job and Internship Fair exceeded pre-pandemic attendance levels, with over 1000 students attending the event, along with 95 employers and recruiters, offering confirmation that a more robust engagement strategy is working.

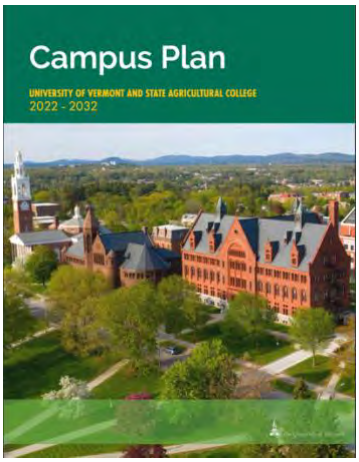
Equally important has been the deepening of career advising partnerships across campus, fostered by outreach like the Career Summit for campus partners, launched in 2023. Career Peer Leaders work with UVM Clubs and Organizations to provide career workshops. This Fall a networking event offered with the Student Government Association gave students the chance to learn about Linked In, UVM Connect, and other opportunities. Events like the STEM Networking Night rely on partnerships with graduate and undergraduate academic units and the Alumni Association. Collaboration with Orientation has created a space within the Orientation schedule for students to meet Career Center staff, take the Career Interest Matchmaker and sign up for an interest group on the UVM Connect platform. Bringing together Orientation, the Career Center, and the advising staff in the academic units for joint planning will help increase the impact of these existing connections on promoting student engagement with advising resources. UVM Connect is another active partnership with the Alumni Association. The platform engages both alumni and students for networking, mentoring, and career development opportunities. Despite the fruitfulness of this partnership, a gap in technology staffing in the Alumni Association been a barrier to enrollment of all incoming students into platform, requiring targeted outreach via interest group events to encourage students to take advantage of this powerful networking tool. Resolving this barrier remains a priority for the next two years.

The Provost's stated goal of having each undergraduate student complete one or more internship or service learning experience has also increased institutional focus on promoting access to internship experiences as part of students' career exploration, skill-building and

networking. The UVM Office of Engagement (see Standard 1) has been a powerful partner in achieving this goal, with its focus on expanding paid and unpaid internships with Vermont employers. The OOE and the Career Center now share the University Internship Coordinator position. The Internship coordinator works with staff across the academic units to provide information and collect data on internship experiences, tracking student participation in for-credit internship opportunities such as the Communities of Practice program in the College of Arts and Sciences (see Standard 4 update). A summer internship scholarship program aims to increase the accessibility of internships through financial support to defray the costs of doing a paid or unpaid internship.

AREA OF EMPHASIS: CAMPUS PLAN

The institution's extensive strategic planning efforts, including new strategic goals, academic success goals, a comprehensive sustainability plan, and an inclusive excellence strategic planning process, are covered in the Standard Two update. This summary will focus on the new ten-year Campus Plan, approved by the Board of Trustees in 2022.



The new ten-year Campus Plan was developed over three years through a broadly consultative process, and replaces the previous Campus Plan, which was developed in 2006. This planning process brought together the work of three committees and five working groups, with representation from across campus, and also engaged the expertise of Sasaki Associates, an award-winning architectural, planning, and design firm based in Boston. The planning process moved forward throughout the pandemic, even as facilities and planning staff were occupied with supporting campus operations and health and safety efforts on campus. The resulting Campus Plan meshes with broader university goals to create an inclusive, welcoming, and sustainable landscape and built environment.

The new Campus Plan is a flexible framework that directs the progression of the University of Vermont's physical campus by providing overall guidance for capital projects, landscape design, and campus improvements. Importantly, the plan serves the university's mission and vision by demonstrating commitment to a liberal arts education, sustainability, health, and public service, and providing a place of beauty to enhance student learning. The Campus Plan provides both guiding principles and clear objectives for the future development of the UVM campus. Guiding principles emphasize commitment to sustainability as well as to accessibility and inclusion in managing both the exterior and interior spaces on campus, while the objectives outline goals for the ten-year term of the plan. The principle of sustainability continues to be a longstanding commitment that translates into concrete objectives for project planning and design. In 2011, UVM established a policy of achieving a minimum rating of LEED™ Silver in the USGBC's green building rating system for all new buildings and major renovations. UVM has completed 18 LEED-certified projects impacting 30 buildings, with two more pending certification.

Among one of the top objectives of the Campus plan is to determine the future of a number of former single-family residences owned by the University, many of them on or close to campus. These buildings often are in need of costly repairs and updates, with possible uses constrained by local ordinances. The plan calls for reviewing the inventory of these structures, developing assessment criteria, and making recommendations for each building, including renovation, adaptive reuse, divestment, or removal. Where feasible, the plan calls for selling or leasing these former residences while maintaining control of the property.

The plan also provides guidance for the planning and execution of projects through four distinct frameworks: a Building and Land Use Framework, an Open Space and Landscape Framework, a Mobility Framework, and a Utilities and Infrastructure Framework. These frameworks define goals and priorities for use, development, and preservation of each section of campus including green/agricultural use spaces. Within these frameworks, the Campus Plan 2022-2032 will guide the development of physical spaces in ways that are consistent with UVM's strategic planning in the areas Academic Success, Sustainability, and Inclusive Excellence (see Standard 2).

AREA OF EMPHASIS: ASSESSMENT OF STUDENT LEARNING

See Educational Effectiveness Essay, page 31.

SUBSTANTIVE CHANGE UPDATE: ENROLLMENT AND STUDENT SATISFACTION AT CONNECTICUT CAMPUS (NUVANCE HEALTH)

The Larner College of Medicine (LCOM) Branch Campus at Nuvance Health in Connecticut takes up to 35 LCOM students per class for their required clinical courses in the Clerkship and Advanced Integration levels of the curriculum (traditionally 3rd and 4th years). Enrollments have been stabilizing at 64 concurrent students at this campus (32 3rd year and 32 4th year medical students). The Associate Dean for Medical Education and the Assistant Dean for Students at the Connecticut campus are both on-site in Connecticut to ensure comparable curriculum delivery and student services and participate in key leadership committees at LCOM. They both meet regularly with student leaders in Connecticut to obtain feedback about the medical education curriculum and student experience. As affirmed during the substantive change site visit, all LCOM required clinical courses, regardless of location, share the same educational objectives, methods of assessment, and grading rubric. Required end-of-course student evaluations are collected centrally, and that data is used for quality improvement.

When asked on the Association of American Medical Colleges 2023 Graduation Questionnaire about their overall satisfaction with the quality of their medical education, CT Campus graduating students completing the survey indicated that 85.2% agree/strongly agree and 0%

strongly disagreed. Course evaluations for the Class of 2023 at the Connecticut Branch Campus indicated that the low inpatient census on the in-patient Pediatrics ward at Norwalk Hospital reduced the overall quality of the clerkship (rated 3.4/5, n= 30). The same group reflected that the inconsistent teaching on the Psychiatry Clerkship caused by the number of *locum* physicians hired due to staffing shortages (reflecting the national shortage of psychiatrists for institutional settings) was affecting the adequacy of supervision (3.4/5) and the overall quality of the Psychiatry Clerkship (3.4/5, n=30).

In response to these course evaluations, students in the LCOM Class of 2024 were assigned to the newly opened combined Pediatrics unit at Danbury hospital for the inpatient component of their rotation. The overall rating of the Pediatrics Clerkship rose to 4.0/5 (n=31). In response to the evaluations from the Psychiatry clerkship, more Psychiatry residents were assigned to teaching services with clear expectations to participate in the clinical and didactic teaching of the students. The overall rating for that clerkship rose to 4.0/5 and the rating regarding adequacy of supervision rose to 4.2/5 (n=31). Efforts have also been made to ensure adequate student services, especially health and counseling services. In 2023 the UVM Center for Health and Wellbeing Counselling and Psychiatry Services began offering telehealth services to LCOM CT students to complement existing services through WellConnect: Student Assistance Program. The Branch Campus remains committed to utilizing evaluation data and student feedback to engage in continuous quality improvement for the CT clinical curriculum within the LCOM medical education program.

STANDARDS UPDATES

STANDARD 1: MISSION AND PURPOSE

Over the past five years, UVM has fully embraced its purpose as a land grant institution, developed a new general education curriculum in harmony with its mission statement, and deepened its commitment to Our Common Ground values. Mission, purpose, and community values have guided strategic planning and informed the actions described in this Interim Report.

UVM in its modern configuration owes much to its roots in the ideals of land grant institutions, intended to serve the state and its people through education, outreach, and the sharing of expertise. A call for a more robust focus on fulfilling the university's land grant mission anchors President Garimella's 2020 Amplifying Our Impact strategic vision, framing the land grant mission as a pathway to partnerships with Vermont that not only benefit the state, but in doing so offer partnership opportunities for experiential learning, research, and innovation. New endeavors like the Office of Engagement, the Leahy Institute for Rural Partnerships and the Community News Service project are just a few exciting programs that have added to the over 200 existing partnerships and programs through which UVM serves the state.

In preparing the 2019 self-study, feedback from faculty, staff, and students indicated that the mission statement could be woven more fully into the daily academic life of the institution. In developing the new Catamount Core Curriculum, the Gen Ed Alignment Task Force carefully considered how the curriculum would reflect UVM's mission and educate students to achieve its goals. Two elements in particular, "dedication to the global community" and "commitment to ethical conduct" stood out as often present but not fully recognized in our students' educational experience. As the Catamount Core was developed, a range of key skills and knowledge needed for engaged citizenship were brought together under the Global Citizenship requirement, part of the Common Ground Values curricular area. To fulfill this requirement, students either take a GC1 course focused on understanding systems and processes with a global scope, or a GC2 course promoting language proficiency, ethical reasoning, or civic engagement.

Over the past five years, the values expressed in Our Common Ground have continued to resonate with members of the UVM community. During the pandemic, these values informed conversations about the ways that we keep each other safe and demonstrate our commitment to integrity and innovation in the face of extreme challenge. Questions about how well we are achieving these values as a community were also incorporated into the 2022 Campus Climate Survey, and the Inclusive Excellence Strategic Planning process (see Standard 2, page 13). Active engagement with the university's mission, values and purpose will ensure their continued relevance as the university moves forward.

STANDARD 2: PLANNING AND EVALUATION

Strategic planning and institutional evaluation were highlighted by the Commission as an area of emphasis for this Interim Report. In addition to the Campus Plan summary on page 8, UVM has engaged in intensive strategic planning across the institution, creating a roadmap for institutional change and accountability. These planning processes support the fulfilment of the President's Amplifying Our Impact Strategic Vision, comprised of three priority areas: Ensuring Student Success; Investing in Areas of Research Strength; and Fulfilling Our Land Grant Mission

Planning

With the arrival of new leadership in the President's and Provost's offices in 2019, the institution experienced a renewed commitment to planning and evaluation. University-wide planning has contributed to progress on goals in the areas of academic success, DEI, enrollment, and operations, including campus planning, emergency management and sustainability.

The Provost's Academic Success Goals plan outlines specific goals and priorities for Teaching and Learning, Knowledge Creation, and Engagement, corresponding to the three broader strategic priorities of Amplifying Our Impact, as well as specific actions and initiatives that will move each goal forward. Progress on these actions and initiatives, as well as a dashboard of metrics, are reviewed and updated annually. Since 2020, the ASGs have provided clear institutional goals for academic and administrative units supporting the university's mission. This plan was evaluated and updated in a process that engaged the Faculty Senate and senior leaders, including Deans and Vice Provosts, in drafting the refreshed ASGs. Feedback on the ASGs was also solicited from faculty and staff in academic and administrative units.

The Comprehensive Inclusive Excellence Action Plan was created through a two-year DEI Strategic Planning process led by the Vice Provost for DEI and the University Diversity Council. The comprehensive plan links actions to forward inclusive excellence directly to academic success goals, institutional areas of strength such as health equity and environmental social justice, and administrative unit priorities including improving support for international students and staff and accessibility. In addition to shaping strategic priorities for academic and administrative comprehensive action plan, like the Academic Success Goals, is a touchpoint referenced frequently in setting priorities and decision-making at all levels of the institution.

Strategic Enrollment Plan 2021-2027. This multi-year strategic enrollment plan guides the university's undergraduate enrollment policies, practices, and procedures to attract, support, and retain those students that are most likely to succeed at the institution. Reflecting the President's strategic priorities, and explicitly linked to the ASGS and inclusive excellence plans, the enrollment plan is intentional, strategic, evidence-based, and linked to clear institutional metrics.

Emergency Management/Continuity of Operations Plans. While UVM was able to organize a rapid and comprehensive response to the pandemic, allowing for continuity of operations, this extended period of emergency operations highlighted the need for units to develop or refresh their own Continuity of Operations Plans. The Emergency Management and Continuity of Operations Policy, established in 2006, was updated in 2019 and then again in 2023. The Department of Emergency management has developed a confidential University Emergency Operations Plan, a comprehensive all-hazards plan that designates areas of responsibility and defines the framework necessary for the university to respond to emergency situations. The plan ensures that the university response to an emergency will be quick, professional, supportive, and meet the emerging demands of any incident or crisis.

Comprehensive Sustainability Plan 2023-2040. Linked to the university's Our Common Ground Values and Comprehensive Inclusive Excellence Action Plan, the plan outlines long term goals in the overarching areas of decarbonization, operations, governance and people, and research and learning. The plan also translates UVM's commitment to the environment into goals that are achievable within the university's resource capacity, such as attaining carbon neutrality by 2030, reducing waste year over year, purchasing electric equipment and vehicles, and increasing investment in socially responsible green funds.

In addition to the unit strategic plans linked in the Data First forms for Standards 1, 2, and 3, several units are close to finalizing new strategic plans, including the recently renamed Patrick Leahy Honors College, the Graduate College, and the College of Arts and Sciences.

Evaluation

Academic Success Goals (ASGs) are evaluated annually through several means. Deans and Vice Provosts provide updates on progress towards ASGs in their units as part of the performance evaluation for senior leaders. The Board of Trustees also receives regular updates highlighting progress on specific goals. Finally, the Office of Institutional Research and Assessment updates the ASG dashboard with key metrics for each goal using data sources identified within the plan. While some areas of the 2020-2023 ASGs reached or approached stated goals, such as four-year graduation rates, progress on several other indicators has remained flat. The next version of the ASGs, which begins in 2024, carries over some items in key strategic areas (such as retention and progression goals), while adding new goals (for example, percentage of students employed in Vermont after graduating). At the same time, the ASG evaluation process from 2020-2023 also demonstrated the need for more nuanced metrics in several areas, especially where the data source indicated is updated infrequently (e.g. NSSE data, which is usually updated only once every 3 years). The metrics and dashboard for the refreshed ASGs will reflect these insights and provide more focus on additional data sources and indicators of progress towards the goals.

Low Enrollment/Low Completion Review. Conducted every other year since 2021, the LC/LE review focuses on metrics of program sustainability through low enrollment and small numbers of degrees awarded. Deans may also include additional metrics and information, such as cost of instruction, number of students served in course offerings, staffing challenges, funding mechanisms, and importance to the state. This evaluation process, separate from Academic Program Review, focuses on program viability and units' ability to support programs that attract and serve students. (See Essay on Educational Effectiveness for APR and program improvement)

Comprehensive Inclusive Excellence Planning Process. All units will file reports on year over year progress on goals and utilize these data to update plans or reprioritize key actions. The Office of the Vice Provost for Diversity, Equity, and Inclusion will review annual reports and provide a meta-analysis of progress and successful models that contribute to a more inclusive campus climate. The Comprehensive Inclusive Excellence Plan, as well as progress by units will be evaluated through the Campus Climate survey, which will be administered twice (2025 and 2028) during the five-year duration of current Inclusive Excellence Plans. First Six Week surveys, NSSE, student data from the HHMI Driving change project, and other unit-level data-gathering will also provide important insights between climate surveys.

Emergency Operations Planning, including the evaluation of potential risks and hazards, occurs on an ongoing basis through exercises, risk reviews, and consultations with departments on specific areas of operations. Emergency Management at UVM is now connected to both the National Weather Service and the Vermont State emergency management system, enabling rapid updates on conditions and responses as they emerge. Careful review of response and outcomes to any incident on campus provides the opportunity for evaluation and modification of plans.

Comprehensive Sustainability Plan. Progress towards specified goals will be evaluated by responsible units annually and will guide institutional decision-making in key areas of investment and operations. Recent related successes include meeting the goal set in 2020 of divesting university assets from fossil fuels by 2023, meeting expectations for LEED certification of new buildings, and being recertified as an AASHE STARS Gold Institution.

STANDARD 3: ORGANIZATION AND GOVERNANCE

Organization

In accordance with the strategic foci outlined above, the institution has undertaken several organizational changes since 2019. Where relevant, these will be updated in the University Manual revision to be completed in 2024. These included:

- The renaming of Continuing and Distance Education to Professional and Continuing Education (PACE). The unit is now led by a Chief Professional and Continuing

Education Officer, reporting directly to the President, in accordance with the President's focus on workforce development and upskilling within the state.

- The creation of the Office of Engagement, reporting directly to the President, and the establishment of an Executive Director of International Programs and Partnerships also reporting to the President and overseeing the Office of International Education. These changes reflect areas of strategic outreach growth for the institution in alignment with the President's strategic vision.
- The movement of the Center for Academic Success and the Career Center from the Division of Student Affairs to the newly created Division of Academic Affairs and Student Success, under the Provost's Office, connecting these areas more clearly to the institution's academic mission and goals.
- The movement of the Division of DEI under the Provost's Office, emphasizing the centrality of diversity, equity, and inclusion to the university's academic mission.
- The movement of Orientation from the Center for Academic Success to the Division of Enrollment Management, positioning it as part of a larger retention strategy.

Two new schools, the School of the Arts, and the School of World Languages and Cultures were created in the College of Arts and Sciences, lowering administrative burden and enhancing collaborations between related programs. The Fleming Museum, which formerly reported to the Provost's Office, now reports to the School of the Arts.

Governing Board

In 2020, the UVM Board of Trustees amended its Guidelines for the Selection of Trustees to include consideration of diversity, such as gender, race, and ethnicity.

Internal Governance

In 2020, a committee comprised of senior leaders explored the forms that academic reorganization might take, and whether a reorganized university with fewer academic units might be better positioned to thrive into the future. This initial committee broadened to include many faculty, staff, and student participants in a one-year exploratory process. Three recommendations emerging from this work have been implemented:

- Seek outside expertise on the most valuable directions for the institution to pursue to enhance undergraduate enrollments. Consultation with the Art and Science Group resulted in the Catamount Experience, emphasizing opportunities for UVM students to engage in Innovation and Entrepreneurship (Catamount Venture), Global Experiences (Catamount Global) and prepare for post-graduation success (Catamount Career).

- Develop clear procedures for consultation with the Faculty Senate on planned changes to academic organization, including the addition of academic Institutes. Developed by the Faculty Senate in conjunction with the Provost's Office in 2021, these procedures have been utilized to consult with the faculty on the establishment of new schools, the addition of several academic institutes and centers, and creation and elimination of departments.
- Develop an Academic Stewardship process by which faculty could be apprised of and join in institution-level academic planning. The recent update to the Academic Success Goals in 2023 provided an opportunity for developing this process, with the Faculty Senate Executive Committee participating in discussions and drafting of the new ASGs.

Developing earlier and more varied pathways to build key skills through experiential and integrative learning is strongly represented in the Academic Success Goals. The Statewide Summer Internship Program, developed through the Office of Engagement, is one example. This new program creates partnerships to provide integrative learning opportunities throughout the state while benefiting rural organizations that otherwise might not connect with a UVM student intern. Another example of institutional attention to developing student interest in and capacity for community-engaged learning is the addition in 2019 of a new course designation, CL: Civic Learning to the existing Service Learning (SL) designation to create two levels of community-engaged learning courses. CL courses are designed to be entry-level experiences available to students early in their academic careers, preparing them for more advance service learning or other experiential opportunities. Both CL and SL courses can qualify for Catamount Core designations in Global Citizenship. These examples demonstrate how enhancements to the academic program serve as an intersection between strategic priorities of enhancing student success and fulfilling the land grant mission.

Assuring Academic Quality

In 2023, the university completed the Academic Program Review process for all university programs and published the schedule for the next cycle. During the pandemic, meetings with external evaluators shifted to a virtual format. This virtual format has made recruiting external reviewers and scheduling APR visits more efficient and cost-effective and have still produced rich conversations and helpful recommendations. The essay on educational effectiveness considers some of the program improvements cited in two-year follow reviews with programs.

As discussed in Standard 2, the university recently initiated another level of administrative review focused not on program quality, but on program viability. While sometimes controversial, the Dean's Low Enrollment/Low Completion reviews have also frequently initiated challenging but productive conversations about struggling programs. Although this process has resulted in the movement of low enrollment and low completion programs towards termination or deactivation under Faculty Senate curricular processes, it has also been characterized by department, college, and school efforts to revitalize and redesign programs to

adjust to shifting student interests and the broader academic landscape. Of 14 bachelor's degrees identified for review in 2021, 9 have been terminated, 2 deactivated, two retained, and one reactivated with major revisions after being deactivated. Of 26 minors identified, 5 have been terminated, 19 deactivated, and 3 retained. Of 6 master's degrees identified, 2 have been deactivated, and 4 have retained with redesign and/or monitoring of outcomes. Of 6 PhD programs identified, 5 have been terminated and one has been retained with planned redesign and monitoring of the program.

The Undergraduate Program/General Education **(see page 3)**

The Major or Concentration

The Faculty Senate Curricular Affairs Committee, in collaboration with Associate Deans and the Provost's Office, considered and approved a proposal for a new academic credential, the co-major. Co-majors are defined as "A secondary cross-college/school major that students can pursue which is noted on the undergraduate student's transcript as a "co-major"." At UVM, dual degrees require that students complete all requirements of the second college or school in addition to major requirements, creating a significant barrier to timely degree completion. Co-majors only require students to complete courses in the co-major, generally 30-40 credits. The co-major was enthusiastically endorsed and approved by the Board of Trustees as its October 2023 meeting. The first co-majors, representing several foreign languages, are expected to be available to students starting in Fall 2024. Enrollments in the new credential will be monitored, along with comparisons of time to degree for students choosing a co-major versus a dual degree.

Graduate Degree Programs

In 2022-23, the university undertook a course renumbering process, moving to a four-digit numbering system to allow departments to expand course offerings, and moving from three to four levels of undergraduate courses as well as four levels/designations of graduate courses. While the renumbering process itself was largely administrative and technical in nature, it offered the opportunity for programs to reorganize their curricula by making use of the large array of new course numbers. With course renumbering, the Graduate College also retired the "approved for graduate credit" designation for upper-level undergraduate courses. Previously, graduate students had been allowed to take the graduate version of these approved courses, with expectations of graduate level outcomes and assessments. Under the new numbering system, this option is eliminated, and graduate programs are strictly limited in the co-location of graduate and undergraduate sections of similar courses. Co-locations of this type needed to be approved by the Dean of the Graduate College by May 2023, and approval for these co-locations expires in 2028. The goal of this change is to ensure a rigorous and distinct graduate curriculum, and is a foundational element of plans to transform graduate enrollment at UVM over the next five years.

Recent investments in developing the Graduate College include the appointment of a full-time Dean of the Graduate College, as well as an Associate Dean, and expanding resources for graduate student recruitment. These investments will enable projected growth in graduate enrollments of 75% over the next five years, to 3000 students. This growth will be accomplished through the development of pipelines for graduate enrollment, increases in the number of UVM undergraduate students pursuing an Accelerated Master's Program, and increased funding opportunities for PhD students. While maintaining the size of the undergraduate population, this increase in graduate enrollments will support the university's goals for workforce development and expansion of the research enterprise. As one step in this direction, the Graduate College recently revised minimum credit requirements for the Certificate and micro-Certificate of Graduate Study. These changes will make certificate programs more accessible to current graduate students and to part-time students who would like to pursue "stackable" credentials. Collaborations with the Career Center, the Office of Engagement, and the Division of DEI will help the Graduate College build an inclusive learning environment that emphasizes professional development, including internships, across student career trajectories and prepares graduate students for a range of career options after graduate school.

Transfer Credit

The university makes information on transfer credit rules and procedures readily available to current students. Beginning in 2024, prospective transfer students will also be given information on how their prior coursework will count towards a UVM degree.

Integrity in the Award of Academic Credit

Sign-on with a unique netid and password is utilized to ensure that student who registers for an online or distance education course is the same one who participates in and completes the program and receives the academic credit. As noted in Standard 7, multifactor authentication has also been added to Microsoft Teams, adding another layer of confirmation of student identity for synchronous online learning. The university also recently reviewed and made small changes to its Code of Academic Integrity to clarify that unsanctioned use of AI for academic work is cheating. The Center for Student Ethics, the Center for Teaching and Learning, and the Writing in the Disciplines Program collaborated to host conversations about the use of AI in the classroom, and to draft samples of clear syllabus statements that will help faculty set expectations for AI use in their classes

STANDARD 5: STUDENTS

Admissions

UVM has adopted a holistic admissions approach to select students who will contribute to the academic and cultural strength of the UVM community; the development of this process has helped to clarify the most important student qualifications for success at UVM. The rigor of an applicant's academic program, class standing, grades, and trends in performance, as well as essays, recommendations, and other evidence of life experience are all considered. Students are not required to submit standardized test scores; 52% of applicants admitted for Fall 2023 and 60% of those who committed to attend UVM were among applicants who chose not to submit test scores. Optional essay questions reflect UVM values, ranging from "Ben & Jerry's is synonymous with both ice cream and social change... if you worked alongside Ben & Jerry, what charitable flavor would you develop and why?" to "Tell us how your identities have shaped the ways you interact with the world.," to simply "Why UVM?" The holistic admissions process and test-optional policy are regularly reviewed in consultation with the Student Affairs Committee of the Faculty Senate; these reviews continue to confirm that students admitted through holistic review only are equally successful as those admitted through holistic review including test scores. UVM has also extensively reviewed its admissions procedures at all degree levels to ensure that they are in accordance with the 2023 Supreme Court admissions ruling.

Enrollment Management strives to give students and families a clear picture of their financial aid award at the time of admission.[1] This includes updating awards letters to utilize Plain Language practices. As of 2024, prospective transfer students will also be able to determine how many of their existing credits will count towards a UVM degree, including which courses will count towards the Catamount Core. New transfer pathways have also been a focus in recent years, with a robust collaboration with the Community College of Vermont now offering students 2+2 pathways into 31 different UVM degree programs.

UVM's strategic enrollment goal of admitting students who will succeed at the institution is exemplified by a new collaboration between College of Arts and Sciences, Professional and Continuing Education, and Enrollment Management called Catamount Advance. Catamount Advance students are carefully chosen for this guaranteed admissions program because they are likely to succeed at UVM with extra time and supports. Students join the program as non-degree students and live together in off-campus student housing. They are eligible for a meal plan and can participate in UVM clubs and activities. Students who maintain a 2.8 GPA and complete 29-30 credits of coursework are guaranteed admission as sophomores for the following year. In its first year, the program enrolled 27 students, 85% of whom successfully finished the program; of those, 96% chose to enroll in UVM as sophomores, all with GPAs over 3.0. This program, which is being expanded for fall 2024, has demonstrated the institution's effectiveness in identifying students who can and will succeed at UVM. Similarly, the steady increase in retention and graduation rates over the past five years offers evidence

[1] Due to changes to the FAFSA, award information will be delayed during the current admissions cycle.

that the institution is admitting students who will succeed and providing supports to help them do so. The four year-graduation rate for the class of 2019 was an institutional high of 71.6%. The Educational Effectiveness essay provides more information on assessment of student outcomes and impact of this analysis on retention strategies.

Student Services and Co-Curricular Experiences

Student services moved to the fore during the institutional response to COVID. From managing state return-to-campus masking and social distancing protocols, to providing ways to socialize outside at heated gathering spaces and a temporary outdoor ice rink, collaborations between emergency operations, Student Affairs, and facilities helped to support health and safety as well as student engagement, creating lasting institutional cross-connections. After being constrained by supply chain and staffing issues, as well as health and safety considerations, dining options have returned to full service but with expanded "grab and go" options popularized during the pandemic. An increased emphasis on student access to wellness supports, from remote yoga classes to scheduling telehealth and remote counseling appointments, is another continuing practice, responding to the need for expanded services supporting student wellbeing.

Meeting the needs of students with disabilities is an institutional priority reflected in the Comprehensive Inclusive Excellence Action plan. The number of students registered to use Student Accessibility Services continues to increase, not only in numbers, but in overall percentage of the UVM student population, from 16% in 2019-20 to 21% in 2022-23; numbers are on track to rise to 25% in 2023-24. To continue providing excellent support services, SAS has expanded captioning and CART services, updated important online information and resources for both students and faculty, and streamlined processes for managing accommodations such as flexible attendance. UVM has also added to and updated the Exam Proctoring Center space to meet demand, which reached a historical high of 8,280 exams proctored in 2022-23.

In fall of 2023, UVM was awarded a $2.5 million, five-year HHMI Driving Change grant, with the ambitious goal of shifting campus climate to improve recruitment and persistence of underrepresented students in STEM. Residential Life will be a key partner in this grant, working to create residential communities in which dialogue and intercultural skills are developed in everyday interactions as well as programming. This transformed residential experience will move UVM closer to its vision of a campus in which all students feel welcomed, valued, and supported both in and out of the classroom. The grant will also provide staff with opportunities to engage in professional development through Communities of Practice on topics such as Inclusive Advising and Building Intercultural Competencies through Co-Curricular Learning.

Increasing student engagement remains a priority, and the development of student co-curricular learning opportunities has recently focused attention on pre-matriculation programs as locations for the development of students' interest in and familiarity with the wide range of engagement avenues available at UVM. Established programs like UVM Outdoor Trek and Service Trek, and new programs such as the Vermont Pitch Challenge and UVM GO International, Cities, and Community programs introduce students to the Catamount Experience, connecting students to all UVM has to offer and to Our Common Ground values of respect, integrity, openness, responsibility, innovation, and justice.

Other updates to student services and supports include the following:

- In 2020, UVM shifted from a two-day June orientation model that included first year registration, to an August model, delivered virtually due to the pandemic. Student move-in was spread over two separate days to allow for health and safety measures, a format that has since been retained. In 2021, August Orientation expanded to a staggered, in-person multi-day model. Remote June new-student registration advising and virtual meetups, begun during the pandemic, have been fully adopted as a more effective way to reach all students.
- Recognizing that post-pandemic, new students both crave connection and worry whether they will fit in and make friends, UVM has expanded pre-matriculation programs, offering students a range of options for arriving on campus early and connecting with peers, staff, and faculty. These programs contribute to a sense of belonging and more confidence that they can succeed at UVM (see Essay on Educational Effectiveness). Early arrival programs now include outdoor and service Trek, International Student Orientation, a First Gen bridge program, and UVM GO Community (connected with students' Learning Community). Programs offered earlier in the summer include SESP, UVM GO off-campus and international programs, and an Upward Bound bridge program.
- Student Identity Centers have fully moved to the Division of DEI, continuing to provide support and space for community. A new Men and Masculinities program coordinator provides direct and indirect services that promote healthy masculinity, foster a sense of belonging, and strengthen male student persistence.
- While Vermont legalized cannabis in 2022, use of cannabis on UVM property is prohibited. Following national trends, cannabis use has overtaken alcohol use on campus; the university has expanded resources regarding legal cannabis use in Vermont as well as resources for students seeking to reduce, stop, or seek help for cannabis or other drug use.
- As discussed further in Standard 9, UVM has made several commitments to increase sexual violence awareness, and improve prevention and response. These include the hiring of a new coordinator for prevention of sexual violence, and adding a faculty position, Director of the new Preventing Interpersonal Violence via Outreach and Training (PIVOT) Peer Education Program housed in the College of Nursing and Health

Sciences. A new unified campus reporting page makes the process for reporting incidents or concerns clearer and easier.

STANDARD 6: TEACHING, LEARNING, AND SCHOLARSHIP

New faculty appointments were affected by a partial hiring freeze during FY 21 and FY 22; Data First forms for Standard 6 show a sharp increase in the number of both full- and part-time faculty appointments in FY 23 and FY 24. Full-time faculty departures remained steady during this period, with about half of these departures each year due to retirements. This is also evident in the overall numbers of full- and part- time faculty in all categories, which rose from a recent low of 888 in FY 21 to 989 in FY 24. The number of instructional faculty climbed by 101 in line with increased enrollments, while tenure track faculty numbers decreased by only 12 during this time. Overall, the percentage of courses taught by full-time faculty remained steady near 75%. The Academic Success Goals 2020-23 aimed to increase the diversity of faculty significantly through broader recruitment and better retention of new faculty. Through these efforts, from 2019 to 2023, the percentage of faculty of color rose 22.5%, to 13.6%, efforts that are reinforced through the Comprehensive Inclusive Excellence Action Plan.

The 'pivot' to remote teaching and learning in March 2020 required collaborative work across the faculty, the Center for Teaching and Learning, ETS, and University Events Services.

- The Center for Teaching and Learning provided emergency support for faculty taking their courses from in-person to online over spring break in 2020. In addition to one-on-one consultations, CTL provided online guides and advice for delivering content synchronously and asynchronously, modifying assignments, and administering online assessments, including promoting academic integrity in online courses. With the assistance of a cohort of Faculty Associates, CTL expanded online workshops and programming, offering dozens of live and recorded workshops to promote best practices in online and hybrid education, as well as help faculty utilize new tools for instruction. One lasting gain from the challenges faculty faced has been greater faculty facility with instructional technology.
- The ETS implementation of Microsoft Teams in 2019/2020 enabled the institution to pivot more easily to remote instruction with the Vermont Governor's Stay at Home order issued in March 2020. Use of teams for conducting remote meetings, office hours, and class sessions, as well as for recording lectures, sharing files, and instant messaging, has since become standard practice at the institution.
- A 2020 Presidential grant from the Davis Educational Foundation to support a "tech TA" program provided student technology helpers for mixed-delivery courses. Trained students provided in-class troubleshooting, assisted students joining remotely with technology issues, and supporting online student participation in class.
- The Registrar's Office, the Provost's Office, and Facilities/Emergency Operations collaborated to develop options for the return to in-person instruction in Fall 2020,

including defining and promoting instructional options (online, in-person, and 'mixed' instruction), recalibrating room capacities to meet social distancing guidelines, designing a "re-enrollment" process for students after social distancing room reassignments, and managing options for students who chose to learn from home during the 2020-21 academic year.

Other significant updates include:

- An RFP process for the UVM Learning Management System (LMS) was conducted in 2021-22. The RFP committee included representatives from administrative and academic units, a student representative, and a representative from the Faculty Senate Educational and Research Technology Committee and included opportunities for faculty to attend or review demos and provide feedback. After an extensive review process, Brightspace was chosen as the new LMS. Implementation began in 2022, with faculty training opportunities beginning in Fall 2022, offering live, recorded, and one-on-one sessions to help faculty learn the new system. Full transition to Brightspace took place in Fall 2023, but trainings continue to evolve, including new sessions on utilizing specific features in Brightspace. The next phase of work with the LMS will include designing a learning outcomes assessment strategy using Brightspace analytics capabilities, and further developing features like badging and certificates for use in curricular and co-curricular learning.
- An increased focus on developing an overarching and responsive recruitment strategy to support University priorities and diversity initiatives was prioritized, including adding an Academic Talent Acquisition and Retention Coordinator position in the Vice Provost for Faculty Affairs office. Over the past five years, UVM has steadily increased the domestic and international diversity of its faculty and will continue to develop programming that supports retention of faculty who join the institution. This includes an institutional membership to the National Center for Faculty Diversity and Development, updated and expanded training for department chairs, and a new Comprehensive Faculty Mentoring Program with offerings designed to support faculty success at all stages of their career.
- As noted in the Standard 5 update, a new HHMI Driving Change grant will support intensive professional development for STEM faculty to incorporate inclusive pedagogies into their teaching. HHMI DEI Fellows will be trained to convene Communities of Practice around inclusive pedagogies, advising STEM students, and additional topics to emerge over the course of the grant. The faculty training portion of the grant begins in Summer 2024.
- In 2022, the Research, Scholarship, and Creative Arts committee of the Faculty Senate began reviewing and updating the policy on Academic Freedom. The revised statement was approved by the Faculty Senate and the Board of Trustees in May 2023, and will be incorporated into revisions to the University Manual in Spring 2024.

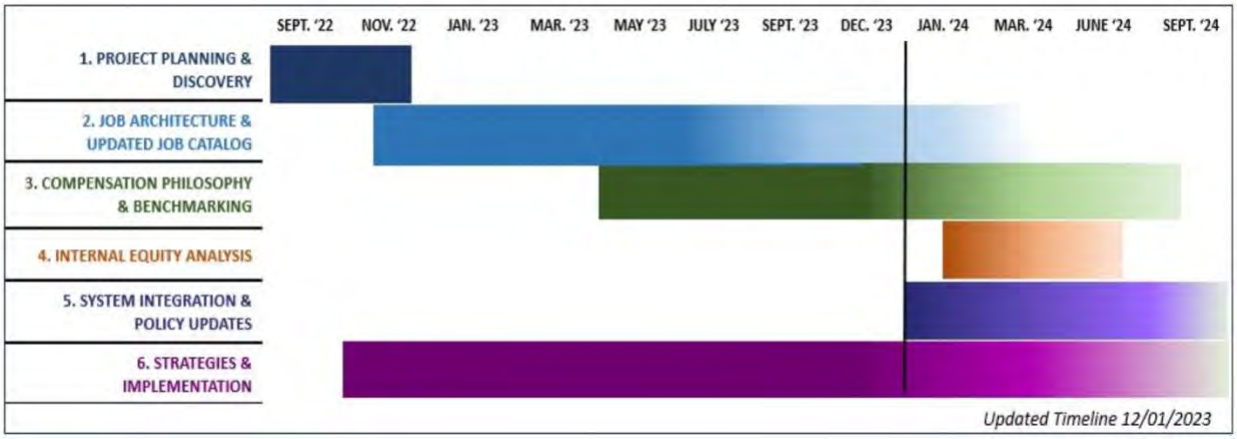
- As noted in Standards 2 and 7, institutional research has been integral to UVM's development over the past 5 years. A redesign of research development processes and pre-award services in collaboration with academic units, as well as improvements to Sponsored Projects Administration have helped increase current active faculty research projects to over 1000 in FY 23. In FY 23 alone, UVM faculty submitted over 1000 proposals, and accepted 688 grants, totaling $230 million dollars, an increase in almost $100 million since FY 19. These grants came from faculty throughout the university, and from all colleges and schools. UVM became an NSF top 100 Research University in 2022.
- In 2023 alone, UVM launched three new centers and institutes promoting interdisciplinary approaches and collaboration with partners in and beyond the university: the Osher Center for Integrative Health, the Institute for Rural Partnerships, and the Institute for Agroecology; a proposal for a fourth institute, the Water Resources Institute, was approved by the Faculty Senate in December, 2023.

STANDARD 7: INSTITUTIONAL RESOURCES

Human Resources

UVM is the second-largest employer in Vermont, with an annual payroll over $300 million, and currently employs 4,254 faculty and staff. The balance between full and part time staff has remained steady since 2019, as noted in Data First form 7.1. In FY21, 570 LCOM faculty who were being counted as FT were moved into the PT column to better reflect their dual appointment with the Larner College of Medicine and University of Vermont Medical Center; while these faculty remain employed full-time, this reporting method better reflects their partial appointment at UVM. Correcting for this shift, data still show an overall decrease of about 100 staff during 2021-22, a reflection of staff attrition and the effects of a hiring freeze early in the pandemic. Overall staffing has now recovered to pre-pandemic levels.

Two significant changes will contribute to Human Resource administration in the coming years. The first change is the unionization of clerical, specialized, technical, and professional staff under UVM Staff United in 2022. UVM also has collective bargaining agreements with the



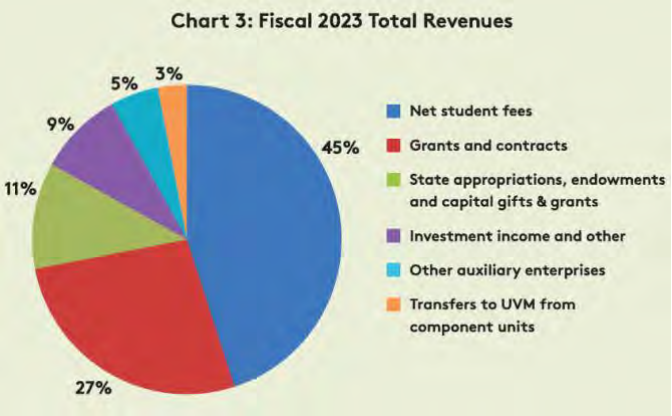
Teamsters, the United Electrical Workers, and with United Academics, which represents UVM full- and part-time faculty. The second change in process is the Career Path Development project,

which will reorganize UVM's job architecture with the goal of increasing opportunities for career growth within the institution. Launched in fall 2022, the project will redesign the job architecture for all classified staff positions. This approach aims to better align job responsibilities with job categories, create clear job families, sub-families, career streams and level guides, and ensure that compensation is fair and equitable across the institution. The target date for establishment of the new classification system and mapping of current positions to the job structure is fall 2024.

In line with the goal of creating increased opportunities for career development and growth, Human Resources, under the guidance of a new Chief Human Resource Officer, will focus on expanding opportunities for professional development and training.

Financial Resources

UVM differs from many state institutions in the percentage of its total revenues that derive from net student tuition and fees. In FY 23, this was 45%, with grants and contracts contributing another 27%. Together, state appropriations, endowments, and capital gifts and grants comprised a total of 11%. While income from student tuition still represents the largest single source of university revenues, the university's reliance on tuition income has also decreased steadily over the past five years, from 57.5% in FY 18. This reduction can be attributed primarily to increases in extramural grants and contracts, which have risen annually, to an all-time high of $268.2 million dollars in FY 23, from $136 in FY 18 (see also Standard 6).



Economic uncertainty, exacerbated by the pandemic, has continued to demand careful management of university resources to ensure the continued financial health of the institution. Diligent stewardship of resources, strong enrollments, an increase in the state appropriation, and significant improvement in research funding have allowed growth in the university's operating budget to $865 million in FY 24, from $686.6 million in FY 19. Notably, the maintenance of this resource pool did not depend on increases to tuition and room and board costs, which the university froze through FY 24 in commitment to the strategic priority of "ensuring that UVM is affordable and accessible for a broad and diverse population." (See Standard 2).

During the pandemic, the university received allocations of funding through the CARES Act, the CRRSAA, and the ARP. As noted in the FY 23 Financial Report, these funds were expended in FY 22, creating an overall decrease in scholarship expenditures in FY 23 over FY 22. During this same period, the university's combined endowment with the UVM Foundation increased to $803 million from $567 million. In FY 23, the university received its first material increase in state appropriations in over a decade, to $52 million from $42 million. Half of the state appropriation is allocated to reduce the financial need of students, with over 40% of Vermonters attending the institution tuition-free. The remaining appropriation is allocated for programs such as UVM Extension and the College of Medicine, which directly serve the state. An additional federal appropriation of $30 million, received in 2023, was placed in an endowment and will be used to enhance academic excellence at UVM, contributing significantly to initiatives across campus and especially in the Patrick Leahy Honors College.

While the university's overall financial position is strong, fulfillment of the institution's long-term objectives will require strong development efforts from the UVM Foundation as well as prudent fiscal management of University financial resources.

Information, Physical and Technology Resources

Information Resources

UVM Libraries completed a new Strategic Plan in 2021 (updated in 2023), which outlines priorities in service of its mission to further the creation, application, and dissemination of knowledge by providing access to information resources and education in their use. Ongoing efforts to reduce costs while expanding access to digital materials has had a significant effect on the UVM Libraries. In 2021, the University ended its relationship with ScienceDirect after extensive negotiations, and has expanded support for Interlibrary loan to enable researchers continued access to key materials, as well as expanding overall use of ILL to support research and scholarship. The Libaries have also continued to expand the university's commitment to supporting OpenAccess publishing, launching UVM Press in 2023. The Libraries' Inclusive Excellence plan underscores inclusivity and access as core values, demonstrated in recent updates to the facilities in Howe Library, the addition of more gender-neutral restrooms, and accessibility upgrades to websites and audio-visual collections. A diversity audit of the collections is also planned.

Physical Resources

An ongoing housing shortage in the Burlington area has placed pressure on UVM students as well as new faculty, staff, visiting scholars and post-doctoral fellows. The university has continued to pursue options to build expand its housing within Burlington; however developing new opportunities within nearby South Burlington recently became available. Two new capital projects with private development partners will provide apartment rentals for 540 UVM undergraduates in a building at the eastern edge of campus starting in Fall 2026, and space for

over 600 graduate students, faculty, and staff in the South Burlington shopping district, with about half of the units available starting in the summer of 2024 and the remainder in 2025.

A number of major capital construction and renovation projects have been completed since 2019, chief among them the $104 million state-of-the-art STEM Complex, which includes two newly constructed buildings, Discovery Hall (113,000 square feet) and Innovation Hall (78,000 square feet) as well as renovations to neighboring Votey Hall and a connector walkway between the buildings. In line with UVM's commitment to sustainable buildings, this project achieved LEED (Leadership in Energy and Environmental Design) Silver certification. During the pandemic, all construction work was put on hold aside from immediate maintenance and facilities modifications needed to meet instructional demands under state social distancing rules. Among the major projects that have resumed is the Hills Agricultural Science Building Renovation, a $32 million building upgrade to house the newly-created Institute for Agroecology and the Food Systems Research Center, a collaboration between UVM and the USDA's Agricultural Research Service. While work on capital projects and deferred maintenance has continued, the deferred maintenance budget, $7.4 million in FY 19, has yet to return to pre-pandemic levels, and was $4 million in FY 23. The annual $1.5M annual state capital appropriation and a variety of one-time funding sources have been dedicated to continuing progress on deferred maintenance.

Technology Resources

The 5-year IT Master plan initiated in 2019 is in the process of being refreshed, and this process will continue and be finalized with the arrival of a new CIO in spring 2024. During the current five year plan, changes and upgrades to UVM technology systems and supports significantly altered the campus IT landscape, guided by three overarching IT strategic priorities:

1. Realign IT resources to better respond to the changing landscape of higher education.
2. Increase efficiency through greater standardization of the use of technology at UVM.
3. Promote innovation through the expansion, adoption, and use of modern centralized enterprise technology tools and procedures.

Highlights include:

- Completion of Phase one of the IT Shared Services project, launched in January 2021. Phase one of the project created a unified IT services catalogue and centralized dedicated IT professionals from across the institution to ensure a consistent and guaranteed baseline access to technology services regardless of college, school, or administrative affiliation.
- Initiation of a project to replace outdated wiring in 27 buildings to enhance connectivity and wireless service.
- Development of a rich Knowledge Base, including specific information on use of classroom technology, has expanded support options for UVM staff, faculty and students. The completion of an RFP for the University's Learning Management System,

and subsequent transition to Brightspace as the University's LMS. (See Standard 6 for more information on this transition).

- Leadership in the implementation of enterprise-level systems such as Microsoft Teams and Brightspace
- Partnering with the Office of the VP for Research, ETS completed significant upgrades to research computing facilities, including the Vermont Advanced Computing Center.
- An Information Security Office was established within ETS; the ISO takes a lead role in campus security architecture, policies, standards, and practices, including the security of system configuration and management, network access, authentication and authorization, directory services, and data access, transmission, and storage. As part of increased security measures, the institution implemented Duo multifactor authentication in 2021, and has continued to expand MFA for key websites.

STANDARD 9: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

The demands of the pandemic required institutions to act with integrity, transparency, and be diligent in public disclosure. UVM, in the context of Our Common Ground Values, strove to act with integrity and transparency with faculty, staff, students and families, prioritizing clear and timely policy updates and communications. The University published the numbers of COVID-19 cases weekly, and shaped its policies based on public health guidance from the state, the CDC, and local experts. These policies were communicated in regular Teams Live events and Q/A sessions with faculty, staff, and families. During the pandemic, procedures for filing a complaint regarding any aspect of the institution remained in place, and were responded to as promptly as before and after the pandemic.

Modernization of the university website has been a long-term goal. Debuting in 2022, the new uvm.edu website improves visitors' ability to find important information, while also facilitating intuitive connections. An extensive communications project to upgrade internal pages serving students, faculty and staff is also underway and is expected to be completed in 2024-25. The expansion internal university-wide communications through venues such as Inside UVM has provided more consistent avenues for dissemination of important information.

The university's response to student concerns regarding sexual violence on campus demonstrates how the institution strives to act with integrity and transparency; the commitments made to the community in 2021 have moved forward, transforming the university's proactive approach to preventing sexual violence through training, new programs (see page 20), a reorganized response procedure for reports of sexual misconduct, and better communication and reporting tools. A new unified campus reporting page has been an important outcome of these conversations, both simplifying navigation to reporting locations, and also emphasizing the university's commitment to responding to actions that harm members of our community. The university's commitment to preventing and responding to bias

incidents includes efforts to proactively evaluate and improve campus climate in line with the Comprehensive Inclusive Excellence Action Plan.

In the coming years, UVM's commitment to open discussion and debate, to growth and learning, and to the active exchange of ideas will continue to guide the institution in fulfilment of its mission and its progress towards the goals envisioned through Amplifying Our Impact, the Academic Success Goals, and the Comprehensive Inclusive Excellence plan.

ESSAY ON EDUCATIONAL EFFECTIVENESS

What and How Students are Expected to Learn

While UVM program-level learning outcomes are well-established and readily available to students, implementation of course-level learning outcomes remains uneven. Externally accredited programs have extensive learning outcomes that are either drafted by the program themselves, or provided by an accrediting body. These programs undergo regular external review, and must demonstrate how learning outcomes are embedded in syllabi, how outcomes are assessed within the course, and how these outcomes align with program and institution-level outcomes statements. While these programs can serve as a helpful model for non-accredited programs, the assessment needs of non-accredited programs, especially those that do not provide professional training, are distinct from those of most externally accredited programs. Progress towards all units requiring and evaluating course-level outcomes is still continuing.

UVM makes a syllabus template available to faculty that includes a section for course-level outcomes. While some units, such as Education and Social Services, require the use of the institutional syllabus template, it is optional in other units, including the university's largest unit, the College of Arts and Sciences. Two factors have influenced increased use of the syllabus template by faculty in non-accredited programs and fostered better understanding of how course level learning outcomes should be linked to assessments and program outcomes. During the pandemic, the syllabus template was updated each semester to reflect updated policies or provide additional guidance to faculty. For this reason, more faculty began to download and utilize the syllabus template more regularly. While a seemingly small step, the increasing use of the template represents an important shift in faculty practices. Syllabi and learning outcomes are evaluated at the department and unit (college or school) level as the course moves through curricular approval. Only courses put forward for Catamount Core designations are reviewed by a curriculum committee at the university-wide level.

A second change has been the implementation of the Catamount Core Curriculum. The Catamount Core Curriculum, as described on pages 4-5, articulates learning outcomes for students in three curricular areas, tied to the institution's mission and goals. The outcomes were developed through an iterative faculty-led process, and will be reviewed along with assessment data on student achievement of these learning outcomes on a regular basis. As noted on page 4, approval of courses within the Catamount Core requires that faculty both embed corresponding outcomes in their submitted syllabus, and that they demonstrate where and how student achievement of each outcome will be assessed. The Catamount Core Curriculum Committee is responsible for evaluating proposals. The committee has reviewed and approved over 1000 courses in the past year and half; this is likely the broadest ever engagement of large numbers of UVM faculty with the process of linking program or course outcomes to assessments of student learning, and it has been an educative process. In many cases where courses were not approved in the first review, the committee cited the lack of learning outcomes embedded in the syllabus, a poorly explained connection between outcomes and

assessments, or syllabi that did not effectively communicate to students how the course would promote their achievement of Catamount Core learning outcomes. As collection of artifacts of student learning begins over the next year and faculty are invited to participate in direct assessment of Catamount Core outcomes, the Assessment Coordinator will use the process to further improve faculty understanding of learning outcomes assessment.

At the program level, all accredited and non-accredited undergraduate programs and most graduate programs do have learning outcomes published on their departmental website. This is a significant increase from 2016, when most non-accredited programs did not have clearly articulated, measurable learning outcomes drafted, and those that did often had not made them accessible to students or prospective students. Analysis of annual program assessment reports (see below) indicates that departments are generally not reviewing and updating learning outcomes unless they undergo a substantial program change, or as part of the Academic Program Review self-study. Prompting programs to review and update learning outcomes will be a helpful addition to an updated assessment reporting form.

Expectations for program-level assessment plans, put in place in 2018 and 2019, have become regularized as part of standard practice, with all non-accredited programs submitting assessment reports, including a copy of their assessment plan and cycle. New program proposals must also include learning outcomes and an assessment plan. All programs are expected to provide an annual assessment report that includes a description of assessment activities, any changes to program learning outcomes, a summary of findings, and how assessment data have been applied to improve student learning. As programs have become more familiar with planning and reporting on assessment activities, the academic program review (APR) process also now requires programs to present assessment data in support of their self-study conclusions; external evaluators are asked to provide feedback on the program's use of assessment data. Further, programs submit E-series forms with their report as they update these, allowing the institution to maintain snapshot of program-level assessment activities and program changes emerging from those activities.

Catamount Core Curriculum learning outcomes are available on the Catamount Core website, and the Academic Success Goals articulate outcomes goals and metrics on an dashboard file posted on the ASG website. Together, these documents summarize clear learning outcomes for UVM students. As discussed in the Standard 1 update, development of the Catamount Core Curriculum included discussion of how the curriculum reflects and helps students fulfill the institution's mission. Approval criteria, for courses in the Core Skills and Common Ground Values curricular areas set expectations for pedagogical components such as iterative drafts, research assignments, applications of quantitative or data analysis skills to real-world problems. The Academic Success Goals are organized according to, and aligned with, institutional strategic priorities. They explicitly encourage student participation in high impact practices such as research, experiential learning, and community engaged learning.

Current Assessment Processes and Activities

Strategic commitments and progress in the area of assessment is reflected in a number of changes to the organization of assessment since 2019, including the renaming of the Office of Institutional Research to the Office of Institutional Research and Assessment (OIRA). This office now reports to the Provost, underscoring the centrality of institutional research and assessment activities to guiding the university's fulfillment of its academic mission. This renaming coincided with the shift of responsibility for annual assessment reporting and assessment trainings and consultations from the Associate Provost for Academic Affairs to OIRA. A position dedicated to assessment was also established in 2021, replacing a half-time Faculty Fellow for Assessment reporting to the Associate Provost for Academic Affairs. This position began as an Assessment Postdoctoral Fellow funded by a Davis Educational Foundation Implementation Grant, and transitioned to a general-funded Assessment Coordinator staff position in 2023. These changes increased the institution's capacity to support systematic development and revision of assessment plans by academic programs, and to make collection and utilization of data related to student learning outcomes sustainable.

OIRA has continued to develop Catamount Data, a robust set of dashboards that make dynamic, regularly updated data sets available for use by campus constituencies. These dashboards include summary information on student outcomes such as retention and degree completion, diversity, and geographic characteristics of each class. Restricted access dashboards available to chairs and deans include departmental planning tools such as cost analysis dashboards, tracking of credit hours, and student program enrollment patterns. These dashboards also support assessment by ensuring systematic data definitions and organization across the institution. The ready availability and ease of use of these rich data dashboards has helped shift the role of OIRA over the past five years, from fulfilling data requests, to partnering with units to better utilize available data to track and improve student outcomes.

Support for OIRA activities has also been enhanced by the centralization of student-focused data analyst positions within OIRA, and the transfer of responsibility for important internal institutional surveys, including the First Six Weeks survey of new students, and the Career Outcomes Survey to OIRA. These efforts have resulted in broader dissemination of survey results. For example, in addition to the use of institutional data to evaluate progress on the Academic Success Goals, data from the 2022 Campus Climate Survey were made available to the campus community as part of the Inclusive Excellence strategic planning process. With support from OIRA and the VP for DEI's office, units utilized insights from the climate survey and reports from Catamount Data to inform specific actions and areas of focus in their Inclusive Excellence Action Plans.

UVM also regularly participates in the National Survey of Student Engagement (NSSE), and presents key data points to constituencies, including senior leaders, student services representatives, and faculty. With many new initiatives related to general education, advising, and student engagement, the institution made the decision to participate in NSSE in both 2023 and 2024, as well as in 2026, to provide better information on progress in key areas.

For non-accredited programs, the annual assessment process is based on cyclical assessment plans developed by program faculty. In programs with well-developed plans, a subset of program outcomes is assessed each year, with data sources identified for each outcome, such as a type of exam question or an assignment from a course or set of courses. Data are reviewed by a faculty in the program, usually in a subcommittee, and findings are summarized in the assessment report that is submitted as a Qualtrics survey. Ideally, results are discussed by program faculty at a retreat or faculty meeting, and the Assessment Coordinator provides feedback and suggestions to the program. While most programs do find that assessment activities require an investment of time and effort, the expectation is that the effort is sustainable within the context of each program. For programs that are having difficulty sustaining assessment, OIRA can provide assistance in reevaluating their cyclical assessment plan.

During the pandemic, many assessment trainings moved online. While this "self-serve" model provides flexibility, most programs did not take advantage of these online resources, and new faculty, or those newly assigned to assessment responsibilities, may not have completed needed training. A planned return to in-person workshops will positively impact the quality of assessment of student learning outcomes at the departmental level. The new training offerings will place increased emphasis on moving beyond drafting learning outcomes and relying primarily on indirect assessments like exit surveys, to engaging in curricular mapping and identifying key locations to gather data on student learning.

As noted above, the Annual Assessment process has been ongoing for four years. A repository of assessment reports for each program and college is available to unit assessment coordinators on SharePoint, and an evaluative meta-analysis of these reports was conducted in March of 2022 and 2023. While submission of the reports decreased in 2021-22 as the result of the pandemic to below 40% of programs, these numbers increased to 83% of programs submitting for the 2022-23 academic year. Graduate programs were over-represented in the programs who did not submit reports; this points to the continuing challenge of engaging non-accredited graduate programs in rigorous assessment of student learning outcomes. Collaboration with the Associate Dean for the Graduate College offers the opportunity to engage graduate programs more fully in learning outcomes assessment.

Since 2019 of those submitting reports, all but 14 have updated their E1A form. As the new round of Academic Program Reviews begins, programs who have completed an APR in the past three years will be prompted to update their E1A during a consultation with the Assessment Coordinator, ensuring that programs update all areas of the form after reflecting on assessment data and actions they have taken in response to them. While most programs have stated learning outcomes and assessment plans, and most are collecting data in accordance with their assessment plans, assessment reports largely do not demonstrate a clear link between assessment activities and outcomes. Alterations to the assessment report structure as well as refreshed trainings and support for direct assessment projects will offer the opportunity to improve faculty understanding and use of assessment.

In addition to providing regularly updated information on assessment activities to OIRA, the annual reporting process is intended to help programs prepare for systematic Academic Program Review, which is usually scheduled at 8-10 year intervals. However, some programs are still reporting in initial meetings one year prior to their APR that they are unsure how to incorporate this assessment data into a self-study report. Analysis of annual assessment reports and the APR process indicates a number of areas where these processes can be improved and more clearly linked to one another.

The Academic Program Review process does provide most programs with valuable data and external perspectives from disciplinary colleagues on the structure, quality, direction, and level of student satisfaction with their program. At their follow-up review two to three years later, most programs have either completed recommended program changes, or decided against pursuing the change after research or deliberation. Better coordination with Associate Deans and an earlier, two-year warning of the timing of upcoming reviews will allow potential scheduling issues to be caught earlier. Defining specific tasks, such as creating a self-study committee before the preparatory meeting with the Provost's Office and the Assessment Coordinator, will also help programs understand and discuss any training or support needs to complete the self-study. Updates to the Guide to Academic Program Review, and potentially to the organization of the self-study itself, will help ensure that programs are analyzing and applying collected assessment data in preparation for APR. While the OIRA Director or Assessment Coordinator usually joins the preparatory meeting with the program lead, it may be more useful to programs to a supplemental consultation into the standard APR schedule to ensure that programs have guidance on how to they can utilize existing assessment data for their self-study.

Using Evidence of Student Learning to Improve Student Success

Catamount Core Assessment: Faculty Perceptions of Student Learning
Data from academic year 2022-33 on faculty perceptions of student learning for key outcomes of within General Education courses offer a baseline on faculty perceived emphasis of learning outcomes, and students' achievement of those outcomes. Data for survey responses related to selected General Education requirements carried into the new curriculum provide evidence that faculty are aligning course work to outcomes, and that students are achieving those outcomes. Data from the Diversity 1 and Diversity 2 faculty responses are included below.

	% Emphasizing Learning Outcome Very Much and Quite a Bit in Course	% Instructor Expectation Mostly Intermediate or Mostly Mastery of Learning Outcome	% Students Meeting or Exceeding Expectations of Learning Outcome
D1-LO1: Develop an awareness of race and racism in the US at the individual or systemic levels including historical and/or contemporary issues	100.0%	78.6%	92.6%

D1-LO2: Understand and contextualize foundational concepts, theories, histories, frameworks and/or methodologies regarding race and racism in the US	92.9%	78.6%	89.1%
D1-LO3: Analyze arguments, processes, and debates including multiple perspectives related to race and racism in the US	92.9%	64.3%	77.4%
D1-LO4: Demonstrate the ability to apply theoretical knowledge to recognize and name dynamics and/or problem-solve in specific cases related to race and racism in the US	76.9%	78.6%	86.3%

Table 1: Fall 2022 Faculty Survey Results Regarding Race and Racism in the United States (D1)

	% Emphasizing Learning Outcome Very Much and Quite a Bit in Course	% Instructor Expectation Mostly Intermediate or Mostly Mastery of Learning Outcome	% Students Meeting or Exceeding Expectations of Learning Outcome
D1-LO1: Develop an awareness of race and racism in the US at the individual or systemic levels including historical and/or contemporary issues	100.0%	50.0%	86.3%
D1-LO2: Understand and contextualize foundational concepts, theories, histories, frameworks and/or methodologies regarding race and racism in the US	100.0%	25.0%	80.0%
D1-LO3: Analyze arguments, processes, and debates including multiple perspectives related to race and racism in the US	75.0%	25.0%	72.5%
D1-LO4: Demonstrate the ability to apply theoretical knowledge to recognize and name dynamics and/or problem-solve in specific cases related to race and racism in the US	75.0%	25.0%	67.5%

Table 2: Spring 2023 Faculty Survey Results Regarding Race and Racism in the United States (D1)

	% Emphasizing Learning Outcome Very Much and Quite a Bit in Course	% Instructor Expectation Mostly Intermediate or Mostly Mastery of Learning Outcome	% Students Meeting or Exceeding Expectations of Learning Outcome
D2-LO1: Develop an awareness of the diversity of individuals, cultures, communities and/or processes	100%	62.5%	90.8%
D2-LO2: Understand and contextualize foundational concepts, theories, histories, frameworks and/or methodologies regarding the diversity of the human experience	100%	75%	89.4%

D2-LO3: Analyze arguments, processes, and debates including multiple perspectives related to the diversity of the human experience	87.5%	50%	89.4%
D2-LO4: Demonstrate the ability to recognize identity- related power dynamics at the individual, group, and/or systems levels and/or address diversity-related problems.	75%	50%	88.8%

Table 3: Fall 2022 Faculty Survey Results Regarding the Diversity of Human Experience (D2)

	% Emphasizing Learning Outcome Very Much and Quite a Bit in Course	% Instructor Expectation Mostly Intermediate or Mostly Mastery of Learning Outcome	% Students Meeting or Exceeding Expectations of Learning Outcome
D2-LO1: Develop an awareness of the diversity of individuals, cultures, communities and/or processes	100.0%	76.9%	96.4%
D2-LO2: Understand and contextualize foundational concepts, theories, histories, frameworks and/or methodologies regarding the diversity of the human experience	91.7%	50.0%	85.2%
D2-LO3: Analyze arguments, processes, and debates including multiple perspectives related to the diversity of the human experience	84.6%	61.5%	85.9%
D2-LO4: Demonstrate the ability to recognize identity- related power dynamics at the individual, group, and/or systems levels and/or address diversity-related problems.	84.6%	83.3%	87.1%

Table 4: Spring 2023 Faculty Survey Results Regarding the Diversity of Human Experience (D2)

These data provide both a baseline and a model for evaluating faculty alignment of instruction and assessment with general education outcomes. Similar surveys for all Catamount Core designated classes were distributed in December 2023, and will provide both comparative data for continuing requirements such as Diversity 1 and 2, and for new requirements in all areas of the curriculum. In addition, meeting with faculty teaching D1 and D2 courses, planned for Spring 2024, will allow the opportunity to better understand why students less successfully achieved certain diversity outcomes.

Retention and Graduation

Institutional goals for key IPEDs outcomes measures are articulated in the Academic Success Goals.

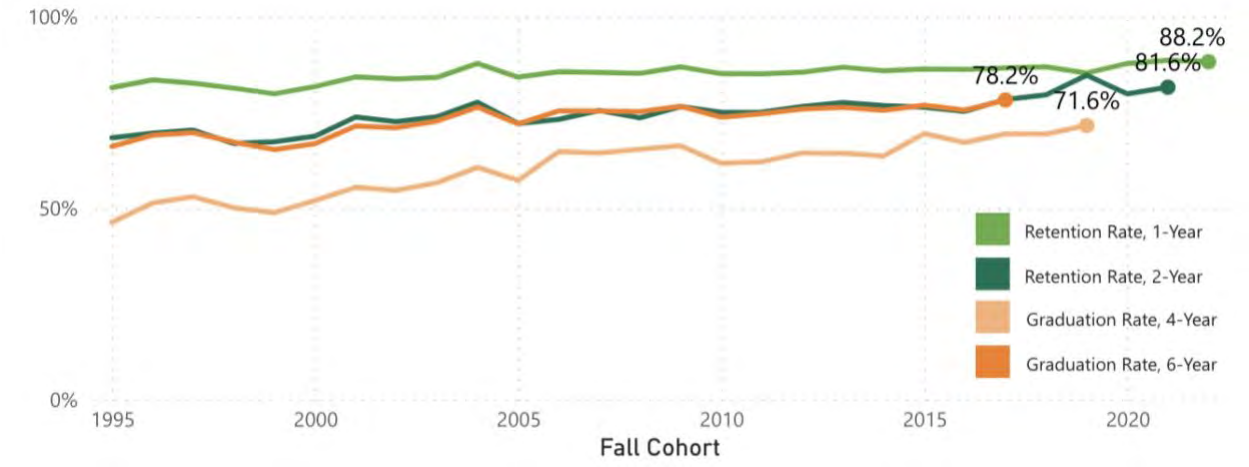


Figure 1. Retention and Progression Trends

For the ASG planning ending in 2023, significant progress was made towards stated goals. The one-year retention rate increased from 85% in FY 2020 to 89% in FY 2023; the ASG goal was to move to 90%, with a stretch goal of 92%. The ASG goal for two-year retention rate was to move the two-year retention rate by one percentage point, to 82% in three years, a goal that was met with the class of 2021. The four-year graduation rate for the most recent year is 71.6%, very close to the ASG "stretch" goal of 72%. As visible in the graph above, six-year graduation rates closely follow the two-year retention rate, with this year's rate at 78.2, showing an upward trend after remaining steady for a number of years. These data show steady, incremental progress in student outcomes.

Although these trends are positive, they still indicate that the sophomore year remains a pivotal moment for UVM students; UVM loses 7% percent of students after the second year. Prior to the pandemic, an active sophomore retention group developed an asset map that outlined opportunities to connect sophomores to resources at all levels of the institution, and in different aspects of their lives that contribute to attrition, including academic integration, social integration, wellbeing, and finances. With pre-matriculation programs offering increased opportunities for first-year students to become well-integrated into the institution, UVM will also need to identify continued engagement with sophomores that will support their persistence at the institution. Analysis of student flow between programs and colleges/schools provides evidence that helping students find the 'right' major for them promotes persistence and success. Student flow dashboards help visualize the dynamic movement of students between programs and units. Flow dashboards like the one pictured below offer powerful data to inform advising of students who have not yet found their academic home at UVM.

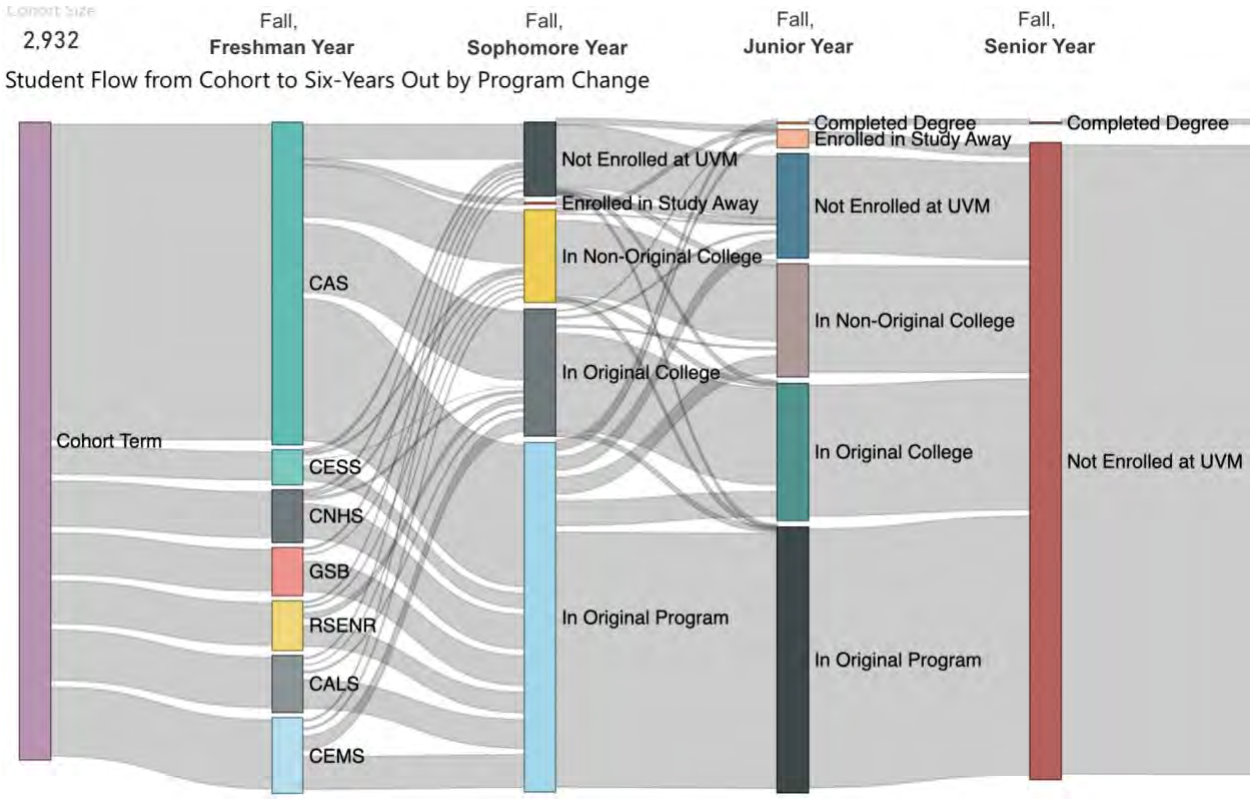


Figure 2. Example of student flow dashboard by program change.

Supporting all students

Disaggregated IPEDS numbers demonstrate narrowing gaps between male and female-identified students, with a 3% higher one-year retention rate for female students versus male students in the 2018 cohort, decreasing 1% higher for the Fall 2022 cohort. One-year retention of first-generation students has remained flat over time, and currently stands at 5% lower than the overall one-year retention rate, at 84%, demonstrating the need for the additional supports the institution is phasing in through the First Scholars program. As the network and supports for first generation students become more established at UVM, it will be important to assess the impact of these efforts on persistence.

Data for students of color reveal an even larger disparity in outcomes, with one-year retention of students of color at 81% for the Fall 2022 cohort. As the institution strives to increase diversity of perspectives on campus, the core principle of its enrollment strategy remains the belief that all students admitted to UVM are capable of succeeding at UVM. Therefore the institution must look to factors such as climate as important elements that may be contributing to these disparities. Evidence compiled as part of the HHMI Driving Change proposal supports this approach, with students of color almost twice as likely to say that UVM is uninclusive, and feel that they do not belong at UVM. Data from the 2025 climate survey, aligned to retention numbers for students of color, will help discern how efforts to improve the campus climate for students of color will affect retention. With institutional efforts to improve the campus climate for students of color a central focus of Inclusive Excellence Action Plans, and major initiatives

like the HHMI Driving Change grant for students of color in STEM, UVM is actively seeking to demonstrate that shifting campus climate can be more effective than solely focusing on academic supports for students of color.

Professional and Career Outcomes

Passage rates on professional licensure exams demonstrates the success of UVM graduates in fields such as Nursing, Radiation Therapy, Communication Science, and K-12 education speak to the excellent preparation provided in these pre-professional programs. Passage rates for licensure in healthcare fields was over 95% for most programs, and over 90% for all programs, with many programs, such as the DNP showing passage rates at or near 100%. In Education, passage rates were over 90% for most programs. Programs carefully monitor passage rates, review areas of concern, and evaluate the preparation their curricula provide and make adjustments where needed to maintain these high levels of student success.

The Academic Success Goals also define goals for student post-graduation success, in this case to maintain the current student success rate, which averages 94 to 95%. The success rate combines percentage of students employed and the percentage of students continuing their education six months after graduation. In addition to overall success rate, the most recent career outcomes survey showed that 94% of respondents reported being satisfied or very satisfied with their position, and 93.2% indicated that the position is somewhat or closely related to their long-term goals. Given this high satisfaction rate, a surprisingly low percentage of respondents, 60.8%, indicated that UVM offered them good or excellent opportunities to prepare for post-graduation employment or study.

	2014 UVM Seniors	2017 UVM Seniors	2020 UVM Seniors
Acquiring job or work-related knowledge and skills	60%	**62%**	**64%**
Analyzing numerical and statistical information	61%	63%	65%
Being an informed and active citizen	62%	66%	58%
Developing or clarifying a personal code of values and ethics	57%	64%	57%
Solving complex real-world problems	63%	65%	63%
Speaking clearly and effectively	67%	71%	62%
Thinking critically and analytically	90%	88%	87%
Understanding people of other backgrounds	54%	61%	54%
Working effectively with others	66%	73%	72%
Writing clearly and effectively	73%	71%	68%

Table 5. NSSE data on UVM seniors' perceived gains.

Taken together, these survey data indicate that many graduates are not connecting the "big picture" of their UVM experience to their post-graduation success, a trend that may shift as an

emphasis on integrative learning helps students better explore and understand how different aspects of their college experience can contribute to their future path.

UVM has made significant strides in promoting data-driven decision-making, evaluation, and assessment. Programs now actively seek to understand how to improve student learning and success by beginning with data, and then returning to data to evaluate the impact of improvement efforts, and expect policy and other decisions to also follow this principle.

Building Assessment into New Initiatives and Policies

As new initiatives are designed to help the institution reach its goals, assessment is now built into those initiatives by design. For example, the new UVM GO program was designed around learning outcomes as well as the goal of building community connections. Outcomes for the program, developing intercultural knowledge and skills, awareness of global issues, building connections with communities, are stated in program materials, and are built into student feedback instruments, as well as analysis of student reflections on their experiences. Students are coded with an attribute in the SIS as participating in a UVM GO program. Overall retention of UVM GO students, as well as of their participation in experiences like travel study, study abroad and community-engaged learning will provide important data regarding student outcomes for the program. Data from the first year the program cohort indicate that UVM GO students feel a greater sense of belonging and more confidence that they can succeed on the First Six Week survey, leading indicators of higher first to second year retention rates. Based on these early data, UVM is moving forward with doubling the number of UVM GO participants for 2024, and will track UVM GO students' retention and graduation over time.

In recent years, the institution has also utilized a range of student outcomes data to identify barriers to student success and to revise policies or develop procedures to support student success. One example of this is a recent analysis of student success at 'clearing' an incomplete, that is, receiving a grade for an incomplete as the result of submitted work before the one-year expiration deadline of the incomplete grade. Review of data regarding lapsed incompletes (those that reverted to the grade to be issued if no additional work was completed) demonstrated that a high percentage of students, as high as 33% in Spring 2018, were not benefiting from receiving a grade of "Incomplete," potentially slowing their progress towards graduation.

Term	Incompletes Issued	Lapsed	Percent Lapsed
Fall 2017	272	72	26.5%
Spring 2018	233	79	33%
Fall 2018	326	75	23%
Spring 2019	277	67	24.2%
Fall 2021	536	148	27.6
Spring 2022	506	65	12.9

Table 6. Lapsed incompletes by semester (pandemic Spr. 20-Spr. 21 excluded)

As a result of this analysis, the Student Affairs Committee of the Faculty Senate and Dean's office student services professionals agreed to develop clearer guidelines for the assignment of a grade of "Incomplete." While data on lapsed incompletes under the new guidance are not yet available, student services professionals report more productive conversations with faculty and students regarding the range of options available to a student who is struggling in or unable to complete a course, and lower frequency of the grade of "Incomplete" being assigned.

Future Plans:

Since 2019, university's commitment to ongoing assessment of student learning has significantly improved faculty capacity to develop course and program learning outcomes, and to collect assessment data. Development of tools, improvements in assessment staffing, and collaborations between OIRA and units have improved the institution's ability to conduct research into learning outcomes and factors contributing to student success. The staffing and technology now available in OIRA will enable the institution to increase faculty engagement and faculty facility with learning outcomes assessment. Changes and updates to the annual assessment reporting process, expanded use of course level learning outcomes, and training for programs to map the assessment data they gather onto program outcomes more effectively are necessary steps to improve outcomes assessment within non-accredited programs in the coming years.

The full implementation of assessment features in Brightspace will allow faculty and programs easier access to course level learning outcomes data for program assessment purposes. Institutional learning outcomes such those in the Catamount Core will also be more easily assessed using data available through the LMS. Over the next five years, UVM will develop these systems and implement their use to support learning outcomes at the course and general education curriculum level. Use of these tools is expected to have a significant positive impact on how faculty use learning outcomes for assessment, and how these outcomes are communicated to students. As UVM focuses on the potential of co-curricular and integrative learning as key components of students' career exploration, skill-building, and post-graduation success, Brightspace features such as badging and certificates also have the potential to help students articulate how and where they have developed key skills both in and out of the classroom, and how these experiences contributed to their UVM education.

As described in the Standard 2 update, outcomes data from both external and institutional resources are explicitly linked to UVM's Academic Success Goals, and to the Inclusive Excellent Action Plans, with processes in place to track progress on goals over time using regularly updated reports and dashboards. Use of tools like student flow dashboards to better understand how students move around the institution will help ensure that they receive consistent and supportive advising focused on their strengths and goals. While supporting individual students will have a positive impact, tracking data about the overall experience of students at UVM, from engagement, to advising, to sense of belonging, will be equally important to promoting student success.

FUTURE PLANS: LOOKING AHEAD TO 2029

In 2024, UVM finds itself in a unique position, emerging from the pandemic with three years of record undergraduate application and enrollment numbers, a new focus on expanding the profile of graduate education, and increasingly robust research funding and infrastructure. As the institution looks ahead to 2029, the strategic priorities of Amplifying Our Impact will continue to shape the university's work.

Ensuring Student Success will include making progress on DEI and campus climate through fulfillment of unit Comprehensive Inclusive Excellence Action Plan and its component unit-level action plans developed across the university. Continuing to strengthen our systems for academic and career advising will better connect students to mentors and supports throughout the institution. High impact practices including study abroad, internships, service learning, and research will become accessible to more UVM students. Opportunities for students to engage in global and/or intercultural experiences from pre-matriculation on throughout their academic journey will expand with at least half of UVM students participating in one global experience during their time at UVM by Fall 2028. In addition to serving Vermonters better, UVM will expand its reach for both undergraduate and graduate enrollments from students outside of New England as well as international students.

Investing in our Distinctive Research Strengths will advance through the development of new Institutes and Centers coordinating the work of researchers across the institution and extending UVM's reputation for research promoting the health of both our environment and our societies, broadly defined. A new integrative focus on interdisciplinary approaches to Planetary Health will capitalize on research strengths across the institution. Continued development of support for grant writing and administration will promote increases in external funding, which in turn will allow for an increase in supported PhD students, providing assistance with research and teaching.

Fulfilling Our Land Grant Mission will take many forms, including expanding partnerships with Vermont businesses and continuing to seek out ways to bring the expertise and energy of UVM to all areas of Vermont through rural partnerships, internship programs, and community-engaged learning opportunities. Supporting Vermonters enrolling at the institution for non-degree, professional, undergraduate, and graduate programs will remain an institutional focus as part of UVM's contribution to upskilling and workforce development. UVM will continue to be a key talent magnet for the state, attracting students from around the country who choose to stay in Vermont for their careers after graduation. These goals will be supported by expanded partnerships with the State of Vermont as well as with local governments, non-profits, and corporations.

These strategic priorities will be put into action guided by key plans and processes:

The Academic Success Goals for 2024-2027. The Academic Success Goals for 2024-2027 move beyond the work already accomplished in 2020-2024, outlining the university's academic priorities and providing achievement targets to guide academic and administrative units in fulfilling the University's mission. These refreshed goals will continue to articulate academic priorities such as improving systems of advising, promoting experiential and integrative learning, expanding graduate education and professional development opportunities, enhancing international programs and partnerships, advancing our research enterprise, and expanding and deepening university engagement with Vermont communities.

The Comprehensive Inclusive Excellence Action Plan will guide the DEI work of the University as a whole, along with its component action plans developed and customized by individual academic and administrative units, with the unified goal of creating a more accessible, just, and inclusive campus. Annual unit-level reports and data from the 2025 and 2028 Campus Climate surveys will help the university gauge progress on these plans.

Campus Plan and Comprehensive Sustainability Plan: The Campus Plan and the Comprehensive Sustainability Plan will provide guidance for the development projects within the campus environment that reflect UVM's commitment to sustainability and the institution's mission and goals. The guiding vision for this work is of a physical environment that promotes and nurtures the student experience, world class research, and sustainable solutions. Progress on specific goals for carbon emissions, including achieving carbon neutrality by 2030, and improvements to the sustainability of campus operations will also move forward significantly over the next five years.

Undergraduate Enrollment planning will focus on maintaining current class sizes while improving retention of first- and second- year students. Regional U.S. demographic shifts will require UVM to continue expanding domestic and international recruitment and enrollments. While continuing to prioritize access and affordability for Vermonters, UVM will partner with the UVM Foundation to increase the availability of scholarships for students of all backgrounds.

Graduate Enrollments and Programs: The University has set the ambitious goal of increasing graduate and professional enrollment by 75%, to 3,000 students, in the next five years. This increase will include a 15% increase in international graduate students, to an enrollment of 450 within that time frame. This ambitious goal reflects the institution's investment in the Graduate College, in research infrastructure, and in developing global partnerships and pipelines to increase international graduate student enrollment.

Enhancing Global Engagement: Under the new Executive Director for International Programs and Partnerships, the university will increase its capacity to support international research and faculty exchange partnerships, increase student participation in Travel Study and Study Abroad, and support an increase in international students, particularly graduate students.

Communicating the Catamount Experience: Continued development of initiatives such as the Vermont Pitch Challenge, UVM GO, coordinated access to campus Maker Spaces, and the Statewide Summer Internship Program will enable the university to communicate the opportunities of Catamount Venture, Catamount Global, and Catamount Career to students, prospective students, and families.

New England Commission of Higher Education
301 Edgewater Place, Suite 210, Wakefield, MA 01880
Tel: 781-425-7785 I neche.org

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 Transfer Policies**. The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.29-4.32 and 9.18.)

URL	https://www.uvm.edu/registrar/undergraduate-transfer-credit
Print Publications	N/A Catalogue is only available digitally
Self-study/Fifth-year Report Page Reference	Page 19

2. **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 9.18.)

URL	https://www.uvm.edu/provost/complaint-procedure-students and https://www.uvm.edu/sites/default/files/UVM-Policies/policies/studentcode.pdf and https://catalogue.uvm.edu/undergraduate/academicinfo/rightsandresponsibilities/ and https://catalogue.uvm.edu/graduate/academicenrollment/rightsdresponsibilities/
Print Publications	N/A – published only online and in digital catalogue
Self-study/Fifth-year Report Page Reference	Page 29

3. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	Use of a secure, password-protected learning management system (Brightspace); multi-factor authentication turned on for Microsoft Teams.
Self-study/Fifth-year Report Page Reference	Page 19; page 29

4. **FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (NECHE Policy 77.)

URL	
Print Publications	
Self-study Page Reference	

The undersigned confirms that The University of Vermont meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: Suresh Garimella

Date: January, 2024

March,2016, June 2020, August 2021

The University of Vermont

ANNUAL 2023 Financial Report

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

Photo credit Brian Jenkins

The University of Vermont

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Allan Strong	Interim Dean, The Rubenstein School of Environment and Natural Resources

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Photo credit Mario Morgado

Letter *from* the President

Members of the Board of Trustees,

I attach the Annual Financial Report for the Fiscal Year ended June 30, 2023. The state of UVM's finances is sound.

These financial statements illustrate the university's financial health, which is bolstered by an increase in the University's net position. As a result of increases in investment income and facilities and administration revenues related to growth in grants and contracts, and reductions in costs for administering benefits, these statements show a net increase of $167.1 million. As of June 30, 2023, the market value of the entire combined endowment (UVM and UVM Foundation) was $803 million. It is important to note that endowment gifts and research awards are almost entirely restricted for specific purposes by the donors and the entities that award the grants.

The University remains focused on student affordability and financial access, quality enhancements, strategic alignment of priorities, reinforcement of our distinctive research strengths, development of graduate education, engagement with the state and our communities, and resource and revenue growth. This focus helps ensure a financially healthy UVM, which enables our positive student experience and the university's substantial contributions to the state, the region, and the country.

Best Wishes

Suresh Garimella

Suresh Garimella

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, 2023 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 2023.

Periodically throughout the year, the Trustee Audit Committee meets with the Office of Audit Services, the Office of Compliance and Privacy Services 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. KPMG, the Office of Audit Services, and the Office of Compliance and Privacy Services have full access to the University Trustees and the State Auditor throughout the year.

Richard H. Cate
Vice President for Finance
and Administration

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 University of Vermont and State Agricultural College:

Report on the Audit of the Financial Statements

Opinions

We have audited the financial statements of the business-type activities and aggregate discretely presented component units of 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, 2023 and 2022, and the related notes to the financial statements, which collectively comprise the University's basic financial statements as listed in the table of contents.

In our opinion, based on our audits and the report of the other auditors, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate discretely presented component units, of the University, as of June 30, 2023 and June 30, 2022, 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.

We did not audit the financial statements of University Medical Education Associates, Inc. (UMEA), which represent 15% and 15%, respectively, of the total assets of the aggregate discretely presented component units as of June 30, 2023 and 2022, and 13% and 12%, respectively, of the total operating revenues for the years then ended. Those statements were audited by other auditors whose report has been furnished to us, and our opinions, insofar as they relate to the amounts included for UMEA, are based solely on the report of the other auditors.

Basis for Opinions

We conducted our audits in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the University and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with U.S. generally accepted accounting principles, and for 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.

KPMG LLP, a Delaware limited liability partnership and a member firm of the KPMG global organization of independent member firms affiliated with KPMG International Limited, a private English company limited by guarantee.

KPMG

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the University's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 University's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the University's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Required Supplementary Information

U.S. generally accepted accounting principles require that the management's discussion and analysis and schedule of changes in the University's total OPEB liability and related ratios be presented to supplement the basic financial statements. Such information is the responsibility of management and, 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 Information

Management is responsible for the other information included in the annual financial report. The other information comprises the letter from the President and management's responsibility for the financial report but does not include the basic financial statements and our auditors' report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audits of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 10, 2023 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

Colchester, Vermont
November 10, 2023

The University *of* Vermont

Management's Discussion and Analysis (Unaudited)

June 30, 2023 and 2022

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, 2023 and 2022, 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 the Patrick Leahy Honors College, the Robert Larner, M.D. College of Medicine, Professional and Continuing Education, Extension and the Graduate College. The University is the only comprehensive research university in Vermont. The University has 11,614 undergraduate students and 1,664 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 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 University's reporting entity will also include its equity interest in Catamount Run beginning in fiscal 2024 although a capital contribution was made in fiscal 2023. Catamount Run is a legally separate component unit of the University whose primary purpose is to construct housing in close proximity to the University campus and to manage the property, leasing units to University students, employees and the public. 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.

Strategic Direction and Economic Outlook

The President's strategic vision, Amplifying Our Impact, utilizes a three-pronged approach which includes ensuring student success, investing in distinctive research strengths, and fulfilling the land grant mission.

Ensuring Student Success - The University has a culture of strong faculty mentorship and staff dedicated to student growth. The connection between health and well-being and academic achievement is promoted holistically. The University will continue to build on that legacy by making the success of its students and alumni a core measure in everything it does. The University will focus on ensuring that it offers a vibrant educational experience, that it remains affordable and accessible to a broad and diverse population, and that it provides support and meaningful opportunity well beyond graduation.

Investing in Distinctive Research Strengths - UVM has built distinctive research strengths that align with the urgent—and interdependent—need to support the health of our environment and our societies. Strategic investment of available resources will accelerate and enhance these distinctive strengths, positioning the University as the preeminent institution for innovative and sustainability-focused solutions. Articulation of distinctive strengths will also grow corporate, philanthropic, foundation, and federal partnerships to enhance UVM's research portfolio, impact and recognition, and make enriching new opportunities available to faculty and students.

Fulfilling the Land Grant Mission - As one of the nation's first land grant institutions, the University's alignment with the state is fitting. The University is nationally acclaimed for helping Vermonters tackle everything from farm viability to complex environmental issues to business growth. The University supports commercialization and job creation initiatives in the state, and

partnerships with large corporations enable the possibility of attracting satellite operations, jobs, and a talented workforce to the state. The University intends to create a more streamlined gateway for Vermonters to learn about and access the many resources the University offers. Efforts to set up that front door, inviting the community to engage more fully with the University, are underway.

In fiscal 2023, UVM launched three new centers and institutes: the Osher Center for Integrative Health, the Institute for Rural Partnerships, and the Institute for Agroecology.

One extraordinary award illustrates the power of UVM's capabilities. Northeast Sustainable Agriculture, Research, and Education (SARE), hosted at UVM, won $100 million from USDA over ten years to serve as the coordinating body for regional efforts in this extremely important and cross-disciplinary realm. A second noteworthy grant among many possible examples supports the Science of Online Corpora, Knowledge, and Stories (SOCKS), an enormous data analysis project that harnesses high performance computing to categorize and index qualitative online content all over the world. The NSF grant of $20 million includes specific support to increase computing resources for the social sciences at UVM and other institutions in the state.

UVM was the recipient of a specific new appropriation of $30 million to endow programs for academic excellence across the university and specifically in our honors college, including several grant, research, and fellowship support programs based there. This transformative federal appropriation will help us attract and support the best and brightest students and ensure that Vermonters have access to a world-class academic experience.

Chart 1: Sponsored Program Awards By Purpose

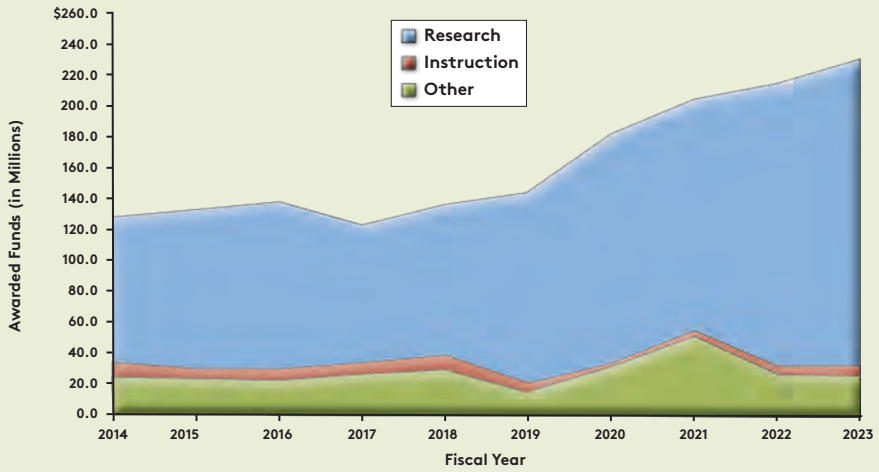


Chart 1 presents the activity of sponsored programs over the past decade.

Financial Highlights

A. Revenues

In the fall of 2023, the University enrolled 11,614 students in more than 100 undergraduate majors, 1,664 students in graduate and post-baccalaureate programs, and 488 students at the Larner College of Medicine. The University attracts undergraduates from over 45 states and many foreign countries. The University is primarily a regional institution, however, drawing 78% of the undergraduates enrolled in the fall of 2023 from New England and the Middle Atlantic States, including 18% of its undergraduate students from Vermont. Graduate and Certificate student enrollment from Vermont represented 37.2%.

Final numbers for the fall of 2023 show total applications are over 28,000. This represents an increase of 16.5% since 2014, with in-state applications

Table 1: In-State and Out-of-State Tuition and Fees

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Average Annual % Increase
Student Tuition & Fees									
In-State Tuition & Fees	$16,768	$17,300	$17,740	$18,276	$18,802	$19,002	$19,002	$18,890	2.35%
Out-of-State Tuition & Fees	$39,160	$40,364	$41,356	$42,516	$43,690	$43,890	$43,890	$43,890	2.30%
Room (Double)	$7,376	$7,634	$7,900	$8,196	$8,502	$8,756	$8,756	$8,786	3.20%
Board (Average Meal Plan)	$3,774	$3,944	$4,122	$4,266	$4,414	$4,568	$4,568	$4,568	3.19%
Total, In-State Cost	$27,918	$28,878	$29,762	$30,738	$31,718	$32,326	$32,326	$32,244	
Increase Over Previous Year	3.38%	3.44%	3.06%	3.28%	3.19%	1.92%	0.00%	-0.25%	2.25%
Total, Out-of-State Cost	$50,310	$51,942	$53,378	$54,978	$56,606	$57,214	$57,214	$57,244	
Increase Over Previous Year	3.40%	3.24%	2.76%	3.00%	2.96%	1.07%	0.00%	0.05%	2.06%

Chart 2A: Trends in Vermont Applications, Admits, and Enrollments, Fall 2014 to Fall 2023

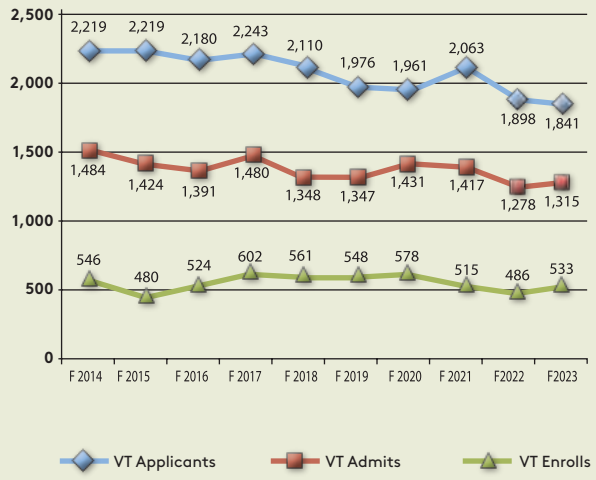
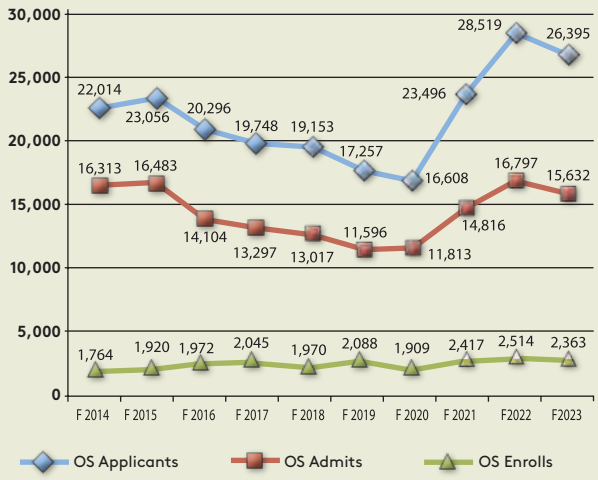


Chart 2B: Trends in Out-of-State Applications, Admits, and Enrollments, Fall 2014 to Fall 2023



decreasing 17.0% and out-of-state applications increasing 19.9% for the same period. Total admissions decreased for that period by 4.8%, with in-state admissions decreasing 11.4% and out-of-state admissions decreasing 4.2%. From fall 2014 through fall 2023, total first-time, first year enrollments were close to 2,900 enrolls, increasing by 25.4%, with in-state enrollments decreasing by 2.4% and out-of-state enrollments increasing by 34.0%. Trends in applications, admits, and enrollments can be seen in Charts 2A and 2B.

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 2.4% and 2.3%, respectively, from 2015 through 2023. Table 1 presents tuition and fees, as well as room and board for that period.

During fiscal 2023, President Garimella announced that tuition for fiscal 2024 would not increase over fiscal 2023 levels. This represents the fifth consecutive fiscal year with no tuition increase. Net tuition and fees revenues improved with additional undergraduate out-of-state enrollment and higher residential life occupancy.

The University has focused on enhancing other revenues including private philanthropy, improved retention of current students, increased graduate and summer enrollments, expansion of flexible and online course offerings geared to adults and non-traditional learners, enhancing graduate, post-doc and undergraduate research support through grants from the federal government and other sources and through partnerships with private industry; and supporting more students transferring to UVM from other colleges.

The University increased grant and contract revenues by $10.4 million or 4.5% from $231.0 million in fiscal 2022 to $241.4 million in fiscal 2023. This growth is primarily due to additional funds from the University of Vermont Medical Center, Inc, to offset facilities and operation costs. Included in the $241.4 million is facility and administrative cost recoveries of $37.6 million and additional commitment funds from University of Vermont Medical Center, Inc. of $26.2 million.

During fiscal 2023, the University was awarded over $230.2 million in sponsored funds, 86.0% of which were for research activities. Approximately 70.8% of sponsored funds awarded during fiscal 2023 were from direct federal sources. The University's leading areas of externally sponsored programs are the biomedical sciences, agriculture, the environment, and education.

State appropriations in fiscal 2023 increased $7.4 million, or 15.3%, compared to fiscal 2022 and decreased $24.3 million, or 33.4%, in fiscal 2022 compared to fiscal 2021. The increase in fiscal 2023 was due in part to special appropriations received for the Upskill Vermont scholarship program and the forgivable loan program through the Office of Engagement. The decrease in fiscal 2022 from 2021 was a return to pre-COVID-19 appropriation levels when temporary funding made available to the University to cover COVID-19 related costs had expired.

B. Operating and Capital Expenditures

The University's operating expenses decreased by $13.2 million or 1.9% in 2023 from the 2022 level; and 2022 expenses increased $23.4 million or 3.5% over 2021. The fiscal 2023 decrease is comprised of a reduction in compensation and benefit expense of $28.4 million and scholarships and fellowships of $12.5 million. Supplies and services increased in fiscal 2023 by $27.9 million. Depreciation remained level with a slight increase of $0.2 million.

Compensation and benefit expenses decreased due to a drop in the other postemployment benefit obligations offset by scheduled wage increases.

The scholarship and fellowship decrease in fiscal 2023 was the result of temporary Higher Education Emergency Relief Funds being exhausted in fiscal 2022.

Supplies and services increased over fiscal 2022 levels partly due to higher costs to manage the food service program and additional business-related travel costs as restrictions from COVID-19 had been lifted mid-fiscal 2022.

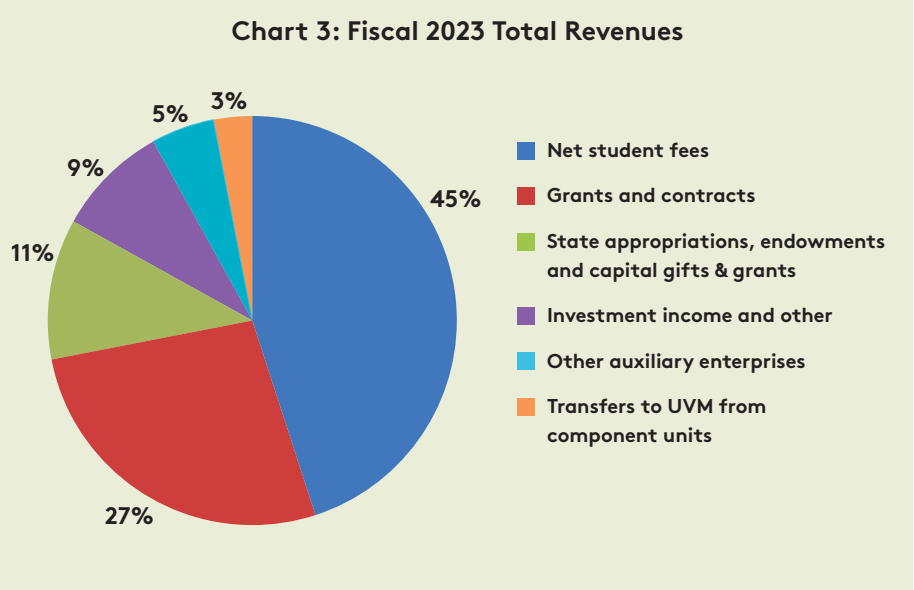


Chart 3 shows the University's fiscal 2023 revenue streams. Given the University's mission of instruction, research, and public service, the vast majority of the University's revenues are generated by net student fees (45%) and grants and contracts (27%).

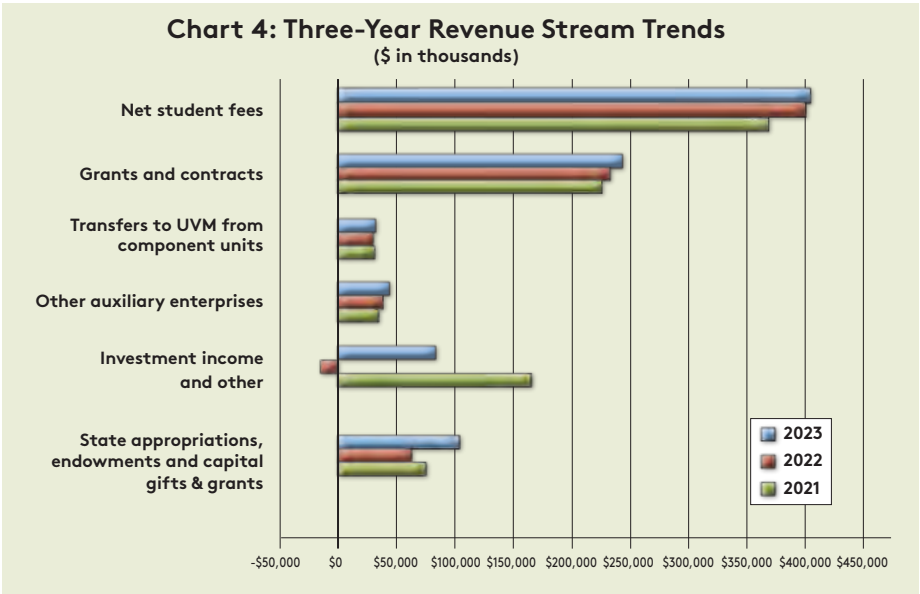


Chart 4 shows the three-year trend for revenue streams. Net student fees are comprised of tuition and fees, residential life fees, and student financial aid. State appropriations increased in fiscal 2023 primarily due to special one-time appropriations. Investment income increased $98.9 million in fiscal 2023 due to market fluctuations.

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, 2023 and 2022 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.

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.

A. Statements of Net Position

The Statements of Net Position, Table 2, depicts all the University's assets, liabilities, and deferred inflows/outflows of resources on June 30th each year, along with the resulting net financial position. An increase in net position over time is a primary indicator of an institution's financial health. Factors contributing to future financial health as reported on the Statements of Net Position include the value and liquidity of financial and capital investments, and balances of related obligations.

As shown in Table 2, cash and short-term investments have increased over the last three fiscal years including 2.1% in both fiscal 2023 and fiscal 2022. Included in cash and short-term investments are operating investments totaling $248.8 million, $169.9 million, and $180.9 million in fiscal 2023, 2022, and 2021, respectively. These operating investments are primarily invested in bonds but also include equity and shares of the University's long-term endowment pool.

Endowment, capital, and similar investments have increased in fiscal 2023, by $57.5 million or 10.8%, having decreased in 2022, by $49.1 million or 8.4%. Included in this balance are endowment cash, cash

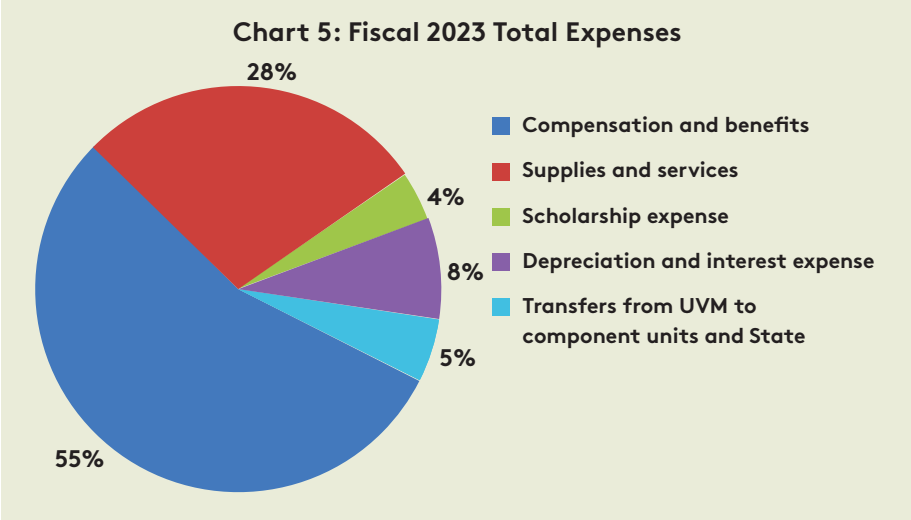


Chart 5 displays the University's fiscal 2023 expenses. The University's largest expense is compensation and benefits followed by supplies and services.

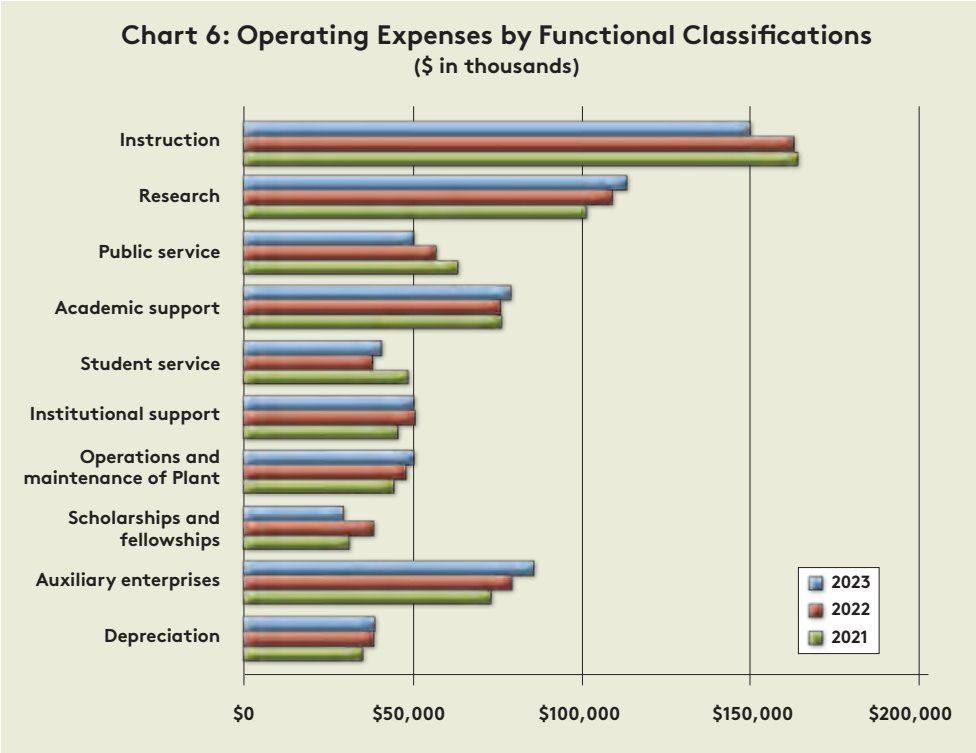


Chart 6 displays the University's operating expenses for the past three years by functional, rather than natural, classification. In fiscal 2023, the University recognized decreased benefit costs due to a drop in the other postemployment benefit obligations. The decrease is allocated proportionally across each functional category and is most evident in the instruction and public service reductions. The University's continued success in pursuit of research initiatives can be seen with additional research expenditures. Scholarship and fellowships decreased with temporary federal aid dedicated to providing relief to students as the result of COVID-19 from the Higher Education Emergency Relief Funds being exhausted.

equivalents and investments of $508.9 million, $461.9 million, and $497.7 million in fiscal 2023, 2022, and 2021, respectively. Both fiscal 2023 and fiscal 2022 were impacted by market performance. Additional gifts to the endowment also increase these balances. In fiscal 2023, the University received an endowment of $30 million through federal appropriation. Deposits held by bond trustees are also included in this balance totaling $14 thousand, $617 thousand, and $11.7 million in fiscal 2023, 2022, and 2021, respectively. The balances are due to unspent proceeds from the issuance of general obligation bonds.

Capital and right of use assets, net, saw increases of $1.3 million or 0.2% in fiscal 2023 and $27.5 million or 3.9% in fiscal 2022. Right of use assets, net, grew by $1.5 million, primarily due to the University's adoption of a new accounting standard for subscription-based information technology arrangements. Capital assets, net, remained flat with net additions offset by disposals and depreciation expense for a net decrease of $0.1 million.

Other assets and deferred outflows of resources includes accounts, loans, notes, and pledges receivable, inventories and prepaid expenses, other equity interest and deferred outflows due to loss on refunding of debt and post-employment benefits. Fiscal 2023 saw a decrease from fiscal 2022 of $3.7 million or 2.2% and a decrease in fiscal 2022 from fiscal 2021 of $12.6 million or 6.8%. The decrease in fiscal 2023 is mostly due to a decrease in post-employment benefits deferred outflows of $23.4 million stemming from changes in actuarial assumptions offset by a new other asset related to the University's equity interest in Catamount Run of $12.6 million.

Postemployment benefits, which represents the current and future liability and deferred inflows the University has to retirees and their dependents for medical, dental, life insurance, and tuition remission benefits, decreased $86.7 million or 15.8% in fiscal 2023 and $33.9 million or 5.8% in fiscal 2022. The decrease in fiscal 2023 was driven primarily by expected future experience with the University changing medical carriers for Medicare Advantage plans and updated

Table 2: Condensed information from Statements of Net Position

at June 30, 2023, 2022 and 2021
($ in thousands)

	2023	2022	2021
Assets and deferred outflows of resources			
Cash and operating investments	$ 416,356	$ 407,744	$ 399,233
Endowment, capital, and similar investments	591,404	533,868	582,986
Capital and right of use assets, net	742,925	741,588	714,084
Other assets and deferred outflows of resources	169,371	173,119	185,691
Total assets and deferred outflows of resources	**1,920,056**	**1,856,319**	**1,881,994**
Liabilities and deferred inflows of resources			
Postemployment benefits	460,728	547,457	581,323
Long-term debt	544,332	558,692	570,316
Other liabilities and deferred inflows of resources	140,208	142,496	127,939
Total liabilities and deferred inflows of resources	**1,145,268**	**1,248,645**	**1,279,578**
Net investment in capital assets	200,460	183,268	148,190
Restricted:			
Non-expendable	167,205	133,203	121,083
Expendable	418,089	397,697	438,873
Unrestricted	(10,966)	(106,494)	(105,730)
Total net position	**$ 774,788**	**$ 607,674**	**$ 602,416**

Table 2 shows condensed information from the Statements of Net Position at June 30 for the past three years.

trends for current premiums. The decrease in fiscal 2022 was largely due to the result of assumption changes. The discount rate used in the calculation also significantly impacts the liability in both fiscal years.

Long-term debt decreased $14.4 million or 2.6% from fiscal 2022 due to debt service payments of $18.0 million offset by new operating leases and subscription-based information technology arrangements of $3.6 million. From fiscal 2021 to 2022 long-term debt decreased $11.6 million or 2.0% due to debt service payments of $16.3 million offset by new finance and operating leases of $4.6 million.

Other liabilities and deferred inflows of resources decreased from fiscal 2022 to fiscal 2023 by 1.6% or $2.3 million from $142.5 million to $140.2 million. These balances consist of the University's accounts payable and current and non-current accrued liabilities including insurance reserves, compensated absences, obligations under deferred giving arrangements, and pledges payable. Unearned revenues, deposits and advance payments for tuition and grants & contracts are also included in this total. The decrease is primarily attributed to reduced pollution remediation activities in the fiscal year along with scheduled amortization under the service concession arrangement between the University and its food service program provider, Sodexo, offset by increases in unearned revenues.

Net position is reported in four categories. The net investment in capital assets amount represents the historical cost of property and equipment reduced by total accumulated depreciation and the balance of related debt outstanding. Restricted expendable resources include balances of current and prior year gifts for specified purposes such as scholarships or academic programs, as well as spendable endowment gains. Restricted non-expendable resources are endowment balances which are required to be invested in perpetuity by the original donors. Unrestricted financial resources represent net position that is available for any future use without legal restriction and is negative due to the recording of the post-employment benefit obligation.

B. Statements of Revenues, Expenses, and Changes in Net Position

Operating revenues are generally earned through the sale of goods and services. However, GASB reporting standards require that certain University recurring revenues be shown as nonoperating. This includes state appropriations, federal Pell grants, private gifts, net investment income, and transfers from University component units. These revenue streams are important sources of funds used to supplement tuition and fees revenue. Accordingly, we have grouped the operating and nonoperating revenues together in the condensed statements to allow readers to better understand which revenues support University operating expense streams.

Table 3: Condensed information from Statements of Revenues, Expenses, and Changes in Net Position

for the years ended June 30, 2023, 2022 and 2021
($ in thousands)

	2023	2022	2021
Tuition and fees	$ 563,330	$ 547,458	$ 503,715
Less student financial aid	(159,438)	(147,917)	(133,889)
Net student fees	403,892	399,541	369,826
Grants and contracts	241,406	230,954	222,645
State appropriations	55,828	48,415	72,685
Transfers to UVM from component units	29,622	29,274	30,254
Other auxiliary enterprises	44,713	43,365	39,920
Investment income (loss) and other	83,504	(15,403)	170,716
Total operating and non-operating revenues	**858,965**	**736,146**	**906,046**
Compensation and benefits	(411,702)	(440,151)	(439,434)
Supplies and services	(206,595)	(178,652)	(172,301)
Scholarship expense	(27,431)	(39,935)	(29,954)
Depreciation and interest expense	(59,858)	(60,192)	(54,725)
Transfers from UVM to component units and State	(34,300)	(24,126)	(22,144)
Total operating and non-operating expenses	**(739,886)**	**(743,056)**	**(718,558)**
Increase (Decrease) in net position from recurring activities	**119,079**	**(6,910)**	**187,488**
Capital and endowment appropriations, gifts and grants	48,482	11,005	1,240
Other net non-operating revenue (expense)	(447)	1,163	(45)
Total other changes in net position	**48,035**	**12,168**	**1,195**
Total increase in net position	**$ 167,114**	**$ 5,258**	**$ 188,683**

Table 3 shows condensed information from the Statements of Revenues, Expenses and Changes in Net Position for the past three years ended June 30.

Net student fees increased by 1.1% from $399.5 million in fiscal 2022 to $403.9 million in fiscal 2023. Embedded in the net student fees amount are three components including gross tuition and fees, gross residential life fees, and student financial aid. Gross tuition and fees increased by $11.9 million or 2.5% from fiscal 2022 to fiscal 2023 and gross residential life fees increased $4.0 million or 5.5%. The increase in gross tuition and fees can be attributed to additional undergraduate, out-of-state enrollments. The increase in gross residential life fees is the result of additional occupancy over 2022. Student financial aid increased from fiscal 2022 to fiscal 2023 by $11.5 million or 7.8% demonstrating the effort to keep tuition affordable. An increase in net student tuition and fees in fiscal 2022 of 8.0% included a 6.5% increase in gross tuition and fees, a 25.9% increase in gross residential life fees, and a 10.5% increase in student financial aid from fiscal 2021.

Total state appropriation revenue was $55.8 million in fiscal 2023 and $48.4 million in fiscal 2022. The increase of $7.4 million is due in part to special appropriations received for the Upskill Vermont scholarship program and the forgivable loan program through the Office of Engagement.

Transfers to UVM from component units includes transfers from the University of Vermont Foundation and University Medical Education Associates. These transfers include reimbursement of expenses on gifts received by the University of Vermont Foundation on behalf of the University. These transfers stayed mostly flat in fiscal 2023 with a small increase of $348 thousand from $29.3 million in fiscal 2022 to $29.6 million in fiscal 2023.

Other auxiliary enterprises revenues remained relatively stable at $44.7 million, $43.4 million, and $39.9 million in fiscal 2023, 2022, and 2021, respectively.

Investment income (loss) and other can be volatile due to the investment markets. There was an increase of $98.9 million or 642.1% in fiscal 2023 from fiscal 2022. This increase is directly attributable to the net investment income growth in fiscal 2023 of $95.0 million from a net investment loss in fiscal 2022 of $41.3 million to a net investment income of $53.7 million in fiscal 2023. In fiscal 2022, there was a decrease of $186.1 million due to a net investment loss of $41.3 million in fiscal 2022 from a $148.1 million net investment income in fiscal 2021.

Compensation and benefits decreased $28.5 million or 6.5% from $440.2 million in fiscal 2022 to $411.7 million in fiscal 2023 primarily due to reduced expense related to the other post-employment benefits for fiscal 2023 offset by scheduled wage increases. There was a modest increase in fiscal 2022 of $0.8 million, or 0.2%, from $439.4 million in fiscal 2021 to $440.2 million for the same reason.

Supplies and services expenses increased in fiscal 2023 from fiscal 2022 by $27.9 million or 15.6% from $178.7 million to $206.6 million partly due to higher costs to manage the food service program and additional business-related travel costs as restrictions from COVID-19 had been lifted mid-fiscal 2022. These same restrictions being lifted resulted in additional business-related travel costs in fiscal 2022 from fiscal 2021. Total supplies and services increased in fiscal 2022 from fiscal 2021 by $6.4 million or 3.7% from $172.3 million to $178.7 million.

Scholarship expense decreased $12.5 million, or 31.3%, in fiscal 2023 and increased $10.0 million, or 33.3%, in fiscal 2022. This fluctuation was the result of temporary Higher Education Emergency Relief Funds being exhausted in fiscal 2022.

Transfers from UVM to component units and State of $34.3 million, $24.1 million, and $22.1 million in fiscal 2023, 2022, and 2021, respectively, represents transfers to the University of Vermont Foundation to assist in its operations and contributions to the State of Vermont to support the Graduate Medical Education program.

Capital and endowment appropriations, gifts and grants represent capital gifts and grants, capital appropriations, and gifts to the University endowment. Fiscal 2023 had an increase of $37.5 million from $11.0 million in fiscal 2022 to $48.5 million primarily from new gifts for endowment purposes of $30.4 million. Fiscal 2022 had an increase of $9.8 million from $1.2 million in fiscal 2021 to $11.0 million primarily from new gifts for endowment purposes of $7.9 million.

Photo by Bailey J. Beltramo

Statements of Net Position

as of June 30, 2023 and 2022

(dollars in thousands)

			Discretely Presented Component Units			
			UMEA	UMEA	UVMF	UVMF
	2023	2022	2023	2022	2023	2022
ASSETS						
Current assets:						
Cash and cash equivalents	$ 167,524	$ 237,804	$ 1,021	$ 554	$ 56,215	$ 54,908
Operating investments	248,832	169,940	58,089	55,961	16,376	16,167
Accounts, loans, notes, and pledges receivable, net	54,686	47,039	565	609	4,898	5,345
Inventories and prepaid expenses	19,489	16,683	19	11	686	567
Total current assets	**490,531**	**471,466**	**59,694**	**57,135**	**78,175**	**76,987**
Non-current assets:						
Endowment cash, cash equivalents and investments	508,863	461,862	-	-	251,307	234,610
Student loans, notes, and pledges receivable, net	42,912	46,034	-	-	5,665	7,914
Investments for capital activities	73,522	63,022	-	-	157	132
Deposits with trustees	9,019	8,984	-	-	1,538	1,473
Other assests	12,615	-	-	-	-	-
Capital and right of use assets, net	742,925	741,588	-	-	7,252	7,557
Total non-current assets	**1,389,856**	**1,321,490**	**-**	**-**	**265,919**	**251,686**
Total Assets	**1,880,387**	**1,792,956**	**59,694**	**57,135**	**344,094**	**328,673**
DEFERRED OUTFLOWS OF RESOURCES						
Loss on refunding of debt	5,009	5,261	-	-	-	-
Postemployment benefits	34,660	58,102	-	-	-	-
Total Deferred Outflows of Resources	**39,669**	**63,363**	**-**	**-**	**-**	**-**
LIABILITIES						
Current liabilities:						
Accounts payable and accrued liabilities	90,049	91,045	575	315	8,084	10,871
Unearned revenue, deposits, and funds held for others	18,326	15,726	43,411	41,621	-	1,823
Bonds and leases payable	18,015	16,827	-	-	-	-
Total current liabilities	**126,390**	**123,598**	**43,986**	**41,936**	**8,084**	**12,694**
Non-current liabilities:						
Accrued liabilities	12,457	15,216	-	-	-	-
Postemployment benefits	186,997	436,372	-	-	-	-
Bonds and leases payable	526,316	541,865	-	-	4,220	4,443
Total non-current liabilities	**725,770**	**993,453**	**-**	**-**	**4,220**	**4,443**
Total Liabilities	**852,160**	**1,117,051**	**43,986**	**41,936**	**12,304**	**17,137**
DEFERRED INFLOWS OF RESOURCES						
Right of use leases and service concession arrangement	14,350	16,468	-	-	-	-
Split-interest arrangements	5,027	4,041	-	-	-	-
Postemployment benefits	273,731	111,085	-	-	-	-
Total Deferred Inflows of Resources	**293,108**	**131,594**	**-**	**-**	**-**	**-**
NET POSITION						
Net investment in capital assets	200,460	183,268	-	-	3,032	3,115
Restricted:						
Non-Expendable	167,205	133,203	-	-	235,781	218,351
Expendable	418,089	397,697	11,629	11,428	77,187	77,209
Unrestricted	(10,966)	(106,494)	4,079	3,771	15,790	12,861
Total Net Position	**$ 774,788**	**$ 607,674**	**$ 15,708**	**$ 15,199**	**$ 331,790**	**$ 311,536**

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

Statements of Revenues, Expenses and Changes in Net Position

for the years ended June 30, 2023 and 2022

(dollars in thousands)

			Discretely Presented Component Units			
			UMEA	UMEA	UVMF	UVMF
	2023	2022	2023	2022	2023	2022
Operating revenues						
Tuition and fees	$ 486,896	$ 474,997	$ -	$ -	$ -	$ -
Residential life	76,434	72,461	-	-	-	-
Less scholarship allowances	(159,438)	(147,917)	-	-	-	-
Net student fees	403,892	399,541	-	-	-	-
Federal, state, and private grants and contracts	233,332	223,288	-	-	1,015	1,088
Sales and services of educational activities	7,692	7,452	-	-	-	-
Other auxiliary enterprises	44,713	43,365	-	-	-	-
Student loan interest and other operating revenues	19,228	17,634	181	176	216	185
Total operating revenues	**708,857**	**691,280**	**181**	**176**	**1,231**	**1,273**
Operating expenses						
Compensation and benefits	(411,702)	(440,151)	(256)	(230)	(10,099)	(9,158)
Supplies and services	(206,595)	(178,652)	-	-	(3,154)	(2,834)
Depreciation	(39,311)	(39,499)	-	-	(353)	(350)
Scholarships and fellowships	(27,431)	(39,935)	-	-	-	-
Total operating expenses	**(685,039)**	**(698,237)**	**(256)**	**(230)**	**(13,606)**	**(12,342)**
Operating gain (loss)	**23,818**	**(6,957)**	**(75)**	**(54)**	**(12,375)**	**(11,069)**
Non-operating revenues (expenses)						
State appropriations	55,828	48,415	-	-	-	-
Federal Pell grants	8,074	7,666	-	-	-	-
Private gifts	2,898	847	399	423	21,766	28,032
Net investment income (loss)	53,686	(41,336)	905	(3,248)	10,161	(13,278)
Interest on indebtedness	(20,547)	(20,693)	-	-	(44)	(54)
Gain (loss) on disposal of capital assets	(2,010)	(548)	-	-	-	-
Net other non-operating revenue (expense)	1,563	1,711	-	-	(576)	(380)
Intergovernmental transfers	(22,433)	(13,164)	-	-	-	-
Transfers from UVM to component units	(11,867)	(10,962)	-	-	11,375	10,538
Transfers to UVM from component units	29,622	29,274	(720)	(826)	(26,871)	(26,328)
Net non-operating revenues (expense)	**94,814**	**1,210**	**584**	**(3,651)**	**15,811**	**(1,470)**
Revenue (loss) before capital and endowment additions	**118,632**	**(5,747)**	**509**	**(3,705)**	**3,436**	**(12,539)**
State capital appropriations	3,100	1,500	-	-	-	-
Capital gifts and grants	15,024	1,576	-	-	-	-
Gifts for endowment purposes	30,358	7,929	-	-	16,818	27,517
Total capital and endowment additions	**48,482**	**11,005**	**-**	**-**	**16,818**	**27,517**
Increase (decrease) in net position	167,114	5,258	509	(3,705)	20,254	14,978
Net position, beginning of year	607,674	602,416	15,199	18,904	311,536	296,558
Net position, end of year	**$ 774,788**	**$ 607,674**	**$ 15,708**	**$ 15,199**	**$ 331,790**	**$ 311,536**

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

Statements of Cash Flows

for the years ended June 30, 2023 and 2022

(dollars in thousands)

	2023	2022
Cash Flows From Operating Activities		
Tuition and fees net of applicable scholarship allowances	$ 348,745	$ 345,937
Grants and contracts	229,326	222,991
Sales and services of educational activities	7,692	7,452
Sales and services of auxiliary enterprises:		
Residential life fees, net of scholarship allowances	54,801	52,883
Other	44,713	43,365
Payments to employees and benefit providers	(472,665)	(445,085)
Payments to vendors	(209,214)	(179,019)
Payments for scholarships and fellowships	(27,431)	(39,935)
Other receipts, net	18,326	16,622
Net cash provided by (used in) operating activities	**(5,707)**	**25,211**
Cash Flows From Non-Capital Financing Activities		
State general appropriation	55,828	48,415
Federal Pell grants	8,074	7,666
Private gifts for other than capital purposes	33,572	9,741
Intergovernmental transfers	(22,433)	(13,164)
Transfers from UVM to component units	(11,867)	(10,962)
Transfers to UVM from component units	29,622	29,274
Deposits of affiliates and life income payments, net	(1,315)	(2,950)
Net cash provided by non-capital financing activities	**91,481**	**68,020**
Cash Flows From Capital Financing Activities		
State capital appropriation	3,100	1,500
Capital grants, gifts and other income	16,589	3,193
Purchases and construction of capital assets	(41,759)	(64,832)
Proceeds from disposal of capital assets	70	95
Principal paid on capital debt	(17,960)	(11,732)
Interest paid on capital debt	(20,636)	(20,849)
Changes in deposits with trustees, net	603	11,096
Net cash used in capital financing activities	**(59,993)**	**(81,529)**
Cash Flows From Investing Activities		
Proceeds from sales and maturities of investments	134,371	237,363
Purchase of investments	(231,892)	(216,639)
Interest and dividends on investments, net	4,833	570
Call contribution to joint venture	(12,615)	-
Net cash provided by (used in) investing activities	**(105,303)**	**21,294**
Net increase (decrease) in cash and cash equivalents	**(79,522)**	**32,996**
Cash and cash equivalents - beginning of year	269,388	236,392
Cash and cash equivalents - end of year*	**$ 189,866**	**$ 269,388**
Reconciliation of Operating Loss To Cash Provided by Operating Activities		
Operating gain (loss)	$ 23,818	$ (6,957)
Adjustments to reconcile operating loss to net cash provided by Operating Activities:		
Depreciation expense	39,311	39,499
Changes in assets and liabilities:		
Accounts receivable and loan receivable, net	(5,912)	641
Inventories and prepaid expenses	(1,593)	909
Accounts payable	3,503	(2,307)
Unearned revenue, deposits and accrued liabilities	(64,834)	(6,574)
Net cash provided by (used in) operating activities	**$ (5,707)**	**$ 25,211**

** of total cash and cash equivalents for 2023, $167,524 is current and $22,342 is non-current endowment and, for 2022, $237,804 is current and $31,584 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, 2023 and 2022

(dollars in thousands)

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 13,766 undergraduate, graduate, medical, and non-degree 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 & Related Parties

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. Accordingly, 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. Accordingly, UVMF is discretely presented on the University's Statements of Net Position and Statements of Revenues, Expenses, and Changes in Net Position. The UVMF holds an operating cash fund through UVM and participates in the UVM pooled endowment. The associated assets and liabilities, including endowment cash and investments, are analogous to an internal investment pool and are not reflected within the University's Statement of Net Position as they are reflected in the discretely presented column from the UVMF.

Catamount Run Phase 1, LLC. (Catamount Run) is a legally separate component unit of the University of Vermont. Catamount Run was established as a Vermont limited liability company on January 20, 2023, and consists of two partners, the University and Snyder-Braverman Development Company, LLC. The primary purpose of Catamount Run is to construct housing in close proximity to the University campus. The University will be given priority to the rental units for students and employees. Catamount Run will lease residential apartments to University students and employees under separate lease agreements and will, acting through its property manager, collect the rents for the apartment units directly from the apartment tenants. As a security for Catamount Run to reserve primarily all residential apartments for University students and employees, the University is providing a financial guaranty in the event there is a shortfall in gross rents due to vacancies or delinquencies. Catamount Run reports under Financial Accounting Standards Board (FASB) standards and has a fiscal year ends on December 31. Catamount Run will issue separate audited financial statements and accordingly will be discretely presented on the University's Statements of Net Position and Statements of Revenues, Expenses, and Changes in Net Position beginning in FY24. As of June 30, 2023, the University had an equity interest in Catamount Run of $12,615 which is reflected as other assets on the 2023 Statements of Net Position.

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 September 2022. The Affiliation Agreement is for a period of ten years, provided that either party may seek to re-negotiate any of the financial terms of the agreement after 5 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 (UVMMC) in coordinating efforts and allocating their resources. UVMMC 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 UVMMC. In addition, UVMMC agrees to pay base payments that help maintain medical facilities owned and managed by the University

(dollars in thousands)

and the Dana Medical Library. UVMMC 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.

Under the University's conflict of interest policies, all business and financial relationships, including with trustees and employees, are subject to review and approval by the Board. Disclosures about the University's related party transactions, including those affiliates, are described in this footnote to the financial statements.

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 Governmental Accounting Standards Board (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.

  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.

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 investments, the valuation of the postemployment benefit obligation, allowances on accounts and loans receivable, depreciation, and certain accruals.

Effective for the fiscal year ended June 30, 2023, the University adopted GASB Statement No. 96, *Subscription-Based Information Technology Arrangements.* The statement establishes new requirements for calculating and reporting the University's subscription-based software. The adoption of Statement No. 96 has been reflected as of July 1, 2022, with right of use subscription assets totaling $1.8 million offset with corresponding operating subscription liabilities of $1.8 million. There was no impact to beginning net position at July 1, 2021.

3. Fair Value Measurement

That fair value framework provides a 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 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.

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.

Certain investments are measured at net asset value (NAV) as a practical expedient to estimate the fair value as determined by the fund manager. Investments reported at NAV consist of shares or units in commingled funds and private partnerships 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.

(dollars in thousands)

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 2023 and 2022 consists of:

Grants and Contracts	FY23	FY22
Federal appropriations, grants and contracts	$ 153,662	$ 158,113
State grants and contracts	6,500	5,908
Other governmental & private grants and contracts	73,170	59,267
TOTAL	**$ 233,332**	**$ 223,288**

State appropriations (general fund and capital) are reported as non-operating revenue. Grants awarded for capital improvements are reported as other revenues.

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 $37.6 million in 2023 and $36.8 million in 2022.

Federal appropriations, grants and contracts include *Higher Education Emergency Relief Fund* assistance dedicated to COVID-19 relief through the duration of the pandemic of $18.8 million in 2022. No assistance from the fund was received in 2023.

Private grants and contracts include funding of $26.2 million in 2023 and $15.5 million in 2022 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, 2023, and 2022, is $9,723 and $9,339, 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, 2023, and 2022, is $5,764 and $4,308, 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.

The total cost for active and retired employees for health, dental and life insurance, net of employee contributions, was $79,513 in 2023 and $66,415 in 2022. The total cost for contributions to the RHSP was $1,103 in 2023 and $800 in 2022. See note K for further information about postemployment benefits.

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, 2023, $27,045 ($24,266 in 2022) was accrued for vacation pay of which $19,926 ($17,903 in 2022) was charged to unrestricted net position and $7,119 ($6,363 in 2022) 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.

(dollars in thousands)

B. Accounts, Loans, Notes, and Pledges Receivable

Accounts, loans, notes and pledges receivable at June 30, 2023 and 2022 are summarized as follows:

Accounts, Loans, Notes and Pledges Receivable, Net	June 30, 2023	June 30, 2022
Current		
Federal, state, and private grants receivable	$ 28,206	$ 19,519
Student and trade accounts receivable, net	9,353	9,497
Other accounts receivable	14,138	16,239
Student loans receivable, net	1,771	1,784
Pledges receivable, net	1,218	-
Total Current	**$ 54,686**	**$ 47,039**
Non-Current		
Student loans receivable, net	$ 20,272	$ 20,159
Lease receivable	13,373	14,900
Other notes receivable	5,980	7,141
Pledges receivable, net	3,287	3,834
Total Non-Current	**$ 42,912**	**$ 46,034**

Other accounts receivable includes the present value of expected future cash flows for lease agreements between the University and third parties, where the University serves as lessor. The current receivable balance includes $1,111 in 2023 from leases and $1,145 in 2022. The long-term balance from these arrangements are reported as a non-current lease receivable totaling $13,373 in 2023 and $14,900 in 2022. The lease receivables are netted with a deferred inflow of resources totaling $13,708 in 2023 and $15,614 in 2022.

The student accounts receivable are carried net of an allowance for doubtful accounts of $299 in 2023 and $334 in 2022.

Student loans receivable are carried net of an allowance for uncollectible UVM loans. The balances at June 30, 2023 and 2022 were $239 and $254, respectively. 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 $2,409 for 2023 and $2,850 for 2022. 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.

Accounts receivable from the UVMF and UMEA are $7,367 in 2023 and $10,281 in 2022 and are 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 at June 30, 2023 and 2022 are summarized below:

Accounts Payable and Current Accrued Liabilities	June 30, 2023	June 30, 2022
Interest	$ 5,624	$ 5,712
Construction retainage	2,429	4,098
Compensated absences	27,045	24,266
Insurance reserves	19,376	20,047
Compensation and benefits	6,931	6,758
Other	9,159	14,182
Accounts and pledges payable	19,485	15,982
TOTAL	**$ 90,049**	**$ 91,045**

D. Capital and Right of Use Assets

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

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 moveable 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 building and components including fixed equipment for fiscal year 2023 is $32,384 ($29,918 in 2022). Moveable equipment, software systems, and land improvements depreciation expense is $4,800 for 2023 ($8,424 in 2022). Right of use asset amortization expense totaled $2,127 in 2023 ($1,157 in 2022).

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

Right of use assets include contractual agreements for noncancellable leases where the University is the lessee, primarily of land and buildings, and subscription-based information technology arrangements where the University pays for a third party's software for a specified period of time. For leases or information technology arrangements with a maximum possible term of 12 months or less at commencement, the University recognizes expense based on the provisions of the contract. For those greater than 12 months, the University recognizes an operating lease or subscription liability

(dollars in thousands)

(footnote E) and an intangible right of use lease or subscription asset. The asset is initially measured as the initial amount of the corresponding liability, less payments made at or before the commencement date, plus any initial direct costs or software implementation costs ancillary to placing the underlying asset into service, less any incentives received at or before the commencement date. Subsequently, the right of use asset is amortized into amortization expense on a straight-line basis over the shorter of the contractual term or the useful life of the underlying asset. The corresponding lease or subscription liability is measured as the present value of payments over the term discounted using an incremental borrowing rate. The value of an option to terminate or extend the agreement is reflected to the extent it is reasonably certain management will exercise the option. The University monitors changes in circumstances that may require remeasurement. When certain changes occur that are expected to significantly affect the amount of the liability, it is remeasured and a corresponding adjustment is made to the asset.

Key estimates and judgments include how the University determines the discount rate it uses to calculate the present value of the expected contractual payments, the term, and the payments. The University generally uses its estimated incremental borrowing rate as the discount rate for leases and information technology arrangements unless the rate the is set within the contract. The University's incremental borrowing rate was determined from available debt instruments that carried similar dollar value and time periods to the portfolio.

The term includes the noncancellable period of the agreement plus any periods covered by either a University or vendor unilateral option to extend for which it is reasonably certain to be exercised, or terminate for which it reasonably certain to be exercised. Periods in which both the University and the lessor or vendor have an option to terminate are excluded from the term.

The University's net capital and right of use asset activity for the years ended June 30, 2023 and 2022 is summarized as follows:

Fiscal Year 2023	**Balance as of June 30, 2022**	**Additions**	**Retirements**	**Reclass/ Changes**	**Balance as of June 30, 2023**
Capital Assets:					
Land	$ 20,627	$ -	$ -	$ -	$ 20,627
Land improvements	20,152	1,025	-	650	21,827
Buildings	799,014	1,822	(6,201)	34,931	829,566
Building service systems	173,517	5,198	-	27,055	205,770
Building interiors	88,753	364	-	9,765	98,882
Fixed equipment	107,740	2,152	(2,884)	1,878	108,886
Moveable equipment	29,960	2,977	(597)	1,206	33,546
Software systems	31,891	-	-	-	31,891
Construction in progress	94,278	25,584	-	(75,485)	44,377
Total capital assets	1,365,932	39,122	(9,682)	-	1,395,372
Less: accumulated depreciation	(627,710)	(37,184)	7,609	-	(657,285)
Capital assets, net	738,222	1,938	(2,073)	-	738,087
Right of use assets	4,523	3,402	(152)	187	7,960
Less: accumulated amortization	(1,157)	(2,127)	152	10	(3,122)
Right of use assets, net	3,366	1,275	-	197	4,838
Total capital and right of use assets, net	**$ 741,588**	**$ 3,213**	**$ (2,073)**	**$ 197**	**$ 742,925**

(dollars in thousands)

Fiscal Year 2022	Balance as of June 30, 2021	Additions	Retirements	Reclass/ Changes	Balance as of June 30, 2022
Capital Assets:					
Land	$ 29,044	$ -	$ (471)	$ (7,946)	$ 20,627
Land improvements	11,738	468	-	7,946	20,152
Buildings	776,059	2,616	(257)	20,596	799,014
Building service systems	165,977	7,540	-	-	173,517
Building interiors	88,358	349	-	46	88,753
Fixed equipment	106,727	1,013	-	-	107,740
Moveable equipment	27,088	4,003	(1,303)	172	29,960
Software systems	31,891	-	-	-	31,891
Construction in progress	67,958	47,134	-	(20,814)	94,278
Total capital assets	1,304,840	63,123	(2,031)	-	1,365,932
Less: accumulated depreciation	(590,756)	(38,342)	1,388	-	(627,710)
Capital assets, net	714,084	24,781	(643)	-	738,222
Right of use assets	-	4,523	-	-	4,523
Less: accumulated amortization	-	(1,157)	-	-	(1,157)
Right of use assets, net	-	3,366	-	-	3,366
Total capital and right of use assets, net	**$ 714,084**	**$ 28,147**	**$ (643)**	**$ -**	**$ 741,588**

(dollars in thousands)

E. Long-Term Debt

Debt obligations are generally callable by the University and bear interest at fixed rates ranging from 1.60% to 6.43%. The debt obligations mature at various dates through 2050.

Long term debt activity for the years ended June 30, 2023 and 2022 is summarized as follows:

Fiscal Year 2023

Bonds, Notes and Leases Payable	Beginning Balance	New Debt	Payments	Ending Balance Current	Ending Balance Non-Current
General obligation bonds					
Series 2010A	$ 9,000	$ -	$ -	$ -	$ 9,000
Series 2012A (1)	46,650	-	(13)	(13)	46,676
Series 2014A (2)	63,432	-	2,272	2,381	58,779
Series 2015 (3)	184,995	-	3,014	3,149	178,832
Series 2016 (4)	67,418	-	2,729	2,844	61,845
Series 2017 (5)	57,322	-	2,698	2,813	51,811
Series 2019A (6)	44,466	-	903	938	42,625
Series 2019B (7)	69,949	-	2,381	2,471	65,097
Series 2021 (note payable)	11,945	-	1,630	1,655	8,660
Finance lease liability	92	-	21	42	29
Operating lease and subscription liability	3,423	3,599	2,325	1,735	2,962
TOTAL	**$ 558,692**	**$ 3,599**	**$ 17,960**	**$ 18,015**	**$ 526,316**

(1) This balance shown net of bond discount of $197.
(2) This balance shown net of bond premium of $4,361.
(3) This balance shown net of bond premium of $7,231.
(4) This balance shown net of bond premium of $8,679.
(5) This balance shown net of bond premium of $7,759.
(6) This balance shown net of bond premium of $7,138.
(7) This balance shown net of bond premium of $13,018.

Fiscal Year 2022

Bonds, Notes and Leases Payable	Beginning Balance	New Debt	Payments	Ending Balance Current	Ending Balance Non-Current
General obligation bonds					
Series 2010A	$ 9,000	$ -	$ -	$ -	$ 9,000
Series 2012A (1)	46,637	-	(13)	(13)	46,663
Series 2014A (2)	65,608	-	2,176	2,271	61,161
Series 2015 (3)	187,879	-	2,884	3,014	181,981
Series 2016 (4)	70,031	-	2,613	2,729	64,689
Series 2017 (5)	59,906	-	2,584	2,698	54,624
Series 2019A (6)	45,338	-	872	903	43,563
Series 2019B (7)	72,239	-	2,290	2,381	67,568
Series 2021 (note payable)	13,635	-	1,690	1,630	10,315
Finance lease liability	43	108	59	21	71
Operating lease liability	-	4,522	1,099	1,193	2,230
TOTAL	**$ 570,316**	**$ 4,630**	**$ 16,254**	**$ 16,827**	**$ 541,865**

(1) This balance shown net of bond discount of $210.
(2) This balance shown net of bond premium of $4,673.
(3) This balance shown net of bond premium of $7,560.
(4) This balance shown net of bond premium of $9,107.
(5) This balance shown net of bond premium of $8,143.
(6) This balance shown net of bond premium of $7,420.
(7) This balance shown net of bond premium of $13,534.

(dollars in thousands)

In compliance with the University's various bond indentures, at June 30, 2023 the University has deposits with trustees of $14 ($617 in 2022) 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, notes and financing leases 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
2024	$ 14,021	$ 21,868	$ 35,889
2025	14,687	21,208	35,895
2026	15,382	20,514	35,896
2027	16,096	19,786	35,882
2028	16,910	19,021	35,931
2029-2033	98,625	82,321	180,946
2034-2038	122,305	58,500	180,805
2039-2043	135,145	28,884	164,029
2044-2048	53,010	4,992	58,002
2049-2050	5,464	269	5,733
TOTAL	**$ 491,645**	**$ 277,363**	**$ 769,008**

Operating lease and subscription-based information technology arrangement payments are evaluated by the University to determine if they should be included in the measurement of the liability. Outstanding commitments for operating lease and subscription liabilities are expected to be paid over the agreement's contractual term. At June 30, 2023, the average right of use lease term is approximately 8 years, with the farthest lease end date in 2028.

Variable and short-term lease and subscription-based information technology arrangement payments are excluded from the measurement of the corresponding liability. Such amounts are recognized as expense in the period in which the obligation for those payments in incurred. The amounts recognized as outflows (expense) for variable and short-term lease and subscription-based information technology arrangement payments not included in the measurement of the lease liabilities were $9,874 and $3,710 in 2023 and 2022, respectively.

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 in the short-term pool and intermediate term pool are restricted to U.S. Treasury and government agency securities, money markets, high quality corporate and asset-backed securities, and commercial and bank paper, whereas the intermediate term pool may have maturities up to six years. Investments shall be in marketable securities of the following types and with the noted credit ratings:

1. Debt securities rated Aaa, Aa, A or Baa by Moody's Investor's Service, Inc. or AAA, AA, A or BBB by Standard & Poor's Corporation.
2. Obligations of, or guaranteed by, the United States of America, its agencies or instrumentalities.
3. Obligations of, or guaranteed by, national or state banks or bank holding companies rated BB or better. No more than 20% of the funds held in the cash pool shall be invested in debt obligations of institutions within any single holding company.
4. Asset-backed securities rated Aaa by Moody's Investor's Service, Inc. or AAA by Standard & Poor's Corporation.
5. Commercial paper rated A-1 or higher by Standard and Poor's or Prime-1 (P1) by Moody's Investor's Service, Inc.
6. Bankers' acceptances or negotiable certificates of deposit issued by banks rated BB or better. No more than 20% of the funds held in the cash pool shall be invested in certificates of deposit, bankers' acceptances or floating rate notes of the institutions within any single holding company.
7. Repurchase agreements of banks having Fitch ratings no lower than BB secured by the U.S. government and federal agency obligations with market values of at least 100% of the amount of the repurchase agreement.
8. Commingled funds may be used if they are in compliance with the above guidelines.

Current and non-current cash and cash equivalents is summarized below:

Cash and Cash Equivalents	June 30, 2023	June 30, 2022
Current	$ 167,524	$ 237,804
Endowment	22,342	31,584
TOTAL	**$ 189,866**	**$ 269,388**

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

Cash and Cash Equivalents	June 30, 2023	June 30, 2022
Cash	$ 41,126	$ 166,681
Money Markets	148,740	102,707
TOTAL	**$ 189,866**	**$ 269,388**

(dollars in thousands)

Investment of the long-term pool shall be restricted to those that are allowable under the University's Statement of Objectives and Policies for the Endowment Fund and that meet the overall objective of achieving consistent long-term growth of the pool with limited exposure to risk.

The balance of cash held in bank deposit accounts was $38,376 at June 30, 2023 and $166,681 at June 30, 2022. Of these bank balances, $659 in 2023 and $647 in 2022 were covered by the Federal Depository Insurance Corporation. The University had a third-party custodian agreement with Bank of New York Mellon, through People's United, of $100,664. The University also has an irrevocable standby letter of credit of $225,000 at June 30, 2023 and June 30, 2022 through the Federal Home Loan Bank of Pittsburgh as collateral for the University's primary depository account and money market account that the University has never drawn on. The University had a revolving line of credit of $50,000 with TD Bank that was terminated on December 21, 2022.

Total operating investments of $248,832 at June 30, 2023 and $169,940 at June 30, 2022 were primarily made through comingled funds as described in footnote G.

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 non-current assets are replacement reserves designated for capital renovations. All other investments are reported as operating investments. A summary of investments is below:

Investments	June 30, 2023	June 30, 2022
Operating investments	$ 248,832	$ 169,940
Endowment investments	508,863	461,862
Investments for capital activities	73,522	63,022
TOTAL	**$ 831,217**	**$ 694,824**

Deposits with trustees include $7,853 in 2023 and $7,229 in 2022 of assets held under deferred giving arrangements, $1,152 in 2023 and $1,138 in 2022 of investments in the waste disposal fund required by the EPA, and $14 in 2023 and $617 in 2022 of investments held by bond trustees.

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.

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.

The following is a description of the investment categories:

Public Global 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.

Private Investments - This asset class includes investments focusing on interests in private companies including buyout funds, secondary markets, and distressed debt as well as investments focusing on non-publicly traded interests in start-up entities.

Public Real Assets – This asset class includes investments focusing on publicly traded securities of 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 natural resources. Many of the private real asset investments are made via lock-up funds and are thus illiquid.

Fixed Income/Debt – 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)

Investments measured at fair value or net asset value as of June 30, 2023 and 2022 is summarized as follows:

June 30, 2023	Level 1	Level 2	Level 3	NAV	Total Investments
Investments:					
Public global equity	$ 344,369	$ -	$ -	$ 67,654	$ 412,023
Marketable alternatives	-	-	-	132,893	132,893
Private investments	-	-	-	193,502	193,502
Fixed income/debt	62,571	225,162	-	-	287,733
Other	550	-	950	-	1,500
Cash and cash equivalents	22,333	-	-	-	22,333
Subtotal investments	$ 429,823	$ 225,162	$ 950	$ 394,049	$ 1,049,984
Less UVM Foundation					$ (218,767)
Total Investments					**$ 831,217**
Deposits with Trustees at Fair Value:					
Beneficial interests in trusts	$ -	$ -	$ 3,840	$ -	$ 3,840
Public global equity	26	-	-	-	26
Fixed income/debt	349	4,164	-	-	4,513
Cash and cash equivalents	640	-	-	-	640
Total Deposits With Trustees	**$ 1,015**	**$ 4,164**	**$ 3,840**	**$ -**	**$ 9,019**

(dollars in thousands)

June 30, 2022	Level 1	Level 2	Level 3	NAV	Total Investments
Investments:					
Public global equity	$ 272,042	$ -	$ -	$ 85,095	$ 357,137
Marketable alternatives	-	-	-	94,650	94,650
Private investments	-	-	-	194,874	194,874
Fixed income/debt	51,515	148,219	-	14,690	214,424
Other	550	-	690	-	1,240
Cash and cash equivalents	31,584	-	-	-	31,584
Subtotal investments	$ 355,691	$ 148,219	$ 690	$ 389,309	$ 893,909
Less UVM Foundation					$ (199,085)
Total Investments					**$ 694,824**
Deposits With Trustees at Fair Value:					
Beneficial interests in trusts	$ -	$ -	$ 3,319	$ -	$ 3,319
Public global equity	28	-	-	-	28
Fixed income/debt	348	4,356	-	-	4,704
Cash and cash equivalents	933	-	-	-	933
Total Deposits With Trustees	**$ 1,309**	**$ 4,356**	**$ 3,319**	**$ -**	**$ 8,984**

Investment liquidity fas of June 30, 2023 and 2022 is summarized as follows:

June 30, 2023	Daily	Monthly	Quarterly	Semi-Annual	Annual	Illiquid	Total	Redemption Notice Period
Investments:								
Public global equity	$ 251,552	$ 131,584	$ 28,887	$ -	$ -	$ -	$ 412,023	1-90 days
Marketable alternatives	19,131	43,691	39,028	11,373	12,973	6,697	132,893	1-90 days
Private investments	-	-	-	-	-	193,502	193,502	Illiquid
Fixed income/debt	287,733	-	-	-	-	-	287,733	1-30 days
Other	550	-	-	-	-	950	1,500	Same day, Illiquid
Cash and cash equivalents	22,333	-	-	-	-	-	22,333	Same day
Subtotal investments	$ 581,299	$ 175,275	$ 67,915	$ 11,373	$ 12,973	$ 201,149	$ 1,049,984	
Less UVM Foundation							$ (218,767)	
Total Investments							**$ 831,217**	

June 30, 2022	Daily	Monthly	Quarterly	Semi-Annual	Annual	Illiquid	Total	Redemption Notice Period
Investments:								
Public global equity	$ 193,467	$ 143,999	$ 19,671	$ -	$ -	$ -	$ 357,137	1-90 days
Marketable alternatives	16,990	8,599	37,268	11,445	12,429	7,919	94,650	1-90 days
Private investments	-	-	-	-	-	194,874	194,874	Illiquid
Fixed income/debt	199,734	14,690	-	-	-	-	214,424	1-30 days
Other	550	-	-	-	-	690	1,240	Same day, Illiquid
Cash and cash equivalents	31,584	-	-	-	-	-	31,584	Same day
Subtotal investments	$ 442,325	$ 167,288	$ 56,939	$ 11,445	$ 12,429	$ 203,483	$ 893,909	
Less UVM Foundation							$ (199,085)	
Total Investments							**$ 694,824**	

(dollars in thousands)

The fixed income/debt portfolio is composed of passive and active bond funds. The following shows the risk profiles at June 30, 2023 and 2022:

			Credit Quality %					
Fixed Income Debt	Amount	Average Maturity/ Effective Duration	Govt/Agency	AAA	AA	A	BBB	<BBB
2023	$ 287,733	2.4/2.2	48	3	10	32	7	0
2022	$ 214,424	2.9 /2.7	29	3	13	38	10	7

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	FY23	FY22
Net interest, dividend, and other income	$ 5,933	$ 858
Realized gains	6,930	63,426
Unrealized gains/(losses)	42,396	(104,135)
Investment management fees	(1,573)	(1,485)
TOTAL	**$ 53,686**	**$ (41,336)**

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 reasoned 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 5.50%. 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 of similar size 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 equities (domestic and international) and fixed income/debt; marketable alternatives (hedge funds); private investments (venture capital and private equity); and a diversified portfolio of public real assets (real estate and commodities). The consolidated endowment's asset allocation target and actual percentages at June 30 are presented in the following tables:

Unaudited	June 30, 2023	
	Target %	Actual %
Public global equity	45.0	50.7
Marketable alternatives	10.0	14.9
Private investments	35.0	24.2
Fixed income/debt	8.0	7.8
Cash & cash equivalents	2.0	2.4

	June 30, 2022	
	Target %	Actual %
Public global equity	45.0	48.5
Marketable alternatives	10.0	11.3
Private investments	35.0	26.8
Fixed income/debt	8.0	9.1
Cash & cash equivalents	2.0	4.3

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 $70.45), 5,728.3669 units were owned by endowment funds and 5,683.8573 units by quasi endowment funds at June 30, 2023 ($69.04, 5,225.5937 and 5,304.5281 respectively, at June 30, 2022).

(dollars in thousands)

The University of Vermont Foundation (UVMF) participates in the UVM pooled endowment. The UVMF owned 3,105.3166 units with a market value of $218,767 as of June 30, 2023 and 2,883.7550 units with a market value of $199,085 as of June 30, 2022.

The Uniform Prudent Management of Institutional Funds Act (UPMIFA) requires the institution define an overall prudent approach both to distribution of funds for spending and long-term preservation and growth of capital. The University policy allows 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 Change
June 30, 2023	$ 803,983	$ 642,278	$ 161,705
June 30, 2022	726,964	611,026	115,938
Unrealized net gain/(loss)			45,767
New gifts and transfers			57,437
Realized net gain			4,384
Net loss			(1,648)
Withdrawn for spending			(28,921)
Total Net Change			**$ 77,019**

	Fair Value	Cost	Net Change
June 30, 2022	$ 726,964	$ 611,026	$ 115,938
June 30, 2021	704,546	477,167	227,379
Unrealized net gain/(loss)			(111,441)
New gifts and transfers			92,568
Realized net gain			62,233
Net loss			(1,727)
Withdrawn for spending			(19,215)
Total Net Change			**$ 22,418**

I. Commitments

Major plant projects include commitments as follows:

Project	Estimated Project Cost	Project-to-Date Expenditures 2023	Project-to-Date Expenditures 2022
Multipurpose Center	$ 95,000	$ 66,232	$ 63,050
Hills Building	32,000	20,965	2,717

Obligations under lease agreements are detailed in note E.

The University is obligated under certain of its investments to make future capital contributions in the amount of $82,157 as of June 30, 2023.

The University entered into agreements with the State of Vermont Department of Vermont Health Access in both 2023 and 2022, 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 $22,433 and $13,164 were made in 2023 and 2022, 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 2024, the University will make a payment to the State of Vermont Department of Vermont Health Access totaling $22,628.

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 $300 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 is a member of a Vermont captive, Pinnacle Consortium of Higher Education. The captive covers two insurance lines, general liability and automobile liability. All members are required to participate in the captive general liability program which provides $5,000 excess limit and the group purchase liability program that provides a $20,000 excess limit. The University has purchased an additional $75,000 from the commercial liability 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 $2,687 in 2023 and $2,344 in 2022; $83 and $31 of this is covered by excess insurance in 2023 and 2022, respectively. The University paid claims of $1,914 in 2023 and $2,531 in 2022. Reserves for property and casualty liabilities are included in accrued liabilities (including incurred but not reported) in the amount of $19,376 at June 30, 2023 and $20,047 at June 30, 2022.

In conducting its activities, the University from time to time is the subject of various claims and 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.

(dollars in thousands)

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. Retirement Plans

Faculty, staff and post-doctoral employees 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 in 9-, 10-, 11-, or 12-month appointments must have a full-time equivalency of .75 or greater. These individuals may become eligible for UVM contributions;
- faculty, staff and post-doctoral employees with a 12-month appointment must have a full-time equivalency of .50 to .75 to be eligible to make contributions to UVM's 403(b) and 457(b) plans. These individuals are not eligible for UVM contributions;
- post-doctoral employees must have a full-time equivalency of .50 or greater to be eligible to make contributions to UVM's 403(b) and 457(b) plans. These individuals are not eligible for UVM contributions;
- non-represented staff, Staff United and United Electrical staff must be employed three years before they qualify for University contributions to their retirement plan, or, to waive this waiting period, they must have a vested interest in the retirement plan of their previous nonprofit employer;
- staff represented by the Teamsters Union are eligible for the 10% UVM contribution after the successful completion of their probationary period;
- 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, to waive this waiting period, 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), and Fidelity Investments.

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 employer 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 remain in the UVM plan but may no longer make contributions, 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, 2023 and 2022, the University had total payroll expense of $334,657 and $314,069, respectively, of which $235,150 in 2023 and $228,143 in 2022 was covered by the University's 403(b) retirement plan. Total employee and employer contributions for 403(b) pension benefits for the year were $20,111 and $23,515, respectively, for 2023 and $19,684 and $22,814, respectively, for 2022. 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 $6,693 in fiscal year 2023 and $6,186 in fiscal year 2022.

K. Postemployment Benefits Other Than Pensions (OPEB)

The University accounts for its postemployment benefit plan in accordance with GASB Statement 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions.* 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

(dollars in thousands)

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 months 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, 2021, the following employees were covered by the benefit terms:

Inactive employees or beneficiaries currently receiving benefits	1,848
Active employees	4,016
TOTAL	**5,864**

2. Total OPEB Liability

The University's total OPEB liability of $186,997 in 2023 and $436,372 in 2022 was determined by an actuarial valuation as of January 1, 2021, and then projected forward to the measurement date of December 31, 2022 and December 31, 2021, respectively.

The total OPEB liability as of the December 31, 2022 measurement date 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	3.72%

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

Medical and Rx	90%
Dental	95%
Life Insurance	95%
	50% 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	5.9%	4.0%	2067
J Carve-Out Medicare	0.0%	3.9%	2068
MediComp III Medicare	0.0%	3.9%	2068
Dental	7.9%	4.0%	2023
Tuition Remission	2.3%	2.3%	2021

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 for 2023 and 2022 were based on the Pri-2012 Retiree/Employee Mortality Table projected with Projection Scale MP-2021 for healthy participants, Pri-2012 Contingent Survivor Table with Scale MP-2021 for current surviving spouses, and Pri-2012 Disabled Mortality Table projected with Projection Scale MP-2021 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.

(dollars in thousands)

3. Changes in Total OPEB Liability

The following table represents changes in Total OPEB Liability for the year ended June 30, 2023 and 2022:

Total OPEB Liability	Fiscal Year 2023	Fiscal Year 2022
Balance at the beginning of year	$ 436,372	$ 474,485
Changes for the year:		
Service cost	8,909	15,745
Interest on total OPEB liability	9,062	10,251
Effect of economic/demographic gains or losses	(213,796)	(9,093)
Effect of assumption changes or inputs	(42,777)	(41,561)
Benefit payments	(10,773)	(13,455)
Net changes	(249,375)	(38,113)
Balance at end of the year	**$ 186,997**	**$ 436,372**

Medical and dental trends were updated to reflect current premiums, including the impact of changing medical carriers for the Medicare Advantage plans, and expected future experience. These changes decreased the liability $214.4 million and were treated as an effect of economic/demographic gains or losses and not an assumption change. The discount rate increased to 3.72% in FY23 from 2.06% in FY22, decreasing the liability by $42.8 million.

The following tables present the total OPEB liability of the University, calculated using the discount rates of 3.72% in FY23 and 2.06% in FY22, 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 or 1 percentage point higher than the current rate.

Fiscal Year 2023	1% Decrease (2.72%)	Discount Rate (3.72%)	1% Increase (4.72%)
Total OPEB liability	$ 211,087	$ 186,997	$ 167,035
Fiscal Year 2022	**1% Decrease (1.06%)**	**Discount Rate (2.06%)**	**1% Increase (3.06%)**
Total OPEB liability	$ 506,193	$ 436,372	$ 379,904

The following tables present the FY23 and FY22 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 2023	1% Decrease	Current Trend Rate	1% Increase
Total OPEB liability	$ 160,287	$ 186,997	$ 220,129
Fiscal Year 2022	**1% Decrease**	**Current Trend Rate**	**1% Increase**
Total OPEB liability	$ 371,706	$ 436,372	$ 518,167

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, 2023 and 2022 is summarized as follows:

OPEB (Credit) Expense	FY23	FY22
Service cost	$ 8,909	$ 15,745
Interest on total OPEB liability	9,062	10,251
Recognition of deferred outflows/inflows of resources		
Recognition of economic/demographic gains or losses	(71,544)	(24,923)
Recognition of assumption changes or inputs	(473)	1,319
OPEB (credit) expense	**$ (54,046)**	**$ 2,392**

Deferred outflows and inflows of resources as of June 30, 2023 and 2022 are summarized as follows:

Fiscal Year 2023	Deferred Inflows of Resources	Deferred Outflows of Resources
Difference between expected and actual experience	$ (214,335)	$ 2,391
Changes of assumptions	(59,396)	28,858
Contributions after measurement period	-	3,411
TOTAL	**$ (273,731)**	**$ 34,660**

Fiscal Year 2022	Deferred Inflows of Resources	Deferred Outflows of Resources
Difference between expected and actual experience	$ (74,092)	$ 4,399
Changes of assumptions	(36,993)	48,759
Contributions after measurement period	-	4,944
TOTAL	**$ (111,085)**	**$ 58,102**

Deferred outflows of resources resulting from contributions after the measurement period totaling $3,411 and $4,944 will be recognized as a reduction of the total OPEB liability in the year ended June 30, 2023 and June 30, 2022, respectively. 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
2024	$ (69,108)
2025	(70,982)
2026	(65,093)
2027	(37,299)
2028*	-

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

(dollars in thousands)

L. Operating Expenses by Function

Operating expenses by functional classification for the years ended June 30, 2023 and 2022 are summarized as follows:

	Year ended June 30, 2023				
Function	Compensation And Benefits	Supplies And Services	Depreciation	Scholarships And Fellowships	Total
Instruction	$ 127,373	$ 22,698	$ -	$ -	$ 150,071
Research	65,197	47,676	-	-	112,873
Public service	40,832	9,389	-	-	50,221
Academic support	59,456	17,335	-	-	76,791
Student services	28,243	13,796	-	-	42,039
Institutional support	36,669	12,850	-	-	49,519
Operations and maintenance of plant	28,153	22,078	-	-	50,231
Scholarships and fellowships	-	-	-	27,431	27,431
Auxiliary enterprises	25,779	60,773	-	-	86,552
Depreciation	-	-	39,311	-	39,311
TOTAL	**$ 411,702**	**$ 206,595**	**$ 39,311**	**$ 27,431**	**$ 685,039**

	Year ended June 30, 2022				
Function	Compensation And Benefits	Supplies And Services	Depreciation	Scholarships And Fellowships	Total
Instruction	$ 140,115	$ 18,917	$ -	$ -	$ 159,032
Research	70,135	39,806	-	-	109,941
Public service	44,061	14,448	-	-	58,509
Academic support	61,286	13,560	-	-	74,846
Student services	28,543	10,978	-	-	39,521
Institutional support	37,928	12,531	-	-	50,459
Operations and maintenance of plant	29,613	17,958	-	-	47,571
Scholarships and fellowships	-	-	-	39,935	39,935
Auxiliary enterprises	28,470	50,454	-	-	78,924
Depreciation	-	-	39,499	-	39,499
TOTAL	**$ 440,151**	**$ 178,652**	**$ 39,499**	**$ 39,935**	**$ 698,237**

M. Subsequent Events

On August 24, 2023 the University paid $15.6 million for an equity interest in Catamount Run Phase 2, LLC. Catamount Run Phase 2, like Catamount Run Phase 1 described in footnote A1, is a legally separate entity of the University of Vermont. Catamount Run Phase 2 is a continuation of the same Catamount Run Phase 1 project. The primary purpose of both is to construct housing in close proximity to the University campus. The University will be given priority to the rental units for students and employees.

(dollars in thousands)

UNAUDITED

Required Supplementary Information - Post Employment Benefits
Schedule of Changes in the University's Total OPEB Liability and Related Ratio

Total OPEB Liability	**FY23**	**FY22**	**FY21**	**FY20**	**FY19**	**FY18**
Service cost	$ 8,909	$ 15,745	$ 13,582	$ 13,452	$ 15,645	$ 14,434
Interest on total OPEB liability	9,062	10,251	14,661	19,063	17,175	18,066
Changes of benefit terms	-	-	-	-	-	-
Effect of economic/demographic (gains) or losses	(213,796)	(9,093)	(117,836)	9,862	1,395	847
Effect of assumption changes or inputs	(42,777)	(41,561)	51,272	45,175	(48,429)	4,085
Benefit payments	(10,773)	(13,455)	(17,225)	(17,853)	(18,029)	(16,058)
Net change in total OPEB liability	**(249,375)**	**(38,113)**	**(55,546)**	**69,699**	**(32,243)**	**21,374**
Total OPEB liability, beginning	436,372	474,485	530,031	460,332	492,575	471,201
Total OPEB liability, ending	**$ 186,997**	**$ 436,372**	**$ 474,485**	**$ 530,031**	**$ 460,332**	**$ 492,575**
Covered-employee payroll	$ 259,184	$ 259,184	$ 258,395	$ 258,395	$ 241,981	$ 241,981
Total OPEB liability as a % of covered-employee payroll	72.15%	168.36%	183.63%	205.12%	190.23%	203.56%

This 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. The following are the discount rates used in each period:

2023	3.72%
2022	2.06%
2021	2.12%
2020	2.74%
2019	4.10%
2018	3.44%

The University of Vermont

UNIVERSITY FINANCIAL SERVICES
333 WATERMAN BUILDING
85 SOUTH PROSPECT STREET
BURLINGTON, VT 05405
802 656-2903 www.uvm.edu

INTERIM REPORT FORMS
GENERAL INFORMATION

Institution Name:		University of Vermont		
OPE ID:	?	369600		
		1	**Annual Audit**	
	?	0	Certified:	Qualified
Financial Results for Year Ending:	?		Yes/No	Unqualified
Most Recent Year	?	FY 2023 (Fall 2022)	Yes	Unqualified
1 Year Prior		FY 2022 (Fall 2021)	Yes	Unqualified
2 Years Prior		FY 2021 (Fall 2020)	Yes	Unqualified
Fiscal Year Ends on:		6/30	(month/day)	
Budget / Plans				
Current Year				
Next Year				
Contact Person:	?	Larry Granillo		
Title:		Associate Director, OIRA		
Telephone No:		1 802-656-1168		
E-mail address		larry.granillo@uvm.edu		

Attach a copy of the current mission statement.

Document	Website Location
Institutional Mission Statement	https://www.uvm.edu/president/?Page=mission.html

PLANNING	Year approved by governing board	Effective Dates
Strategic Plans		
Immediately prior Strategic Plan	10/26/13	2013-2019
Current Strategic Plan	5/15/20	2020-
Next Strategic Plan		

	Year completed	Effective Dates
Other institution-wide plans*		
Master plan	N/A	2022-2032
Academic plan	2023	2020-2023
Financial plan	N/A	N/A
Inclusive Excellence Strategic Plan	2023	2023-2028
Comprehensive Sustainability Plan	2022	2022-2030
Development plan	2021	2021-2026
Enrollment plan	2021	2021-2027
Technology plan	2018 / 2019	2019-2024
Plans for major units (e.g., departments, library)*		
Agriculture and Life Science	2022	2022-2026
Arts and Science	2012	2012-
Grossman Business	2016	2016-
Education and Social Services	2022	2022-
Engineering and Mathematical Sciences	2019	2019-
Rubenstein Environment and Natural Resource	2020	2020-2025
Nursing and Health Sciences	2022	2022-
Larner College of Medicine	2020/2022	2021-2025
Libraries	2021	2021-
Patrick Leahy Honors College	N/A	2024-2029

EVALUATION

Academic program review		
Program review system. System last updated:	2023	
Program review schedule (e.g., every 5 years)	2023	2024-2031

*Insert additional rows, as appropriate.

Please attach to this form:

1) A copy of the institution's organization chart(s).

If there is a "sponsoring entity," such as a church or religious congregation,	
Name of the sponsoring entity	The State of Verm
Website location of documentation of relationship	https://legislature
Governing Board	**Website location**
By-laws	http://www.uvm
Board members' names and affiliations	https://www.uvm

Please enter any explanatory notes in the box below

The University of Vermont

Administration: December 13, 2023

Governance & Advisory Bodies:
- *University Council*
- *Faculty Senate*
- *Staff Council*
- *Student Government Assoc'n*
- *Graduate Student Senate*

Ron Lumbra, *Chair Board of Trustees*

Suresh Garimella
President

Jonathan D'Amore, *Chief of Staff to the President*

Corinne Thompson, *Coord. of Board Relations*

William Harrison, *Chief Internal Auditor* (Direct report also to the Chair of the Board Audit Committee)

Patricia Prelock
Provost and Senior Vice President

Kerry Castano, *Ast. Provost and Chief of Staff*

Trenten Klingerman
VP for Legal Affairs & General Counsel

- **John Collins** *Deputy General Counsel*
- **Jennifer Papillo** *Associate General Counsel*
- **Meghan Siket** *Associate General Counsel*
- **Andrew Zehner** *Associate General Counsel*

Chris Lehman, *Chief Human Resources Officer*

- **Peter Blackmer** *Associate Chief HR Officer*
- **Nick Stanton** *Director, Equal Opportunity*
- **Hanna Paven** *HR Information Team Leader*
- **Sarah Hennessy,** *Talent Acquisition COE Leader*
- **Caroline Cote,** *Manager, HR Technology & Data*
- **Vacant,** *Classification & Compensation COE Leader*
- **Caitlyn Sisler** *Benefits COE Leader*

Joel Seligman
Chief Communications & Marketing Officer

- **Greg Farnham,** *Exec. Dir., University Marketing*
- **Rebecca Stazi,** *Exec. Dir. for Academic & Administrative Communications*
- **Barbara Walls,** *Managing Creative Dir., UVM Studios*
- **Adam White,** *Exec. Dir., University Communications*

Wendy Koenig, *Executive Director of Government Relations*

Jamie McGowan, *Executive Director of International Partnerships and Programs*

- **Emma Swift,** *Director of International Education*

Thomas Griffin, *Interim Chief Professional and Continuing Education Officer*

Richard Cate
VP for Finance & Administration

- **Brian Melman**, *Director of the Admin Business Service Ctr*
- **Shari Bergquist** *University Budget Director*
- **Claire Burlingham** *University Controller*
- **Luce Hillman** *Executive Director of Facilities Management*
- **Jennifer Greaves**, *Finance and Facilities Administrator*

Vacant
Chief Information Officer

- **Darcy Pientka,** *Deputy Chief Information Officer*
- **Andy Gingras,** *Director of Client Services*
- **Randy Spooner,** *Dir. Telecom and Network Services*
- **Josh Phillips,** *Acting Information Security Officer*
- **Susan Skalka,** Interim *Dir. Enterprise Applications/ Database Administration*
- **Mike Austin,** *Chief Technology Officer*

Jay Jacobs
Vice Provost for Enrollment Management

- **Moses Murphy,** *Director of Undergraduate Admissions*
- **Veronika Carter** *University Registrar*
- **Jessica Donavan,** *Strategic EM Initiatives Director*
- **Marie Johnson**, *Director Student Financial Services*
- **Jennifer Payne**, *Dir. of Orientation & Student Advancement*

Jane Okech
Vice Provost for Faculty Affairs

- **Susanmarie Harrington,** *Dir. of Writing in the Disciplines & Ctr for Teaching & Learning*
- **Wendy Berenback,** *Asst. Director Center for Teaching & Learning*
- **Susan Munkres**, *Director of Office of Community-Engaged Learning*

Jennifer Dickinson
Vice Provost for Academic Affairs and Student Success

- **Sarah Heath**, *Director of the Career Center*
- **Dani Comey**, *Director of the Center for Academic Success*

- **Jason Garvey**, *Executive Director, Institutional Research & Assessment*
- **Sonja Lunde**, *Director of the Fleming Museum*
- **Travis McCracken** *Military Studies*

Bryn Geffert
Dean, University Libraries

Leslie Parise
Dean, College of Agriculture & Life Sciences

- **Roy Beckford** *Director of Extension*

William Falls
Dean, College of Arts & Sciences

Sanjay Sharma,
Dean, The Grossman School of Business

Katharine Shepherd
Dean, College of Education & Social Services

Linda Schadler
Dean, College of Engineering & Math. Sciences

Allan Strong, *Interim Dean, The Rubenstein School of Environm't & Natur'l Resources*

Holger Hoock
Dean, Graduate College

Richard Page
Dean, Larner College of Medicine

Noma Anderson
Dean, College of Nursing & Health Sciences

David Jenemann
Dean, Patrick Leahy Honors College

Erica Caloiero
Vice Provost for Student Affairs

David Nestor
Dean of Students

- **Joe Russell**, *Assistant Dean of Students*
- **Elliot Ruggles,** *Sexual Violence Prevention & Education Coordinator*
- **Kim Martin**, *Director, Center for Student Conduct*
- **Gail Shampnois**, *Director, Student & Commun. Relat.*

Phiona Atuhaire, *Strategic Initiatives and DEI Coordinator*

Shoshanna Grunwald, *Director of Business Operations*

Michelle Paavola, *Medical Director, Center for Health and Wellbeing*

Vacant, *Mental Health and Outreach Director, Center for Health and Wellbeing*

Charles Holmes-Hope, *Director, Residential Life*

Lina Balcom, *Director of Student Life*

Melissa Zelazny, *Director, UVM Dining*

Amer Ahmed
Vice Provost for Diversity, Equity & Inclusion

- **Sherwood Smith**, *Sr. Exec. Director/Director, Center for Cultural Pluralism*
- **Kate Jerman** *Director, Prism Center*
- **ahmed khanani** *Director, Mosaic Center for Students of Color*
- **Melissa Murray** *Director, Women & Gender Equity Center*
- **Bev Belisle,** *Interim Director, Interfaith Education & Engagement*
- **Paul Yoon** *Senior Advisor for Diversity, Assessment and Research*

University Diversity Council

Michael Schirling
Chief Safety and Compliance Officer

- **Timothy Bilodeau**, *Chief of Police*
- **Francis Churchill**, *Director, Environmental Health & Safety*
- **Mark McKenna**, *Director CATcard Service Center*
- **John Marcus**, *Emergency Manager*
- **Vikki Gauvin,** *Senior Administrative Analyst and Planner*
- **Tessa Lucey**, *Director, Compliance Services and Chief Privacy Officer*
- **Katie Haining**, *Director, Risk Management*

Jeffrey Schulman
Director of Athletics

- **Joe Gervais**, *Asc Athletic Dir Compliance & Sport Admin.*
- **Cathy Rahill**, *Asc Athletic Dr Stdnt Athlete Dev. & Acad Aff*
- **Krista Balogh**, *Asc. Ath. Dir. Communic. & External Relat.*
- **Gregg Bates**, *Asc Athletic Dir for Campus Recreation*
- **Vacant**, *Asc Ath Dir for Internal Operations*

Kirk Dombrowski
VP for Research and Economic Development

- **Dan Harvey** *Director of Operations*
- **Brian Prindle,** *Executive Director for Research Administration and Integrity*
- **Corine Farewell**, *Director of UVM Innovations*
- **Ida Washington,** *Director of Animal Care Management*
- **Mike Lane**, *Director of Instrumentation Technical Services*
- **Jeralyn Haraldsen**, *Director of Research Development*
- **Patricia Coates**, *Director, Office of Engagement and Institute for Rural Partnerships*

Directors University Research Centers

Reports to ***President***

Reports to ***Provost & Sr VP***

The UVM Foundation

Deborah McAneny, *Chair The UVM Foundation Board*

Monica Delisa
President and CEO of the UVM Foundation

OIRA

Standard 1: Mission and Purposes

Date Approved by the Governing Board
5/17/03

Standard 2: Planning and Evaluation

Website location
Historic Board Resolutions: http://www.uvm.edu/trustees/?Page=resolutions/resolutions.html
https://www.uvm.edu/president/amplifying-our-impact-strategic-vision-uvm

Website location
https://www.uvm.edu/facilities/campus-plan-2022-2032
https://www.uvm.edu/provost/academic-success-goals (new plan to be approved 2/24
https://www.uvm.edu/finance/financial-management-framework
https://www.uvm.edu/diversity/inclusive-excellence-strategic-plan
https://www.uvm.edu/csp
https://www.uvmfoundation.org/s/1690/images/gid2/editor_documents/foundation/docs2021/uvmf_strategic_plan_2021-2026.pdf?gid=2&pgid=447&sessionid=eb08cdb4-683f-4a40-a82e-c7408a3a8149&cc=1
https://www.uvm.edu/sites/default/files/Faculty-Senate/Strategic_Enrollment_Plan_FINAL.pdf
https://www.uvm.edu/sites/default/files/Enterprise-Technology-Services/Information_Technology_Strategic_Imperatives.pdf

https://www.uvm.edu/sites/default/files/College-of-Agriculture-and-Life-Sciences/CALS_Overall_Strategic_Plan_2022-Public.pdf
http://www.uvm.edu/cas/enews/documents/CAS%20STRATEGIC%20PLAN-%202012-15%20%28ENEWS%29.pdf [new plan in process]
https://www.uvm.edu/business/strategic_plan
https://www.uvm.edu/sites/default/files/media/CESS_Strategic_Plan.pdf
https://www.uvm.edu/sites/default/files/College-of-Engineering-and-Mathematical-Sciences/CEMS.STRATEGICPLAN.FINAL5lores.pdf
https://www.uvm.edu/sites/default/files/Rubenstein-School-of-Environment-and-Natural-Resources/RSENRStratPlanSummary.pdf
www.uvm.edu/cnhs/strategic-planning
https://www.med.uvm.edu/vision2025/strategic [New planning process begun for 2025]
https://library.uvm.edu/sites/default/files/documents/2021-libraries-strategic-plan.pdf
Strategic plan expected Spring 2024

Website location
https://www.uvm.edu/provost/academic-program-review-apr
https://www.uvm.edu/sites/default/files/Office-of-the-Provost/12.21.2023_APR_8yr_Schedule_with_ACC_2023-2031.xlsx

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

a state system, or a corporation, describe and document the relationship with the accredited institution.
nont
:vermont.gov/statutes/fullchapter/16APPENDIX/001

n
.edu/trustees/policymanual/II%202%20University%20Bylaws.pdf
n.edu/trustees?Page=members/allmembers.html

Standard 3: Organization and Governance
(Locations and Modalities)

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

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment* 2 years prior (FY2022)	1 year prior (FY 2023)	Current year (FY 2024)
Main campus	Burlington, VT/USA	11/25/1904	13,826	14,088	14,320
Other principal campuses	N/A	N/A	N/A	N/A	N/A
Branch campuses (US)	Nuvance Health	7/1/2019	49	61	64
Other instructional locations (US)	N/A	N/A	N/A	N/A	N/A
Branch campuses (overseas)	N/A	N/A	N/A	N/A	N/A
Other instructional locations (overseas)	N/A	N/A	N/A	N/A	N/A

Educational modalities

	Number of programs	Date First Initiated	Enrollment* 2 years prior (FY 2022)	1 year prior (FY 2023)	Current year (FY 2024)
Distance Learning Programs					
Programs 50-99% on-line	8 Programs: CE Certif - Spch-Lng Path Asst, CE Certif-Cptr Sftwr:Web Dev, CE Certif - Pre-Actuarial, MS in Dietetics, MPS in Leadership for Sustainability, MS:Ldrshp for Sustainability, BS in Alternate Track - VT RN, CGS - Agroecology	Summer 2013 is the earliest that any of these programs were initiated as online.	34	29	34
Programs 100% on-line	13 Programs: CE Certif - Speech Lang Path, CGS-Health Care Mgt & Policy, CGS-Public Health, CGS-Global & Environ Publ Hlth, MPH in Public Health, BS in Health Science , CGS - Epidemiology, CGS - Sustainable Enterprise, CGS - Resiliency-Based Approaches with Families, Schools and Communities Environmental Public Health, Doctorate in Occupational Therapy, CGS - Educ for Sustainabiltiy, CE Certif-Int Hlth&Well Coach	Summer 2013 is the earliest that any of these programs were initiated as online.	129	172	128
Correspondence Education	N/A	N/A	N/A	N/A	N/A
Low-Residency Programs	N/A	N/A	N/A	N/A	N/A
Competency-based Programs	N/A	N/A	N/A	N/A	N/A
Dual Enrollment Programs	1	2009	368	296	320
Contractual Arrangements involving the award of credit	N/A	N/A	N/A	N/A	N/A

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

Please enter any explanatory notes in the box below

Dual Enrollment Programs are joint high school and college programs. Historical enrollment information can be found here, on the Catamount Data Center: https://www.uvm.edu/oir/enrollment

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

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

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT		11,321	560	161	4	424	435	12,905
Main Campus PT		293	224	38	25	0	76	656
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT						64		64
Branch campuses PT						0		0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations FT								0
Distance education FT		0	22	0	0	0	0	22
Distance education PT		0	90	0	0	0	0	90
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	0	11,614	896	199	29	488	511	13,737
Total FTE		11,418.67	686.67	173.67	12.33	488.00	460.33	13,239.67
Enter FTE definition:	1/3 of Part Time Students + All Full Time Students							
Degrees Awarded, Most Recent Year		2,591	445	66	5	112	50	3,269

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

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

Please enter any explanatory notes in the box below

The enrollment numbers are from Fall 2023 and the degree information refers to degrees earned in 2022-23.
The overall data can be found in the enrollment section of the catamount data center (https://www.uvm.edu/oir/enrollment), but be aware of the following additional categorizations:
The graduate level students are broken down into masters students, Clinical doctorates (those working towards a DPT or DNP), professional doctorates (EDD), Medical (Larner College of Med Only), graduate-level certificate students, and PhD students.

Full Time & Part time determinations: for undergrad students FT it's 12 or more credit hours, for grad students & grad certificate students it's 9 or more credit hours, and med students are entirely full time.

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

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

Degree Level/ Location & Modality	Continuing Education	Special Students (SS)	Total Non-degree-Seeking (ND)	Total degree-seeking (from previous page)	Grand total
Main Campus FT	25	64	89	12,905	12,994
Main Campus PT	417	18	435	656	1,091
Branch campuses FT				64	
Branch campuses PT				0	
Distance education FT	0	0	0	22	22
Distance education PT	30	0	30	90	120
Unduplicated Headcount Total	472	82	554	13,737	14,291
Total FTE	174.00	70.00	244.00	13,175.67	13,420
Enter FTE definition:	1/3 of Part Time Students + All Full Time Students				
Certificates Awarded, Most Recent Year	46				

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

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

Please enter any explanatory notes in the box below

The enrollment data is from Fall 2023. Non-matriculated students include the continuing education students as well as non-degree students and special students (global gateway and visiting students).
The overall data can be found in the enrollment section of the catamount data center (https://www.uvm.edu/oir/enrollment), but be aware of the following additional categorizations:

The special students section is 'nondegree' in the data center. This group includes visiting students and global gateway students.
Full Time & Part time determinations: for continuing education and special students, FT is 12 or more credit hours.

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

For Fall Term, as of Census Date	3 Years Prior (Fall 2020)	2 Years Prior (Fall 2021)	1 Year Prior (Fall 2022)	Current Year (Fall 2023)	Next Year Forward (goal) (Fall 2024)
Certificate					
Associate					
Baccalaureate	10,585	11,081	11,326	11614	11614
Non-Degree	551	545	571	554	580
Total Undergraduate	11,136	11,626	11,897	12,168	12,194

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

For Fall Term, as of Census Date	3 Years Prior (Fall 2020)	2 Years Prior (Fall 2021)	1 Year Prior (Fall 2022)	Current Year (Fall 2023)	
Master's	914	943	928	896	
Doctorate	727	732	732	739	
First Professional	484	491	483	488	
Certificate	31	34	48	29	
Other					
Total Graduate	2,156	2,200	2,191	2,152	

Standard 4: The Academic Program
(Credit Hours Generated at the Undergraduate and Graduate Levels)

	3 Years Prior (Fall 2020)	2 Years Prior (Fall 2021)	1 Year Prior (Fall 2022)	Current Year (Fall 2023)	Next Year Forward (goal) (Fall 2024)
Undergraduate	161619.50	167970.50	172737.00	177675	177675
Graduate	15185.25	15617.50	15593.50	15602.25	15600
Total	176,805	183,588	188,331	193,277	193,275

Standard 4: The Academic Program
(Information Literacy sessions)

	(Fall 2020)	(Fall 2021)	(Fall 2022)	(Fall 2023)	
Main campus					
Sessions embedded in a class	111	92	105	104	
Free-standing sessions	9	11	17	10	
Branch/other locations					
Sessions embedded in a class	N/A	N/A	N/A	N/A	
Free-standing sessions	N/A	N/A	N/A	N/A	
Online sessions	N/A	N/A	N/A	N/A	
URL of Information Literacy Reports	https://www.uvm.edu/generaleducation/assessment-fwil				

Please enter any explanatory notes in the box below

The credit hours methodology is as follows:
*SCH are credited to the unit/college associated with the course subject/discipline (e.g., all CS courses go to CEMS no matter who the instructor is or what college is associated with the course in Banner)
*This includes all units and all departments. Credit hours for undergrad include non-degree students as well. The Information Literacy Sessions are defined the following ways: Embedded in a class means Library Instruction Sessions and Free-standing means Workshops.
Information Literacy is part of the University's General Education Requirements. Further information can be found here: https://www.uvm.edu/generaleducation/foundational-writing-and-information-literacy
The Info Lit. Requirement can be fulfilled in these different ways:
*Students in the College of Arts and Sciences are encouraged to take a TAP (Teacher Advisor Program) seminar in the fall or spring.
*Students in the Honors College are registered for HCOL85, The Pursuit of Knowledge, in the fall, and an additional HCOL86 seminar in the spring. Taken together, the sequence practices and reinforces the 4 FWIL learning goals.
*All other FTFY students register for ENGS 1, Written Expression, in either the fall or the spring.
*Students who are transferring to UVM from another institution have their credits audited by Transfer Affairs for equivalents to UVM's FWIL requirement.

Standard 5: Students

(Admissions, Fall Term)

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

?

Credit Seeking Students Only - Including Continuing Education

		3 Years Prior (Fall 2020)	2 Years Prior (Fall 2021)	1 Year Prior (Fall 2022)	Current Year (Fall 2023)	Goal (specify year) (FY 2024)
Freshmen - Undergraduate	?					
Completed Applications	?	18,555	25,542	30,193	28,207	29,000
Applications Accepted	?	13,235	16,229	18,075	16,946	17,000
Applicants Enrolled	?	2,487	2,932	3,000	2,896	2,900
% Accepted of Applied		71.3%	63.5%	59.9%	60.1%	58.6%
% Enrolled of Accepted		18.8%	18.1%	16.6%	17.1%	17.1%
Percent Change Year over Year						
Completed Applications		na	37.7%	18.2%	-6.6%	
Applications Accepted		na	22.6%	11.4%	-6.2%	
Applicants Enrolled		na	17.9%	2.3%	-3.5%	
Average of statistical indicator of aptitude of enrollees: (define below)	?					
Transfers - Undergraduate	?					
Completed Applications		1,075	1,347	1,129	1,034	1,100
Applications Accepted		779	839	837	822	840
Applications Enrolled		309	350	332	365	380
% Accepted of Applied		72.5%	62.3%	74.1%	79.5%	76.4%
% Enrolled of Accepted		39.7%	41.7%	39.7%	44.4%	45.2%
Master's Degree	?					
Completed Applications		1,572	1,769	1,757	1,596	1,800
Applications Accepted		1,093	1,212	1,224	1,066	1,200
Applications Enrolled		441	461	455	394	480
% Accepted of Applied		69.5%	68.5%	69.7%	66.8%	66.7%
% Enrolled of Accepted		40.3%	38.0%	37.2%	37.0%	40.0%
First Professional Degree	?					
Completed Applications		6,905	8,821	9,340	8,569	8,700
Applications Accepted		308	304	336	346	340
Applications Enrolled		124	124	124	122	124
% Accepted of Applied		4.5%	3.4%	3.6%	4.0%	3.9%
% Enrolled of Accepted		40.3%	40.8%	36.9%	35.3%	36.5%
Doctoral Degree	?					
Completed Applications		1,078	1,470	1,378	1,549	1,600
Applications Accepted		453	502	471	539	550
Applications Enrolled		175	170	161	184	190
% Accepted of Applied		42.0%	34.1%	34.2%	34.8%	34.4%
% Enrolled of Accepted		38.6%	33.9%	34.2%	34.1%	34.5%

Please enter any explanatory notes in the box below

The FTFY cohort numbers can be found on the Catamount Data Center under the Undergraduate Admission Tab. The Catamount Data Center can be found here: https://www.uvm.edu/oir/admissions.

Standard 5: Students
(Financial Aid, Debt, Developmental Courses)

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

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

http://www.uvm.edu/studentfinancialservices/types_aid_and_how_apply,
http://www.uvm.edu/studentfinancialservices/scholarships,
http://www.uvm.edu/studentfinancialservices/scholarship_resources_outside_uvm

	(FY 2018)	(FY 2019)	(FY 2020)
? **Three-year Cohort Default Rate**	1.7	0.6	0
? **Three-year Loan repayment rate (from College Scorecard)**	95.4%	96.0%	80.6%

	3 Years Prior (FY 2021)	2 Years Prior (FY 2022)	Most Recently Completed Year (FY 2023)	Current Year (see note) (FY 2024)
? **Student Financial Aid**				
Total Federal Aid	$96,158,488	$96,754,590	$98,624,420	
Grants	$11,357,659	$12,614,878	$12,678,851	
Loans	$83,567,050	$82,787,386	$84,534,061	
Work Study	$1,233,779	$1,352,326	$1,411,508	
Total State Aid	$6,211,544	$5,773,249	$6,682,510	
Total Institutional Aid	$159,685,860	$168,714,662	$177,883,216	
Grants	$147,128,281	$165,357,101	$174,676,816	
Loans	$2,678,757	$3,357,561	$3,206,400	
Total Private Aid	$34,534,252	$35,080,774	$35,048,944	
Grants	$9,651,851	$9,602,865	$8,473,392	
Loans	$24,882,401	$25,477,909	$26,575,552	
Student Debt				
Percent of students graduating with debt (include all students who graduated in this calculation)				
Undergraduates	57.00	54.00	54.00	
Graduates	35.00	35.00	38.00	
First professional students	87.00	81.00	82.00	
For students with debt:				
Average amount of debt for students leaving the institution with a degree				
Undergraduates	$33,798	$34,835	$34,464	
Graduates	$70,066	$70,362	$72,070	
First professional students	$235,349	$226,339	$239,120	
Average amount of debt for students leaving the institution without a degree				
Undergraduates	$19,965	$17,687	$17,820	
Graduate Students	$27,842	$31,054	$31,479	
First professional students	$129,854	$170,590	$179,730	

Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)

	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)
English as a Second/Other Language	0.5%	0%	0%	0%
English (reading, writing, communication skills)	N/A	N/A	N/A	N/A
Math	N/A	N/A	N/A	N/A
Other				

Please enter any explanatory notes in the box below

Current Year data is not available until the fiscal year ends.

Standard 5: Students
(Enrollment, Fall Term)

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

Credit-Seeking Students Only - Including Continuing Education

			3 Years Prior (Fall 2020)	2 Years Prior (Fall 2021)	1 Year Prior (Fall 2022)	Current Year (Fall 2023)
UNDERGRADUATE		?				
First Year	Full-Time Headcount	?	2,511	3,032	3,017	2,885
	Part-Time Headcount	?	45	18	27	25
	Total Headcount		2,556	3,050	3,044	2,910
	Total FTE	?	2,526	3,038	3,026	2,893
Second Year	Full-Time Headcount		2,572	2,594	2,996	3,034
	Part-Time Headcount		61	38	28	45
	Total Headcount		2,633	2,632	3,024	3,079
	Total FTE		2,592	2,607	3,005	3,049
Third Year	Full-Time Headcount		2,453	2,549	2,435	2,793
	Part-Time Headcount		63	43	43	49
	Total Headcount		2,516	2,592	2,478	2,842
	Total FTE		2,474	2,563	2,449	2,809
Fourth Year	Full-Time Headcount		2,419	2,360	2,358	2,350
	Part-Time Headcount		154	145	114	123
	Total Headcount		2,573	2,505	2,472	2,473
	Total FTE		2,470	2,408	2,396	2,391
Super Senior (More than 120 credits)	Full-Time Headcount	?	243	244	255	259
	Part-Time Headcount		64	58	53	51
	Total Headcount		307	302	308	310
	Total FTE		264	263	273	276
Total Undergraduate Students						
	Full-Time Headcount		10,198	10,779	11,061	11,321
	Part-Time Headcount		387	302	265	293
	Total Headcount		10,585	11,081	11,326	11,614
	Total FTE		10,327	10,880	11,149	11,419
% Change FTE Undergraduate			na	5.4%	2.5%	2.4%
GRADUATE STUDENTS (Includes Master's, Ph.D., Clinical Doctorate, and Professional Doctorate Students)		?				
	Full-Time Headcount		1,119	1,198	1,198	1,182
	Part-Time Headcount		522	477	462	453
	Total Headcount		1,641	1,675	1,660	1,635
	Total FTE		1,293	1,357	1,352	1,333
% Change FTE Graduate			Not Applicable	4.9%	-0.4%	-1.4%
MEDICAL STUDENTS (M.D. Only)						
	Full-Time Headcount		484	491	483	488
	Total Headcount		484	491	483	466
	Total FTE		484	491	483	488
% Change FTE Graduate			Not Applicable	1.4%	-1.6%	1.0%
CERTIFICATE STUDENTS						
	Full-Time Headcount		5	9	14	15
	Part-Time Headcount		26	25	34	14
	Total Headcount		31	34	48	29
	Total FTE		14	17	25	20
% Change FTE Graduate			Not Applicable	26.8%	46.2%	-22.4%
CONTINUING EDUCATION STUDENTS (Non-Degree)						
	Full-Time Headcount		37	36	24	25
	Part-Time Headcount		508	465	463	447
	Total Headcount		545	501	487	472
	Total FTE		206	191	178	174
% Change FTE Graduate			Not Applicable	-7.4%	-6.6%	-2.4%
SPECIAL STUDENTS (Non-Degree, Not Continuing Eduction. This includes visiting students, affiliated students, and the Global Gateway Program)						
	Full-Time Headcount		0	27	65	64
	Part-Time Headcount		6	17	19	18
	Total Headcount		6	44	84	148
	Total FTE		2	33	71	70
% Change FTE Graduate			Not Applicable	1533.3%	118.4%	-1.9%
GRAND TOTAL						
Grand Total Headcount			13,292	13,826	14,088	14,364
Grand Total FTE			12,326	12,969	13,259	13,503
% Change Grand Total FTE			na	5.2%	2.2%	1.8%

Please enter any explanatory notes in the box below

Total headcounts can be found on the Catamount Data Center under the enrollment tab: https://www.uvm.edu/oir/enrollment FTE was calculated as all of the full-time students and 1/3 of the part-time students.

Full Time Determination: greater than or equal to 9 credits for Graduate & Certificate students

greater than or equal to 12 credits for Undergraduate, Continuing Education, & Special Students.

All Medical Students are Full-Time.

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

	3 Years Prior (FY 2021)		2 Years Prior (FY 2022)		1 Year Prior (FY 2023)		Current Year (FY 2024)	
	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty Appointed								
Professor	4	0	2	1	1	2	5	1
Associate	0	6	3	2	6	9	12	6
Assistant	15	63	13	47	27	63	32	73
Instructor	0	4	4	9	1	5	3	2
Lecturer	7	20	11	75	27	49	22	53
No rank	1	6	1	9	1	3	1	1
Other								
Total	27	99	34	143	63	131	75	136
Number of Faculty in Tenured Positions								
Professor	248	18	235	20	226	16	232	14
Associate	194	1	191	2	182	2	179	2
Assistant	0	0	0	0	0	0	0	0
Instructor	0	0	0	0	0	0	0	0
Lecturer	0	0	0	0	0	0	0	0
No rank	0	0	0	0	0	0	0	0
Other								
Total	442	19	426	22	408	18	411	16
Number of Faculty Departing								
Professor	8	6	4	4	1	1	NA	NA
Associate	5	10	9	5	12	6	NA	NA
Assistant	11	28	13	25	12	25	NA	NA
Instructor	3	2	3	4	1	4	NA	NA
Lecturer	4	9	4	86	12	26	NA	NA
No rank	0	7	1	15	0	6	NA	NA
Other								
Total	31	62	34	139	38	68	0	0
Number of Faculty Retiring								
Professor	11	4	12	9	8	7	N/A	N/A
Associate	5	4	4	6	2	7	N/A	N/A
Assistant	0	3	0	4	1	2	N/A	N/A
Instructor	0	0	1	0	0	0	N/A	N/A
Lecturer	2	2	2	3	3	0	N/A	N/A
No rank	0	0	0	1	0	0	N/A	N/A
Other								
Total	18	13	19	23	14	16	0	0

Please enter any explanatory notes in the box below

At UVM, Instructional & Research faculty hold rank as well as some Library and Extension faculty. *Note that for the faculty pipeline-pathway information, faculty that are considered 'new' are people who were not in previous faculty lists. It is possible, then, for new faculty to be counted as 'new' even if they had worked for UVM before, but in a different capacity; i.e. as a post-doc.

**Note that the number of Faculty Departing refers to whether or not the faculty are still here the following year (excluding those that retired), meaning that there is a lag for this data; we won't know who left us in FY24 until November 2024.

***Note that the number of Faculty Retiring refers to whether or not the faculty retire the following year, meaning that there is a lag for this data; we won't know who left us in FY24 until November 2024.

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

	3 Years Prior (FY 2021)	2 Years Prior (FY 2022)	1 Year Prior (FY 2023)	Current Year (FY 2024)
Number of Faculty by category				
Non-Medical-Tenured/Tenure Track	428	413	395	416
Non-Medical-Non-Tenure Track Instructional Faculty	344	420	407	445
Medical School Faculty, Tenured/Tenure Track	115	113	109	111
Medical School Faculty, Non-Tenure Track Instructional Faculty	708	712	743	778
Research Faculty	113	110	106	103
Extension Faculty	12	11	10	10
Library Faculty	18	17	18	20
All Faculty, Full-Time Subtotal	850	841	861	894
All Faculty, Part-Time Subtotal	888	955	927	989
Total	1,738	1,796	1,788	1,883
Percentage of Courses taught by full-time faculty				
	74.40%	75.00%	73.50%	76.10%
Number of Faculty by rank, if applicable				
Professor	380	364	358	372
Associate	415	426	422	423
Assistant	558	553	570	620
Instructor	41	34	33	29
Senior Lecturer/Lecturer	279	348	338	370
No rank	65	71	67	69
Total	1,738	1,796	1,788	1,883
Number of Academic Staff by category				
Library Technicians	21	20	19	17
Student Services	332	343	367	372
Total	353	363	386	389

Please enter any explanatory notes in the box below

The faculty counts by rank can be found using this Catamount Data Center Dashboard: https://www.uvm.edu/oir/employee-demographics.
Faculty by category can be found the same way but the faculty track and unit filters will have to be used.

General Faculty definition by UVM Faculty Senate Eligibility: University faculty members eligible for membership in the Faculty Senate ("eligible faculty") are those holding a primary appointment as an Officer of

Instruction, Officer of Research, Officer of Extension, or Officer of the Libraries at the rank of Professor, Associate Professor, Assistant Professor, Instructor, or Lecturer, with a full-time equivalent of at least 0.10.

Section 2: The data for the percentage of courses taught by full-time faculty were calculated by the combined percent of courses taught by tenured/tenure track and not tenure track, full-time faculty.

Section 3: Some research, extension, and library faculty at UVM have associated faculty ranks.

Section 4: Library Technicians are those individuals whose job code aligns with the IPEDS Library Technician Standard Occupational Code. Staff members with the IPEDS SOC code of 'Student and Academic Affairs and Other Education Services'

were broken down into the following groupings based upon UVM's HR professional families: Academic Services, Admin, Enrollment Management, Outreach, Student Life, and Student

Services. Persons in the admin category are excluded from the student services count here for academic staff.

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

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.
If your institution does not submit IPEDS, visit this link for information about how to complete this form: https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior			2 Years Prior			1 Year Prior			Most Recent Year		
	2019-20			2020-21			2021-22			2022-23		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	1,226	376	1,602	733	862	1,595	734	924	1,658	747	907	1,654
Research Staff	124	29	153	143	28	171	177	71	248	176	66	242
Public Service Staff	10	4	14	11	1	12	9	2	11	8	2	10
Archivists, Curators, Museum staff	5	0	5	5	0	5	5	0	5	5	0	5
Librarians	25	3	28	26	5	31	26	4	30	32	2	34
Library Technicians	9	2	11	20	1	21	20	0	20	19	0	19
Student and Academic Affairs	323	31	354	308	25	333	319	25	344	350	19	369
Management Occupations	92	2	94	92	1	93	98	2	100	105	3	108
Business and Financial Operations	276	11	287	291	12	303	285	8	293	314	8	322
Computer, Engineering and Science	433	39	472	423	36	459	420	29	449	422	28	450
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	163	12	175	153	8	161	151	9	160	169	11	180
Healthcare Practitioners and Technical	39	3	42	34	4	38	35	3	38	36	1	37
Service Occupations	268	1	269	258	0	258	246	0	246	231	0	231
Sales and Related Occupations	8	0	8	7	0	7	7	0	7	6	0	6
Office and Administrative Support	519	54	573	449	51	500	410	44	454	417	34	451
Natural Resources, Construction, Maintenance	124	2	126	121	2	123	111	2	113	119	1	120
Production, Transportation, Material Moving	18	2	20	14	1	15	16	0	16	16	0	16
Total	3,662	571	4,233	3,088	1,037	4,125	3,069	1,123	4,192	3,172	1,082	4,254

Please enter any explanatory notes in the box below

This information is what we report to IPEDS. The rows (categories) of staff type are the Standard Occupational Codes provided by the federal government. Medical and non-medical school staff are combined for this report. In FY21, LCOM faculty who were being counted as FT were moved into the PT column to better reflect their dual appointment with the Larner College of Medicine and University of Vermont Medical Center.Data for 2023-24 will be available after the February 2024 IPEDS submission.

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

	Fiscal Year ends - month & day: (June/30th)	2 Years Prior (FY2021)	1 Years Prior (FY2022)	Most Recently Completed Year (FY 2023)	Percent Change yrs-1 yr prior	2 1 yr-most recent
	ASSETS (in 000s)					
?	Cash and Short Term Investments	$463,167	$470,766	$489,878	1.6%	4.1%
?	Cash held by State Treasurer				-	-
?	Deposits held by State Treasurer				-	-
?	Accounts Receivable, Net	$45,329	$47,039	$54,686	3.8%	16.3%
?	Contributions Receivable, Net				-	-
?	Inventory and Prepaid Expenses	$17,591	$16,683	$19,489	-5.2%	16.8%
?	Long-Term Investments	$497,741	$461,862	$508,863	-7.2%	10.2%
?	Loans to Students	$32,785	$46,034	$42,912	40.4%	-6.8%
?	Funds held under bond agreement	$21,311	$8,984	$9,019	-57.8%	0.4%
?	Property, plants, and equipment, net	$714,084	$741,588	$742,925	3.9%	0.2%
?	Other Assets	$89,986	$63,363	$52,284	-29.6%	-17.5%
	Total Assets	**$1,881,994**	**$1,856,319**	**$1,920,056**	-1.4%	3.4%
	LIABILITIES (in 000s)					
?	Accounts payable and accrued liabilities	$678,311	$681,421	$661,187	0.5%	-3.0%
?	Deferred revenue & refundable advances	$16,321	$15,726	$18,326	-3.6%	16.5%
?	Due to state				-	-
?	Due to affiliates				-	-
?	Annuity and life income obligations				-	-
?	Amounts held on behalf of others				-	-
?	Long-term investments				-	-
?	Refundable government advances				-	-
?	Other long-term liabilities	$584,946	$551,498	$465,755	-5.7%	-15.5%
	Total Liabilities	**$1,279,578**	**$1,248,645**	**$1,145,268**	-2.4%	-8.3%
	NET ASSETS (in 000s)					
	Unrestricted net assets					
	Institutional	**($105,730)**	**($106,494)**	**($10,966)**	0.7%	-89.7%
?	Foundation				-	-
	Total	**($105,730)**	**($106,494)**	**($10,966)**	0.7%	-89.7%
	Temporarily restricted net assets					
	Institutional	**$587,063**	**$580,965**	**$618,549**	-1.0%	6.5%
?	Foundation				-	-
	Total	**$587,063**	**$580,965**	**$618,549**	-1.0%	6.5%
	Permanently restricted net assets					
	Institutional	**$121,083**	**$133,203**	**$167,205**	10.0%	25.5%
?	Foundation				-	-
	Total	**$121,083**	**$133,203**	**$167,205**	10.0%	25.5%
	Total Net Assets	**$602,416**	**$607,674**	**$774,788**	0.9%	27.5%
	TOTAL LIABILITIES and NET ASSETS	**$1,881,994**	**$1,856,319**	**$1,920,056**	-1.4%	3.4%

Please enter any explanatory notes in the box below

Note that some of the fields were not available/reported in a way that makes sense to include. UVM reports financial data under GASB (Governmental Accounting Standards Board), and this asks for a FASB format.
NECHE reporting format removed Net Investment in Capital Assets. Added those balances into Temporarily restricted net assets but balances are as follows:
FY20 $136,506
FY21 $148,190
FY22 $183,268
FY23 $200,460

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

	Fiscal Year ends - month& day: (June/30th)	3 Years Prior (FY2021)	2 Years Prior (FY2022)	Most Recently Completed Year (FY 2023)	Current Year (FY 2024)
	OPERATING REVENUES (in 000s)				
?	Tuition and fees	$446,157	$474,997	$486,896	
?	Room and board	$57,558	$72,461	$76,434	
?	Less: Financial aid	-$133,889	-$147,917	-$159,438	
	Net student fees	$369,826	$399,541	$403,892	$0
?	Government grants and contracts	$150,601	$164,021	$160,162	
?	Private gifts, grants and contracts	$64,627	$59,267	$73,170	
?	Other auxiliary enterprises	$39,920	$43,365	$44,713	
	Endowment income used in operations	N/A	N/A	N/A	N/A
?	Other revenue (specify): Sales & Services of Educational Activities	$6,110	$7,452	$7,692	
	Other revenue (specify): Student Loan Interest and Other Operating Revenues	$15,918	$17,634	$19,228	
	Net assets released from restrictions	N/A	N/A	N/A	N/A
	Total Operating Revenues	**$647,002**	**$691,280**	**$708,857**	**$0**
	OPERATING EXPENSES (in 000s)				
?	Instruction	$160,184	$159,032	$150,071	
?	Research	$101,876	$109,941	$112,873	
?	Public Service	$66,741	$58,509	$50,221	
?	Academic Support	$74,958	$74,846	$76,791	
?	Student Services	$48,239	$39,521	$42,039	
?	Institutional Support	$44,893	$50,459	$49,519	
	Fundraising and alumni relations	N/A	N/A	N/A	N/A
?	Operation, maintenance of plant (if not allocated)	$43,122	$47,571	$50,231	
?	Scholarships and fellowships (cash refunded by public institution)	$29,954	$39,935	$27,431	
?	Auxiliary enterprises	$71,722	$78,924	$86,552	
?	Depreciation (if not allocated)	$33,174	$39,499	$39,311	
?	Other expenses (specify):	N/A	N/A	N/A	N/A
	Other expenses (specify):	N/A	N/A	N/A	N/A
	Total operating expenditures	**$674,863**	**$698,237**	**$685,039**	**$0**
	Change in net assets from operations	**-$27,861**	**-$6,957**	**$23,818**	**$0**
	NON OPERATING REVENUES (in 000s)				
?	State appropriations (net)	**$72,685**	**$48,415**	**$55,828**	
?	Investment return	**$148,082**	**-$41,336**	**$53,686**	
?	Interest expense (public institutions)	**-$21,551**	**-$20,693**	**-$20,547**	
	Gifts, bequests and contributions not used in operations	**$606**	**$847**	**$2,898**	
?	Other (specify): Federal Pell Grants	**$7,417**	**$7,666**	**$8,074**	
	Other (specify): Gain on Disposal of Capital Assets	**$301**	**-$548**	**-$2,010**	
	Other (specify): Net other non-operating expense	**-$346**	**$1,711**	**$1,563**	
	Other (specify): Intergovernmental transfers	**-$13,682**	**-$13,164**	**-$22,433**	
	Other (specify): Transfers from Institution to component units	**-$8,462**	**-$10,962**	**-$11,867**	
	Other (specify): Transfers to Institution from component units	**$30,254**	**$29,274**	**$29,622**	
	Net non-operating revenues	**$215,304**	**$1,210**	**$94,814**	**$0**
	Income before other revenues, expenses, gains, or losses	**$187,443**	**-$5,747**	**$118,632**	**$0**
?	Capital appropriations (public institutions)	**$1,192**	**$3,076**	**$18,124**	
?	Other (specify): Gifts for endowment purposes	**$48**	**$7,929**	**$30,358**	
	TOTAL INCREASE/DECREASE IN NET ASSETS	**$188,683**	**$5,258**	**$167,114**	**$0**

Standard 7: Institutional Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (June/30th)	3 Years Prior (FY2021)	2 Years Prior (FY2022)	Most Recently Completed Year (FY 2023)	Current Year (FY 2024)
Long-term Debt				
Beginning balance	$586,262	$570,316	$558,692	
Additions	$13,635	$4,630	$3,599	
? Reductions	($29,581)	($16,254)	($17,960)	
Ending balance	**$570,316**	**$558,692**	**$544,331**	
Interest paid during fiscal year	$21,551	$20,693	$20,547	
Current Portion	$15,140	$16,827	$18,015	
Bond Rating	Aa3	Aa3	Aa3	
Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	17.63	18.42	18.38	
Debt to Net Assets Ratio Long-tem Debt / Total Net Assets	0.95	0.92	0.70	
Debt to Assets Ratio Long-term Debt / Total Assets	0.30	0.30	0.28	

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

Debt obligations are generally callable by the University and bear interest at fixed rates ranging from 1.60% to 6.43%. The debt obligations mature at various dates through 2050.

In compliance with the University's various bond indentures, at June 30, 2023 the University has deposits with trustees of $14 ($617 in 2022) 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.

(in thousands of dollars)

For the Fiscal Year Ending June 30	Principal Due	Interest Due	Total Due
2024	14,021	21,868	35,889
2025	14,687	21,208	35,895
2026	15,382	20,514	35,896
2027	16,096	19,786	35,882
2028	16,910	19,021	35,931
2029-2033	98,625	82,321	180,946
2034-2038	122,305	58,500	180,805
2039-2043	135,145	28,884	164,029
2044-2048	53,010	4,992	58,002
2049-2050	5,464	269	5,733
Total	491,645	277,363	769,008

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

The University has an irrevocable standby letter of credit of $225,000 at June 30, 2023 and June 30, 2022 through the Federal Home Loan Bank of Pittsburgh as collateral for the University's primary depository account and money market account that the University has never drawn on. The University has had a revolving line of credit of $50,000 with TD Bank that was terminated on December 21, 2022.

Future borrowing plans (please describe).

Standard 7: Institutional Resources
(Supplemental Data)

	Fiscal Year ends - month& day: (June/30th)	3 Years Prior (FY2021)	2 Years Prior (FY2022)	Most Recently Completed Year (FY 2023)	Current Year (FY 2024)
	NET ASSETS				
	Net assets beginning of year	$413,733	$602,416	$607,674	
	Total increase/decrease in net assets	$188,683	$5,258	$167,114	
	Net assets end of year	**$602,416**	**$607,674**	**$774,788**	**$0**
	FINANCIAL AID				
	Source of funds				
	Unrestricted institutional	$124,754	$154,071	$161,906	
	Federal, state and private grants	**$26,679**	**$19,718**	**$12,665**	
	Restricted funds	**$12,410**	**$14,063**	**$12,298**	
	Total	**$163,843**	**$187,852**	**$186,869**	**$0**
	% Discount of tuition and fees	32.5%	34.3%	38.4%	
?	% Unrestricted discount	24.8%	28.1%	33.3%	
	Net Tuition Revenue per FTE	$25,444	$25,971	$25,695	
?	**FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE**	N/A	N/A	N/A	N/A

Please indicate your institution's endowment spending policy:

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 reasoned 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 5.50%. 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 of similar size with broadly similar investment objectives and policies.

Please enter any explanatory notes in the box below.

Note: The Federal Financial Responsibility Composite Score doesn't apply to public institutions.

Standard 7: Institutional Resources
(Liquidity)

Fiscal Year ends - month& day: (June/30th)	3 Years Prior (FY2021)	2 Years Prior (FY2022)	Most Recently Completed Year (FY 2023)	Current Year (FY 2024)
CASH FLOW				
Cash and Cash Equivalents beginning of year	$192,707	$236,392	$269,388	
Cash Flow from Operating Activities	$7,003	$25,211	($5,707)	
Cash Flow from Investing Activities	$10,529	$21,294	($105,303)	
Cash Flow from Financing Activities	$26,153	($13,509)	$31,488	
Cash and Cash Equivalents end of year	**$236,392**	**$269,388**	**$189,866**	**$0**
LIQUIDITY RATIOS				
Current Assets	$462,153	$471,466	$490,531	
Current Liabilities	$119,332	$123,598	$126,390	
Current Ratio	**3.87**	**3.81**	**3.88**	**0.00**
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses])/ 365)	**134.46**	**149.27**	**105.38**	

Please enter any explanatory notes in the box below that may impact the institution's cash flow.

Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.

No.

Please enter any explanatory notes in the box below.

Standard 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)

	Student Success Measures/ Prior Performance and Goals	IPEDS Submission 4 Years Prior	IPEDS Submission 3 Years Prior	IPEDS Submission 2 Years Prior	IPEDS Submission 1 Year Prior	IPEDS Submission Year
		(FY 2019)	(FY2020)	(FY 2021)	(FY 2022)	(FY 2023)
	IPEDS Retention Data					
	Associate degree students	N/A	N/A	N/A	N/A	N/A
	Bachelors degree students	87%	85%	88%	89%	89%
?	**IPEDS Graduation Data (150% of time)**					
	Associate degree students	N/A	N/A	N/A	N/A	N/A
	Bachelors degree students	74%	75%	76%	77%	76%
?	**IPEDS Outcomes Measures Data**					
	First-time, full time students					
	Awarded a degree within six years	74%	75%	76%	76%	76%
	Awarded a degree within eight years	75%	76%	77%	77%	77%
	Not awarded within eight years but still enrolled	20%	20%	19%	18%	18%
	First-time, part-time students					
	Awarded a degree within six years	21%	17%	39%	31%	44%
	Awarded a degree within eight years	29%	25%	44%	38%	48%
	Not awarded within eight years but still enrolled	64%	58%	44%	38%	36%
	Non-first-time, full-time students					
	Awarded a degree within six years	78%	78%	77%	72%	75%
	Awarded a degree within eight years	79%	79%	78%	73%	76%
	Not awarded within eight years but still enrolled	14%	14%	12%	18%	12%
	Non-first-time, part-time students					
	Awarded a degree within six years	62%	57%	52%	61%	58%
	Awarded a degree within eight years	65%	57%	54%	64%	58%
	Not awarded within eight years but still enrolled	22%	30%	22%	25%	26%
?	**Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)**	**Fall 2018 Cohort**	**Fall 2019 Cohort**	**Fall 2020 Cohort**	**Fall 2021 Cohort**	**Fall 2022 Cohort**
1	In-State One Year Undergraduate Retention Rate	91%	91%	89%	88%	90%
2	Out of State One Year Undergraduate Retention Rate	86%	84%	87%	89%	88%
3	Female One Year Undergraduate Retention Rate	88%	85%	89%	89%	89%
4	Male One Year Undergraduate Retention Rate	85%	85%	86%	89%	88%
5	First-Generation One-Year Undergraduate Retention Rate	85%	82%	85%	84%	84%
6	Student of Color One-Year Undergraduate Retention Rate	85%	87%	85%	89%	81%
?	**Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)**	**Fall 2013 Cohort**	**Fall 2014 Cohort**	**Fall 2015 Cohort**	**Fall 2016 Cohort**	**Fall 2017 Cohort**
1	In-State Residency Six Year Undergraduate Graduation Rates	81%	80%	83%	79%	84%
2	Out of State Residency Six Year Undergraduate Graduation Rates	75%	74%	75%	75%	77%
3	Female Six Year Undergraduate Graduation Rates	79%	80%	81%	77%	80%
4	Male Six Year Undergraduate Graduation Rates	73%	70%	71%	73%	76%
5	First-Generation Six-Year Undergraduate Graduation Rate	72%	70%	68%	69%	70%
6	Student of Color Six-Year Undergraduate Graduation Rate	71%	70%	73%	69%	72%

Definition and Methodology Explanations

1	The 'Other Undergraduate Retention/Persistence Rates' were calculated with both full and part time students. "Students of Color" are defined using IPEDS race/ethnicity values of: American Indian or Alaska Native; Asian; Black or African-American; Hispanic; Native Hawaiian or Other Pacific Islander; Two or More.
2	The 'Other Undergraduate Graduation Rates' were calculated with both full and part time students. "Students of Color" are defined using IPEDS race/ethnicity values of: American Indian or Alaska Native; Asian; Black or African-American; Hispanic; Native Hawaiian or Other Pacific Islander; Two or More.
3	The retention and grad rates by residency, sex and first generation status can be found on the Catamount Data Center here: https://www.uvm.edu/oir/retention/graduation There is a separate tab at the top for retention and grad, but there is a combined tab that has everything by cohort year. The other retention and graduation information on this form was part of the IPEDS Fall Enrollment Survey and the IPEDS Graduation Rates survey. IPEDS data collection has a one year lag.

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

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

?	Category of Student/Outcome Measure	Bachelor Cohort Entering: 6 years ago: 2016 Cohort	Bachelor Cohort Entering: 4 years ago: 2018 Cohort	Associate Cohort Entering: 6 years ago	Associate Cohort Entering: 4 years ago
?	**First-time, Full-time Students**				
	Degree from original institution	79%	72%		
	Not graduated, still enrolled at original institution	1%	12%		
	Degree from a different institution	11%	5%		
	Transferred to a different institution	51%	8%		
	Not graduated, never transferred, no longer enrolled	5%	3%		
?	**First-time, Part-time Students**				
	Degree from original institution	40%	10%		
	Not graduated, still enrolled at original institution	0%	10%		
	Degree from a different institution	0%	0%		
	Transferred to a different institution	25%	40%		
	Not graduated, never transferred, no longer enrolled	25%	40%		
?	**Non-first-time, Full-time Students**				
	Degree from original institution	79%	72%		
	Not graduated, still enrolled at original institution	0%	4%		
	Degree from a different institution	8%	7%		
	Transferred to a different institution	4%	7%		
	Not graduated, never transferred, no longer enrolled	9%	10%		
?	**Non-first-time, Part-time Students**				
	Degree from original institution	7%	61%		
	Not graduated, still enrolled at original institution	14%	6%		
	Degree from a different institution	43%	6%		
	Transferred to a different institution	0%	0%		
	Not graduated, never transferred, no longer enrolled	36%	28%		

Measures of Student Achievement and Success/Institutional Performance and Goals

		4 Years Prior (FY 2019)	3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Next Year Forward (goal) (FY 2023)
	Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)					
1	Employed	68.90%	65.80%	66.70%	67.40%	
2	Continuing Education	26.50%	26.20%	28.30%	26.80%	
	Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)					
1	Participating in a volunteer or service program	1.9%(n=31)	0.8%(n=12)	0.4%(n=6)	0.7% (n=10)	
2	Serving in the US Military	0.7%(n=11)	0.7%(n=10)	0.3%(n=4)	0.5% (n=7)	

Definition and Methodology Explanations

1 Note that the Career Outcomes Survey has a one year lag, so the most recent information available is for the Class of 2022. The numbers from this survey, reflected above, pertain to Undergraduates only. The measures of student achievement and success are from a career outcomes survey. The survey is distributed 6 months post graduation. The Class of 2019 had a 64.1% knowledge rate (N=1603). The Class of 2020 had a 62.6% knowledge rate (N=1505). The Class of 2021 had a 59.0% knowledge rate (N=1522). The Class of 2022 had a 62.2% knowledge rate (N=1544).
The full Career Outcomes report and methodology can be found here: https://www.uvm.edu/oir/career-outcomes

2

Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)

		3-Years Prior (FY 2020)		2 Years Prior (FY 2021)		1 Year Prior (FY 2022)		Most Recent Year (FY 2023)	
?	**State Licensure Examination Passage Rates**								
	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	RN NCLEX	97	90	93	80	106	96	108	104
2	RN NCLEX- DEPN (accelerated year to DNP)	21	21	22	22	23	22	23	23
3	GRADUATE DNP Certification AGNP	4	4	7	7	12	11	8	8
4	GRADUATE DNP Certification FNP	14	14	12	12	10	10	14	14
5	GRADUATE MS- CNL	0	0	0	0	2	2	3	3
6	MLS ASCP First Time Pass Rates	20	18	12	10	10	8	10	9
7	CSD Praxis Rates	18	18	16	16	20	20	17	17
8	American Registry of Radiologic Technologists-Radiation Therapy	8	7	6	6	8	8	4	4
9	CAATE Board of Certification (BOC)-Athletic Training Program	12	11	13	12	1	1	NA	NA
?	**National Licensure Passage Rates**								
						FY2020-FY2022 3-Yr Rates Combined		(FY 2023)	
	Name of exam					# who took exam	# who passed	# who took exam	# who passed
1	Praxis II-Art Education					17	15	10	8
2	Praxis II-Music Education					13	13	2	1
3	Praxis II-Physical Education					4	*	3	3
4	Praxis II-Early Childhood Education					38	34	13	12
5	Praxis II-Elementary Education (All subtests included)					479	451	137	122
6	Praxis II-Middle Level Education (All subtests included)					57	50	11	8
7	Praxis II-Secondary Education English					40	38	12	11
8	Praxis II-Secondary Education Math					34	21	5	4
9	Praxis II-Secondary Education Language					11	9	1	1
10	Praxis II-Secondary Education Social Studies					48	45	11	9
11	Praxis II-Secondary Education Science					46	38	17	17
?	**Job Placement Rates**								
	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1	American Registry of Radiologic Technologists-Radiation Therapy		8	8	6	5	8	8	4	4
2										
3										
4										
5										

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

Web location of gainful employment report (if applicable)

Please enter any explanatory notes in the box below

PRAXIS II exam pass rates were not accessible for single years due to small-N issues so the rates were combined over three years to make the data accessible. Even with this wider look, the Physical Education count is still too low.

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year	Next Year Forward (goal)
	Cohort 2019	**Cohort 2020**	**Cohort 2021**	**Cohort 2022**	
? **Master's Programs (Add definitions/methodology in #1 below)**					
Retention rates first-to-second year	67%	66%	72%	67%	
	Cohort 2017	**Cohort 2018**	**Cohort 2019**	**Cohort 2020**	
Graduation rates @ 150% time	80%	74%	78%	75%	
Average time to degree	2	2	2	2	
? **Doctoral Programs (Add definitions/methodology in #2 below)**					
	Cohort 2019	**Cohort 2020**	**Cohort 2021**	**Cohort 2022**	
Retention rates first-to-second year	91%	88%	88%	94%	
	Cohort 2013	**Cohort 2014**	**Cohort 2015**	**Cohort 2016**	
Graduation rates @ 150% time	73%	73%	71%	73%	
Average time to degree	5	5	4	4	
? **First Professional Programs (Add definitions/methodology in #3 below)**					
	Cohort 2019	**Cohort 2020**	**Cohort 2021**	**Cohort 2022**	
Retention rates first-to-second year	99.2%	98.4%	99.2%	97.6%	
	Cohort 2014	**Cohort 2015**	**Cohort 2016**	**Cohort 2017**	
Graduation rates @ 150% time	96.5%	97.4%	96.6%	97.5%	
Average time to degree	4	4	4	4	
Distance Education (Add definitions/methodology in #4 below)					
	Cohort 2019	**Cohort 2020**	**Cohort 2021**	**Cohort 2022**	
Course completion rates	97%	97%	93%	94%	
Retention rates	93%	86%	91%	89%	
	Cohort 2017	**Cohort 2018**	**Cohort 2019**	**Cohort 2020**	
Graduation rates	61%	61%	73%	52%	

Definition and Methodology Explanations

1	The Grad rates @ 150% time for Master's students were 3 year grad rates, based on calendar year cohorts. The Grad rates @ 150% time for doctoral students were 7 year grad rates, based on calendar year cohorts. Grad rates @ 150% for medical students were 6-year grad rates.
2	Retention rates are placed under the fiscal year in which the students started. The retention rates include summer students who continue either the next summer or the next fall (duplicates removed). We know, however, that that rate may be brought down by business students who matriculate in the summer session but only have a one year program. The medical students are not included in the doctoral program numbers.
3	
4	The retention rates for distance education doesn't include certificate of graduate study students because those programs are typically only a year long.
5	

Standard 9: Integrity, Transparency, and Public Disclosure
(Integrity)

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	3/15/2021	https://www.uvm.edu/sites/default/files/UVM-Policies/policies/acadintegrity.pdf	Vice Provost for Student Affairs
Intellectual property rights	12/30/2020	www.uvm.edu/policies/general_html/intellectualproperty.pdf	Vice President for Research
Conflict of interest	11/29/2021	http://www.uvm.edu/policies/general_html/conflictinterest.pdf	President
Financial conflict of interest in research	10/5/2022	www.uvm.edu/policies/grants/researchcoi.pdf	Vice President for Research
Privacy rights	8/01/2020	www.uvm.edu/policies/general_html/privacy.pdf	Chief Privacy Officer
Fairness for students	8/3/2022	http://www.uvm.edu/policies/general_html/affirm.pdf , https://catalogue.uvm.edu/undergraduate/academicinfo/right	Vice Presidentfor Human Resources, Diversity andMulticultural Affairs
Fairness for faculty	8/3/2022	http://www.uvm.edu/policies/general_html/affirm.pdf ,	Vice Presidentfor Human Resources, Diversity andMulticultural Affairs
Fairness for staff	8/3/2022	http://www.uvm.edu/policies/general_html/affirm.pdf	Vice Presidentfor Human Resources, Diversity andMulticultural Affairs
Academic freedom	05/19/2023	https://www.uvm.edu/sites/default/files/Faculty-	Faculty Senate; Board of Trustees
Research	11/15/2022	www.uvm.edu/irb/Research%20and%20Policies%20and%20Procedures%20Manuals/researchmanual.htm	Research Protections Office
Title IX	10/3/2022	http://www.uvm.edu/policies/general_html/sexharass.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs
Other; specify			
Code of Conduct and Ethical Standards	02/04/2017	https://www.uvm.edu/sites/default/files/UVM-	President
Misconduct in Research and Other Scholarly Activities	05/26/2022	www.uvm.edu/policies/grants/researchmisconduct.pdf	Vice President for Research
Campus Speaker	10/26/2022	https://www.uvm.edu/sites/default/files/UVM-Policies/policies/campus_speaker.pdf	Vice President forUniversity Relations and Administration
Facilities and Grounds Use	12/05/2022	http://www.uvm.edu/policies/facil/facsched.pdf	Vice Presidentfor University Relations andAdministration
Protecting Minors	11/14/2023	http://www.uvm.edu/policies/general_html/protectminors.pdf	Vice President forUniversity Relations and Administration
Use of University Research Facilities and Equipment by External Users	10/03/2022	http://www.uvm.edu/policies/grants/researchfacil.pdf	Vice President for Research
Filming on Campus	10/05/2020	https://www.uvm.edu/policies/general_html/filming_on_campus.pdf	Vice President forUniversity Relations & Administration
Alcohol, Cannabis and Other Drug Use -Students	07/27/2020	http://www.uvm.edu/policies/student/drugandalco.pdf	Vice Provost forStudent Affairs
Hazing	06/09/2021	http://www.uvm.edu/policies/student/hazing.pdf	Vice Provostfor Student Affairs
Data Breach Notification	09/04/2020	http://www.uvm.edu/policies/general_html/databreach.pdf	Chief PrivacyOfficer
Solicitation	8/13/2020	http://www.uvm.edu/policies/general_html/solicitation.pdf	Vice President for University Relations and Administration
Non-discrimination policies			
Recruitment and admissions	10/03/2022	www.uvm.edu/policies/student/equaledu.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs
Employment	10/03/2022	www.uvm.edu/policies/student/equaledu.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs
Evaluation		www.uvm.edu/hrs/?Page=info/relations/paprocess.html&SM=info/infomenu.html	
Disciplinary action	05/03/2022	www.uvm.edu/policies/general_html/whistleblower.pdf	President
Advancement	10/03/2022	http://www.uvm.edu/policies/general_html/affirm.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs
Other; specify			
Disability Certification, Accommodation and Support-Students	09/21/2021	www.uvm.edu/policies/student/disability.pdf	Vice Provost for Student Affairs
Discrimination and Harassment	10/03/2022	Policies/policies/sexharass.pdf#:~:text=The%20University%20of%20Vermont%20is%20committed%20to%20creat	Vice President for Human Resources, Diversity and Multicultural Affairs
Equal Opportunity in Educational Programs and Activities and Non-Harassment	10/03/2022	www.uvm.edu/policies/student/equaledu.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs
Resolution of grievances			
General		https://www.uvm.edu/provost/complaint-procedure-students	
Students	08/31/2020	www.uvm.edu/policies/student/studentcode.pdf	Vice Provost for Student Affairs
Faculty	10/03/2022	http://www.uvm.edu/policies/hr/complaint.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs
Staff	10/03/2022	http://www.uvm.edu/policies/hr/complaint.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs

Other	Last Updated	Website location or Publication	Responsible Office or Committee
FERPA Rights Disclosure	01/17/2023	www.uvm.edu/policies/student/ferpa.pdf	Provost and Senior Vice President
Our Common Ground		http://www.uvm.edu/president/?Page=miscellaneous/commonground.html	President
President's Ethics Statement		http://www.uvm.edu/president/?Page=ethics_statement.html	President
Vision, Mission & Goals		https://www.uvm.edu/president/?Page=mission.html	President
University Charter		https://legislature.vermont.gov/statutes/fullchapter/16APPENDIX/001	Vermont Legislature
Board of Trustees Bylaws (UVM)		https://www.uvm.edu/sites/default/files/UVM-Board-of-Trustees/policy_manual/II3a_uvm_board_bylaws.pdf	Board of Trustees
Board of Trustees Bylaws (Vermont Agricultural College)	3/16/07	https://www.uvm.edu/sites/default/files/UVM-Board-of-Trustees/policy_manual/II3b_vt_ag_college_bylaws.pdf	Board of Trustees
Office of Audit and Compliance Services		https://www.uvm.edu/compliance/compliance_services	Office of Audit and Compliance Services
Academic Freedom Statement	5/19/23	https://www.uvm.edu/sites/default/files/Faculty-Senate/Academic_Freedom_Policy_Revised_SenateApproved_051823.pdf	Faculty Senate; Board of Trustees
Office of Affirmative Action and Equal Opportunity		https://www.uvm.edu/aaeo	
Housing and Meal Plan Contract	2022	https://reslife.uvm.edu/files/2022-2023_reslife_contract.pdf	
Amorous Relationships with Students Policy	2022	https://www.uvm.edu/sites/default/files/UVM-Policies/policies/student_relation.pdf	Provost
Nepotism Policy		https://www.uvm.edu/sites/default/files/UVM-Policies/policies/nepotism.pdf	Chief Humant Resource Officer
Student Organization MisconductInvestigation and Resolution	10/10/17	http://www.uvm.edu/policies/general_html/studentorg.pdf	Vice Provost for Student Affairs

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure
(Transparency)

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	https://www.uvm.edu/contact_uvm
Notice of availability of publications and of audited financial statement or fair summary	https://www.uvm.edu/finance/publications-data
Processes for admissions	https://www.uvm.edu/admissions
Processes for employment	http://www.uvm.edu/hrs/?Page=employment/find_a_job.php
Processes for grading	https://www.uvm.edu/registrar/grades
Processes for assessment	http://www.uvm.edu/assessment/?Page=about/about.html
Processes for student discipline	https://legacy.drup2.uvm.edu/sconduct
Processes for consideration of complaints and appeals	https://www.uvm.edu/president/university-vermont-complaint-procedure , http://www.uvm.edu/sconduct/?Page=SanctioningProcedures.html&SM=menu-student.html ,

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	**Website location and/or publication where valid documentation can be found**

Date of last review of:	
Print publications	Annual review cycle
Digital publications	Ongoing updates as needed

Please enter any explanatory notes in the box below

UVM is not a for-profit university and does not have promise statements on our websites.

E-Series Forms: Non-Accredited Programs by Unit

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS 6

Program 6

CALS 6

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Community & International Development, BS 9
Community Development & Applied Economics, MS 10
Community Entrepreneurship, BS 10
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Food Systems, PhD 11
Integrated Biological Science(CALS), BS 11
Microbiology, BS 11
Molecular Genetics, BS 11
Nutrition & Food Sciences, BS 13
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Plant Biology, Field Naturalist, MS 15
Plant Biology, MS 15
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Economics, BS 26
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Experimental Psychology, MA 29
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French, BA 30
Gender, Sexuality & Women's Studies, BA 30
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OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

Program	(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)
CALS						
Agroecology & Landscape Design, BS (formerly, Ecological Agriculture and Sustainable Landscape Horticulture programs)	Yes	https://www.uvm.edu/cals/pss/bs_agroecology	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

Animal & Veterinary Sciences, BS	Yes	https://www.uvm.edu/cals/asci/focus-areas	• Case study exercises in curriculum • Written research thesis • Capstone Experience/Course (requirement?) • CREAM/EQUUS experience • Credit-bearing internship • Senior exit survey • Alumni survey • Track record of employment/placement of ASCI graduates • Retention of students in the major			
Animal & Veterinary Sciences, MS	Yes	The department website (URL:TBD) • Demonstrate a basic understanding of animal science skills with animal science-related techniques and/or laboratory methods. • Understand the scientific method, and synthesize and analyze scientific information in the discipline. • Apply problem-solving, critical-thinking and	• Case study exercises in curriculum • Written research thesis • Capstone Experience/Course (requirement?) • CREAM/EQUUS experience • Credit-bearing internship • Senior exit survey • Alumni survey • Track record of employment/placement of ASCI graduates • Retention of students in the major			

		reflective skills, and effectively communicate orally and in writing.				

Animal & Veterinary Sciences, PhD	Yes	The department website (URL:TBD) • Demonstrate a basic understanding of animal science skills with animal science-related techniques and/or laboratory methods. • Understand the scientific method, and synthesize and analyze scientific information in the discipline. • Apply problem-solving, critical-thinking and reflective skills, and effectively communicate orally and in writing.	• Case study exercises in curriculum • Written research thesis • Capstone Experience/Course (requirement?) • CREAM/EQUUS experience • Credit-bearing internship • Senior exit survey • Alumni survey • Track record of employment/placement of ASCI graduates • Retention of students in the major			
Community & International Development, BS	Yes	http://www.uvm.edu/cdae/?Page=community-and-international-development.html	CDAE171, CDAE295	Instructors		2016

Community Development & Applied Economics, MS	Yes	https://www.uvm.edu/cals/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 instructprs; 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 Entrepreneurship, BS	Yes	http://www.uvm.edu/cdae/?Page=community-entrepreneurship.html	CDAE267 Capstone	Instructors		2016
Food Systems, BS	Yes	https://www.uvm.edu/foodsystems/undergraduate_programs_bs_food_systems	Feedback from field work supervisors	Annually by the Food Systems Advisory Committee, beginning in AY 2022-2023		Not yet reviewed
Food Systems, MS	Yes	https://www.uvm.edu/foodsystems/graduate_programs	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).	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 research capacity.	Not yet reviewed

Food Systems, PhD	Yes	https://www.uvm.edu/foodsystems/graduate_programs	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	Not yet reviewed
Integrated Biological Science(CALS), 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
Microbiology, BS	Yes	https://www.uvm.edu/cals/bs-microbiology	• Undergraduate Research Internship • MMG 299: Senior Seminar Capstone course • Graduating Senior Exit Interviews	• Instructor • Academic Advisor • Undergraduate • Affairs Committee	• MMG 001: First Year Colloquium; adapted as necessary • MMG 299: Senior Seminar; adapted as necessary	2021
Molecular Genetics, BS	Yes	https://www.uvm.edu/cals/bs-microbiology	• Undergraduate Research Internship • MMG 299: Senior Seminar Capstone course • Graduating Senior Exit Interviews	• Instructor • Academic Advisor • Undergraduate • Affairs Committee	• MMG 001: First Year Colloquium; adapted as necessary • MMG 299:	2021

					Senior Seminar; adapted as necessary	

Nutrition & Food Sciences, BS	Yes	www.uvm.edu/nfs/	Evaluate written and oral research presentations delivered by seniors in NFS Senior Seminar (capstone course) using a rubric designed to assess the quality of student quantitative and qualitative reasoning, annually Review student performance in experiential learning placements using final evaluation forms designed to assess workplace competency and filled out by external internship and practicum supervisors, annually. This review will be conducted by department faculty.	The assessment coordinator in collaboration with the senior seminar faculty meeting will meet annually to review.	We have developed more robust professional development skills in relation to written and oral communication in the senior seminar.	2016
Nutrition & Food Sciences, MS	Yes	www.uvm.edu/nfs/	Evaluate oral research presentations delivered by students enrolled in Nutrition and Food Sciences Graduate Seminar using an individual faculty rubric designed to assess ability to design and defend a hypothesis-driven research project, oral communication skills, and critical thinking, annually Evaluate learning objectives using written- and oral-comprehensive exams conducted by a thesis defense committee consisting of faculty within and outside of the department, annually	The graduate committee overseeing the thesis or project work Annually by the faculty at a NFS Department Retreat	We have created a rubric for admissions to make sure there is a more consistent review process of prospective students We have created a graduate level research methods course for all NFS MS students	2016

Plant Biology, BA	Yes	https://www.uvm.edu/cals/plantbiology/learning-objectives	Direct • 200-level course work ("after") • 100-level coursework ("before") • Capstone course artifacts • Internship reports and evaluations • Research project reports • Oral defense of honors research Indirect • Exit survey of graduating seniors • Job placement • Survey of alumni satisfaction with outcomes	• The following relates to all four programs • The PBIO Assessment Committee, a standing faculty committee, evaluates the work and reports of research mentors, internship supervisors, and instructors	• Revision of capstone course syllabus design • Refinement of direct-assessment approaches in 100- and 200-level courses.	2012
Plant Biology, BS	Yes	https://www.uvm.edu/cals/plantbiology/learning-objectives	Direct • 200-level course work ("after") • 100-level coursework ("before") • Capstone course artifacts • Internship reports and evaluations • Research project reports • Oral defense of honors research Indirect • Exit survey of graduating seniors • Job placement • Survey of alumni satisfaction with outcomes	• The following relates to all four programs • The PBIO Assessment Committee, a standing faculty committee, evaluates the work and reports of research mentors, internship supervisors, and instructors	• Revision of capstone course syllabus design • Refinement of direct-assessment approaches in 100- and 200-level courses.	2012

Plant Biology, Field Naturalist, MS	Yes	https://www.uvm.edu/cals/plantbiology/about-program	Direct • Field Final • Masters' project products • Oral presentation of project Indirect • Exit survey of graduates • Job placement Survey of alumni satisfaction with outcomes		No changes to date; it will take a while to collect enough data for a meaningful review. We collect the grad student progress forms and plan to do an assessment of the learning goals after we have collected 5 years of data.	2012
Plant Biology, MS	Yes	On the department webpage: URL PENDING	Direct • Qualifying exam • Masters' thesis • Oral defense of thesis Indirect • Exit survey of graduates • Job placement Survey of alumni satisfaction with outcomes		No changes to date; it will take a while to collect enough data for a meaningful review. We collect the grad student progress forms and plan to do an assessment of the learning goals after we have collected 5 years of data.	2012
Plant Biology, PhD	Yes	https://www.uvm.edu/cals/plantbiology/phd-plant-biology	Direct • Qualifying exam • Dissertation • Oral defense of dissertation Indirect • Exit survey of graduates • Job placement		No changes to date; it will take a while to collect enough data for a meaningful review. We collect the grad student progress forms	2012

			Survey of alumni satisfaction with outcomes		and plan to do an assessment of the learning goals after we have collected 5 years of data.	

Plant & Soil Science, MS	Yes	https://www.uvm.edu/cals/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 TAship duties for time, role, responsibilities	2017
Plant & Soil Science, PhD	Yes	https://www.uvm.edu/cals/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), 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 TAship duties for time, role, responsibilities	2017
Public Communication, BS	Yes	http://www.uvm.edu/cdae/?Page=public-communication.html	CDAE224 Capstone	Instructors		2016
Self-Designed Major (CALS), BS	Yes	https://www.uvm.edu/cals/self_design_major_proposal_process	Two Oral Proposal Presentations & Final Presentation	Designed Major Committee & the Student's Advisor	Every student has changes to their program based on feedback from the committee.	Not yet reviewed

Sustainable Development Policy, Economics and Governance Ph.D. Program	Yes	https://www.uvm.edu/cals/cdae/phd-sustainable-development-policy-economics-and-governance	Passage of comprehensive exam and successful defense of dissertation	Annually by SDPEG Curriculum Committee and Student Progress Committee	N/A because this is a new program.	Not yet reviewed
CAS						
Anthropology, BA	Yes	https://uvmoffice.sharepoint.com/:w:/s/UVMAnthropologyFacultyandStaff/EX9_1irYbilLozfZ04iZQ9ABKch5poIbTVtYss1ShrAWMg?e=IPTNpQ	Assessment is conducted through 1) online major survey for graduating seniors; 2) an annual Anthropology Town Hall meeting for minors/majors; and a 3) a one-credit "Advanced Proseminar" capstone course (Anth 205).	The chair and department assessment coordinator interpret assessment data in concert with the department's curriculum committee and the full faculty.	The department has used assessment data to directly address student concerns about curricula, mentorship and advising, internship opportunities, and faculty availability.	2017
Art History, BA	Yes	https://www.uvm.edu/cas/art/ba-major-art-history	Direct: Capstone course (seminar) with a final project that encompasses the stated program learning outcomes.	• Faculty that 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 identified weaknesses will be formulated at this	Art History faculty share their findings on the quality of work in capstone classes with each other at the end of each spring semester. Based on the findings, Art History faculty may implement strategies to improve student performance and	2018

				meeting.	understanding at any of the instructional levels within the curriculum.	

Biochemistry, BS	Yes	https://www.uvm.edu/biochemistry/bs-biochemistry-cas	• American Chemical Society standardized exams • Student Senior Seminar or Honors Thesis • Required Laboratory courses at the upper level • Tracking alumni placement • Assessment by faculty in upper level biochemistry courses	Annually by the co-directors of the Undergraduate Biochemistry Program	• Revision of the introductory CHEM curriculum. • Addition of professional development activities.	2021
Biological Science (CAS), BS	Yes	https://www.uvm.edu/biologicalscience/bs-biological-science		Annually by department chairs, program directors, and faculty		
Biology, BA	Yes	https://www.uvm.edu/cas/biology/ba-biology (under 'Beyond the Classroom')		Annually by department chair and faculty		
Biology, MS	Yes	https://catalogue.uvm.edu/archives/2020-21/graduate/biology/biologyms/	Direct assessments: Student performance is evaluated by a member of the studies committee using assessment rubrics; successful completion of Benchmarks (comprehensive exam, thesis defense) Indirect assessment: Exit survey	Collated and analyzed by the Graduate Affairs committee; reviewed every three years at the faculty retreat.		2018

			of all graduates.			

Biology, PhD	Yes	https://catalogue.uvm.edu/archives/2020-21/graduate/biology/biologyphd/	Direct assessments: Student performance is evaluated by a member of the studies committee using assessment rubrics; successful completion of Benchmarks (comprehensive exam, thesis defense) Indirect assessment: Exit survey of all graduates.	The primary Advisor and committee members	Altered proposal defense and comprehensive exam structure; instituted new manuscript submission requirement for PhD students	2018
Chemistry, BA	Yes	https://www.uvm.edu/cas/chemistry/ba-major-chemistry	• American Chemical Society standardized exams • Student Seminar • Required Laboratory courses at the upper level • Tracking alumni placement • Assessment by faculty in upper-level chemistry courses Undergraduate research advisor feedback	• Each semester by the Undergraduate Affairs Committee. • Annually by all faculty at a faculty retreat.	The Chemistry program was completely overhauled in 2017. Assessment data was collected following those changes and additional changes to the course sequencing was applied as a result of those studies.	2021
Chemistry, MS	Yes	https://www.uvm.edu/sites/default/files/Department-of-Chemistry/pdf_files/LearningGoals.pdf	• Qualifying exam results. • Assessment of Graduate Seminar performance. • Evaluation of dissertations. Review of annual checklist and annual individual development plan.	• Each semester by the Graduate Affairs Committee. • Annually by all faculty at a faculty retreat.	We are still in the first cycle.	2021
Chemistry, PhD	Yes	https://www.uvm.edu/sites/default/files/Department-of-Chemistry/pdf_files/LearningGoals.pdf	• Qualifying exam results. • Assessment of Graduate Seminar performance. • Assessment of an individual research proposal • Evaluation of dissertations. Review of annual checklist and annual individual development	• Each semester by the Graduate Affairs Committee. • Annually by all faculty at a faculty retreat.	We are still in the first cycle.	2021

			plan.			

Chinese, BA	Yes	https://www.uvm.edu/cas/asian/outcomes-and-careers	Standardized Chinese Language Proficiency Tests & Surveys	Annually by the Chinese faculty members	Teaching materials development and teaching method adjustment	2017
Classic Civilization, BA	Yes	https://www.uvm.edu/cas/classics?Page=undergraduate.html	Qualitiative review of senior theses and other research/coursework; exit survey/freewrite.	Department faculty at annual curriculum retreat in May.	TBD	2015
Dance, BA	Yes	Not yet posted on website (will be by May 2023) but are: Collaborate effectively in artistic, professional, and social situations Utilize creativity and imagination in artistic, professional, and social problem solving Apply critical analysis to text, image, and the human body. Identify and articulate a basic	Capstone course senior projects are assessed by faculty.	The program as a whole meets annually to take action/make recommendations re: curriculum, senior projects, and production practices.	Capstone courses and performances allow appropriate faculty to oversee students' final projects.	2016

		understanding of historical and cultural influences on the art form Gain critical awareness of the art form as a response to human and social conditions				

Economics, BA	Yes	https://www.uvm.edu/cas/economics/ba-economics	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. Research papers in advanced seminars are evaluated by faculty using a rubric. This process enables us to review how well students have mastered the skills and knowledge towards the end of their course of study.	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	Yes	https://www.uvm.edu/cas/economics/bs-economics	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. Research papers in advanced seminars are evaluated by faculty using a rubric. This process enables us to review how well students have mastered the skills and knowledge towards the end of their course of study.	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

English, BA	Yes	Assessment instruments such as senior seminar surveys; assessment reports. https://sharepoint.uvm.edu/sites/cas_accred/	1. Survey of all senior seminar students re. their learning, curriculum, and suggestions (every 3 years). 2. In alternate years more targeted studies, i.e. faculty teaching capstone review students' writing skills.	Assessment Committee reports findings to department for discussion, which may result in charge to Curriculum Committee to propose changes.	Based on 2018-2020 data suggesting that the major requirements revision implemented in 2016 had not brought about desired results, we changed the major requirements once again. The new requirements, instituted in 2021, largely revert to the pre-2016 major with small changes dictated by interpretation of the data as well as curriculum restraints generated by faculty retirements with no replacements.	2014
English, MA	Yes	We have not yet published these but plan to this year.	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	2014

					students complete the program, so we plan to develop an exit questionnaire or interview for graduating students.	

Environmental Studies, BA	Yes	https://www.uvm.edu/cas/environmentalstudies/explore-environmental-studies	Capstone Courses; Senior Thesis; Advanced Internships; Assessment of signature assignments in required courses; Graduating majors exit surveys; Alumni surveys	Annually by the co-directors of ENVS, assisted by the ENVS Curriculum Committee	The Curriculum Committee is currently working on revising the program learning goals and assessment methods. Aim to have this completed Fall 2023.	2011
Experimental Psychology, MA	Yes	https://www.uvm.edu/cas/psychology/master-arts-psychology-program	• Benchmarks of progress are evaluated including: completion of the Masters portion of the Ph.D. • Completion of the Preliminary Exam and the Dissertation Proposal. • Performance in graduate classes, and performance as a graduate teaching assistant.	Annual student evaluation meeting in May of each AY, Faculty discuss each student's overall progress		Not yet reviewed
Experimental Psychology, AMP	Yes	https://www.uvm.edu/cas/psychology/accelerated-masters-program-psychology	Continuing Assessment of the students progress via communication between the Program Director and the Faculty Mentor.	Too early to evaluate		Not yet reviewed
Experimental Psychology, PhD	Yes	https://www.uvm.edu/cas/psychology/course-requirements	• Benchmarks of progress are evaluated including: completion of the Masters portion of the Ph.D. • Completion of the Preliminary Exam and the Dissertation Proposal. • Performance in graduate classes, and performance as a graduate teaching assistant.	Annual student evaluation meeting in May of each AY, Faculty discuss each student's overall progress	We are considering modifying our preliminary exam format to better serve some of our international students that speak English as a second language.	2018

Film & Television Studies, BA	Yes	Outcomes will be uploaded after review by Assessment Committee	Survey will be administered in entry-level classes - 1-credit capstone course and exam that follows up in student's senior year. Currently being developed by Assessment Committee.	• FTS faculty will perform an annual review of surveys administered in entry level courses, to be given in fall 2019. • The first 1-credit capstone course will run in 2021. • The first comparative assessment will be completed in 2022-23.	No data at this time	2018
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 from the survey of senior majors	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
Gender, Sexuality & Women's Studies, BA	Yes	https://www.uvm.edu/cas/genderstudies/ba-gender-sexuality-womens-studies	Papers, exams, capstone course (senior research seminar), and indirect assessments by faculty and graduating students (exit interviews).	The Director and affiliated faculty at our annual retreat.	We implemented a re-evaluation of the whole program in 2104. In 2018 we updated our mission and	2004

					started to evaluate the core courses in annual cycles, starting with the introductory course GSWS 001. In 2019 we reduced the number of credits from 36 to 30 to comply with CAS regulations.	

Geography, BA	Yes	https://www.uvm.edu/cas/geography	Specifics depend on which Learning Outcome is being assessed in a given year (5-year cycle for 5 outcomes). Direct Assessment: intro-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) Indirect Assessment: Senior exit interviews; annual survey of all majors; reflective portfolios as part of Geography Honors	Data are collected and archived every year for each of 5 learning outcomes. Data are 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. Recommendations are reviewed at the annual retreat in August and implemented during the subsequent academic year.	Learning goals and outcomes are explicitly referenced in and used to shape all course syllabi. 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). Human geography curriculum currently (2018) being revised based on staffing changes and our APR feedback.	2017
Geology, MS	Yes	https://www.uvm.edu/sites/default/files/Department-of-Geology/Geology_Graduate_Handbook_2018-2.pdf	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 M.S. thesis and public presentation Post-M.S. employment data	Graduate student thesis committees track and record progress. Entire faculty provides feedback at Proposal Defense and Progress Report.	Regularly scheduled alumni surveys that include questions regarding post-graduate careers as well as questions on alumni perception of their preparation level upon graduation.	2018

			collected through Alumni survey		Survey results are used by faculty to evaluate necessary changes to the program during faculty assessment discussion. One change we made based on responses is to build community among graduate students more intentionally through regular meetings facilitated by the graduate coordinator.	

German, BA	Yes	https://www.uvm.edu/cas/germanrussian/ba-german	Portfolio (updated from Capstone course)	Annually by German assessment committee	More focus on oral and writing skills in upper-level courses	2016
German, MA	Yes	https://www.uvm.edu/cas/germanrussian/ba-german	Portfolio (updated from Capstone course)	Annually by German assessment committee	More focus on oral and writing skills in upper-level courses	2016
Global Studies, BA	Yes	https://www.uvm.edu/cas/globalstudies/ba-global-studies-0	• 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
Health & Society, BA	In process (new program launched Fall 2018)	https://www.uvm.edu/cas/healthsociety	New program	Annual meeting of program faculty	New program	Not yet reviewed

Historic Preservation, MS	Yes	https://www.uvm.edu/cas/historicpreservation This site contains a link to the membership standards for the National Council on Preservation Education (NCPE) (http://www.ncpe.us/standards), which is a reviewing body for historic preservation education in the United States.	1. A series of required courses that meet the standards of the NCPE and provide broad exposure to the field. Performance assessed through papers, projects and exams. 2. Comprehensive Examinations (4-hours in length) 3. Successful completion and presentation (in written and oral form) of results from an approved 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 review student performance.	1-Course content, internship opportunities, and comprehensive exams are revised according to developments in the field and student performance. 2-While not externally accredited, the Historic Preservation Program adapts its curriculum regularly according to the standards defined by NCPE. 3-The Historic Preservation Program is currently in the process of developing an Alumni survey to be administered every five years by the History Department. The goal is that this will capture more data on professional routes for our students and allow	2015

					us to discover those elements of the program that they have found most valuable in pursuing careers/advanced study.	

History, BA	Yes	https://www.uvm.edu/cas/history	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 (in the process of being developed).	Interpreted by Curriculum and Assessment Committee and Chair. Discussed annually at the fall faculty retreat (before the start of the academic year).	1-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). 2-The introduction of the student survey for assessing learning experiences in History Methods (HST 101). 3-The Department is currently in the process of developing an Alumni survey to be administered every five years, which will capture more data on professional routes for our students and allow us to discover	2015

					those elements of the history degree that they have found valuable in pursuing careers/advanced study. 4-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 analyzing primary and secondary sources and argument development, etc. 4-These assessments also regularly inform curricular planning during faculty meetings and in meetings of the Curriculum and Assessment Committee.	

History, MA	Yes	https://www.uvm.edu/cas/history/graduate-programs	1-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. 2-Comprehensive Examination in the Second Year of the Program. 3-Formal Thesis Proposal for Students Pursuing Thesis Option. 4-Formal Thesis Defense for Students Pursuing Thesis Option. 5-Departmental Defense of Portfolio or Major Research Paper for those students who pursue these routes.	1-Evidence is interpreted by the student's Comprehensive Examination and Thesis Defense Committees. Also reviewed by Director of Graduate Studies and Graduate Studies Committee. 2-In determining outcomes, the student's ability to engage with scholarly literature, to conduct original primary research, and to present findings professionally and in a scholarly format is assessed.	1-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 examinations. 2-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	2015

					pursuing careers/advanced study. 3-These assessments also regularly inform curricular planning during faculty meetings and in meetings of the Curriculum and Assessment Committee.	

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	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 essays and compiles data from the survey of senior majors	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
Japanese, BA	Yes	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 groups.	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 for Fall 2017 (JAPN 131, 132, 251, & 252) with an eye to Department learning goals.	2017

Linguistics, BA	Yes	https://www.uvm.edu/cas/linguistics/ba-major-linguistics	Direct: Faculty evaluate capstone papers and report findings to the program director. Indirect: Survey of graduating-senior majors (anonymously) developed by the Program Director and administered by OIR.	The faculty in charge of LING250 (Capstone) evaluates research papers. The Program Director analyzes the results of the anonymous seniors exit survey.	We have revised the major's structure and have made it into a 30 credits BA. We have also eliminated the concentrations to allow students to have a broader exposure to our discipline through diverse coursework.	2022
Music, BA	Yes	The Department of Music and Dance website in the "Majors and Minors" area – the Learning Outcomes for each concentration are as follows: https://www.uvm.edu/cas/music/ba-music-classical-performance https://www.uvm.edu/cas/music/ba-music-composition-theory https://www.uvm.edu/cas/music/ba-music-history-	• Level II, III, and/or IV Performance Examinations • Piano Proficiency Examination Capstone Project or Internship	Committee of faculty evaluates examinations using rubric, and reports results to Department Assessment 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	Piano Proficiency Examination is required for Music History and Literature, Theory and Composition, and Performance (Classical) only.	2016

		literature https://www.uvm.edu/cas/music/ba-music-jazz-studies https://www.uvm.edu/cas/music/ba-music-technology-and-business		Assessment Coordinator, academic advisor, and student		

Music, BMUS	Yes	The Department of Music and Dance website in the "Majors and Minors" area – the Learning Outcomes for each concentration are as follows: https://www.uvm.edu/cas/music/ba-music-classical-performance https://www.uvm.edu/cas/music/ba-music-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	• Level II, III, and/or IV Performance Examinations • Piano Proficiency Examination Capstone Project or Internship	Committee of faculty evaluates examinations using rubric, and reports results to Department Assessment 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	Piano Proficiency Examination is required for Music History and Literature, Theory and Composition, and Performance (Classical) only.	2016

Neuroscience, BS	Yes	https://www.uvm.edu/cas/neuro	Direct assessment: review of student work in capstone course (NSCI270), final exam questions in capstone course, review of independent research, review of oral presentations. Indirect assessment: survey to graduating majors every year; survey of recent alumni every 3rd year; survey of instructional faculty of learning outcomes and student achievement	Annually by the director of the program; annual report generated and shared to other instructional faculty and the steering committee.	n/a	Not yet reviewed
Philosophy, BA	Yes	https://www.uvm.edu/cas/philosophy/outcome-and-careers	Direct and indirect evidence	An assessment committee	We have been making changes, such as changing major requirements, but they have not been driven by the data gathered	2015
Political Science, BA	Yes	https://www.uvm.edu/cas/polisci/ba-major-political-science	1. Information on writing and methods skill components of courses. 2. Information on success of recent graduates. 3. Student course evaluations to assess student exposure to program learning outcomes (PLOs). 4. Faculty self-evaluation survey	The chair and the Assessment Committee will interpret the evidence. As we implement our plan, the Department's Assessment Committee will be responsible for gathering and collating information from this direct assessment tool and presenting them to the Department. We will discuss the evidence and action plan at a department meeting. This meeting will be held following	None to date.	2017

				the Assessment Committee's 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		

Psychological Science, BA	Yes	https://www.uvm.edu/cas/psychology/ba-psychological-science	As we are a very large enrollment major (over 900 as of August 2022), we do not currently have a capstone course or portfolio. We are exploring the idea of an optional capstone experience. Our assessment plan is designed to assess our learning goals sequentially, focusing on student achievement of learning outcomes in courses at the 100- and 200-levels. For example, we examine student performance on exam questions and writing assignments.	Evidence is interpreted annually by the Undergraduate Committee, led by the Director of Undergraduate Studies (who also serves as the Assessment coordinator for the BA and BS in Psychological Science). The Undergraduate Committee's interpretations of the data are then presented and discussed in a full faculty meeting once per year.	Potential changes to better support achievement of learning outcomes will be discussed by the Undergraduate Committee throughout the academic year.	2017
Psychological Science, BS	Yes	https://www.uvm.edu/cas/psychology/bs-major-psychological-science	As we are a very large enrollment major (over 900 as of August 2022), we do not currently have a capstone course or portfolio. We are exploring the idea of an optional capstone experience. Our assessment plan is designed to assess our learning goals sequentially, focusing on student achievement of learning outcomes in courses at the 100- and 200-levels. For example, we examine student performance on exam questions and writing assignments.	Evidence is interpreted annually by the Undergraduate Committee, led by the Director of Undergraduate Studies (who also serves as the Assessment coordinator for the BA and BS in Psychological Science). The Undergraduate Committee's interpretations of the data are then presented and discussed in a full faculty meeting once per year.	Potential changes to better support achievement of learning outcomes will be discussed by the Undergraduate Committee throughout the academic year.	2017

Religion, BA	Yes	These are available in the department sharedrive.	Our assessment plan has us gather data on a three year cycle, from a capstone course, and a major/minor requirement course	A report is prepared by the instructor of the course and shared with the Department.	In Spring 21, after reviewing four years of assessment reports, we initiated a process to change our curriculum. We have made initial changes, but more substantial changes are awaiting faculty returning from sabbatical.	2016
Russian, BA	Yes	https://www.uvm.edu/cas/germanrussian/ba-russian	Advanced level (200-level) courses	Annually by Russian assessment committee	More focus on oral skills in lower level courses	2016
Sociology, BA	Yes	*The Sociology Major in the Changing Landscape of Higher Education: Curriculum, Careers and Online Education,* American Sociological Association, 2017 https://www.asanet.org/sites/default/files/asa-booklet-2017.pdf	1.Graduating Senior Survey 2. Review of student awards 3. Looking at outcomes in SOC 100 (Methods) and 101 (Theory)	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 presentation/communication skills in advanced seminars 4. Guidelines for concept and skill mastery including reading and	2018

					writing at each level of the curriculum	

Spanish, BA	Yes	https://www.uvm.edu/cas/rll/spanish	Direct: Faculty evaluate a sampling of senior course papers and report findings to the Spanish Coordinator and Chair Indirect: Survey of senior majors coordinated by the Department Chair	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	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.	2018
Studio Art, BA	Yes	https://www.uvm.edu/cas/art/ba-studio-art	There is an annual evaluation by Studio Art faculty of Junior and Senior prize entries. The Studio Art faculty will discuss the quality of the student entries and ascertain their competence in studio art in relation to the learning outcomes. Independent Study Review panels also allow direct assessment of some student capstone work. The review consists of a written document describing course of study, student presentation of work during designated final review time, 3-person faculty discussion	Studio Art faculty 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 and understanding at any of the instructional levels within the	Curricular changes are made regularly, including adding new courses, making changes to major requirements, x. Additionally, annual assessment conversations unite faculty on common goals and better connect coursework that is	2018

			with student present and review and discussion of semester's work without student present. Independent Study is designed to provide students whose proposals are approved, with a significant opportunity to produce work outside the classroom format and to work closely with the supervising professor.	Studio Art curriculum	taught by multiple faculty, and from one level to another.	

Theater, BA	Yes	https://www.uvm.edu/cas/theatreanddance/bachelor_arts_ba_theatre	Capstone course senior projects and capstone performances are assessed.	The Program Head initially assesses the graduating students and passes information to faculty. The program faculty meet annually to take action/make recommendations re: curriculum, senior projects, and production practices.	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. New classes have been added to course offerings.	2018
Zoology, BA	Yes	https://www.uvm.edu/cas/biology/ba-zoology		Annually by department chair and faculty		
Zoology, BS	Yes	https://www.uvm.edu/cas/biology/bs-major-zoology		Annually by department chair and faculty		

CESS						
Curriculum & Instruction, MEd	Yes. Final revisions due in Fall 2022	Currently they are not published online. They can be found in this document.	Portfolio and oral presentation.	Annually by the C&I core faculty.	Revisions to the literacy and educational technology course sequences. A reexamination of the required core courses.	2021
Educational Leadership & Policy Studies, MEd	Yes	https://www.uvm.edu/cess/doe/educational-leadership-policy-studies-med	Comprehensive Exam	The program coordinator, by reading it and evaluating the writing	Focus on academic rigor and transformative practice	2020
Educational Leadership & Policy Studies, EdD	Yes	Ed.D. Student Handbook: Link HERE	Students must pass: 1) Core Content and Methods Coursework 2) Comprehensive Exam 3) Qualifying Paper 4) Dissertation Proposal 5) Dissertation Defense 7 years from program start to completion.	1: Reviewed by Faculty Instructors. 2: Reviewed by members of the steering Committee 3-5: Reviewed by student's dissertation committee	We now reach out to students who have been in the program for 5+years with no progress towards dissertation proposal, as well as their advisors. We attempted to run a writing bootcamp over the summer but were unable to identify faculty to commit to teaching it.	2021

Educational Leadership & Policy Studies, PhD	Yes	Ph.D. Student Handbook: Link HERE	Students must pass: 1) Core Content and Methods Coursework 2) Comprehensive Exam 3) Dissertation Proposal 4) Dissertation Defense 7 years from program start to completion.	1: Reviewed by Faculty Instructors. 2-5: Reviewed by student's dissertation committee	We now reach out to students who have been in the program for 5+years with no progress towards dissertation proposal, as well as their advisors. We attempted to run a writing bootcamp over the summer but were unable to identify faculty to commit to teaching it.	2021
Higher Education & Student Affairs, MEd	Yes	https://www.uvm.edu/cess/doe/higher-education-and-student-affairs-administration-program-med	Capstone	Three program faculty (Drs. Ballsingh, Garvey, Spencer)	We have yet to analyze our new assessment data so no changes have been made to date.	2020
Human Development & Family Studies, BS	Yes	Not yet posted; still finalizing wording & review by dept chair. When ready, will be posted on HDFS Major page at https://www.uvm.edu/cess/chdf/hdfs (under Major in HDFS brief description). New Mission Statement also to be posted	Annual Graduating Senior Survey; Second Semester Capstone HDFS Course (with Internship); Supervisor Evaluation Form & Student Academic Work Products	Senior Capstone Course Instructor(s) present a summary of student outcomes to faculty. Program Faculty discuss these outcomes annually after Spring grades are in and review, as appropriate, Capstone course related data; Senior Survey results are summarized and will be reviewed at beginning of fall	We are in the beginning processes of making changes, specifically through curriculum mapping and refiguring intermediate level courses to better prepare seniors for upper level course work and the capstone course in	2019

		there		semester. (We are a small program so we all comprise the curriculum committee)	particular. All students are typically very successful in their professional development; a few students are less successful academically than we would like to see.	

Individually Designed Major, BSEd (CESS)	Yes	https://catalogue.uvm.edu/undergraduate/educationandsocialservices/education/individuallydesignedbsed/	Capstone course rubric, student pre & post survey, alumni survey	Data collected annually by program coordinator and analyzed with program assessment team, which includes CESS Assistant Dean for Academic and Student Affairs, and CESS Associate Dean	No data from identified evidence tools is available at this time due to the program being in its early stages. Observational data has led program to make plans for more focused training and support during the faculty focus groups	2021
Interdisciplinary Studies, MEd	Yes	https://www.uvm.edu/cess/doe/interdisciplinary-studies-med	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	1. All candidates must undergo an extensive personal interview as well as submit an extensive writing sample. 2. A required Intro Interdisciplinary/Philosophy Seminar. 3. A mini-thesis at the end of the Program in the form of a comprehensive exam	2019
CEMS						

Biomedical Engineering, MS	Yes	https://www.uvm.edu/cems/ebe/learning-outcomes-biomedical-engineering-ms-and-phd-programs	Data include number of students passing the comprehensive exams, fulfilling course requirements, MS thesis or PhD dissertation proposal and defense outcomes, and conference presentations/papers and journal publications with student as lead author. We will begin committee surveys for MS & PhD proposals and defenses starting in AY 2022-23 to include examiners' assessment of project quality as data for assessment.	The data are gathered by the BME Graduate Program Director, analyzed, and shared with the BME Curriculum Committee annually.	Our assessment resulted in changes to the MS and PhD curricula, revised BME PhD student Handbook, and the addition of surveys to MS/PhD proposals and defenses	2022
Biomedical Engineering, PhD	Yes	https://www.uvm.edu/cems/ebe/learning-outcomes-biomedical-engineering-ms-and-phd-programs	Data include number of students passing the comprehensive exams, fulfilling course requirements, MS thesis or PhD dissertation proposal and defense outcomes, and conference presentations/papers and journal publications with student as lead author. We will begin committee surveys for MS & PhD proposals and defenses starting in AY 2022-23 to include examiners' assessment of project quality as data for assessment.	The data are gathered by the BME Graduate Program Director, analyzed, and shared with the BME Curriculum Committee annually.	Our assessment resulted in changes to the MS and PhD curricula, revised BME PhD student Handbook, and the addition of surveys to MS/PhD proposals and defenses	2022
Biostatistical Sciences, MS	Yes	https://www.uvm.edu/cems/mathstat/master_science_biostatistics	Data include number of students passing qualifying exams, fulfilling course requirements, written and oral communication skills on proposals and thesis/dissertation defense, conference presentations, conference/journal publications and data from a survey.	Data will be summarized and shared annually with the GPDs prior to the program annual assessment meetings, which consist of the graduate faculty in the Statistics Program. There will be a	Statistics Program faculty reviewed comprehensive exam results from January and May of 2021. We learned our comp exam was problematic in a number of ways,	2021

				assessment meeting on a three year cycle.	and we recently agreed to a major change in the exam format, which will be implemented in the AY23 UVM catalogue.	

Civil & Environmental Engineering, MS	Yes	https://www.uvm.edu/cems/cee/graduate_programs	• Thesis/dissertation proposal • Thesis/proposal defense • Graduate seminar presentation • Publications in peer-reviewed journals • Thesis/dissertation assessment forms	• Graduate Program Director with input from faculty. • The evidence is discussed by program faculty annually during the CEE faculty retreat.	We are going to require that all thesis/dissertation students take a course titled: CEMS-301 Research Methods, Ethics & Communication.	2022
Civil & Environmental Engineering, PhD	Yes	https://www.uvm.edu/cems/cee/graduate_programs	• Thesis/dissertation proposal • Thesis/proposal defense • Graduate seminar presentation • Publications in peer-reviewed journals • Thesis/dissertation assessment forms	• Graduate Program Director with input from faculty. • The evidence is discussed by program faculty annually during the CEE faculty retreat.	We are going to require that all thesis/dissertation students take a course titled: CEMS-301 Research Methods, Ethics & Communication.	2022
Complex Systems & Data Science, MS	Yes	https://vermontcomplexsystems.org/education/masters/	Capstone projects that take different format in 3 core courses: Data Science II, Principles of Complex Systems, and Modeling of Complex Systems.	Twice annual meetings of our entire program faculty to discuss admissions, funding, curriculum, new courses, cross listed courses, synergies across departments on campus.	More courses are offered in hybrid format, and more flexible formats of project presentations.	2020
Computer Science, BA	Yes	https://www.uvm.edu/cems/cs/computer_science_ba	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: • CS 120 Advanced Programming • CS 121 Computer Organization	The CS Curriculum committee will meet annually to review portfolios, senior seminar data, and job placement information; discuss strengths and	In response to observed weaknesses, we have recently made the following changes: increase calculus	2015

			• CS 124 Data Structures & Algorithms • CS 125 Computability & Complexity • In CS 292 Senior Seminar: Direct: Mock technical interviews Indirect: Written Senior survey Indirect: Oral group exit interview Indirect: Job placement information	weaknesses of our program; recommend changes to curriculum and/or pedagogy to address observed weaknesses.	requirement to higher level series; new probability course; requirement; new advanced programming requirement two more CS 2xx requirements;	

Computer Science & Information Systems, BS	Yes	https://www.uvm.edu/cems/cs/computer_science_and_information_systems_bs	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: • CS 120 Advanced Programming • CS 121 Computer Organization • CS 124 Data Structures & Algorithms • CS 148 Database Design for the Web • In CS 292 Senior Seminar: Direct: Mock technical interviews Indirect: Written Senior survey Indirect: Oral group exit interview Indirect: Job placement information	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 address observed weaknesses.	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	2015
Computer Science, BSCS	Yes	https://www.uvm.edu/cems/cs/computer_science_bs	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: • CS 120 Advanced Programming • CS 121 Computer Organization • CS 124 Data Structures & Algorithms • CS 148 Database Design for the Web • In CS 292 Senior Seminar: Direct: Mock technical interviews Indirect: Written Senior survey Indirect: Oral group exit interview Indirect: Job placement information	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 address observed weaknesses.	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	2015

Computer Science, MS	Yes	https://www.uvm.edu/cems/cs/computer_science_ms	Direct: Comprehensive Exams (written); Thesis or Project defense, if relevant. Publications, if relevant. Indirect: job placement	Comprehensive Examining Committee, Thesis or Project Defense Committee, if relevant.		2015
Computer Science, PhD	Yes	https://www.uvm.edu/cems/cs/graduate_programs/computer_science_phd	Direct: Comprehensive Exams (oral and written); Thesis Proposal; Dissertation Defense; Publications Indirect: Annual report by each PhD student, job placement.	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
Data Science, BS	Yes	Linked to our website: TBD	• Direct assessment in STAT 4810 Capstone course (per the new CEMS Core requirements) • Direct assessment in CS Senior Seminar (CS 4910) questionnaire given to seniors, content questions come directly from CS faculty) • Indirect assessment in CS Senior Seminar (surveys which have students reflect on their experiences in the program and ask about job placement information) Indirect: Job placemeninformation	The DS 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 address observed weaknesses.	New program	Outcome assessment will begin in AY24. APR of DS program will be done along with CS in 2028.

Electrical Engineering, MS (coursework option)	Yes	EE graduate program website (upper right) https://www.uvm.edu/cems/ebe/learning-outcomes-electrical-engineering-ms-and-phd	GPA is effectively meaningless for graduate students because the end-goal of graduate studies is not the courses themselves. Thus, to assess graduates, we consider a holistic approach. Please see EE grad handbook: https://www.uvm.edu/sites/default/files/Department-of-Electrical-and-Biomedical-Engineering/Electrical_Engineering_Graduate_Handbook_2021.pdf Within a student's first 3 semesters, at least three EE faculty conduct a comprehensive (qualifying) exam. The comprehensive exam examines the student's ability to effectively a) communicate their preliminary research results and plans in written form; b) orally communicate and present preliminary research results; and c) utilize white board to work through oral questions from concepts in the EE core courses. Faculty provide students with formal feedback that may include additional courses work to strengthen fundamentals or written/oral technical communications. For project-based MS students, this assessment focuses more on their project (rather than research). The thesis proposal represents another assessment of student progress, oral communication, and	First, Comprehensive Exam (within 3 semesters). Who: 3 EE faculty. Then, Thesis Proposal (within first 3 years). Who: Thesis committee (3-5 faculty) Then, Thesis Defense. Who: Thesis committee (3-5 faculty)	None. This process has just started recently.	Not yet reviewed

			requires that the student solidifies their plan for completing their degree. A committee of faculty relevant to the student's research is created for this purpose and provides the student with feedback. Finally, the formal defense represents the final assessment of student progress where the committee completes the student's final graduation requirements and provides feedback on thesis.			

Electrical Engineering, MS (project option)	Yes	EE graduate program website (upper right) https://www.uvm.edu/cems/ebe/learning-outcomes-electrical-engineering-ms-and-phd	GPA is effectively meaningless for graduate students because the end-goal of graduate studies is not the courses themselves. Thus, to assess graduates, we consider a holistic approach. Please see EE grad handbook: https://www.uvm.edu/sites/default/files/Department-of-Electrical-and-Biomedical-Engineering/Electrical_Engineering_Graduate_Handbook_2021.pdf Within a student's first 3 semesters, at least three EE faculty conduct a comprehensive (qualifying) exam. The comprehensive exam examines the student's ability to effectively a) communicate their preliminary research results and plans in written form; b) orally communicate and present preliminary research results; and c) utilize white board to work through oral questions from concepts in the EE core courses. Faculty provide students with formal feedback that may include additional courses work to strengthen fundamentals or written/oral technical communications. For project-based MS students, this assessment focuses more on their project (rather than research). The thesis proposal represents another assessment of student progress, oral communication, and	First, Comprehensive Exam (within 3 semesters). Who: 3 EE faculty. Then, Thesis Proposal (within first 3 years). Who: Thesis committee (3-5 faculty) Then, Thesis Defense. Who: Thesis committee (3-5 faculty)	None. This process has just started recently.	Not yet reviewed

			requires that the student solidifies their plan for completing their degree. A committee of faculty relevant to the student's research is created for this purpose and provides the student with feedback. Finally, the formal defense represents the final assessment of student progress where the committee completes the student's final graduation requirements and provides feedback on thesis.			

Electrical Engineering, MS (thesis option)	Yes	EE graduate program website (upper right) https://www.uvm.edu/cems/ebe/learning-outcomes-electrical-engineering-ms-and-phd	GPA is effectively meaningless for graduate students because the end-goal of graduate studies is not the courses themselves. Thus, to assess graduates, we consider a holistic approach. Please see EE grad handbook: https://www.uvm.edu/sites/default/files/Department-of-Electrical-and-Biomedical-Engineering/Electrical_Engineering_Graduate_Handbook_2021.pdf Within a student's first 3 semesters, at least three EE faculty conduct a comprehensive (qualifying) exam. The comprehensive exam examines the student's ability to effectively a) communicate their preliminary research results and plans in written form; b) orally communicate and present preliminary research results; and c) utilize white board to work through oral questions from concepts in the EE core courses. Faculty provide students with formal feedback that may include additional courses work to strengthen fundamentals or written/oral technical communications. For project-based MS students, this assessment focuses more on their project (rather than research). The thesis proposal represents another assessment of student progress, oral communication, and	First, Comprehensive Exam (within 3 semesters). Who: 3 EE faculty. Then, Thesis Proposal (within first 3 years). Who: Thesis committee (3-5 faculty) Then, Thesis Defense. Who: Thesis committee (3-5 faculty)	None. This process has just started recently.	Not yet reviewed

			requires that the student solidifies their plan for completing their degree. A committee of faculty relevant to the student's research is created for this purpose and provides the student with feedback. Finally, the formal defense represents the final assessment of student progress where the committee completes the student's final graduation requirements and provides feedback on thesis.			

Electrical Engineering, PhD	Yes	EE graduate program website (upper right) https://www.uvm.edu/cems/ebe/learning-outcomes-electrical-engineering-ms-and-phd	GPA is effectively meaningless for graduate students because the end-goal of graduate studies is not the courses themselves. Thus, to assess graduates, we consider a holistic approach. Please see EE grad handbook: https://www.uvm.edu/sites/default/files/Department-of-Electrical-and-Biomedical-Engineering/Electrical_Engineering_Graduate_Handbook_2021.pdf Within a student's first 3 semesters, at least three EE faculty conduct a comprehensive (qualifying) exam. The comprehensive exam examines the student's ability to effectively a) communicate their preliminary research results and plans in written form; b) orally communicate and present preliminary research results; and c) utilize white board to work through oral questions from concepts in the EE core courses. Faculty provide students with formal feedback that may include additional courses work to strengthen fundamentals or written/oral technical communications. For project-based MS students, this assessment focuses more on their project (rather than research). The thesis proposal represents another assessment of student progress, oral communication, and	First, Comprehensive Exam (within 3 semesters). Who: 3 EE faculty. Then, Thesis Proposal (within first 3 years). Who: Thesis committee (3-5 faculty) Then, Thesis Defense. Who: Thesis committee (3-5 faculty)	None. This process has just started recently.	Not yet reviewed

			requires that the student solidifies their plan for completing their degree. A committee of faculty relevant to the student's research is created for this purpose and provides the student with feedback. Finally, the formal defense represents the final assessment of student progress where the committee completes the student's final graduation requirements and provides feedback on thesis.			

Engineering Management, BS	Yes	https://www.uvm.edu/cems/interdisciplinary_engineering	Direct: Faculty evaluate how well students met course objectives that correspond to student outcomes (SO): Course (evaluated SO) • ME 185/ EE 187 Capstone Design I • ME 186/ EE 188 Capstone Design II • CE 185 Capstone Design I • CE 186 Capstone Design II Indirect: alumni interviews	• Annually by the program coordinator with review the steering committee; to discuss strengths and weaknesses of the program, recommend changes to curriculum and/or pedagogy, and to address observed weaknesses. Alumni interviews conducted every three years, led by the program director	N/A	Not yet reviewed
Engineering, BSE	Yes	https://www.uvm.edu/cems/interdisciplinary_engineering	Capstone Design course including presentation at Design Night	SoE Curriculum Committee		2015
Mathematics, BA	Yes	https://www.uvm.edu/cems/mathstat/ba_mathematics	Direct: Graded assignments from Math 052 and Math 121 Indirect: Senior exit survey	The Undergraduate Curriculum Committee will meet annually to discuss the data and make recommendations to the department.	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	2022

					appropriate for our majors. 2. Sufficient scores on the Math Readiness Test are now used as prerequisites, rather than simply guidance, for placement into our calculus track. 3. We have strengthened our system for assigning advisors to majors so as to better align advisor interests/expertise with student interests. 4. We have documented informal "tracks" for students planning to go to grad school in pure or applied math. 5. We have worked to expand our 200-level offerings.	

Mathematics, BSMSC	Yes	https://www.uvm.edu/cems/mathstat/bs_mathematical_sciences_major_mathematics	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.	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 prerequisites, rather than simply guidance, for placement into our calculus track. 3. We have strengthened our system for assigning advisors to majors so as to better align advisor interests/expertise with student interests. 4. We have documented	2022

					informal “tracks” for students planning to go to grad school in pure or applied math. 5. We have worked to expand our 200-level offerings.	

Mathematics, MS	Yes	https://www.uvm.edu/cems/mathstat/graduate-program-learning-outcomes	Direct: Written examinations. Thesis if available.	The Graduate Committee will meet annually to discuss the data and make recommendations to the department.	In May 2022 the Grad Committee adopted a provision allowing to substitute coursework with sufficiently high grades in certain courses for written exams.	2022
Mathematical Sciences, PhD	Yes	https://www.uvm.edu/cems/mathstat/graduate-program-learning-outcomes	Direct: Qualifying examinations, dissertation examination by defense Committee, dissertation defense, publications, public presentations. Indirect: Defense survey, Comprehensive Exam (proposal) Survey	The Graduate Committee will meet annually to discuss the data and make recommendations to the department.	N/A	2022
Mechanical Engineering, MS (thesis option)	Yes	https://www.uvm.edu/cems/me/mechanical-engineering-graduate-program-outcomes	Data include number of students passing the comprehensive exams, fulfilling course requirements, faculty surveys on non-thesis public seminar exam, thesis committee surveys for MS & PhD thesis proposals, and data on conference presentations/papers, and journal publications with student lead author.	The data are gathered by the ME Graduate Program Director and analyzed and shared with the ME Graduate Faculty annually. There will be an assessment retreat every three years.	Our process has only begun in December 2020 and no changes have been made yet.	2022
Mechanical Engineering, MS (exam option)	Yes	https://www.uvm.edu/cems/me/mechanical-engineering-graduate-program-outcomes	Data include number of students passing the comprehensive exams, fulfilling course requirements, faculty surveys on non-thesis public seminar exam, thesis committee surveys for MS & PhD thesis proposals, and data on conference presentations/papers, and journal publications with student lead author.	The data are gathered by the ME Graduate Program Director and analyzed and shared with the ME Graduate Faculty annually. There will be an assessment retreat every three years.	Our process has only begun in December 2020 and no changes have been made yet.	2022

Mechanical Engineering, PhD	Yes	https://www.uvm.edu/cems/me/mechanical-engineering-graduate-program-outcomes	Data include number of students passing the comprehensive exams, fulfilling course requirements, faculty surveys on non-thesis public seminar exam, thesis committee surveys for MS & PhD thesis proposals, and data on conference presentations/papers, and journal publications with student lead author.	The data are gathered by the ME Graduate Program Director and analyzed and shared with the ME Graduate Faculty annually. There will be an assessment retreat every three years.	Our process has only begun in December 2020 and no changes have been made yet.	2022
Physics, BA	Yes	www.uvm.edu/physics/assess.pdf	• Lab reports in PHYS 201/202 • Career placement • Senior exit survey	• PHYS 201/202 instructors inform faculty of quality of lab projects • Chair compiles results from senior exit survey.	• 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	www.uvm.edu/physics/assess.pdf	• Lab reports in PHYS 201/202 • Honors thesis defenses • PHYS 197 research projects • Acceptance to grad programs • Career placement • Senior exit survey	• 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.	• 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	www.uvm.edu/physics/assess.pdf	• M.S. comprehensive exam result M.S. thesis defense	• 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	• New grad course on statistical physics created Oral thesis proposal presentation now required	2015
Statistics, BSMSC	Yes	https://www.uvm.edu/cems/mathstat/mathematics-and-statistics-learning-outcomes	We created rubrics to assess each of our learning outcomes, and a curricular map, mapping outcomes to courses. The Program created a four year plan which details which outcomes will be assessed in a given AY. Assessments can be based on exam questions, data analysis projects, oral presentations etc., depending on the outcome being assessed.	The Program has a retreat each year to discuss assessment results from the prior AY and make decisions on how to affect any needed changes, and to discuss the learning outcome(s) to be assessed in the coming AY. We also discuss any needed changes to rubrics or wording of outcomes. Subsequently, an annual assessment report is created that summarizes our findings and future actions.	In our most recent review, it was determined that students require review of probability topics in STAT 241, as they often take the course a year after having taken our probability course (STAT 151). The review of probability in 241 leaves less time to cover topics in inference. For a variety of reasons, it is not generally possible to have students take 151 immediately prior to 241, and therefore some amount of review will always be	2021

					required in 241. Effort to streamline the review period will be required to ensure there is sufficient time to cover topics in inference. Faculty also agreed that the best way to assess outcomes is to devise quiz/exam questions that are specific to our learning outcomes and rubric. Questions tailored to the outcomes will allow for a less coarse interpretation of the data.	

Statistics, MS	Yes	https://www.uvm.edu/cems/mathstat/master_science_biostatistics	Data include number of students passing qualifying exams, fulfilling course requirements, written and oral communication skills on proposals and thesis/dissertation defense, conference presentations, conference/journal publications and data from a survey.	Data will be summarized and shared annually with the GPDs prior to the program annual assessment meetings, which consist of the graduate faculty in the Statistics Program. There will be a assessment meeting on a three year cycle.	Statistics Program faculty reviewed comprehensive exam results from January and May of 2021. We learned our comp exam was problematic in a number of ways, and we recently agreed to a major change in the exam format, which will be implemented in the AY23 UVM catalogue.	2021
CNHS						
Communication Sciences & Disorders, BS	Yes	CNHS>CSD>Department>NECCHE>Undergraduate> Curriculum Maps OR https://docs.google.com/document/d/1nW2GrN5PKIzcaL_Apw5d9_maxjyM8xRyPzkGlLEuclA/edit	Performance on identified assignments in designated courses. Objectives set for each learning outcome	CSD faculty as a whole discuss annually at MEGA meeting	• Survey send out date set to graduate seniors/ Inclusion on dept. calendar. • Set time to discuss annually at spring MEGAmeeting • Discussion of objective measures and assignments chosen to measure outcomes.	2022

Exercise Science, BS	Yes	In Program Manual	• Advanced courses that assess content knowledge and clinical skills • Curricular mapping each spring	The Program Director serves as the Assessment Coordinator with input by program faculty	Some courses have been revised and our curricular mapping revealed some missing content. We are addressing this in the current academic year	2021
Human Functioning & Rehabilitation Science, PhD	In process	New program	New program	Program faculty	New program	Not yet reviewed
Interprofessional Health Sciences, PhD	Yes	https://www.uvm.edu/cnhs/interprofessional-health-sciences-phd	Performance on 1. qualifying exam (proposal and defense) 2. dissertation (proposal and defense) 3. publication at professional meetings (2) as first or co-first author 4. Presentations in required seminar course 5. development of a teaching portfolio	Faculty advisors evaluate performance on research rotations; PD evaluates students' progress annually and formally; IHS Doctoral Committee formally evaluates required college-wide research presentation, and dissertation concept paper; Formal committees evaluate qualifying exam (proposal and defense) and dissertation (proposal and defense)	New concentrations have been developed in the following areas: • CSD, BMSc, RMS, Integrated Health	Not yet reviewed

Medical Laboratory Science, MS	Yes	MLS Graduate Student Handbook	Direct and Indirect Assessments including final exams, case study assessments, comprehensive qualifying exam, capstone research project, ASCP certification exam, alumni surveys	Program Faculty on an annual basis	• Change in comprehensive exam • Change in BHSC 282 lab • Implemented a community education and outreach project • Modified MLS 390 to include test onboarding (validation/verification) • Moved MLS 391 to Fall semester for track 2 and AMP students	Not yet reviewed
Graduate College						
Cellular, Molecular, & Biomedical Sciences, PhD (MS is terminal only)	Yes	https://www.uvm.edu/sites/default/files/Cellular-Molecular-and-Biomedical-Sciences-CMB/2022-2023_CMB_Handbook.pdf	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 heir original research. The CMB Steering and Education Committees then	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	2019

				assess the evidence and make appropriate programmatic changes.	implementation of their knowledge and techniques, as well as to become successful in their chosen field.	

Material Science, MS (course-only option)	Yes	MATS program by-laws, Website update in progress	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	2022
Material Science, MS (thesis option)	Yes	MATS program by-laws, Website update in progress	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 6. 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	2022
Material Science, PhD	Yes	MATS program by-laws, Website update in progress	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 9. 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	2022
Natural Resources, BS	Yes	https://www.uvm.edu/rsenr/sustainability-ecology-policy/bs-sustainability-ecology-and-policy	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/dissertate ion 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 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
Neuroscience, PhD	Yes	https://www.uvm.edu/neurosciencegrad/program_study	• Qualifying exam • Oral proposal defense Research project	Program faculty		2015
LCOM						
Biochemistry, MS		They will be placed on our website http://www.uvm.edu/medicine/biochemistry	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	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

			helped them, and suggestions for change. 3. Job placement.			

Biochemistry, PhD		They will be placed on our website http://www.uvm.edu/medicine/biochemistry	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
Clinical & Translation Science, MS	Yes	https://med.uvm.edu/clinical_translational_sciences/home	Comps exams, internship report, seminar presentations, papers, defense for degree	Education Committee advisor	None	2017
Clinical & Translation Science, PhD	Yes	https://med.uvm.edu/clinical_translational_sciences/home	Comps exams, internship report, seminar presentations, papers, defense for degree	Education Committee advisor	None	2017
Medical Science, MMS	Yes	Yes – student handbook (will be added to the program website). The overall goal of the MMS Program is to prepare students for acceptance into and to excel in medical school and other health-related	• Comprehensive Written Exam to assess the competency of the students in assimilating the learning objectives of the MMS Program. • Exit surveys of graduating students asking about the strengths and weaknesses of the academic program. 12- and 24-month follow-up surveys to document student outcomes and re-evaluate the strengths and weaknesses of the	1. Comprehensive Written Exam: a. The MMS Program Steering Committee solicits questions (with a rubric for the correct answer for each question) from the required core courses in anatomy, biochemistry, biostatistics, cell biology, pharmacology, and	Based on student feedback, we have increased the number of approved course electives, and a new course approve to fulfill the anatomy requirement.	Not yet reviewed

		professional degree programs (e.g., dentistry, veterinary, pharmacy schools). When students complete this degree we expect them to be able to 1. Identify the anatomical parts of the human body. 2. Understand the molecular basis of cellular function. 3. Understand the function, and mechanisms by which these functions are carried out, of the major human organ systems. 4. Understand the fundamental mechanisms of drug-receptor interactions, as well as absorption and metabolism of pharmacological agents in the human body. Be able to use	academic program in a longitudinal manner.	physiology. b. The MMS Program Steering Committee assembles a balanced and fair written comprehensive exam designed to be completed in a four hour exam period. c. The MMS Program Steering Committee grades the completed exams based on the provided rubrics. A level of 70% is considered demonstration of overall mastery of the program learning objectives. d. Although students are evaluated on their overall performance on the Comprehensive Written Exam, performance in each of the learning objectives are examined to assess strengths/weaknesses in preparing the students to meet each of their learning objectives. 2. Exit surveys are		

		appropriate statistics to evaluate biomedical research results in laboratory and clinical settings.		assembled by the MMS Program Steering Committee and given to the program students to complete and collected prior to their final comprehensive written exam. Results are tabulated and assessed by the Program Steering Committee on an annual basis. 3. Follow-up surveys are assembled by the MMS Program Steering Committee and emailed to program alumni 12 and 24 months after graduation. Results are tabulated and assessed by the Program Steering Committee on an annual basis. Information on acceptance rates into professional medical-degree programs will be used to access the success of the program. Graduation rates, overall GPA, and		

				attrition rates are also reviewed by the Steering Committee to evaluate the program.		

Pathology, MS	Yes	http://www.med.uvm.edu/pathology/education_current/medical-students_new/medical_student_fellowship	Evaluations on individual rotations (13/fellowship year), Pathology Grand Rounds presentation using conference evaluation form	The Director of the Fellowship Program reviews the evaluations completed by supervising attendings from rotations at the end of each semester. The Pathology Clinical Competency Committee (CCC) reviews the Student Fellows' performances once a year (June) by examining their accumulated evaluations and assessing them with regard to the program objectives.	None	2021
Pharmacology, MS	Yes	Records of the learning outcomes, including qualifying exam results, course grades and thesis committee reports, are maintained by the Program Director.	1. Written qualifying exam for all students taken near the end of their studies. 2. Core curriculum (required pharmacology courses) 3. An overall GPA of 3.0 or better is required. 4. Scheduled thesis committee reports of satisfactory progress for students on the thesis track. 5. A grade of satisfactory for each semester of thesis research credits (provided by scientific mentor). 6. Successful thesis defense for students on the thesis track.	1. Qualifying exams are evaluated by each of the Pharmacology faculty providing questions. 2. The Director works with each student individually at the start of their first semester to map out their course schedule for the entire degree program. This ensures that all students take the required courses and obtain the required credits. The Director meets individually	1. Guidelines provided students include specific target dates attaining course goals taking required courses maintaining the required 3.0 GPA and for ensuring that the student take elective courses most appropriate for their long-term career goals. 2. Guidelines provided students	Not yet reviewed

				with each student at the end of each semester to monitor progress. 3. Thesis committee meetings are evaluated by the mentor and other committee mentors. This is by discussion with the student during their research update to the committee followed by a committee only discussion followed by feedback and specific objectives given	include specific target dates meeting research goals including requirements regarding committee meeting frequency. 3. The Thesis Committee Report form is updated regularly based on feedback from students and faculty. It is distributed to faculty and students prior to each committee meeting. The form for committee comments on specific questions relating to student's scientific hypothesis, experimental design, data quantification and analysis, student comprehension of the project, and timeline completion. The reports are reviewed by the Director, who then	

					addresses any concerns.	

RSENR						
Environmental Sciences, BS	Yes	http://www.uvm.edu/rsenr/environmental_sciences_program_mission_learning_outcomes	1. Evaluation is nested within the required ENSC core courses though anchor assignments using 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. Periodic alumni survey about job placement, preparation and satisfaction.	Data is compiled by the program director, and evaluated by the ENSC Faculty during an annual assessment retreat to review evidence and make recommendations. All evidence and summaries are shared with administration via uvm sharepoint	To introduce students to LO's and directly train them in frameworks for key skills, students now work through focused LO-specific modules in both ENSC9 and ENSC 1 (both first year courses designed to ensure ALL students are prepared to apply these skills at higher levels as they advance through the curriculum). Assignments have been modified to articulate how they are linked to learning outcomes and what various levels of proficiency look like. Courses have been adapted to meet the needs of a diversity of learners and	2017

					ongoing disruptions due to COVID, while still maintaining a focus on project based application of knowledge and skills.	

Leadership for Sustainability, MPS	Yes	http://www.uvm.edu/rsenr/leadership-sustainability/	Course assessment tools (that include signature assignments at 4 points throughout the program. Capstone project proposal evaluation and assessment process. Capstone project implementation evaluation and assessment process. Capstone project defense and comprehensive exam.	MLS leadership team (which includes members of faculty, affiliates, and staff). Process is to examine data, look at trends/patterns, identify opportunities, and make improvements. Assessment data is interpreted annually as part of strategic planning process.	We have shifted timing of coursework, made changes regarding residential retreat facilitation, developed new module content for online course curriculum, created better capstone project scaffolding and student support, strengthened reciprocity processes with affiliate involvement.	2019
Parks, Recreation & Tourism, BS	Yes	https://www.uvm.edu/rsenr/parks_recreation_and_tourism_program_mission_learning_outcomes	• PRT 191 internship – portfolio review • PRT 235 Outdoor Recreation Planning – exam questions aligned with learning objectives at the capstone level.	Instructional Faculty (in-line with course delivery)	• PRT 191 internship guidelines were revised in 2019 and 2021 • PRT 235 – weekly assignments were refined, 2022	2018
Wildlife & Fisheries, BS	Yes	https://www.uvm.edu/rsenr/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 the WFB program faculty	None	2017

E-Series Forms: Externally Accredited Programs by Unit

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION 3

Program 3
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Dietetics, Nutrition, and Food Science, BS 3
Public Administration, MPA 6
CAS 6
Chemistry, BS 6
Psychology, Clinical, PhD 8
CESS 8
Art Education, BSEd 8
Counseling, MS 10
Curriculum & Instruction, MAT 12
Early Childhood PreK-3, BSEd 12
Early Childhood - Special Education, BSEd 13
Elementary Education, BSEd 13
Middle Level Education, BSEd 15
Middle Level Education, MAT 15
Music Education, BSEd 17
Physical Education, BSEd 17
Secondary Education - Computer Science, BSEd 19
Secondary Education - Computer Science, MAT 19
Secondary Education - English, BSEd 21
Secondary Education - English, MAT 21
Secondary Education - Foreign Language, BSEd 23
Secondary Education - Foreign Language, MAT 23
Secondary Education - Mathematics, BSEd 25
Secondary Education - Mathematics, MAT 25
Secondary Education - Science, BSEd 27
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Secondary Education - Social Studies, BSEd 29
Secondary Education - Social Studies, MAT 29
Social Work, BSW 31
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Special Education, MEd 34
CEMS 34
Biomedical Engineering, BSBME 34
Civil Engineering, BSCE 36
Electrical Engineering, BSEE 36
Environmental Engineering, BSEV 36
Mechanical Engineering, BSME 37
CNHS 37
Communication Sciences & Disorders, MS 37
Medical Laboratory Science, BS 39
Medical Radiation Science, BS 39
Nursing, BS 41
Nursing, MS 41
Nursing, DNP 41
Occupational Therapy, OTD 41
Physical Therapy, DPT 42
Public Health Sciences, BS 43
GSB 43
Accounting, MAcc 43
Bussiness Administration, BSBA 43
Bussiness Administration, MBA 43
LCOM 45
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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.). ***	**(6) Date and nature of next scheduled review.**
CALS					
Dietetics, Nutrition, and Food Science, BS	Accreditation Council for Education and Dietetics (ACEND)	August 2022	• Lack of clinical nutrition instruction • Program objectives did not match program goals • Website needed to be updated with required information Several required knowledge areas needed updated assessments	• "At least 50 percent of program graduates apply for admission to a supervised practice program prior to or within 12 months of graduation". • "Of program graduates who apply to a supervised practice program, at least 50 percent are admitted within 12 months of graduation". • "The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%".	Next site visit will take place in 2028

				• The program must develop an objective for evaluation of graduate's performance in supervised practice, graduate program or employment within 12 months of graduation. • 90% of supervised practice program directors will rate graduates' preparation for supervised practice in the good/excellent category on the annual Program Director Survey. • At least 50% of students not applying to supervised practice will go onto graduate or professional programs or work in a nutrition-related field within one year after graduation • At least 80% of one-year alumni will rate their preparation for supervised practice, graduate school, or employment as satisfactory or better.	

				• 80% of program graduates will feel confident in their knowledge of how dietetics relates to the larger food system. • 80% of program graduates will feel confident in applying a weight inclusive perspective in dietetics practice • 80% of one-year alumni will rate their preparation in food systems as satisfactory or better. 80% of one-year alumni will rate their preparation in weight inclusive practice as satisfactory or better.	

Public Administration, MPA	Network of Schools of Public Affiars and Administration (NASPAA)	• 2012 initial accreditation by NASPAA • 2019 last reaccreditation by NASPAA	The site visit team in the last accreditation report identified the need for more tenure-line faculty in public administration in order to meet NASPAA requirements and keep the MPA program resilient.	• Performance measures tied to learning outcomes (prescribed by accrediting body). • Mission driven curriculum. Student retention and graduation rates.	2024-2025- self study year; 2025-2026 review.
CAS					
Chemistry, BS	American Chemical Society (ACS)	• 2015 (2022 is ongoing)	• The 2015 report identified our outdated facilities (Cook building) as a major concern. Our move to Discovery Hall solved that issue. The 2022 evaluation is on-going. Our report was submitted in August, but we have not received a letter from the review committee yet.	• Student graduation rates. • List of courses that were taught. • Undergraduate research participation. Student outcomes (Employment / Graduate School).	• Every August we submit a yearly report that details student graduation rates and demographic information as well as a list of courses that were taught during that academic year and the enrollment for those courses. Every 6 years the Department must submit a "Periodic Report" which

					is a comprehensive evaluation of the program. This includes a review of course syllabi and exams, and a review of laboratory activities.

Psychology, Clinical, PhD	American Psychological Association (APA)	October 28, 2018	• 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	• October 30-31, 2017 APA site visit. • Reaccredited November 2018 for 10 years. Next scheduled review in 2027.
CESS					
Art Education, BSEd	• Council for the Accreditation of Educator Preparation (CAEP) • Results Oriented Program Approval (ROPA)	• Fall 2017 – CAEP October 2018 -ROPA (Two YR report accepted Spring 2021)	CAEP 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	• Passing Praxis Core • Pass Praxis II • 3.0 Overall GPA • 3.0 Professional Coursework • B or above in final internship • Passing Electronic Professional Portfolio	• Spring 2024 (CAEP) • Fall 2025 (ROPA)

			assessments have not been sufficiently established • Quality assurance and continuous improvement measures are not systematic and do not operate at the EPP level		

Counseling, MS	Council for Accreditation of Counseling & Related Educational Programs (CACREP)	2021	2021 accreditation determination is a 2 year conditional accreditation. Issues to address include: • Support for faculty participation in professional development, scholarly activities, and service to the profession. • Faculty resources and certifications to meet program demands. • Research infused into the program. • Evidence of required content coverage. • Evidence of variety of student field placements. • Evidence of systematic program assessment.	The program is aligned with new 2016 accreditation standards. Performance indicators include: • Key Assessment results • Orals Examination requirement completion • SC Licensure Portfolio requirement completion • 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	• Current accreditation expires 2023. • An Interim report addressing conditions was submitted in September 2022.

				place • Adequate resources provided to Program (from institution)	

Curriculum & Instruction, MAT					
Early Childhood PreK-3, BSEd	• Council for the Accreditation of Educator Preparation (CAEP) • Specialized Professional Association (SPA): NAEYC - National Association for the Education of Young Children • Results Oriented Program Approval (Vermont Agency of Education)	• Fall 2017 (CAEP) • Spring 2017 (SPA) • Fall 2018 (ROPA)	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	• Passing Praxis Core • Pass Praxis II • 3.0 Overall GPA • 3.0 Professional Coursework • B or above in final internship • Passing Electronic Professional Portfolio	• Spring 2024 (CAEP) • The program will be review as part of the 2024 CAEP reaccreditation process (SPA) • Fall 2025 (ROPA)

Early Childhood - Special Education, BSEd	• Council for the Accreditation of Educator Preparation (CAEP) • Specialized Professional Association (SPA): CEC - Council for Exceptional Children • Results Oriented Program Approval (Vermont Agency of Education)	• Fall 2017 (CAEP) • August 2021 (SPA) • Fall 2018 (ROPA)	CAEP 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	• Passing Praxis Core • 3.0 overall GPA • 3.0 professional coursework • B or above in final internship • Passing Electronic Professional Portfolio	• Spring 2024 (CAEP) • Sept 2024 (SPA) • Fall 2025 (ROPA)
Elementary Education, BSEd	• Council for the Accreditation of Educator Preparation (CAEP) • Specialized Professional Association	• Fall 2017 (CAEP) • Feb 2016 (SPA) Fall 2018 (ROPA)	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	• Passing Praxis Core • 3.0 overall GPA • 3.0 professional coursework • B or above in final internship • Passing Electronic Professional Portfolio	• Spring 2024 (CAEP) • The program will be review as part of the 2024 CAEP reaccreditation process

	(SPA): ACEI - Association for Childhood Education International • Results Oriented Program Approval (Vermont Agency of Education)		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	• Program Completion rate	(SPA) • Fall 2025 (ROPA)

Middle Level Education, BSEd	• Council for the Accreditation of Educator Preparation (CAEP) • Specialized Professional Association (SPA): AMLE - Association of Middle Level Education Results Oriented Program Approval (Vermont Agency of Education)	• Fall 2017 (CAEP) • Feb 2023 (SPA) • Fall 2018 (ROPA)	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	• Passing Praxis Core • Pass Praxis II • 3.0 Overall GPA • 3.0 Professional Coursework • B or above in final internship • Passing Electronic Professional Portfolio	• Spring 2024 (CAEP) • Spring 2028 (SPA) • Fall 2025 (ROPA)
Middle Level Education, MAT	• Council for the Accreditation of Educator Preparation (CAEP) • Specialized Professional Association (SPA):	• Fall 2017 (CAEP) • Feb 2023 (SPA) • Fall 2018 (ROPA)	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	• Passing Praxis Core • Pass Praxis II • 3.0 Overall GPA • 3.0 Professional Coursework • B or above in final internship • Passing Electronic Professional Portfolio	• Spring 2024 (CAEP) • Spring 2028 (SPA) • Fall 2025 (ROPA)

	AMLE - Association of Middle Level Education • Results Oriented Program Approval (Vermont Agency of Education)		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		

Music Education, BSEd	• Council for the Accreditation of Educator Preparation (CAEP) • Results Oriented Program Approval (Vermont Agency of Education)	• Fall 2017 – CAEP October 2018 -ROPA (Two YR report accepted Spring 2021)	CAEP 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	• Passing Praxis Core • Pass Praxis II • 3.0 Overall GPA • 3.0 Professional Coursework • B or above in final internship • Passing Electronic Professional Portfolio	• Spring 2024 (CAEP) • Fall 2025 (ROPA)
Physical Education, BSEd	• Council for the Accreditation of Educator Preparation (CAEP) • Specialized Professional Association	• Fall 2017 (CAEP) • Spring 2017 (SPA) • Fall 2018 (ROPA)	CAEP Accredited with four areas for improvement: • The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators	• Passing Praxis Core • Passing Praxis II • 3.0 Overall GPA • 3.0 Professional Coursework • B or above in final internship • Passing Electronic Professional	• Spring 2024 (CAEP) • The program will be reviewed as part of the full CAEP Review in 2024.

	(SPA): NASPE - National Association for Sport and Physical Education • Results Oriented Program Approval (Vermont Agency of Education)		• 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	Portfolio	• Fall 2025 (ROPA)

Secondary Education - Computer Science, BSEd	• Council for the Accreditation of Educator Preparation (CAEP) • Results Oriented Program Approval (ROPA)	• Fall 2017 – CAEP Initial Approval Spring 2020 and Two-Year Report Approved Spring 2022	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	• Passing Praxis Core • Pass Praxis II • 3.0 Overall GPA • 3.0 Professional Coursework • B or above in final internship • Passing Electronic Professional Portfolio	• Spring 2024 (CAEP) • Fall 2025 (ROPA)
Secondary Education - Computer Science, MAT	• Council for the Accreditation of Educator Preparation (CAEP) • Results Oriented Program Approval	• Fall 2017 – CAEP Initial Approval Spring 2020 and Two-Year Report Approved Spring 2022	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	• Passing Praxis Core • Pass Praxis II • 3.0 Overall GPA • 3.0 Professional Coursework • B or above in final internship • Passing Electronic Professional Portfolio	• Spring 2024 (CAEP) • Fall 2025 (ROPA)

	(ROPA)		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		

Secondary Education - English, BSEd	• Council for the Accreditation of Educator Preparation (CAEP) • Specialized Professional Association (SPA): NCTE -National Council of Teachers of English • Results Oriented Program Approval (Vermont Agency of Education)	• Fall 2017 (CAEP) • Aug 2021 (SPA) • Fall 2018 (ROPA)	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	• Passing Praxis Core • Pass Praxis II • 3.0 Overall GPA • 3.0 Professional Coursework • B or above in final internship • Passing Electronic Professional Portfolio	• Spring 2024 (CAEP) • March 2023 (SPA) • Fall 2025 (ROPA)
Secondary Education - English, MAT	• Council for the Accreditation of Educator Preparation (CAEP) • Specialized Professional Association (SPA): NCTE	• Fall 2017 (CAEP) • Aug 2021 (SPA) • Fall 2018 (ROPA)	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	• Passing Praxis Core • Pass Praxis II • 3.0 Overall GPA • 3.0 Professional Coursework • B or above in final internship • Passing Electronic Professional Portfolio	• Spring 2024 (CAEP) • March 2023 (SPA) • Fall 2025 (ROPA)

	-National Council of Teachers of English • Results Oriented Program Approval (Vermont Agency of Education)		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		

Secondary Education - Foreign Language, BSEd	• Council for the Accreditation of Educator Preparation (CAEP) • Specialized Professional Association (SPA): ACTFL - American Council on the Teaching for Foreign Language Results Oriented Program Approval (Vermont Agency of Education)	• October 2017 (CAEP) • Aug 2021 (SPA) • Fall 2018 (ROPA)	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	• Passing Praxis Core • 3.0 Overall GPA • 3.0 Professional Coursework • B or above in final internship • Passing Electronic Professional Portfolio • Program Completion rate	• Spring 2024 (CAEP) • September 2023 (SPA) • Fall 2025 (ROPA)
Secondary Education - Foreign Language, MAT	• Council for the Accreditation of Educator Preparation (CAEP) • Specialized Professional Association (SPA):	• October 2017 (CAEP) • Aug 2021 (SPA) • Fall 2018 (ROPA)	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	• Passing Praxis Core • 3.0 Overall GPA • 3.0 Professional Coursework • B or above in final internship • Passing Electronic Professional Portfolio • Program Completion	• Spring 2024 (CAEP) • September 2023 (SPA) • Fall 2025 (ROPA)

	ACTFL - American Council on the Teaching for Foreign Language Results Oriented Program Approval (Vermont Agency of Education)		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	rate	

Secondary Education - Mathematics, BSEd	• Council for the Accreditation of Educator Preparation (CAEP) • Specialized Professional Association (SPA): NCTM - National Council of Teachers of Mathematics • Results Oriented Program Approval (Vermont Agency of Education)	• Fall 2017 (CAEP) • Aug 2021 (SPA) • Fall 2018 (ROPA)	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	• Passing Praxis Core • Pass Praxis II • 3.0 Overall GPA • 3.0 Professional Coursework • B or above in final internship • Passing Electronic Professional Portfolio	• Spring 2024 (CAEP) • Spring 2028 (SPA) • Fall 2025 (ROPA)
Secondary Education - Mathematics, MAT	• Council for the Accreditation of Educator Preparation (CAEP) • Specialized Professional Association (SPA):	• Fall 2017 (CAEP) • Feb 2023 (SPA) • Fall 2018 (ROPA)	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	• Passing Praxis Core • Pass Praxis II • 3.0 Overall GPA • 3.0 Professional Coursework • B or above in final internship • Passing Electronic Professional Portfolio	• Spring 2024 (CAEP) • Spring 2028 (SPA) Fall 2025 (ROPA)

	NCTM - National Council of Teachers of Mathematics • Results Oriented Program Approval (Vermont Agency of Education)		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		

Secondary Education - Science, BSEd	Secondary • Council for the Accreditation of Educator Preparation (CAEP) • Specialized Professional Association (SPA): NSTA - National Science Teachers Association (NSTA) • Results Oriented Program Approval (Vermont Agency of Education)	• Fall 2017 (CAEP) • Spring 2016 (SPA) • Fall 2018 (ROPA)	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	• Passing Praxis Core • Pass Praxis II • 3.0 Overall GPA • 3.0 Professional Coursework • B or above in final internship • Passing Electronic Professional Portfolio	• Spring 2024 (CAEP) • The program will be reviewed as part of the full CAEP Review in 2024. • Fall 2025 (ROPA)
Secondary Education - Science, MAT	Secondary • Council for the Accreditation of Educator Preparation (CAEP) • Specialized Professional Association	• Fall 2017 (CAEP) • Spring 2016 (SPA) • Fall 2018 (ROPA)	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	• Passing Praxis Core • Pass Praxis II • 3.0 Overall GPA • 3.0 Professional Coursework • B or above in final internship • Passing Electronic Professional Portfolio	• Spring 2024 (CAEP) • The program will be reviewed as part of the full CAEP Review in 2024. • Fall 2025

	(SPA): NSTA - National Science Teachers Association (NSTA) • Results Oriented Program Approval (Vermont Agency of Education)		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		(ROPA)

Secondary Education - Social Studies, BSEd	• Council for the Accreditation of Educator Preparation (CAEP) • Specialized Professional Association (SPA): NCSS - National Council for the Social Studies (NCSS) • Results Oriented Program Approval (Vermont Agency of Education)	• Fall 2017 (CAEP) • Aug 2021 (SPA) • Fall 2018 (ROPA)	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	• Passing Praxis Core • 3.0 Overall GPA • 3.0 Professional Coursework • B or above in final internship • Passing Electronic Professional Portfolio • Program Completion rate	• Spring 2024 (CAEP) • March 2023 (SPA) • Fall 2025 (ROPA)
Secondary Education - Social Studies, MAT	• Council for the Accreditation of Educator Preparation (CAEP) • Specialized Professional Association (SPA): NCSS	• Fall 2017 (CAEP) • Aug 2021 (SPA) • Fall 2018 (ROPA)	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	• Passing Praxis Core • 3.0 Overall GPA • 3.0 Professional Coursework • B or above in final internship • Passing Electronic Professional Portfolio • Program Completion	• Spring 2024 (CAEP) • March 2023 (SPA) • Fall 2025 (ROPA)

	- National Council for the Social Studies (NCSS) • Results Oriented Program Approval (Vermont Agency of Education)		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	rate	

Social Work, BSW	Council On Social Work Education (CSWE)	February 2020	None		Between September 1, 2026 and November 30th 2026.
Social Work, MSW	Council On Social Work Education (CSWE)	February 2020	• The Commission identified the following area(s) of concern: *Accreditation Standard 3.1.2: The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.* The narrative described pathways into the program such as declaration of a social work major, transfer internally or change majors, or transfer from an external institution. However, the program did not address each component of the standard. The program is asked to describe the policies and procedures for		Between September 1, 2026 and November 30th 2026.

			evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission. *Accreditation Standard B3.3.5(c): The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.* The program reported that sufficient time for field leadership will be achieved upon the hiring of two new field education personnel, planned for the 2020-2021 academic year. Thus, an updated response to this standard is requested.		

			The program is asked to describe the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program is further asked to have the program demonstrate this time is sufficient.		

Special Education, MEd	• Council for the Accreditation of Educator Preparation (CAEP) • Specialized Professional Association (SPA): CEC - Council for Exceptional Children • Results Oriented Program Approval (Vermont Agency of Education)	• Fall 2017 (CAEP) • Aug 2021 (SPA) • Fall 2018 (ROPA)	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	• Passing Praxis Core • 3.0 Overall GPA • 3.0 Professional Coursework • B or above in final internship • Passing Electronic Professional Portfolio • Program Completion rate	• Spring 2024 (CAEP) • September 2024 (SPA) • Fall 2025 (ROPA)
CEMS					
Biomedical Engineering, BSBME	Accreditation Board for Engineering and Technology, Inc. (ABET)	• Self-study report submitted in June 2021. Remote site visit by ABET evaluators	Small number of faculty relative to number of students, should student number increase	There are nine criteria: • Students • Program educational objectives • Student outcomes • Continuous improvement	• An annual program report will be prepared each year. Next self-study report and site

		took place in September 2021.		• Curriculum • Faculty • Facilities • Institutional support Program criteria	visit will be in 2027.

Civil Engineering, BSCE	• Accreditation Board for Engineering and Technology, Inc. (ABET)	• Self-study report submitted in June 2021. Remote site visit by ABET evaluators took place in September 2021.	Small number of faculty relative to number of students, should student number increase	There are nine criteria: • Students • Program educational objectives • Student outcomes • Continuous improvement • Curriculum • Faculty • Facilities • Institutional support Program criteria	• An annual program report will be prepared each year. Next self-study report and site visit will be in 2027.
Electrical Engineering, BSEE	Accreditation Board for Engineering and Technology, Inc. (ABET)	• Self-study report submitted in June 2021. Remote site visit by ABET evaluators took place in September 2021.	Small number of faculty relative to number of students, should student number increase	There are nine criteria: • Students • Program educational objectives • Student outcomes • Continuous improvement • Curriculum • Faculty • Facilities • Institutional support Program criteria	• An annual program report will be prepared each year. Next self-study report and site visit will be in 2027.
Environmental Engineering, BSEV	Accreditation Board for Engineering and Technology, Inc. (ABET)	• Self-study report submitted in June 2021. Remote site visit by ABET evaluators took place in September 2021.	Small number of faculty relative to number of students, should student number increase	There are nine criteria: • Students • Program educational objectives • Student outcomes • Continuous improvement • Curriculum • Faculty • Facilities • Institutional support Program criteria	• An annual program report will be prepared each year. Next self-study report and site visit will be in 2027.

Mechanical Engineering, BSME	Accreditation Board for Engineering and Technology, Inc. (ABET)	• Self-study report submitted in June 2021. Remote site visit by ABET evaluators took place in September 2021.	Small number of faculty relative to number of students, should student number increase	There are nine criteria: • Students • Program educational objectives • Student outcomes • Continuous improvement • Curriculum • Faculty • Facilities • Institutional support Program criteria	• An annual program report will be prepared each year. Next self-study report and site visit will be in 2027.
CNHS					
Communication Sciences & Disorders, MS	• American Speech-Language Hearing Association (ASHA) Vermont State Agency of Education – Results Oriented Program Assessment (ROPA)	• August 2020 (ASHA) 2022	• On 03/02/2021, program was put on probation due to: (1) Program compliance expectations (2) Public disclosure of decision and accreditation status • Program accreditation probation was removed, and full accreditation status was reinstated on 05/24/2022 For ROPA, annual program assessment data coordinated through UVM College of Education and	• Program completion rate (>80%) • Praxis Exam (National Certification Exam – SLP) Pass rates (>80%) • Employment Rate (>80%)	Annual reports & full self-study site visit 2027

			Social Services		

Medical Laboratory Science, BS	National Accrediting Agency for Clinical Laboratory Science (NAACLS)	Accredited from April 30, 2022 through April 30, 2032	None	• Completion rate for students entering professional (third year) program (2019-2021) - 100% • Certification exam first-time pass rate (2019-2021) - 86% • Job placement rate for graduates actively seeking employment (2019-2021) - 100%	5 year report due 2027
Medical Radiation Science, BS	Joint Review Committee on Education in Radiologic Technology	April 11-12, 2019	• Obj. 2.2: Provides an adequate number of faculty to meet all educational, program, administrative, and accreditation requirements. (Provide assurance that a full-time clinical coordinator has been hired). • Obj. 3.9: Evaluates program faculty and clinical supervisor performance and shares evaluation results regularly to assure instructional responsibilities are performed. (Provide assurance that the evaluation results have been shared with the clinical	Program Effectiveness Data: 1. Annual Program Completion Rate 2. 5 year credential exam pass rate 3. 5 year job placement rate for graduates actively seeking employment Outcomes Data: 1. Graduates will be clinically competent. 2. Students will exhibit problem solving & critical thinking skills. 3. Students will communicate clearly & effectively with faculty, patients, and clinical staff.	~April 2024, full review

			instructors). • Obj. 5.4: Analyzes and shares student learning outcome data and program effectiveness data to foster continuous program improvement. (Provide assurance that the student learning outcomes and program effectiveness data is being analyzed and shared with communities of interest).		

Nursing, BS	• Commission on Collegiate Nursing Education (CCNE) Vermont State Board of Nursing (VSBN)	10/30/2019	There are no compliance concerns with respect to the key elements. Continuous Improvement Progress Report (CIPR) due 12/1/2024	BS Indicators: • NCLEX pass rates • Retention rates • Graduation rates • Employment rates	Full CCNE accreditation and VSBN approval and site visit due 2029
Nursing, MS	• Commission on Collegiate Nursing Education (CCNE) Vermont State Board of Nursing (VSBN)	10/30/2019	There are no compliance concerns with respect to the key elements. Continuous Improvement Progress Report (CIPR) due 12/1/2024	MS Indicators: • CNL Certification Pass Rates • Retention rates • Graduation rates • Employment rates	Full CCNE accreditation and VSBN approval and site visit due 2029
Nursing, DNP	• Commission on Collegiate Nursing Education (CCNE) • Vermont State Board of Nursing (VSBN)	10/30/2019	There are no compliance concerns with respect to the key elements. Continuous Improvement Progress Report (CIPR) due 12/1/2024	DNP Indicators: • NP Certification Pass Rates • Retention rates • Graduation rates • Employment rates	Full CCNE accreditation and VSBN approval and site visit due 2029
Occupational Therapy, OTD **(Newly accredited program)**					

Physical Therapy, DPT	Commission on Acreditation in Physical Therapy Education (CAPTE)	4/26/22	• Request for additional information based on the 2021 Annual Accreditation Report (AAR). • Must comply within two years with standard 1C3.	• AAR indicated a two-year employment rate of graduates of 88.5% which is below the CAPTE threshold of 90%. • The program director reviewed the two year employment rates that was submitted in the 2021 AAR to CAPTE. The program director after meeting with the DPT Program Assessment Committee and the support staff confirmed an error in the calculation of the 2 year-employment rate that was submitted to CAPTE. Evidence was provided to support that UVM-DPT's employment rate was 98% averaged over 2 years (2020=100%, 2021=96%).	Compliance report due on 9/1/22-submitted on time and awaiting for response expected in April 2023.

Public Health Sciences, BS **(Newly accredited program)**					
GSB					
Accounting, MAcc	Association to Advance Collegiate Schools of Business "(AACSB)	Extension of accreditation conferred August 8, 2022	No concerns expressed.	No key performance indicators. Accreditation standards include: (a) strategic management and innovation, (b) learner success and (c) thought leadership, engagement and societal impact.	Next/upcoming maintenance of accreditation scheduled for Feb., 2027
Bussiness Administration, BSBA	Association to Advance Collegiate Schools of Business "(AACSB)	Extension of accreditation conferred August 8, 2022	No concerns expressed.	No key performance indicators. Accreditation standards include: (a) strategic management and innovation, (b) learner success and (c) thought leadership, engagement and societal impact.	Next/upcoming maintenance of accreditation scheduled for Feb., 2027
Bussiness Administration, MBA	Association to Advance Collegiate Schools of Business "(AACSB)	Extension of accreditation conferred August 8, 2022	No concerns expressed.	No key performance indicators. Accreditation standards include: (a) strategic management and innovation, (b) learner success and (c) thought leadership,	Next/upcoming maintenance of accreditation scheduled for Feb., 2027

				engagement and societal impact.	

LCOM					
Medicine, MD	Liaison Committee on Medical Education	October 2021	Continuous Quality Improvement process that addresses all 12 LCME Standards and 93 Elements with a specific focus on the following Elements: Element 2.4 (sufficiency of administrative staff) Element 3.2 (community of scholars/research opportunities) Element 8.3 (curricular design, review, revision/content monitoring) Element 3.3 (diversity/pipeline programs and partnerships) Element 5.11 (study/lounge/storage space/call rooms) Element 6.3 (selfdirected and life-long learning) Element 8.5 (medical student feedback) Element 11.2 (career advising) Element 12.1 (financial aid/debt management	• Quantitative data from the AAMC Graduation Questionaire LCOM Independent Student Analysis Data	Status Report due to the LCME on December 1, 2022. Next Full accreditation survey date 2028-2029

			counseling/student educational debt)		

Public Health, MPH	Council on Education for Public Health	March 2021	Continuous Quality Improvement process addressing all CEPH accreditation criteria with a specific focus on the following criteria: Criterion B1 (guiding statements) Criterion B5 (defining evaluation practices) Criterion E4 (faculty scholarship) Criterion G1 (diversity and cultural competence)	• Quantitative data from enrollment and application numbers and alumni survey and student surveys • Qualitative data from the alumni interviews • Post-graduation data	Annual reporting is due to CEPH in December 2022 and the next accreditation visit will be in 2026
RSENR					
Forestry, BS	Society of American Foresters	1/1/2018	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: • Competency C.4: "an understanding of the valuation procedures, market forces, processing systems, transportation and harvesting activities	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.	Re-accreditation scheduled for 2022-2023 Academic Year

			that translate human demands for timber-based and other consumable forest products into the availability of those products” • 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” • Competency D.5: an understanding of the technical, financial, human resources, and legal aspects of public and private enterprises		

*Record results of key performance indicators in form S3.

Institutions selecting E1b should also include E1A.