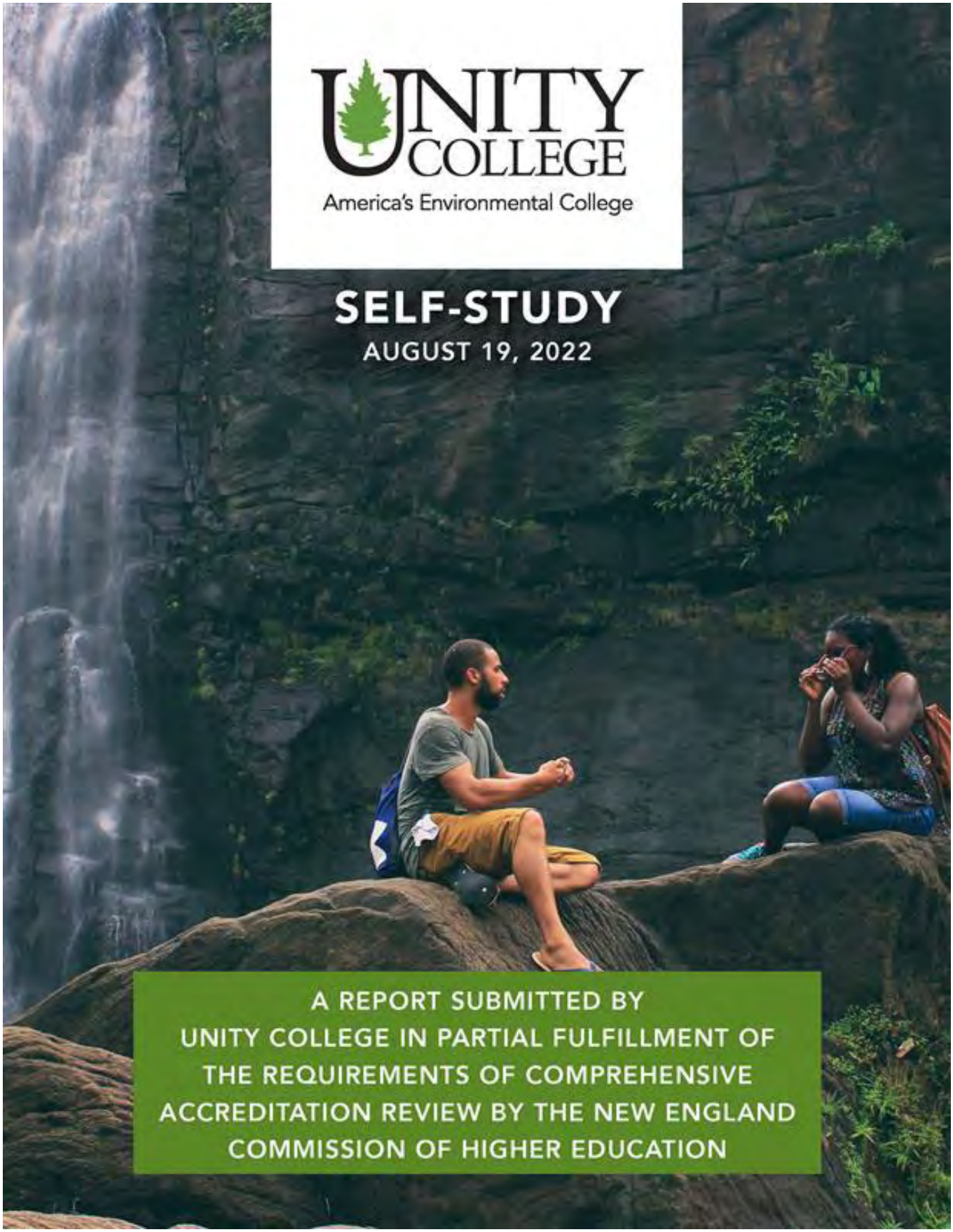

UNITY COLLEGE

America's Environmental College

SELF-STUDY

AUGUST 19, 2022

A REPORT SUBMITTED BY
UNITY COLLEGE IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS OF COMPREHENSIVE
ACCREDITATION REVIEW BY THE NEW ENGLAND
COMMISSION OF HIGHER EDUCATION

NOTE: This document contains links to **internal bookmarks** as well as **external webpages**. It also includes links to **documents in the Unity College NECHE Workroom**.

Workroom document links are delineated by light blue shading: for example: Unity College 2025 Strategic Plan.

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INSTITUTIONAL CHARACTERISTICS FORM

Institutional Characteristics Form Revised September 2009

Date August 19, 2022

1. Corporate name of institution: Unity College
2. Date institution was chartered or authorized:1965
3. Date institution enrolled first students in degree programs: 1965 _____
4. Date institution awarded first degrees: 1969 _____
5. Type of control:

Public	Private
☐ State	☒ Independent, not-for-profit
☐ City	☐ Religious Group
☐ Other	(Name of Church) _____
(Specify) _____	☐ Proprietary
	☐ Other: (Specify) _____

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? State of Maine, the Maine Department of Education, and NECHE authorize Unity College to grant associate, bachelors, and masters degrees.

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

☒ Less than one year of work	☒ First professional degree
☒ At least one but less than two years	☒ Master's and/or work beyond the first professional degree
☒ Diploma or certificate programs of at least two but less than four years	☐ Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
☒ Associate degree granting program of at least two years	☐ A doctor of philosophy or equivalent degree
☒ Four- or five-year baccalaureate degree granting program	☐ Other doctoral programs _____
	☐ Other (Specify)

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

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

9. The calendar system at the institution is:

☐ Semester ☐ Quarter ☐ Trimester ☒ Other _Non-standard terms_

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

a) Undergraduate ___3____ credit hours per term over 8 terms (24 credits annualized)

b) Graduate ____6___ credit hours per term over 5 terms (15 credits annualized)

c) Professional _____ credit hours

11. Student population:

a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	544	261	805
Part-time student headcount	3682	428	4110
FTE	2116	561	2677

b) Number of students (headcount) in non-credit, short-term courses: 127

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

Program	Agency	Accredited since	Last Reviewed	Next Review

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

Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations			
90 Quaker Hill Rd., Unity, ME	Yes		218
B. Out-of-state Locations			

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

Name of program(s)	Location	Headcount

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

Name of program	Degree level	% on-line	FTE
Adventure Therapy	Baccalaureate	100%	3
Adventure-Based Environmental Education	Baccalaureate	100%	1
Animal Health and Behavior	Baccalaureate	100%	658
Animal Science	Baccalaureate	100%	179
Animal Science and Behavior	Master's	100%	111
Art and Environment	Baccalaureate	100%	2
Biology	Baccalaureate	100%	1
Captive Wildlife Care and Education	Baccalaureate	100%	17
Captive Wildlife Care (Hybrid Learning)	Baccalaureate	100%	42
Conservation Biology	Baccalaureate	100%	1
Conservation Law Enforcement (Hybrid Learning)	Baccalaureate	100%	56
Conservation Law Enforcement	Baccalaureate	100%	6
Conservation Law Enforcement	Master's	100%	10
Earth and Environmental Science	Baccalaureate	100%	<1
Environmental Emergency Management & Law Enforcement	Baccalaureate	100%	6
Environmental Geographic Information Science	GR Certificate	100%	8
Environmental Geographic Information Science	Master's	100%	44
Environmental Geographic Information Systems	UG Certificate	100%	5
Environmental Geospatial Technologies	Baccalaureate	100%	26
Environmental Health and Safety	Baccalaureate	100%	6
Environmental Health and Wellness Management	Baccalaureate	100%	3
Environmental Justice & Social Change	Baccalaureate	100%	10
Environmental Policy, Law and Society	Baccalaureate	100%	4
Environmental Science & Climate Change	Baccalaureate	100%	47
Environmental Science (Hybrid Learning)	Baccalaureate	100%	12
Environmental Science	Master's	100%	29
Environmental Studies (Distance Education)	Baccalaureate	100%	45
Environmental Studies (Hybrid Learning)	Baccalaureate	100%	7
Environmental Studies and Sustainability	Master's	100%	40
Environmental Writing & Media Studies	Baccalaureate	100%	1
Marine Biology & Sustainable Aquaculture	Baccalaureate	100%	415
Marine Biology	Baccalaureate	100%	8
Marine Science	Master's	100%	98
Parks and Forest Resources	Baccalaureate	100%	4
Pre-Vet. And Graduate School Prerequisites	UG Certificate	100%	5
Sustainability	GR Certificate	100%	3
Sustainable Agriculture	Baccalaureate	100%	1
Sustainable Business Management	Baccalaureate	100%	20
Sustainable Energy Management	Baccalaureate	100%	2
Sustainable Master of Business Management	Master's	100%	13
Sustainable Natural Resource Management	Master's	100%	2
Urban Ecology & Sustainable Planning	Master's	100%	24
Wildlife and Fisheries Biology (Hybrid Learning)	Baccalaureate	100%	26
Wildlife and Fisheries Management	Baccalaureate	100%	8
Wildlife Biology	Baccalaureate	100%	15
Wildlife Conservation	Baccalaureate	100%	464
Wildlife Conservation and Management	Master's	100%	169

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

Name of contractor	Location	Name of program	Degree or certificate	# of credits
Maine Criminal Justice Academy	Vassalboro, ME	Conservation Law Enforcement	B.S.	12

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:

    a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;

    b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;

    c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;

    d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

    See table on pp, xiii-xiv

19. Record briefly the central elements in the history of the institution:

The College was founded in 1965 as the Unity Institute of Liberal Arts and Sciences to serve a student body of 39 students and consisted of a small employee base. Shortly afterward, the Institute became Unity College and in 1969 awarded its first baccalaureate degrees to a graduating class of 24 students. In 2015, the College proudly celebrated its 50th anniversary with a student body numbering 643 students. In 2016 Unity College began offering 100% online Distance Education graduate programs following with online undergraduate programs in 2018. In 2017, an enterprise model was adopted as the institutional organization to be more responsive to the rapidly changing needs of students and society. In 2022 we were approved to begin offering competency-based

education with the first cohort to enroll this fall at the Unity College Technical Institute of Environmental Professions. In 2021-22 Unity College had an unduplicated headcount of 4910 for the year.

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Sharon Reishus	Chair of the Board of Trustees	2017
President/CEO	Melik Khoury	Unity College President/CEO	2016
Executive Vice President			
Chief Academic Officer	Erika Latty	President of the Enterprise/CAO	2021
Deans of Schools and Colleges - DE	Currently searching	VP for Distance Education	
Deans of Schools and Colleges - DE	Jennifer Cartier	DE Dean of General Education and Environmental Studies	2022 Previously appointed as the Dean of Curricular Innovation and Assessment
Deans of Schools and Colleges - DE	Kelly Boyer-Ontl	DE Dean of Environmental Conservation and Research	2021
Deans of Schools and Colleges - HL	Zach Falcon	VP of Hybrid Learning	2018
Deans of Schools and Colleges - TIEP	Doreen Rogan	VP of TIEP	2022 Previously appointed as the Dean of Student Success
Deans of Schools and Colleges - TIEP	Amardeep Kahlon	Dean of TIEP	2021
Chief Financial Officer	Thomas Dressler	Director of Business Office	2021
Chief Student Services Officer	Currently searching	Dean of Student Success	
Planning	Erika Latty	President of the Enterprise/CAO	2021

Institutional Research	Currently searching	Institutional Researcher	
Assessment	Currently searching	Dean of Curricular Innovation & Assessment	2020
Development	Currently searching	Chief Outcomes Officer	
Library	Currently searching	Dean of Curricular Innovation & Assessment	
Chief Information Officer	Charles Bellantoni	Director of Information Technology	2021
Continuing Education			
Grants/Research	Erika Latty	President of the Enterprise/CAO	2021
Admissions - DE	Denise Young	DE Executive Director of Enrollment Management	2022
Admissions - HL	Den Suehiro	HL Associate Director of Enrollment Management	2022
Admissions - TIEP	Daniel Summers II	TIEP Executive Director of Student Life Cycle Management	2021
Registrar	Kerry Hafford	Registrar	2021
Financial Aid	Sherry Watson	Executive Director of Student Financial and Enrollment Services	2020
Public Relations	Joseph Hegarty	Director of Marketing and Media Relations	2022
Alumni Association	Currently searching	Chief Outcomes Officer	
Other	Tara Konya	VP for Sustainable Ventures	2021

ITEMS OF SPECIAL EMPHASIS

Date of NECHE Letter	Area of Special Emphasis	NECHE Standards Cited	Self-Study Page Number
December 5, 2018	Evaluating the effectiveness of the new academic structure and faculty assignment model.	Standards 2 and 8	xxii-xxiii, 19, 59
December 5, 2018	Evaluating the impact of student success initiatives on enrollment and retention goals.	Standards 5 and 7	51-53, 68, 70-1, 78-79, 80-82, 87-88
December 5, 2018	Achieving enrollment and retention goals in the new online programs and ensuring that faculty and student resources and support services are sufficient and appropriate.	Standards 5 and 7	xxiii, xxiv, 25-27, 46-53, 55-56, 59, 62, 67-68, 70-72, 83-85,
December 5, 2018	Assuring academic integrity under the leadership of a chief academic officer.	Standards 3 and 6	xxiv, 5, 12, 16-19, 56, 59, 60, 77, 83
February 3, 2020	Gives emphasis to the institution's success in assessing the effectiveness of the Pre-Veterinary Studies Certificate, Baccalaureate degrees in Animal Health and Behavior and Environmental Science and Climate Change, and Environmental Science track within the College's Master of Professional Science degree program.	None Cited	xxiii-xxiv, 20, 25-27
May 20, 2021	Achieving expected results with respect to enrollment and finances	Standards 5 and 7	xxii, 6-7, 25-27, 45-46, 67, 70-72, 78-79,
May 20, 2021	Assuring appropriate involvement of faculty in institutional governance.	Standard 3	xxiv, 12, 17-19, 56, 60, 79, 82, 83
May 3, 2022	Achieving enrollment and financial goals for the competency based education programs.	Standards 5 and 7	xxiii-xxiv, 70-71
May 3, 2022	Hiring faculty and staff to support the competency based education programs.	Standard 6	xxiii-xxiv, 11, 64, 73,

INTRODUCTION

As an integral part of the NECHE Comprehensive Evaluation, the purpose of this Self-Study is to analyze, appraise, and reflect on work accomplished by the Unity College employees and students over the last decade, with a particular emphasis on the most recent 5 years. Over the course of this two-year process, the institution investigated and reflected on practices around academic assessment, policy organization and communication, student enrollment and support, organizational structure, and data integrity among other themes related to the 9 accreditation standards. Through this work, we learned that in the last 10 years we have been far from idle. We have been building resiliency allowing us to withstand the challenges associated with the dwindling population of college-bound young adults and a global pandemic the likes of which was unprecedented in modern times. Unity College still has goals to achieve, as outlined in the body of the following report, and we have established a framework from which we can set out to accomplish those goals and undertake new initiatives of which we have yet to conceive.

Planning for this report began under the direction of Dr. Melik Khoury, President/CEO (2016-present). Two years ago, Dr. Erika Latty, President of the Enterprise/CAO (2017-present) attended the October Self-Study workshop. That was followed by a virtual visit in December 2020 by Sister Pat O'Brien to the Unity College employees to review preparations for reaccreditation. Unity College availed itself of the resources provided by NECHE and attended the October 2021 Self-study Workshop and the January 2021 Data First Form Workshop. Leading up to report submission, Carol Anderson graciously provided feedback on a section of the report.

PoE/CAO Latty convened the first College-Wide NECHE Reaccreditation Team Ad Hoc Task Group in Fall 2020. This group was comprised of 29 people representing all areas of the college and included faculty, administrators, deans, directors, and members of senior leadership. The Task Group was Chaired by the PoE/CAO and Dr. Jennifer Cartier, Dean of Curriculum Innovation and Assessment (2019-2022) served as the Vice-Chair. The original charge was to begin formulating discussion points, collating evidence, and preparing documentation for the comprehensive evaluation. Sub-groups were formed around each standard and assigned a Lead person. A Microsoft Teams folder was established to organize and collaborate on documentation and artifact collection. To ensure the inclusion of as many voices as possible, the Ad-hoc Task Group was revised several times leading up to the report completion. People were moved from one standard to another, some people came off the group, and new members were added. Ultimately, the goal was two-fold: to leverage all internal expertise and to include multiple perspectives from all units of the College. Table A describes the staff and faculty who were involved in the preparation of materials for each standard over the course of the two-year preparation period. Please note the list of positions is not exhaustive, as additional employees were consulted as team members researched their standards and gathered evidence.

Since the establishment of the first NECHE Reaccreditation Team Ad Hoc Task Group, the NECHE Reaccreditation efforts have been a standing agenda item for the Senior Staff meetings. They have also been a focus of several professional development seminars where employees were encouraged to ask clarifying questions about the process and their role within it. The 2022 Leadership Retreat included a focus session on reaccreditation.

In a similar fashion, the Board of Trustees has been engaged in the preparations as well. Over the last two years, NECHE reaccreditation has been a frequent agenda item. College employees have given presentations to the BOT about the purpose of accreditation and the status of our preparation efforts. In fact, NECHE reaccreditation efforts were a focal point at the 2022 Strategic Planning Forum, a 3-day BOT retreat where board members explicitly considered reaccreditation, strategic visioning, risk management, and College finances.

Table A. Positions Involved in Self-Study Preparation and Areas of Responsibility

Report Element	Responsible Persons
Data First Forms	Director of Institutional Effectiveness Registrar Institutional Research Analyst
E-series Forms	Dean of Curricular Innovation and Assessment
Standard 1	Chief Advancement Officer (Co-Lead) Secretary to the Board / Special Projects Manager (Co-Lead) Vice President of Hybrid Learning (Co-Lead) President of the Enterprise/CAO Hybrid Learning Assistant Professor of Environmental Studies Special Assistant to the President Director of Development and Grants Executive Director of Brand Strategy and Marketing
Standard 2	President of the Enterprise/CAO (Co-Lead) Chief Learning Officer (Co-Lead) Director of Institutional Effectiveness Chief Sustainability Officer Registrar Institutional Research Analyst Vice President of Distance Education
Standard 3	Chief Learning Officer (Co-Lead) President of the Enterprise/CAO (Co-Lead) Secretary to the Board / Special Projects Manager President Vice President of Hybrid Learning Special Assistant to the President
Standard 4	Dean of General Education & Environmental Studies (Co-Lead) Dean of Curricular Innovation & Assessment (Co-Lead) Hybrid Learning Program Liaison Registrar Distance Education Graduate Faculty Hybrid Learning Curriculum Designer
Standard 5	Dean of Student Success (Co-Lead) Vice President of Hybrid Learning (Co-Lead) Distance Education Associate Dean of Retention & Completion Interim Assistant Dean of Students

Report Element	Responsible Persons
	Director of Student Financial and Enrollment Services Technical Institute of Environmental Professions Executive Director of Student Life Cycle Management
Standard 6	Vice President of Distance Education (Co-Lead) Dean of Curricular Innovation & Assessment (Co-Lead) Dean of Technical Institute of Environmental Professions (Co-Lead) Distance Education Assistant Professor of Environmental Studies Assistant Professor of Plant Biology Vice President of Hybrid Learning Undergraduate Professor in Animal Health & Behavior Distance Education Talent Acquisition Specialist Hybrid Learning Associate Professor of Wildlife and Fisheries Management
Standard 7	Chief Sustainability Officer (Co-Lead) Dean of Environmental Business and Sustainable Ventures (Co-Lead) Special Assistant to the President (Co-Lead) Chief Human Resources Officer Chief Business Officer Director of Information Technology Director of Human Resources Controller
Standard 8	Dean of Curricular Innovation & Assessment (Lead) Dean of Environmental Conservation & Research Dean of Student Success Chief Advancement Officer Vice President of Hybrid Learning Assistant Director of Career Services & Internships Director of Career Placement & Corporate Partnerships
Standard 9	Director of Human Resources (Co-Lead) Special Assistant to the President (Co-Lead) Director of Marketing & Communications Executive Director of Brand Strategy & Marketing Director of Public Safety Director of Development

This Self-Study document represents a comprehensive assessment of our institution and involved discussions, research, evaluation, and analysis performed by multiple members of the College working with all units. This effort has contributed to our progress and shared understanding of Unity's vision and current state within the broader context of changes in the landscape of higher education. As discussed in the following pages, the institution has made substantial progress in addressing the areas of emphasis that remain relevant for us and have maintained and enhanced our ability to meet the accreditation standards. We appreciate the time and expertise of our employees, the NECHE Commissioners, and the Site Evaluation Team in reviewing our successes and critically examining the challenges we face to improve student outcomes. This process has strengthened the institution and

we look forward to learning about new ways in which we can sharpen our future efforts in educating learners and providing mission-aligned services.

Institutional Overview

Unity College is a private, non-profit, multi-locational institution that offers certificates, accredited degrees from the associate to the graduate level, and other mission-aligned services. We produce environmental leaders by offering flexible degree program options in valuable content areas at an affordable price, with differentiated schedules. This work is the heart of our operations and drives decisions and resource allocations across the entire institution. Our goal is to offer affordable, flexible, and accessible environmentally based education to learners whose need for knowledge and skills related to sustainable systems is highest. For many such learners, traditional higher education has been inaccessible.

In the early 2000s Unity College was facing the demographic cliff, an increasingly dwindling number of traditionally aged, college-bound students. With student enrollments under 1000, a small endowment, and place-bound to a rural economy with a low population density, the College needed to make drastic changes to remain viable. Reinvention and innovation were critical for long-term survival. We adopted Sustainability Science as a framework for the College's mission and operations. In 2017, under the leadership of President Melik Khoury, we adopted an Enterprise Education model to enable the College to be more responsive to the rapidly changing needs of students and society. The model takes an audience-first approach, where we put broadly defined learners in the first position and adapt our business and academic models, organizational structure, policies, and even definitions of staff, faculty, and students to build an institution that meets students where they are instead of forcing them into learning pathways that don't fit their schedules, finances, interests, or lifestyles.

We have reorganized using the Enterprise Education approach, employing a matrix with Sustainable Educational Business Units (SEBUs) on the x-axis and the 10 Functional Areas of the College comprising the y-axis. This model provides for the creation of distinct business entities within the overall College. Combining the innovation potential of a functional hierarchy and the collaboration between disciplines of a project-based structure, this organization enables content area specialists to tackle new challenges while operational specialists keep existing programs on course and meeting revenue goals. While the enterprise model allows Unity College to leverage all our considerable and diverse skills across areas and assemble great teams to implement projects, it entails increased complexity, and therefore the need for an increased level of consistency, standardization, and clarity in role, scope, and authority.

Core functions such as academics, information technology, human resources, financial, facilities management, sustainability, and other services are coordinated and standardized across the College to optimize resources and demonstrate common standards of sustainability leadership. These Functional Areas coordinate resources and integrate key processes that cut across business units and geography. This support structure allows decentralized, Sustainable Education Business Units (SEBUs) to develop programs, services, and products that are tailored to audience-specific needs. Currently there are four distinct SEBUs: Distance Education (DE), Hybrid Learning (HL), Sustainable Ventures (SV), and the Technical Institute for Environmental Professions (TIEP).

The Distance Education SEBU extends the reach of a Unity College education to adult place-bound learners by offering fully accredited Bachelor's degrees, Master's degrees, and non-degree credits online. The faculty in this SEBU are leading experts in their professional fields. Learners use their

everyday environment as their laboratory and incorporate their classes into their daily lives, making this education ideal for working professionals seeking to advance their careers and become the change makers the world needs while still honoring their commitments, wherever they are.

The Hybrid Learning SEBU offers a mixed modality Unity College education to learners looking for a combination of face-to-face and online programming. With a focus on Bachelor's degrees, Hybrid Learning emphasizes experiential learning in all modalities. This flexibility allows students to step in and out of terms without falling behind or accelerate their learning as their schedules allow. HL classes are designed with students' future careers in mind, incorporating the knowledge and skills necessary for success in the job market.

The Technical Institute for Environmental Professions SEBU is our newest credit bearing SEBU with a distinct revenue stream from other Unity College SEBU's and the Enterprise. The target audience for TIEP includes Associate degree seekers, some of whom are traditional learners, but the majority of whom are working adults commonly classified as the post-traditional and the non-traditional learner population. TIEP will also serve the population who is seeking reskilling and upskilling through short-term credit bearing certificates.

The Sustainable Ventures SEBU is still evolving, and each venture is a real-life revenue-generating manifestation of the academic curriculum. This SEBU simultaneously builds our brand, diversifies revenue alternatives, fuels economic development, and provides a variety of hands-on learning/credit opportunities for students that are not funded primarily by Unity College tuition. Current ventures include Sky Lodge, McKay Farm & Research Station, the Campus Store, non-credit business to business (B2B) micro credentials. Dining Services, and Conference and Event Services.

Given our diversity of SEBUs, we aim to serve a broad range of learners from all backgrounds across the U.S. and the world. This has required an agility on our part resulting in five substantive change proposals in the last 6 years. These substantive change proposals and the 5-year interim report resulted in nine areas of emphasis (AOE) to include in this self-study:

1. Evaluating the effectiveness of the new academic structure and faculty assignment model.
2. Evaluating the impact of student success initiatives on enrollment and retention goals.
3. Achieving enrollment and retention goals in the new online programs and ensuring that faculty and student resources and support services are sufficient and appropriate.
4. Assuring academic integrity under the leadership of a chief academic officer.
5. Gives emphasis to the institution's success in assessing the effectiveness of the Pre-Veterinary Studies Certificate, Baccalaureate degrees in Animal Health and Behavior and Environmental Science and Climate Change, and Environmental Science track within the College's Master of Professional Science degree program.
6. Achieving expected results with respect to enrollment and finances.
7. Assuring appropriate involvement of faculty in institutional governance.
8. Achieving enrollment and financial goals for the competency based education programs.
9. Hiring faculty and staff to support the competency based education programs.

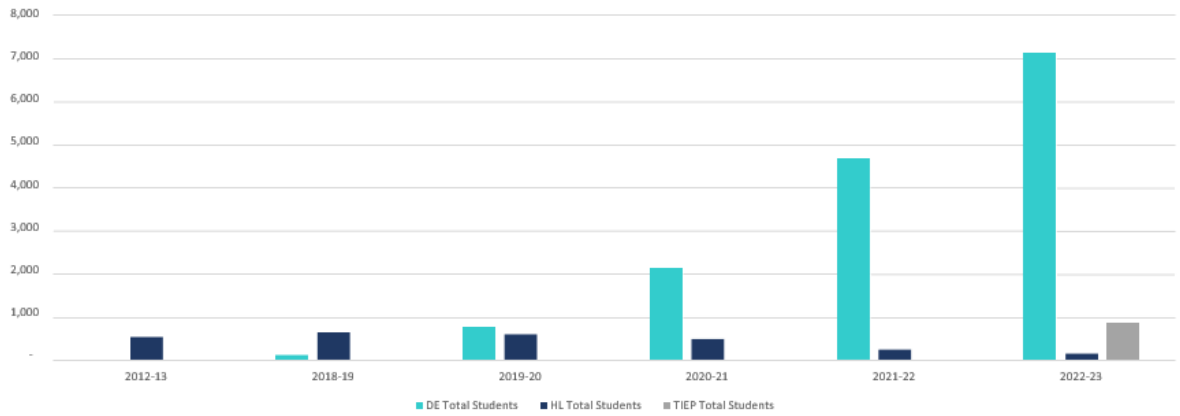
We are finding that as we continue to adapt to the dynamic national higher education landscape and evolving learner and workforce needs, some of the areas of emphasis are no longer relevant for

discussion in this self-study. For example, evaluating the effectiveness of our new academic structure and faculty assignment model refers to a model enacted in the Flagship SEBU (a residential only option), which was retired at the start of the pandemic in 2020 (#1 above). Also, evaluating the effectiveness of the Pre-Veterinary Studies Certificate has resulted in removing this certificate from the curriculum in spring 2022. This program was initiated in 2020 and as of our current census in August 2022, has only 6 students. This certificate is not meeting student needs and thus it has been sunset, and we will continue to offer affiliated classes until those 6 students have completed their certificate.

However, other areas of emphasis remain relevant. Take for example, #6 *achieving expected results with respect to enrollment and finances*, also addressing AOE #3 and #5. This AOE was issued in response to our substantive change proposal to move our headquarters from Unity, ME to New Gloucester, ME and establish the Unity, ME campus as an additional instructional location. Overall, our total student enrollments continue to increase from 2013 to the present (see Fig. A). This is largely due to increases on online enrollments that compensate for decreased in-person/hybrid enrollments. The shift toward higher enrollments in online programs was exacerbated by the COVID pandemic, which began in 2019-20.

Figure A: Unity College Student Enrollment

Total student headcount for all credit-awarding SEBUs: Distance Education, Hybrid Learning, Technical Institute for Environmental Professions. Note that 2022-2023 figures are budgeted projections.



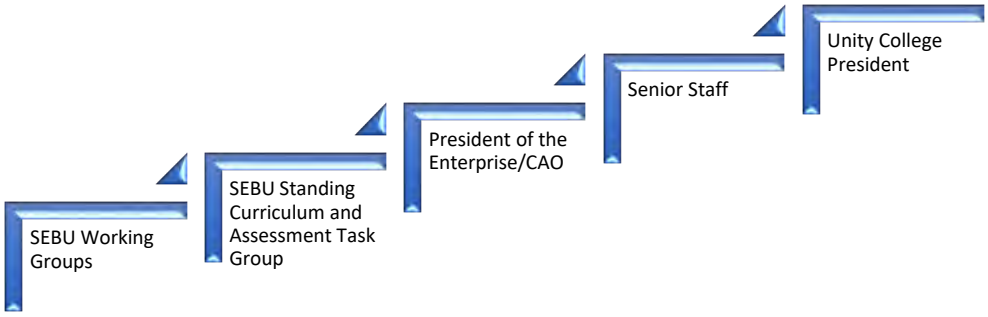
Our census reports systematically compare our enrollments and associated revenues with our term-by-term goals for student credit hour generation and revenues. Our non-standard term structure means that we run our census reports every 8 weeks for graduate students and every 5 weeks for baccalaureate students. Beginning in August 2022, the census reports will be calculated every two weeks for Associate degree students in the Technical Institute of Environmental Professions. At the end of the fiscal year 2022, census reports indicated that we are exceeding our Distance Education goals. In DE, our undergraduate goal was to teach 44,705 credits and we taught 45,568 credits. Our graduate credit goal was 7,334, which we exceeded with 8,418 credits delivered. Despite the overall reduced number of credit hours delivered by Hybrid Learning (Fig. A), the HL also exceeded goals with actual student credit hours at 4230 on a goal of 3719 credit hours.

It is too early to evaluate other AOEs, such as #8 and #9, which remain future-focused as we launch the new CBE programs this fall. We are creating a system that establishes criteria and policy to ensure

high academic quality and integrity of our offerings. The academic assessment process is described in detail in Standard 8. These criteria are used to establish new and maintain existing programming with clear and concise enrollment and revenue goals. Our budgeting processes require that new programs meet goal within 3 yrs. Those programs missing goals after 3 years are sunset with appropriate provisions made for existing students, thus freeing up resources to pursue more relevant programming.

Of course, a critical component in the success of our programs is our faculty and staff who are involved in program creation, delivery, and support (AOE #7 and #4). New programs and program modifications are created with faculty and staff involvement (see Fig. B) beginning with working groups within SEBUs that consist of faculty, registrar, and other key administrators. Ultimately, major curricular changes are brought to the Senior Staff group for review and that group includes representation from all areas of the College including faculty, SEBU leadership, Functional Area leaders, and the CAO.

Figure B. Involvement of Faculty and Staff Across SEBUs and the Enterprise in Curriculum Development



As Unity College employees are the principal factor in ensuring the success of our programs and services, we consider their overall compensation in College-wide planning efforts. A systematic piece of the budget planning includes consideration of employee salary and benefits. As we have grown over the last decade we have invested in our employees as illustrated below Fig. C) with additional data to be found in Standard 7. Since 2012 we have continued this trend of investing a greater percentage of our revenues in employee salaries and benefits.

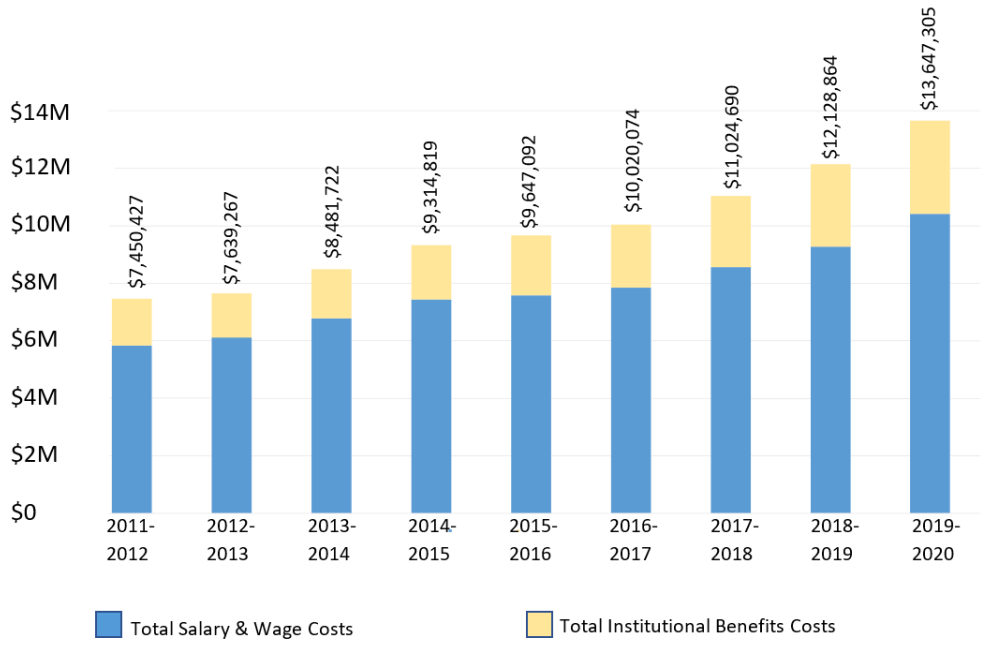
Alongside these obvious improvement in College enrollments over time and investments in employee well-being, the current student audiences we serve mark a distinct shift from those of the past. Our students and employees are more diverse now than those served by the College historically (see Standards 5 and 7). As an institution, we have also embraced the flexibility and affordability of online learning in addition to the more expensive, fully residential experience. These changes have resulted in vocal detractors complaining about our emphasis on educational accessibility, which they perceive as entailing a loss of traditionally valuable and indispensable elements of education, such as small in-person classes and residential life programming (both of which are, in fact, still available to students who select our HL SEBU).

In sum, Unity College has grown from a primarily residential undergraduate experience for approximately 600 students per year to offering multi-modality educational programs for undergraduate and graduate students numbering more than 2,000 students in any given term and

growing. This evolution is the result of numerous changes, including shifts in where and how we deliver education as we have come to expand our presence in online spaces and establish a new physical location within southern Maine. Many of the changes have been shared with the Commission, via conversations, letters, and substantive change proposals. Other changes are described in this document. Since the submission of our interim report, we have seen the diversity of our study body double while building an employee base that better reflects the demographics of the students we serve. Our growing employee and student bodies are eager to communicate to the world about the power and value of a Unity College education.

Figure C. Unity College Enterprise Total Salary Expense and Institutional Benefit Costs

Note that 2018-2019 and 2019-2020 figures were projected actuals at the time that these data were presented in the Board of Trustees Orientation 2019.



This translates into a current state of Unity College that is dramatically different from that remembered by a subset of alumni and past employees. While many appreciate the changes and the fact that their alma mater is thriving in an increasingly competitive higher education landscape, we have our detractors as well. There are some that wish that the College could have remained a small, residential institution principally serving Caucasian students from privileged backgrounds, with a few token scholarship students, as it had done in recent decades. There are also some former employees who are disgruntled with the College due to a lay-off during the height of the COVID pandemic in response to precipitous enrollments drops in the face-to-face programs. These voices have taken to social media where they can spread misinformation unchecked. Anonymous voices on these platforms choose to create revisionist narratives regarding the state of Unity College.

Even prior to the declining enrollments of residential students, the College had a history of vocal stakeholders destabilizing leadership positions resulting in a constant transition of Presidents and

Chief Academic Officers. In an effort to stem leadership turnover, the Board of Trustees engaged external consulting firms for solutions in order to assure a viable future for the College. This work has resulted in greater longevity of senior leaders but unfortunately, this legacy of negativity about the College continues to endure.

While our College uses digital tools to inform the public about our offerings and events, these are sometime met with social media trolls that post on these communications with misleading accounts of the College intending to deceive the public. Masquerading as an unofficial Unity College alumni Facebook page, a private group has established a dedicated disinformation campaign that encourages individuals to film campus, monitor administrative and student activity, and even engage in vandalism of personal property of College leaders. Our trolls are anonymous and post under pseudonyms making it difficult to hold people accountable for their inflammatory actions.

To maintain transparency with NECHE we are sharing this information with the Commission and our evaluation team. We are aware of the misinformation campaign on social media, and we do not take lightly our responsibility to combat the spread of false information about Unity College. We continue to counter it with truth that we share on social media platforms and in the newsworthy stories of our accomplishments published through a variety of media outlets. We are proud of the institutional goals we have attained and are pursuing, which are described in detail throughout this document. We do not know how the detractors will present themselves, if at all, during our upcoming site visit, but do want to acknowledge the existence of these misleading narratives promulgated by a minority voice, rather than fain ignorance of its presence. At its worst, the disinformation we are challenged with reflects hate, fear of innovation, and close-minded attitudes about people with varying worldviews, all perspectives that we strive to inform and shape with our educational programming every day.

For more than 50 years, Unity College has been preparing the next generation of environmental professionals and leaders to successfully face real-world challenges. The College was founded in 1965 as the Unity Institute of Liberal Arts and Sciences to serve a student body of 39 students and consisted of a small employee base. The founders, a group of local businesspeople, were looking for ways to counter economic decline in the town of Unity, Maine. Shortly afterward, the Institute became Unity College and in 1969 awarded its first baccalaureate degrees to a graduating class of 24 students. In 2015, the College proudly celebrated its 50th anniversary with a student body numbering 643 students. In 2016 Unity College began offering 100% online Distance Education graduate programs following with online undergraduate programs in 2018. In 2017, the Enterprise Model was adopted as the institutional organization to be more responsive to the rapidly changing needs of students and society. In 2022 we were approved to begin offering competency-based education with the first cohort to enroll this fall at the Unity College Technical Institute for Environmental Professions. In 2021-22 Unity College had an annual unduplicated headcount of 4910 students, the largest in our history.

Based on our marked growth over the last half decade and during a global pandemic, we are confident that the College is offering environmental education in which students see value. Building on this tradition, we are seeking to inspire all generations of learners to follow their passion in creating a sustainable future for themselves and societies representing a diversity of backgrounds and socioeconomic levels. In Unity, we take pride in the currency of our educational offerings and their accessibility to a wide range of motivated learners.

STANDARD ONE: MISSION AND PURPOSES

Description

Unity College is a mission-driven institution with a critical and relevant mission statement:

> *Through the framework of sustainability science, Unity College provides a liberal arts education that emphasizes the environment and natural resources. Through experiential and collaborative learning, our graduates emerge as responsible citizens, environmental stewards, and visionary leaders.*

The mission statement in its current form was adopted by Senior Staff and the Board of Trustees in 2013. The mission reflects the College's broad commitment to educating culturally competent environmental professionals through a science-based curriculum undergirded by the liberal arts. It allows for a broader conception of the College than the previous mission statement, approved in 2002:

> *Unity College is a small, private college in rural Maine that provides dedicated, engaged students with a liberal arts education that emphasizes the environment and natural resources. Unity College graduates are prepared to be environmental stewards, effective leaders, and responsible citizens through active learning experience within a supportive community.*

The Unity College mission statement is tied to the institution's vision statement: *Engaging and Educating to Create a Sustainable World*, which recognizes that it is more critical now than ever to prepare students to address the multitude of pressing environmental challenges we face. In the pursuit of its mission and vision, Unity College follows ten core values, such as *Cultural Competency* and *Social Responsibility*, which call upon our students to take action in light of environmental concerns and to recognize difference as strength.

Unity College communicates its mission widely to both internal and external audiences. The statement is prominently displayed on pages throughout the Unity College website and posters in College buildings, as well as on admissions and marketing materials, academic catalogs, employee onboarding presentations, all meeting agendas, including for Senior Staff and the Board of Trustees, and employee business cards. By foregrounding the mission in all College work, from task group meetings to new student orientation, students and employees are called upon to see their individual efforts in the larger institutional context.

The vision, mission, and values provided the basis for the Unity College 2025 Strategic Plan (Adopted), which was adopted by the Board of Trustees on May 10, 2019. A key focus of the strategic plan is extending the College's mission by serving new audiences:

> *To be America's Environmental College, Unity College must find ways to more fully serve the nation and live up to the best of American tradition: the commitment of service to the whole world. Achieving America's Environmental College means living up to the best of what "America" means to this nation, all its people, and the world.*
>
> *Being student-centric must go beyond scheduling around the students we have, providing service to the students we have, and offering programs that better fit the students who already come. Being audience-centric must mean responding to students we don't yet have, service to people and organizations we don't yet know, meeting needs not yet identified, providing services and programs we haven't yet imagined, and marshalling resources and networks we don't yet have.*

Unity College must better represent America and the world. Demographic and socio-economic shifts make committing the necessary time and money to a dedicated residential experience an increasingly exclusive proposition. And the world needs more Unity College educated leaders, not fewer.

A truly audience-centric approach means developing value-oriented options that are affordable and accessible to a wide range of learners so that anyone interested in helping to solve environmental problems can see themselves as a Unity College student. To this end, Unity College has adopted an Enterprise Education Model with differentiated Sustainable Education Business Units (SEBUs) that each serve a distinct audience or community, as follows:

- Unity College Distance Education: Founded to serve adult, nontraditional, and place-bound learners.
- Unity College Sustainable Ventures: Founded to serve clients committed to environmental stewardship and seeking experiences and products related to the Unity College lifestyle brand.
- Unity College Hybrid Learning: Founded to serve traditional students seeking more flexible options than the 4-year residential model.
- Unity College Technical Institute for Environmental Professions: Founded to serve students seeking to retrain, upskill, or begin a new environmental career.

Each of these differentiated SEBUs coordinates with the central Enterprise to ensure that as the individual units develop their specific objectives they remain within the scope of the institutional mission. An example of differentiated goals tied to a single mission are the SEBU-wide learning outcomes adopted by Distance Education and Hybrid Learning (see Table 4.6).

While each SEBU's learning outcomes are differentiated in light of their curriculum and the audience they serve, the goals are linked explicitly to the mission's sustainability science framework, which prepares students to engage in transdisciplinary practices to solve problems.

Appraisal

The last decade of Unity College has been marked by increasingly accelerating change. This change is in service of fulfilling and extending the college's mission. Key achievements over the last decade that exemplify include the adoption of the Enterprise Model of Education, the development of a dynamic strategic plan, and the creation of new audience-focused SEBUs. Consistent with our mission, the goal of Unity College is to educate environmental professionals who can help address the global challenges we face. The creation of the Distance Education SEBU alone has enabled Unity College to serve more students than ever before.

Unity College understands its responsibility as America's Environmental College to continue working towards accessible environmental and sustainability science education for all. Part of this work includes an intense focus in the areas of diversity, equity, and inclusion. Unity College's mission and purpose are drivers in the work to ensure that staff training, hiring practices, and curriculum design are reflective of our commitment to accessible education. For example, the College convened a Commission on Cultural Competency Readiness to evaluate our undergraduate curriculum, particularly with regard to law enforcement programs. The resulting Report of the Commission on Cultural Competency Readiness led to a revision of program-level learning outcomes and changes to course design. Recent trends are promising: the diversity of our student body has doubled over the past several years, from 9.6% in 2017 to 22.3% in 2021, but significant work remains to ensure the accessibility our mission calls upon us to provide.

MISSION AND PURPOSES: PROJECTIONS

As Unity College continues to grow and fully implement our Enterprise Model, we must review and update our mission statement to ensure that it is sufficiently broad to inspire innovative approaches to providing an accessible sustainability-related education for diverse learners. We began this work with a two-hour session during the Leadership Retreat in July 2022. During that session, members of Senior Staff made several recommendations to President Khoury regarding changes to the mission statement, including the removal of the terms "graduates" and "sustainability science", both of which were determined to be too limiting to encompass the type of programming (e.g., certificates) that we have been providing and will continue to develop. Senior Staff also expressed strong support for continued explicit focus on sustainability and environmental stewardship in the mission statement. In the coming months, President Khoury will work with the Board of Trustees to develop and adopt an updated mission statement.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document		Website location		Date Approved by the Governing Board
Institutional Mission Statement	?	https://unity.edu/about/mission-vision-core-values/	?	*November 15, 2013*

Mission Statement published		Website location		Print Publication
? Unity Magazine	?	https://unity.edu/about/unity-magazine/		Business cards
Strategic Plan		https://unity.edu/wp-content/uploads/2020/08/PO22-Unity-College-Strategic-Plan-2025-V3-082020.pdf		Online only
Professional Development presentations		https://unity.edu/presentations/professional-development-spring-2019/		Board of Trustees meeting minutes
Course catalogs		https://unity.edu/about/leadership/administrative-units/registrars-office/course-catalogs/		Grant proposals

Related statements		Website location		Print Publication
? Vision statement	?	https://unity.edu/about/mission-vision-core-values/		Professional Development presentations
Core Values		https://unity.edu/about/mission-vision-core-values/		New Employee Onboarding documents

Please enter any explanatory notes in the box below

STANDARD TWO: PLANNING AND EVALUATION

Planning

Description

Constantly measured evaluation is a prominent feature of planning activities at Unity College. Our comprehensive approach begins at the Board of Trustees level and continues through all units of the institution. Long-term planning is guided by our Unity College 2025 Strategic Plan, adopted by the Board of Trustees in 2019. This strategic plan was designed to best position our institution to fully become *America's Environmental College*. Achieving *America's Environmental College* means better representing America in our student bodies and employee base. It also means educating learners to whom we have not yet been introduced and providing services and programs we have not yet imagined. In our view, the world needs more Unity College educated leaders, not fewer. These are the ideas upon which the Unity College 2025 Strategic Plan was predicated.

Our success in stewarding and completing our previous strategic plan, Building a Beacon, which concluded in 2019, marked an institutional milestone. Over a 5-year period we maintained, executed, and completed a strategic vision and established a foundation upon which our current plan could take shape. Lessons learned from this process coupled with advice from strategic planning experts like David La Piana and others enabled us to produce a strategic plan and planning tools that are mission aligned and designed for rapid response to what has become an increasingly dynamic higher education landscape.

To facilitate an iterative approach, *Unity College 2025* identifies three layers of strategic planning structure: Goals, Objectives, and Initiatives. Experience tells us that if appropriate high-level items (Goals) are identified at a proper scale, then secondary and tertiary items (Objectives and Initiatives) provide adequate direction for College leaders to be responsible and accountable for project completion. As with the previous strategic plan, the Unity College Board of Trustees is responsible for setting the Goals. The President and, by extension Senior Staff, will set Objectives. Lead employees will establish initiatives and all sub-actions necessary to complete any given project. More details may be found in Unity College 2025 Strategic Plan, Strategic Plan 2025 Adopted, and Tools for Planning and Strategic Plan Implementation.

The plan is marked by three major goals, which, when considered collectively, outline an interrelated plan to place the audiences who need Unity College products, programs, and services at the very center of the work. Goal One (Audiences) is the heart of *Unity College 2025*. The other two Goals are designed around it. Goal One embraces the audience-first approach endorsed by College leadership in the Decision-Making Paradigm and Glossary (see Decision-Making Paradigm and Definitions in Tools for Planning and Strategic Plan Implementation). Goal Two (Enterprise) is focused on institutionalizing a flexible approach to innovation, planning, and project implementation, as well as completing the Enterprise buildout begun during the last strategic plan as the operational foundation for service to the audiences identified in Goal One. Goal Three (Storytelling) outlines an institutional commitment to interactive co-creation of the College, and sharing its interwoven stories of audience, community, and individuality, and of what it means to be a multifaceted institution. Storytelling in *Unity College 2025* is a primary means of embracing a more socially responsive and responsible approach to higher education.

To better ensure success of strategic plan initiatives and inform resource allocation across the institution, financial planning occurs at multiple levels within the institution. The finance committee of the Board meets regularly to review endowment performance, budget pro-formas, and year to date financials comparing revenues and expense projections to actuals. These documents are reviewed

quarterly by the Board as a whole and year to date revenue sheets are reviewed by Senior Staff, the senior leadership team. These regular reviews inform spending patterns during the year. Budget planning for the new fiscal year begins in late winter and starts with revenue projections. Upon revenue determination, the expense budgets are built. Additional details about the Tiered budget systems are found in Standard 7.

In addition to the planning activities described above, the College systematically and regularly sets aside blocks of time for strategic planning to maintain alignment of our work with consideration of the future of higher education. Annually, the Board of Trustees participate in a three-day retreat to focus on long-term visioning. The senior leadership team gathers for a week-long retreat each year to refresh goals and inform the work for the year ahead. Ideas generated at these retreats are formalized in the charges of task groups, strategic plan objective and initiatives, and our structural organization, among other types of policies and procedures.

Evaluation

Other, detailed College planning efforts are also conducted within the scope established by the strategic plan. Our IPEDS reporting yields valuable data on student persistence and retention and sheds light on the socio-economic demographics of our students and our staffing trends. However, our IPEDS data do not provide a complete picture of our institution and often fail to adequately capture information about our distance education students. Therefore, to complete our own understanding of how the College is performing, we conduct internal census reports at the beginning of every term. These reports evaluate the performance of the current term against projections and summarize trends to date. Some of the key metrics in these reports are total number of credits generated, unduplicated student headcounts, revenues generated, student diversity, gender statistics, average student age, number of students completing degrees, and stopout numbers among other data points. The census reports are disaggregated by each Sustainable Educational Business Unit (SEBU, e.g., Distance Education or Hybrid Learning) and by degree level (Associate, Bachelor, Masters). These data enable us to make changes to retention and recruitment plans every 5-8 weeks rather than wait for annual numbers.

In an effort to analyze internal opportunities and constraints within our information technology environment, we conducted a Unity College Information Technology Evaluation leveraging internal and external expertise. This report is serving as blueprint to inform our approach to improving our network reliability and security as well as plan for scheduled equipment upgrades. On a related note, we recently introduced an Information Technology Software Implementation Planning Form that explicitly situates new technology requests within our system architecture and aligns such requests with appropriate budget lines to ensure adequate support.

The academic review process is led by the Chief Academic Officer and assures oversight by Enterprise Academics over all academic programs offered by the College. This system of evaluation focuses on the integrity and effectiveness of our curriculum by examining student achievement of program learning outcomes. Our multi-scale approach, described in Standards 4 and 8, incorporates internal self-assessment, student feedback, and an external perspective. These processes rely on a series of Program Assessment Tools (PATs) and directly result in program improvements as recommended in the PAT 5 form. At the conclusion of all courses students are invited to complete a survey to evaluate the course curriculum and instruction. Collectively, student evaluations, instructor feedback, and student advisor notes are referred to after each term to guide iterative improvements of each course. The institution measures student achievement relative to educational objectives throughout our courses, with transparent alignment from assignment rubric criteria through weekly objectives, course outcomes, and program outcomes. Student and faculty evaluations, as well as persistent channels for

logging feedback from instructors and advisors, all serve as primary sources of data on the effectiveness of programs. Course maintenance and deployment is intentionally managed to allow for persistent, iterative improvement, allowing feedback to be acted upon immediately and course design to include continual refinement. Course and program assessments are used to identify and remove gaps in the learning objectives, course, and program outcomes.

Appraisal

A major push for the College has been gathering and using data to better inform our decisions. Over the last several years we have used a variety of firms such as Ruffalo Noel Levitz, Mind Max, Education Dynamics, and Stamats to provide data and analysis to guide our recruitment and retention efforts. Armed with better information on the demographics and success of our student populations, we can design programs to improve their career outcomes and thus meet our enrollment and graduation goals. To standardize data gathering and ensure that everyone is working with the same data definitions, the College created a centralized Integrated Enrollment Services (IES) unit to enter, process, and track data. This unit works closely with the Institutional Research and Registrar units to maintain data integrity, ensure consistency, and increase our capacity to generate and analyze data to inform strategic decisions. Over the last five years, adjustments we have been able to make due to this increased capacity include the expansion of our recruitment footprint outside of our traditional New England markets based on both demographic trends and data demonstrating those students retain better from first to third semester. We have also achieved better integration among Academics, Recruitment, Integrated Enrollment Services, and the Registrar's Office regarding procedures for student transcript evaluations.

Like many colleges, Unity has made significant changes to respond to the changing landscape of higher education. Our previous strategic plan, Building a Beacon, called for an infrastructure build-out as a platform for diversified revenue and national visibility. Infrastructure improvements included new academic and residence life spaces, as well as a wholesale refresh of existing facilities; academic and administrative restructure to break down traditional silos; HR processes to professionalize staff and faculty searches; IT improvements to facilitate outcomes-based assessment, online learning, centralized student services, and scalable business systems; and a centralized operations unit in service to external communications and independent data management. All these initiatives have been implemented and are explained throughout this document.

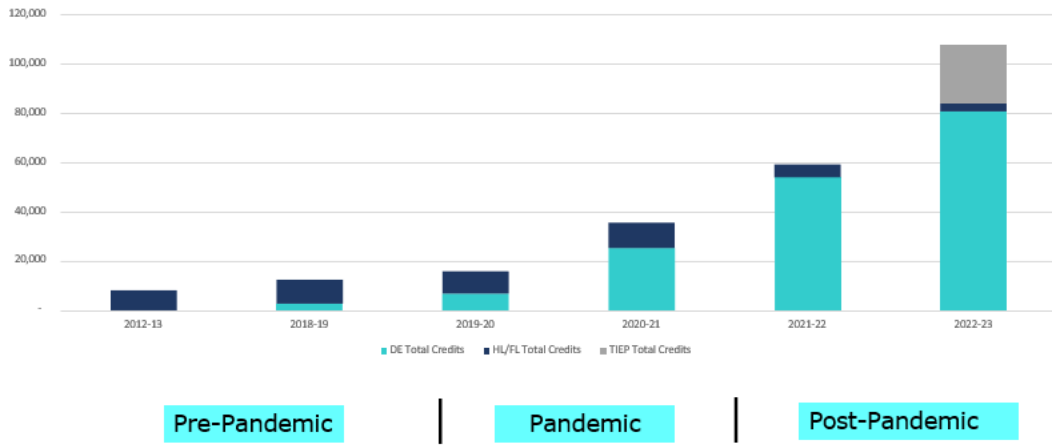
Along with infrastructure, Building a Beacon called for a diversification of revenue through online programming, promoting broader appeal to non-traditional and diverse students, development of graduate programs, and increased access to a national and global market through a major branding study. In its early stages, the strategic branding initiative was internally referred to as the *Deep Dive*. The fundamental recommendation of the *Deep Dive* was that Unity College adopt "Enterprise Education" to reimagine higher education. As described in the final Deep Dive integrative report, "Enterprise Education is the real-life, revenue-generating manifestation of the Unity College curriculum." The report outlines three central frameworks upon which we have built Enterprise Education at Unity College: 1) the enterprise organizational model; 2) imagining a new currency for educational evaluation and credit assignation; and 3) a College mindset that expands the very concept of "Unity College" to extend beyond the traditional residential campus and provides access to diverse groups of students wherever, whenever, and however they learn best. These central frameworks underpin much of this self-study narrative.

As described, we conduct planning in both short- and long-term intervals. A critical time at which these planning horizons intersected was during our contingency planning around the COVID-19 pandemic. In the 2018-19 academic year, the majority of our students were taking in-person classes

and paying for room and board. During the height of the pandemic, this balance shifted such that most of our credits were delivered online and this trend continues. Now, our students can choose to either learn in-person or online and most students are choosing online (see proportion of DE (online) credits compared with HL/FL credits (in-person) in Fig. 2.1 below).

Figure 2.1. Unity College Student Credit Hours

Total student credit hours generated for all SEBUs is shown for 2012-2022. The last column shows goals for 2022-2023.



While navigating the pandemic years, the College met daily to review the impact of the pandemic on our operations and student learning. All employees were invited to the daily meeting. During those unprecedented times, our planning horizon was measured in hours as rapid action was necessary to protect the health and safety of our students and employees. Senior leadership also met daily to address existing and emerging financial and human resource challenges. This intense, college-wide contingency planning enabled our institutional survival.

Our mission, strategic plan, and daily meetings guided us through difficult decisions to weather the COVID-induced financial losses of FY 2020-21. Figure 2.2 illustrates how our growing online programs were able to offset the losses in both room and board revenues and in-person tuition.

Figure 2.2. Unity College Tuition Revenue During COVID-19

The online growth required focused and coordinated effort from every corner of the College, from recruitment specialists, advisors, instructional designers, financial aid, human resources, business office, Registrar, integrated enrollment services, marketing, faculty, administration, facilities, to information technology and others. This success was a result of our data driven approach to reviewing and evaluating our operations within the context of our available resources.

PLANNING AND EVALUATION: PROJECTIONS

Now the real work of serving society and the students who respond to our reimagined education is only beginning. Our current strategic plan has associated tools by which we can iteratively address the stated goals and respond flexibly to externally imposed factors such as changes in the national landscape of higher education and workforce demands. To meet these challenges, we are looking to maximize our planning, reporting, and evaluation tools through investments in information technology. Some of these major investments include a new Salesforce/RIO based Student Information System (SIS), which has focused our attention on procedures and policies to enhance and automate workflows and reports. We are further streamlining administrative processes by leveraging policy and business procedures templates and tools in our policy management software application.

Another area of focus is our facilities management. Our facilities footprint is growing, as a recent substantive change proposal in Spring 2021 established our new headquarters in New Gloucester, ME and an additional instructional location in Unity, ME. Other ancillary properties in Thorndike and Moose River Valley, ME round out the physical plant. In the year ahead we intend to engage in a strategic facility planning process to align our short and long-term facility plans with our growth initiatives.

Standard 2: Planning and Evaluation

PLANNING	Year approved by governing board	Effective Dates	Website location
Strategic Plans			
Immediately prior Strategic Plan	2/22/2014	2/22/2014	https://unitypresident.wpengine.com/vision/strategic-plan/introduction/
Current Strategic Plan	10-May-19	10-May-19	https://unity.edu/wp-content/uploads/2021/11/PO22-Unity-College-Strategic-Plan-2025-102121.pdf
Next Strategic Plan	10-May-25	10-May-25	N/A
	Year completed	**Effective Dates**	**Website location**
Other institution-wide plans*			
Master plan	Dec-21	Dec-21	https://unity.edu/about/locations-and-facilities/
Academic plan		present	https://unity.edu/distance-education/undergraduate-online/undergraduate-degrees/
Financial plan	2012	2012	https://unity.edu/about/leadership/office-of-the-president/endowment-strategy/
Technology plan	May-22	May-22	Strategic Investment III
Enrollment plan	Aug-17	Aug-17	https://unity.edu/about/leadership/office-of-the-president/strategic-branding-initiative/
Development plan	2020	2010-2020	Development Plan
Plans for major units (e.g., departments, library)*			

EVALUATION		Website location
cademic program review		
Program review system (colleges and departments). System last updated:	?	Flagship program review archive: https://unity.sharepoint.com/:f:/r/Neche2021/Standard%208/Flagship%20Program%20Assessment?csf=1&web=1&e=454J33 Distance Education program review archive: https://sharepoint.unity.edu/UCAcademics/DESAR/Shared%20Documents/Assessment Hybrid Learning program review archive: https://sharepoint.unity.edu/UCAcademics/hlsar/Shared%20Documents/Assessment
Program review schedule (e.g., every 5 years)		Distance Education: https://unity.sharepoint.com/:x:/r/Neche2021/Standard%208/Distance%20Education%20Program%20Assessment/DE%20program%20assessment%20schedule.xlsx?d=wb146a9bbdcdf48bba2422eff73afd3f4&csf=1&web=1&e=guR6XD
Sample program review reports (name of unit or program)		
Bachelors of Science in Secondary Education (2017) - Flagship	?	https://unity.sharepoint.com/:b:/r/Neche2021/Standard%208/Flagship%20Program%20Assessment/Comprehensive%20Program%20Review%20Archives/2017%20SED%20Program%20Review.pdf?csf=1&web=1&e=6Wztx1
Masters of Professional Science in Wildlife Conservation & Management (2021) - Distance Education		https://unity.sharepoint.com/:b:/r/Neche2021/Standard%208/Distance%20Education%20Program%20Assessment/Wildlife%20Conservation%20%26%20Management/WCM%20Program%20Review%202021.pdf?csf=1&web=1&e=eLsQrK

ystem to review other functions and units	
Program review schedule (every X years or website location of schedule)	3-5 years
Sample program review reports (name of unit or program)	
WCM Program Review 2021	https://unity.sharepoint.com/:b:/r/Neche2021/Standard%208/Distance%20Education%20Program%20Assessment/Wildlife%20Conservation%20%26%20Management/WCM%20Program%20Review%202021.pdf?csf=1&web=1&e=XpZo6r
2020 WB and WFM Program Review	https://unity.sharepoint.com/:b:/r/Neche2021/Standard%208/Flagship%20Program%20Assessment/Comprehensive%20Program%20Review%20Archives/2020%20WB%20and%20WFM%20Program%20Review.pdf?csf=1&web=1&e=7dxj7I
2019 ABEE Program Reivew	https://unity.sharepoint.com/:b:/r/Neche2021/Standard%208/Flagship%20Program%20Assessment/Comprehensive%20Program%20Review%20Archives/2019%20ABEE%20Program%20Review%20.pdf?csf=1&web=1&e=K5c3T8

ther significant institutional studies (Name and web location)*	**Date**
Example: Advising: www.notrealcollege.edu/advising	*2014*

*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

Program review documents are archived in Sharepoint and accessible to the NECHE review team via our Workroom, Standard 8.

STANDARD THREE: ORGANIZATION AND GOVERNANCE

Board Governance

Description

The authority, responsibilities, and relationships among the Board of Trustees, the administration, staff, and faculty are described the Unity College Bylaws, which were most recently amended on December 21, 2020. The Unity College Bylaws require the Board of Trustees to meet at least quarterly and maintain a membership of no fewer than nine and no more than 13 persons. The Unity College Board of Trustees' current membership is 13 individuals, each of whom serve a three-year term, and are limited to three [3] three-year terms.

The recruitment of new members to the Board of Trustees is guided by the Preferred Essential Attributes for Board Trustee Recruitment developed by the Board. The document sets forth the specific qualities, competencies, and behaviors on which prospective Trustees will be assessed and for which they will be recruited. These include qualities such as passion for the mission of the College and professionalism in the consideration of legal, financial, and business issues.

Prior to attending regularly scheduled Board meetings, newly elected Trustees receive a thorough orientation that introduces them to the role, scope, and authority of Trustees as well as their legal and fiduciary duties. See Board of Trustees Orientation Agenda for a representative orientation session. Each new Trustee is provided a copy of the Unity College Board of Trustee Statement of Expectations, which sets forth the guiding principles of the Board, the Board structure, and the specific expectations of members of the Unity College Board of Trustees. Notable among the guiding principles is the expectation that the Board "offers its competence, resources, and collaboration to support the delivery of sustainable environmental learning and socially just education."

The Board is active in providing strategic decision making and guidance on a range of College issues pursuant to its authority under the Bylaws and consistent with its fiduciary duties. The framework for ensuring Board engagement at the appropriate level and ensuring effective cooperation between the President and the Board is provided by the RACI Document. The framework identifies, in the context of a decision or action, who is Responsible, Accountable, Consulted, or Informed. For example, the Board is responsible for appointing and evaluating the President and expected to be consulted and provide feedback and expertise regarding key institutional policies and procedures.

Through the President, the Board regularly communicates its activities and strategic priorities with the institutional community. In the event of a significant development affecting the entire institution, the communication to the institutional community may come directly from the Board Chair. Routine decisions and updates are communicated by the President within the channels of institutional governance, such as the meetings of Senior Staff, with appropriate response and feedback shared with the Board. An example of a Board communication directly to the institutional community is the June 21, 2017, letter from then-Board Chair John Newlin regarding the decision to adopt the Enterprise model of governance to support the College's transition from a traditional residential institution to one that embraces multiple learning modalities for differentiated audiences.

As provided by Article XII of the Bylaws, the Board maintains and enforces a conflict of interest (COI) policy. Per the policy, Trustees complete a conflict-of-interest disclosure form at least annually and noted conflicts are presented to the College President and Director of the Business Office for review. The COI policy ensures that the Board maintains its independence and that strategic decisions are not influenced by personal interests.

The Board engages in an annual self-assessment to enhance its own effectiveness. The Unity College Board of Trustees Self-Assessment Process is also designed to ensure Trustees remain focused on the long-term viability of the institution and promote the Board's commitment to a positive governance culture. The process involves a comprehensive individual survey covering thirty Board-critical measures. The results of the surveys are compiled in an executive summary that serves as the basis for evaluating Board functions and which provides an opportunity for an open discussion regarding Trustee responsibilities, strategic interests, and expectations for the institution.

The Board of Trustees, acting as a Committee of the Whole, appoints the College President and annually reviews the President's performance. The President serves as the Chief Executive Officer and Chief Educational Officer with explicitly delegated authority to exercise independent judgment in making all necessary decisions in the management of the College and pursuing its growth and development. In exercising its fiduciary duty, the Board assures good risk management and compliance practices through regular reports and an annual external audit.

Appraisal

The Unity College Board of Trustees has proven effective in providing strategic direction and fiduciary oversight of the College. Having recognized the challenges facing tuition-driven institutions, the Board adopted the Enterprise operational model and an innovative strategic plan titled Unity College Strategic Plan 2025 – An Audience-First Approach to Resilient, Sustainable Education that has set the framework for the College's continued enrollment growth and diversified approach to serving multiple audiences. The Strategic Plan recognizes that successful stewardship of the institution demands iterative attention, which requires an engaged working Board. The Board of Trustees has been instrumental in the launching of new Sustainable Education Business Units (SEBUs), such as the Technical Institute for Environmental Professions and Distance Education, and ensuring that the institution remains on solid footing.

The effectiveness of the Board's functioning is also indicated through the annual Board self-assessment process. The self-assessment identifies strengths and opportunities for improvement on six key indicators:

- Institution Strategic Prioritization
- Financial Prioritization
- Trustee Roles and Expectations
- Trustee Meeting Practices
- Board Recruitment
- Trustee Engagement

The results of the Annual Board Self-Assessment Report for 2021 indicate that Trustees feel generally positive about the quality and effectiveness of the Board.

Other strengths of the Board include a regular meeting schedule of every eight weeks, allowing for a high level of engagement with College issues and constituents, and a robust training and facilitation schedule with organizations like the Association of Governing Boards (AGB).

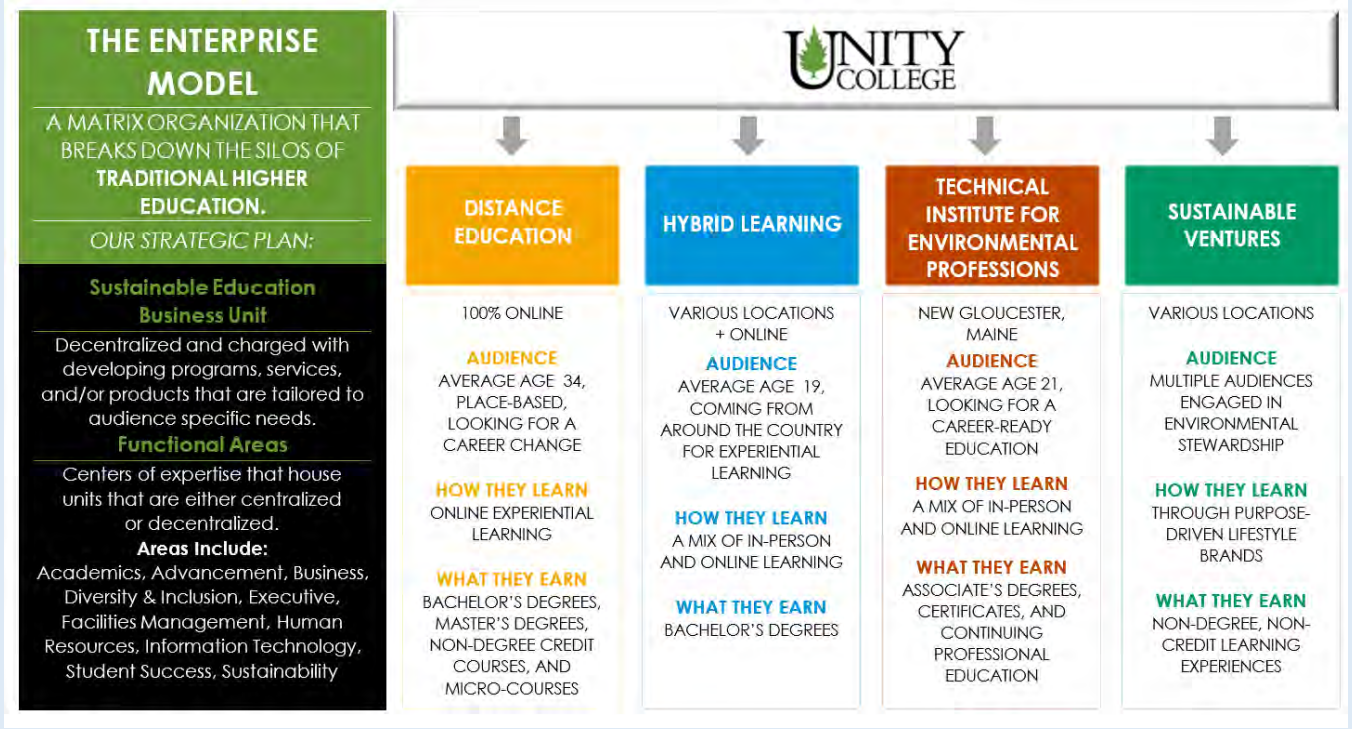
Institutional Governance

Description

Unity College's adoption of the Enterprise operational model in 2017 guides all aspects of its institutional governance. In broad outline, as described on the College website, the Enterprise model "allows for the creation of distinct units within the overall College. It is similar to a matrix organization,

with some real advantages that allow the College to be more responsive to the rapidly changing needs of students and society." The distinct units are known as Sustainable Education Business Units (SEBUs) that generate revenue through serving their identified audience with differentiated programs, products, and services. The SEBUs have primary responsibility for work that must be tailored to support their distinct audience, such as academic instruction, recruitment, and dining services (see Fig. 3.1). The decentralized work of the SEBUs is supported by centralized Enterprise services, which generally require coordination and standardization, such as academic administration, registrar, student financial services, business, and information technology. The Enterprise model is designed to allow the College to advance its mission-driven strategic objective of serving new audiences.

Figure 3.1. The Unity College Enterprise Model



The Enterprise model is implemented across the College through a suite of College-wide policies and guides that provide explicit direction for all College employees. These include the following:

- Enterprise Model Budget Guide
- Enterprise Model Central Guide
- Enterprise Model Employee Guide SOP
- Enterprise Model Employee Guide
- Enterprise Model Facilities Management Guide
- Enterprise Model Functional Areas and Units Guide
- Enterprise Model Information Technology Guide
- Enterprise Model Role Scope and Authority Guide
- Master Policy Framework and Processes Policy
- Master Policy Framework and Processes SOP

Pursuant to the College Bylaws and policies, the President is the CEO of the College and has an all-encompassing scope that includes setting the direction of the College as a whole, as well as guiding the Unity College Enterprise and all SEBUs. Through the above-listed policy documents and

associated staffing heuristics and viability matrices, the President assures that the College employs qualified faculty and staff in sufficient numbers in the appropriate roles.

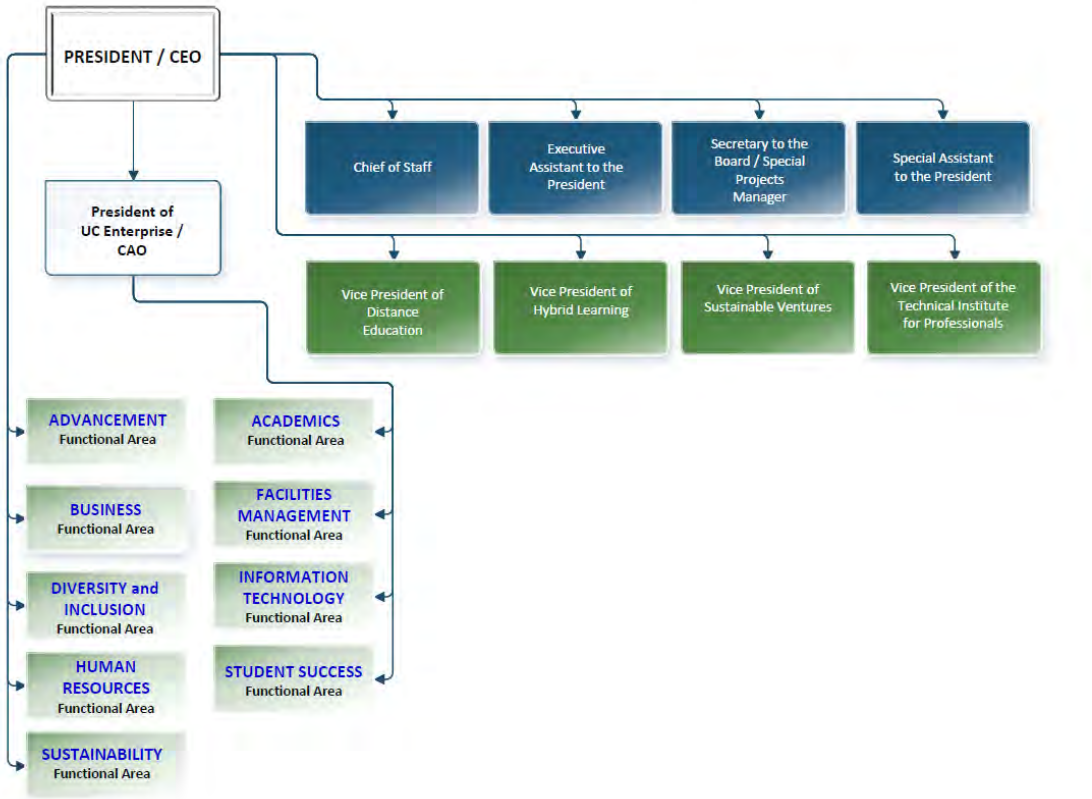
The Unity College Enterprise is comprised of ten functional areas (Academics, Advancement, Business, Diversity & Inclusion, Executive Facilities Management, Human Resources, Information Technology, Student Success, Sustainability). Each functional area is led by a Chief Officer, Dean, or Director, with the exception of the Executive functional area, which is led by the President. The highest ranking officer of Academics, Facilities Management, Information Technology, and Student Success report to the President of Unity College Enterprise, while the highest ranking officers of the remaining functional areas report directly to the President. The President of Unity College Enterprise serves as the Chief Academic Officer (CAO) for the College and reports to the President. The CAO holds faculty rank and is responsible for the quality and integrity of the academic program. The heads of SEBUs are Vice Presidents and are responsible for revenue generation and the stewardship of their designated SEBU. All heads of SEBUs report directly to the President. Together, the President of Unity College Enterprise, the highest ranking officers of Advancement, Business, Diversity & Inclusion, Human Resources, and Sustainability, and the SEBU Vice Presidents constitute the President's direct reports. The President maintains open communication through weekly meetings of all direct reports together with the President as well as through regular one-on-one meetings and direct-report-specific professional development. The structure of Unity College's institutional organization is set forth in an Organizational Chart (see Figure 3.2 and Appendix A).

The College ensures the participation of all appropriate constituencies and regular communication among them through the Senior Staff assembly and the Task Group network. See Unity College Task Group Structure Policy. Every College function and unit (centralized and decentralized) and faculty is represented at the bi-weekly Senior Staff assembly that is chaired by the President. See the Minutes of the February 16, 2022, Senior Staff Meeting as an example of the assembly's work and its membership roster. Senior Staff is the primary venue for discussing College-wide matters, reporting on developments in SEBUs and Enterprise functions, and providing recommendations to the President on a wide range of matters. Senior Staff also reviews and recommends approval of all College policies. Once approved, all policies are communicated to employees through unit meetings and the online policy-management platform PolicyTech.

In addition to Senior Staff, internal governance is facilitated by both standing and ad hoc task groups. Per the Task Group Structure Policy, these groups "contribute to our standard of governance by providing a clear and consistent mechanism to accomplish work that promotes the mission of the college and leads efforts to support our institutional effectiveness and integrity." Standing task groups can be either College-wide or within a SEBU, and have charges concerning matters such as risk management, budget planning, and curricular integrity. Ad hoc task groups are constituted to address clearly defined goals and respond to defined challenges. Any SEBU with academic offerings must maintain a standing task group addressing curriculum and assessment. See, e.g., the status sheets for the Distance Education Curriculum and Assessment Task Group, the Hybrid Learning Curriculum and Assessment Task Group, and the Technical Institute for Environmental Professions Curriculum and Assessment Task Group. The SEBU-level curriculum and assessment task groups ensure faculty responsibility for the content, quality, and effectiveness of the educational programs (see Standard 4 and UC Academic Governance and Assessment for additional details).

All standing task groups submit annual reports that include an analysis and appraisal of the task group's effectiveness and utility to the College. These reports are reviewed by Senior Staff as part of the College's regular review of its structure and governance (see sample reports in the workroom).

Figure 3.2. Organizational Structure of Unity College Enterprise



Each SEBU makes its own provision for considering relevant student views and judgments. Hybrid Learning, for example, maintains a Student Advisory Council that provides a sounding board for student feedback, ideas, and concerns regarding the Hybrid Learning student experience. The Student Advisory Council also assists the Dean of Students in developing and promoting student life activities, including clubs and club sports (see Hybrid Learning Student Handbook).

The College does not regularly use contractual arrangements related to curriculum, assessment, or recruiting. Current arrangements include an agreement with the Maine Criminal Justice Academy for Hybrid Learning students to receive credit for successfully completing both the Basic Law Enforcement Training Program and associated Unity College class taught and assessed by a Unity College faculty member. Hybrid Learning Catalog; Hybrid Learning Maine Criminal Justice Academy Policy.

Appraisal

The adoption of the Enterprise operational model has changed many facets of institutional governance at Unity College. A feature of the model is that it discourages the silos and atomization found at some institutions by requiring consultation and collaboration to be successful. As can be seen in the Enterprise Model Role, Scope, and Authority Guide, for example, Chief Officers and Vice Presidents of SEBUs have distinct roles but complementary authorities that promote efficient decision making while maintaining integrity. Making the transition from a traditional governance model to a matrix organization has required a significant investment of time into professional development and

training sessions. As described in Standard 7, new employees receive the presentation How We Work at Unity College - Exploring the potential of the Enterprise Model. New employees in leadership positions receive this onboarding presentation while also engaging in a series of function- and SEBU-specific meetings over the course of the employee's first two weeks to fully engage with all aspects of the institution and understand how they interact. This extensive onboarding has proven effective at creating a consistent approach at the leadership level, but some employees are still growing accustomed to working within the model, especially when novel situations arise. As discussed below, full realization of the Enterprise operational model will require continued professional development and build-out of the necessary policy scaffolding.

Organization and Governance: Projections

As Unity College has worked to serve a greater diversity of audiences, it recognizes that such diversity should be reflected in Board membership. Accordingly, the College will continue to recruit for a greater diversity of gender, ethnicity, and geography for a more balanced Board (see Board of Trustees Recruitment Document). Other goals are to recruit for members with entrepreneurial experience/mindset (e.g., background in green energy) and an appetite for risk, as well as for members with a commitment to making education more accessible. To make Board service itself more accessible, the College recently cut the minimum donation required of members and instead encourages giving in an amount that is "personally meaningful" to the member (see Unity College Board of Trustee Statement of Expectations).

In support of institutional governance, key efforts will focus on the full implementation and realization of the Enterprise model. Specifically:

- Human Resources will continue to refine onboarding for all employees to ensure that they understand where they are positioned in the organization (i.e., their functional area and unit, whether they are an Enterprise or SEBU employee, etc.) and how to work within and across functional areas. This includes initial meetings with new employees and HR staff, meetings between new employees and current employees, and new employee orientation workshops held periodically throughout the year.
- Heads of functional areas will complete "role, scope, and authority" descriptions for all management positions (Director level and above) within their purview.
- Budget managers will complete viability matrices for all positions in the College.

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

Please attach to this form:

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

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

Name of the sponsoring entity	N/A
Website location of documentation of relationship	N/A

Governing Board	**Website location**
By-laws	See explanatory note
Board members' names and affiliations	https://unity.edu/about/leadership/board-of-trustees/

	Board committees *	**Website location or document name for meeting minutes**
?	Executive Committee	See explanatory note
	Finance Committee	See explanatory note
	Nominating Committee	See explanatory note

Major institutional faculty committees or governance	**Website location or document name for meeting minutes**
Distance Education Curriculum & Assessment Task Group	https://sharepoint.unity.edu/committees/DECAC/_layouts/15/start.aspx#/SitePages/Home.aspx
Hybrid Learning Curriculum & Assessment Task Group	https://sharepoint.unity.edu/committees/CAPC/_layouts/15/start.aspx#/SitePages/Home.aspx

Major institutional student committees or governance	**Website location or document name for meeting minutes**
Student Government Association (Flagship)	
Student Advisory Council (HL)	

Other major institutional committees or governance	**Website location or document name for meeting minutes**
Senior Staff	https://sharepoint.unity.edu/committees/SeniorStaff/default.aspx
Unity College Data Goveranance Task Group	https://sharepoint.unity.edu/committees/DataGov/default.aspx

*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

As a private institution we do not post our bylaws or Board of Trustee documents on our website, however these documents are available in the electronic workroom. The links to the internal governance documents are accessible to employees through a secure sign on. Access to these documents will be provided in the workroom.

Standard 3: Organization and Governance
(Locations and Modalities)

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

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment* 2 years prior (FY 2021)	1 year prior (FY 2022)	Current year (FY 2023)
Main campus	New Gloucester, ME, USA	2021			
Other principal campuses					
Branch campuses (US)					
Other instructional locations (US)	Unity, ME, USA	1965	493	239	36
Branch campuses (overseas)					
Other instructional locations (overseas)					

Educational modalities

	Number of programs	Date First Initiated	Enrollment* 2 years prior (FY 2021)	1 year prior (FY 2022)	Current year (FY 2023)
Distance Learning Programs					
Programs 50-99% on-line					
Programs 100% on-line	17	10/24/16	2,130	4,671	2,266
Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs					
Contractual Arrangements involving the award of credit	1				

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

Please enter any explanatory notes in the box below

The main campus was moved from Unity, ME to New Gloucester, ME in 2021.

FY2023 indudes only one census count for the 2022-SU2A-5W term.

STANDARD FOUR: THE ACADEMIC PROGRAM

Description

Across all SEBUs within Unity College, we seek to prepare students to address the ecological, social, and economic dimensions of complex environmental problems. In our established SEBUs, Hybrid Learning (HL) and Distance Education (DE), we offer programs leading to Bachelor's and Master's degrees in many environmental fields (see Table 4.1). Distance Education also offers certificates at both the undergraduate and graduate levels. Students earn certificates by successfully completing a series of related disciplinary courses. For graduate certificates, 4 or 5 courses (12-15 credits) at the 500- or 600-level comprise the curriculum. For undergraduate certificates, students must complete a series of courses totaling 24 credits. These credits are dispersed across all levels (100-400) of undergraduate course offerings. Our newest SEBU, the Technical Institute of Environmental Professions (TIEP), offers Associate's degrees (min. of 60 credits) and certificates (24 credits).

Table 4.1: Summary of Program Offerings in Unity College Sustainable Education Business Units

	Distance Education (DE)		Hybrid Learning (HL)	Technical Institute for Environmental Professions
Degrees Offered	**Bachelor of Science** • Animal Health & Behavior • Animal Science • Environmental Geospatial Technologies • Environmental Health & Safety • Environmental Health & Wellness • Environmental Justice & Social Change • Environmental Science & Climate Change • Environmental Studies • Marine Biology & Sustainable Aquaculture • Sustainable Business Management* • Wildlife Conservation	**Master of Professional Science** • Animal Science & Behavior • Environmental Geographic Information Science • Environmental Science • Environmental Studies & Sustainability • Marine Science • Urban Ecology & Sustainable Planning • Wildlife Conservation & Management	**Bachelor's of Science** • Conservation Law Enforcement • Captive Wildlife Care • Environmental Science • Environmental Studies • Wildlife & Fisheries Biology	**Associate of Applied Science** • Data Analytics • Information Technology • Renewable Energy • Veterinary Technology
Certificates Offered	**Undergraduate Level (24 cr.)** • Environmental Geographic Information Systems	**Graduate Level (12-15 cr.)** • Environmental Geographic Information Science • Sustainability		**Undergraduate Level (24 cr.)** • Data Analytics • Sustainable Aquaculture • Urban Agriculture • Wastewater Technology

* Sustainable Business Management students may elect to focus in one of four areas: Adventure Ecotourism, Hemp Industry and Science, Renewable Energy, or Sustainable Food and Farming.

Each SEBU-specific Unity College Catalog describes the goals, curriculum, and completion requirements for each degree and certificate program it offers. Program outcomes are clearly stated

and measurable. For example, the outcome goals for DE's Bachelor of Science in Animal Health & Behavior are:

1. Explain biological, ethical, psychological, medical, legal, and social concepts underlying the care and maintenance of wild and captive animals.
2. Choose and implement appropriate laboratory techniques used in the care of animals in both wild and captive settings.
3. Identify and explain the training, health, and habitat needs for optimal wild or captive animal health.
4. Critically evaluate information using scientific and quantitative reasoning skills.

Our newest SEBU, TIEP, uses a competency-based model to design, deliver, and measure instructional outcomes. Overall program competencies are clearly listed in the TIEP catalog and on the website. For example, competencies for the Associate of Science in Data Analytics are:

1. Articulate the connection between data and the environmental professions and the importance of data in the field.
2. Demonstrate the ability to think critically in making decisions based on data and deep analytics.
3. Demonstrate the ability to use data analysis tools such as Python, APIs, JSON, Numpy, MathPlotLib, Beautiful Soup, and more.
4. Visualize data into graphics using packages such as Tableau.
5. Demonstrate the ability to communicate the result of the data analysis to relevant stakeholders.
6. Organize and retrieve data using tools such as MongoDB, SQL, Postgre SQL.
7. Create and manipulate web data using HTML, JavaScript, CSS, Leaflet, and more.
8. Discuss the use of AI and machine learning in data analytics.
9. Identify and discuss security and ethical issues in dealing with data.

The Registrar updates catalogs up to 10 times per year per SEBU. Students and other interested parties can access all current and archived catalogs on the College's website. In addition to the catalogs, downloadable "program checksheets" located on each program-specific page of the website list the goals and requirements for each degree and certificate program (see the E3 forms for links to degree pages and program checksheets).

While each SEBU offers degree and certificate programs tailored to meet the needs of its specific audience (see Fig. 3.1), consistent requirements for transfer credit acceptance and curriculum structure across all of the SEBUs ensures a high level of rigor in the curriculum. Specifically:

1. No student in any SEBU can transfer more than 45 credits toward an Associate degree, 90 credits toward a Bachelor degree, or 9 credits toward a Master degree. All students must earn a minimum grade (C- for undergraduates or B for graduates) in courses that they wish to transfer. Graduate students may also receive up to an additional 6 credits for Prior Learning upon successful completion of the evaluation process as described in the DE catalog.
2. DE and HL students may enroll in no more than 6 credits per term. Thus, an undergraduate student may achieve no more than 48 credits (6 credits in each of the 8 terms), and a graduate student no more than 30 credits (6 credits in each of 5 terms) in a single calendar year.
3. TIEP students may enroll in a maximum of 2 credits per 2-week term. With twenty terms in a year, a student may earn up to 40 credits yearly.
4. All degree programs include requirements that ensure that learners will develop discipline-specific knowledge and skills, as well as requirements that support learner development of

critical thinking, collaboration, communication skills, and quantitative reasoning at the degree-appropriate level (i.e., our general education core curriculum for undergraduate students and our professional skills core for graduate students).

5. Vice Presidents in each SEBU propose new programs to the Chief Academic Officer. Following approval of the CAO, the President of the College must also review and approve all new programs. This process ensures that degree requirements include an appropriate balance of disciplinary courses, general education courses, and electives (see Fig. 4.1).
6. In order to earn a Bachelor degree in any SEBU, students must complete a minimum of 30 credits at the 300- or 400-level. This college-wide requirement also helps to ensure rigor in the curriculum.

Figure 4.1. Excerpt from the New Program Proposal Form

Credit requirements:

Credential	Total Credits	Program-Specific Requirements	General Education	Unrestricted Electives
Certificate	Minimum: 24 credits	All credits for the certificate are "program-specific."	N/A	N/A
Associate** • Associate of Applied Science	Minimum: 60 credits [*NOTE: Externally accredited programs may require 60-70 credits.]	Minimum: 20 credits [NOTE: Typical range is 20-36 credits. Maximum for externally accredited programs is 55 credits.]	Minimum: 20 credits	Minimum: 6 credits
• Associate of Arts	Minimum: 60 credits	Minimum: 20 credits [NOTE: Typical range is 20-30 credits.]	Minimum: 20 credits	Minimum: 6 credits
• Associate of Science	Minimum: 60 credits	Minimum: 20 credits [NOTE: Typical range is 20-30 credits.]	Minimum: 20 credits	Minimum: 6 credits
Bachelors	Minimum: 120 credits Minimum of 15 credits offered at the 300- or 400-level.	Minimum: 40 credits [NOTE: Typical range is 40-45 credits.]	Minimum: 40 credits [NOTE: Typical range is 40-45 credits]	Minimum: 9 credits
Masters***	30-60 credits	none	none	none

**For proposed Associate degree programs more than 60 credits, a clear rationale must be included below. Typically, such programs are recognized/accredited by external professional organizations that may require between 60 and 70 credits, including all components [i.e., general education, SEBU core, program-specific, and elective courses].

***If proposing a Masters program, please provide a rationale for the number of credits required. The rationale should address typical expectations for the specific degree proposed [e.g., Masters of Business Administration, Masters of Professional Science, etc.].

Assuring Academic Quality

Description

SEBU Curriculum & Assessment Task Groups

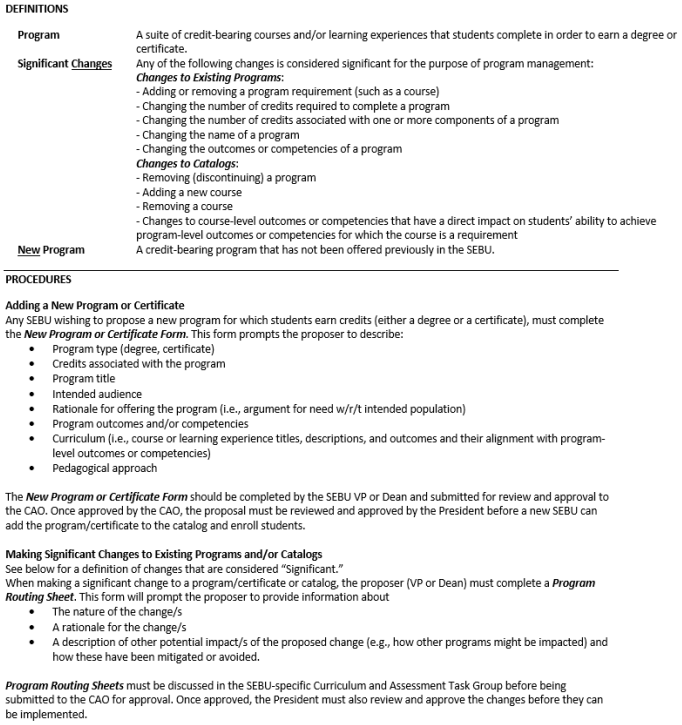
Each SEBU at Unity College has its own Curriculum & Assessment Task Group (CATG) (see DE CATG, HL CATG, TIEP CATG in the Workroom) that is comprised of members of the faculty (SEBU-specific and Enterprise-wide) and staff members in the Student Success and/or Advancement functional areas. The CATG is charged with (1) reviewing changes or additions to the curriculum (including changes to program-level outcomes and/or requirements, the addition or deletion of courses or policies in the course catalog, and the addition or removal of degree or certificate programs); (2) overseeing and

evaluating program assessment; and (3) reviewing student petitions for course waivers or substitutions. The CATG makes recommendations to the SEBU Vice President, who then makes recommendations to the Chief Academic Officer (CAO). All significant curricular changes (see (1) above), once approved by the CAO, must be reviewed and approved by the President before being implemented.

The SEBU Vice President chairs her/his SEBU CATG and a dean or other faculty member with administrative responsibilities serves as vice chair. Other SEBU-specific or SEBU-dedicated task group members include the Assistant Registrar and another full-time faculty member. In addition, the following Enterprise-level faculty members serve on each CATG: The President of the College, the Chief Academic Officer, and the Dean of Curricular Innovation and Assessment. Finally, a staff member from the Advancement functional area who is responsible for external partnership, serves on each CATG to ensure that academic program decisions are informed by an understanding of expectations of potential employers and trends related to career opportunities.

Figure 4.2. Academic Program Management Policy

This Enterprise-wide policy provides clear guidelines for SEBUs wishing to make changes to programs and/or course catalogs or to propose new - bearing programs or certificates. Both new program proposals and proposals to make changes to existing programs must be accompanied by the appropriate form (i.e., the New Program or Certificate form or the Curriculum Routing Sheet), submitted in Policy Tech, where the sequential process of CATG recommendation, VP approval, CAO approval, and, finally, President approval is documented.



DEFINITIONS

Program	A suite of credit-bearing courses and/or learning experiences that students complete in order to earn a degree or certificate.
Significant Changes	Any of the following changes is considered significant for the purpose of program management: ***Changes to Existing Programs***: - Adding or removing a program requirement (such as a course) - Changing the number of credits required to complete a program - Changing the number of credits associated with one or more components of a program - Changing the name of a program - Changing the outcomes or competencies of a program ***Changes to Catalogs***: - Removing (discontinuing) a program - Adding a new course - Removing a course - Changes to course-level outcomes or competencies that have a direct impact on students' ability to achieve program-level outcomes or competencies for which the course is a requirement
New Program	A credit-bearing program that has not been offered previously in the SEBU.

PROCEDURES

Adding a New Program or Certificate
Any SEBU wishing to propose a new program for which students earn credits (either a degree or a certificate), must complete the ***New Program or Certificate Form***. This form prompts the proposer to describe:

- Program type (degree, certificate)
- Credits associated with the program
- Program title
- Intended audience
- Rationale for offering the program (i.e., argument for need w/r/t intended population)
- Program outcomes and/or competencies
- Curriculum (i.e., course or learning experience titles, descriptions, and outcomes and their alignment with program-level outcomes or competencies)
- Pedagogical approach

The ***New Program or Certificate Form*** should be completed by the SEBU VP or Dean and submitted for review and approval to the CAO. Once approved by the CAO, the proposal must be reviewed and approved by the President before a new SEBU can add the program/certificate to the catalog and enroll students.

Making Significant Changes to Existing Programs and/or Catalogs
See below for a definition of changes that are considered "Significant."
When making a significant change to a program/certificate or catalog, the proposer (VP or Dean) must complete a ***Program Routing Sheet***. This form will prompt the proposer to provide information about

- The nature of the change/s
- A rationale for the change/s
- A description of other potential impact/s of the proposed change (e.g., how other programs might be impacted) and how these have been mitigated or avoided.

Program Routing Sheets must be discussed in the SEBU-specific Curriculum and Assessment Task Group before being submitted to the CAO for approval. Once approved, the President must also review and approve the changes before they can be implemented.

Each SEBU CATG meets one or more times each month to conduct business related to its charge. The Academic Program Management Policy governs the processes by which each SEBU proposes new credit-bearing programs or certificates or changes to existing programs and/or catalogs (see Fig. 4.2 above).

Curriculum Assessment

Prior to 2021, the CAO – with input from the Curriculum, Assessment, and Planning (CAP) Committee (a standing committee in the former Flagship SEBU) - appointed *ad hoc* faculty committees to review each academic program approximately every 5 years. Most program review committees consisted of 2 faculty members who specialized in the program area (e.g., wildlife biology) and one faculty member with expertise in a supporting area (e.g., mathematics). These comprehensive reviews included an analysis of curriculum effectiveness based on completion rates, learning outcome achievement,

internship evaluations, and, when available, job placement data. They also included a critique of the curriculum with respect to expectations of related industry professionals, currency of content, and fit with the Unity College mission. Once the faculty committee completed its review, the CAP Committee reviewed the report and made suggestions for clarification or improvement. The CAO then submitted the final report to two or three external reviewers (experts in the fields most closely aligned to the program). These external reviewers participated in a day-long campus visit during which they met with faculty and program students, attended classes, toured the instructional facilities, and met with College administrators. Following the visit, each reviewer wrote a report in which she/he summarized program strengths and made suggestions for addressing weaknesses or ensuring continued program success. The final step in the review process was for the ad hoc committee to review the external evaluators' reports and make final recommendations to the CAP and CAO for program changes.

Appraisal

During the period 2013-2020 (which ended during the year that Flagship was dissolved as a SEBU), we completed self-studies and external reviews of 15 academic programs. The only two programs not reviewed were Sustainable Business Enterprise, which was launched in 2017-2018 and attracted only a few majors each year, and Captive Wildlife Care and Education (CWCE). The CWCE program was launched in AY2009 and was a highly popular major, second only to Conservation Law Enforcement. We convened an *ad hoc* committee to review the CWCE program in AY2019, but were unable to complete the review due to faculty attrition.

Table 4.2. Schedule of Completed Flagship Program Reviews

Academic Year	Program(s) Reviewed
2013-2014	Environmental Writing & Media Studies; Marine Biology; Parks & Forest Resources; Sustainable Energy Management
2014-2015	Adventure Therapy; Art & Environment
2015-2016	Biology
2016-2017	Environmental Policy, Law & Society; Secondary Education; Sustainable Agriculture
2017-2018	Conservation Law Enforcement; Earth & Environmental Science
2018-2019	Adventure-Based Environmental Education
2019-2020	Wildlife Biology; Wildlife and Fisheries Management

While our record of conducting program reviews in Flagship was strong (see Table 4.2 above), we struggled to implement recommended changes in a timely fashion. This was in part due to the processes that governed curricular decision-making. Specifically, all changes were proposed by a dean or faculty member, reviewed by the CAP, brought to the full Faculty for discussion, revised and finalized by the CAP, then voted on for formal recommendation in the Faculty meeting. Next, recommended changes were officially recommended to the CAO, and if, accepted, brought to the President for final approval. Due to the schedule of CAP and Faculty meetings and the need for iterative discussion/revision cycles, it often took more than a year for curriculum changes to be implemented. Moreover, some recommended changes were never implemented due to turnover in CAP membership and/or the short timeframe of *ad hoc* committees (appointed for only a year). In other words, by the time the external reviews were submitted and CAP reviewed the final report, the year-long *ad hoc* committee term was usually over and no individual was responsible for ensuring follow through with the official curriculum revision process.

We addressed this somewhat in 2018 when two Academic Dean positions were created in Flagship. The deans then became responsible for overseeing the process of curricular change following

program review. However, the issue of how many steps were involved in the process and how long it took was not resolved until new processes were adopted in 2021 after the dissolution of Flagship and the launch of Hybrid Learning.

In 2021, following discussion in HL CATG and DE CATG, the college adopted a revised set of processes and forms (see Program Assessment Tools, or PATs) for program review that involve three years of data collection and analysis followed by a fourth year in which a summative report is submitted for internal and external review. All SEBUs must implement these processes as summarized in Table 4.3 below. Note that in this revised review process, changes that are recommended each year (i.e., those that are described in a PAT 2 form) can be quickly implemented following the standard process (CATG discussion and recommendation to the VP, VP recommendation to the CAO, approval by the President) documented in Policy Tech (see the E3 forms for examples of recent changes in response to program review).

Table 4.3. Program Assessment Tools (PATs)

Form	Purpose	Who Completes This?
PAT 1	Develop a plan for collecting data (mostly course products/assignments) for evaluating student achievement of program learning outcomes. Ensure that all required upper-level program courses are contexts for data collection at least once in every 3-year cycle. One PAT 1 form guides data collection for the entire 3-year cycle.	Deans Support by DCIA* Approved by CATG
PAT 2	In each year of a cycle, one or two program learning outcomes are assessed. The PAT 2 form is used for summarizing results of yearly assessment and identifying areas for improvement.	Dean or designated faculty member Reviewed by CATG
PAT 3	This is the comprehensive program review report template. It incorporates and synthesizes the results from each of the three PAT 2s completed during the cycle plus additional institutional data (completion rates, etc.).	Dean or designated faculty member Support by DCIA Reviewed by CATG
PAT 4	The external reviewers complete this form after reviewing the PAT 3 and meeting with program stakeholders and College administration. The form prompts reviewers to identify strengths and weaknesses of the program with emphasis on alignment between outcomes and professional expectations.	External Reviewers
PAT 5	This form summarizes recommendations and next steps. It is also a record that the College has assured that program review was based on adequate and high-quality data.	Enterprise Assessment Team (including CAO and DCIA) Results are shared with appropriate Dean and VP, as well as CATG
CLR	If specific revisions or changes are recommended in yearly PAT 2s, appropriate faculty or instructional designers will be asked to complete a CLR to document and reflect on the impacts of changes.	Faculty and/or instructional designers

**DCIA – Dean of Curricular Innovation & Assessment, an Enterprise-level academic administrator who reports to the Chief Academic Officer*

Using this new process, we selected four programs for comprehensive review in AY21-22:

- DE Bachelor of Science degree in Animal Health and Behavior (AHB). Enrollment in this program, which has tripled in the past three years, now accounts for 32% of all Unity College undergraduate enrollment.
- DE Masters of Professional Science in Wildlife Conservation and Management (WCM). Program enrollment increased in 2020, following a name change (from Sustainable Natural Resource Management) to more accurately reflect the curriculum, and has remained steady for the past two years. Just over 30% of the College's Master's students are enrolled in this program.
- DE Masters of Professional Science in Environmental Studies and Sustainability (ESS). Enrollment in the ESS program has fluctuated but remained low overall throughout 2019-2022.

Only 4.5% of the Master's students select this program. We undertook a comprehensive review in part to inform our next steps regarding revising or sunsetting the program.

- Hybrid Learning Bachelor of Science degree in Conservation Law Enforcement (CLE). While the CLE program in HL represents only 1.1% of the College's overall enrollment, 30% of the Hybrid Learning students are enrolled in this major.

Self-studies and expert consultants' reports for these reviews suggest that the majority of our students are achieving program learning outcomes and that those outcomes are appropriate for target post-graduation careers (see Distance Education Program Assessment and Hybrid Learning Program Assessment folders and associated files in the Workroom). Reviewers shared suggestions for revising aspects of the curriculum (such as providing more instruction on animal training in the AHB program) and the internal Enterprise Assessment Team (EAT) noted that more specific rubrics should be developed to enable better tracking of student achievement, particularly for the WCM and CLE programs.

Table 4.4. Schedule of Program Assessment in Distance Education

	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30
AHB	review	Y1	Y2	Y3	review	Y1	Y2	Y3	review
AS	Y1	Y2	Y3	review	Y1	Y2	Y3	review	Y1
ASB	Y1 & Y2	Y3	review	Y1	Y2	Y3	review	Y1	Y2
EGIS		Y1 & Y2	Y3	review	Y1	Y2	Y3	review	Y1
EGT		Y1 & Y2	Y3	review	Y1	Y2	Y3	review	Y1
EHS			Y1 & Y2	Y3	review	Y1	Y2	Y3	review
EHW			Y1 & Y2	Y3	review	Y1	Y2	Y3	review
EJSC		Y1 & Y2	Y3	review	Y1	Y2	Y3	review	Y1
ESCC		Y1 & Y2	Y3	review	Y1	Y2	Y3	review	Y1
Esci		Y1 & Y2	Y3	review	Y1	Y2	Y3	review	Y1
ESS	review	Y1	Y2	Y3	review	Y1	Y2	Y3	review
EStudies		Y1 & Y2	Y3	review	Y1	Y2	Y3	review	Y1
MBSA	Y1-Y3	review	Y1	Y2	Y3	review	Y1	Y2	Y3
MS	Y1-Y3	review	Y1	Y2	Y3	review	Y1	Y2	Y3
PM	Y1 & Y2	Y3	review	Y1	Y2	Y3	review	Y1	Y2
SBE			Y1	Y2	Y3	review	Y1	Y2	Y3
UESP			Y1 & Y2	Y3	review	Y1	Y2	Y3	review
GenEd		review	Y1	Y2	Y3	review	Y1	Y2	Y3
WC	Y1 & Y2	Y3	review	Y1	Y2	Y3	review	Y1	Y2
WCM	review	Y1	Y2	Y3	review	Y1	Y2	Y3	review

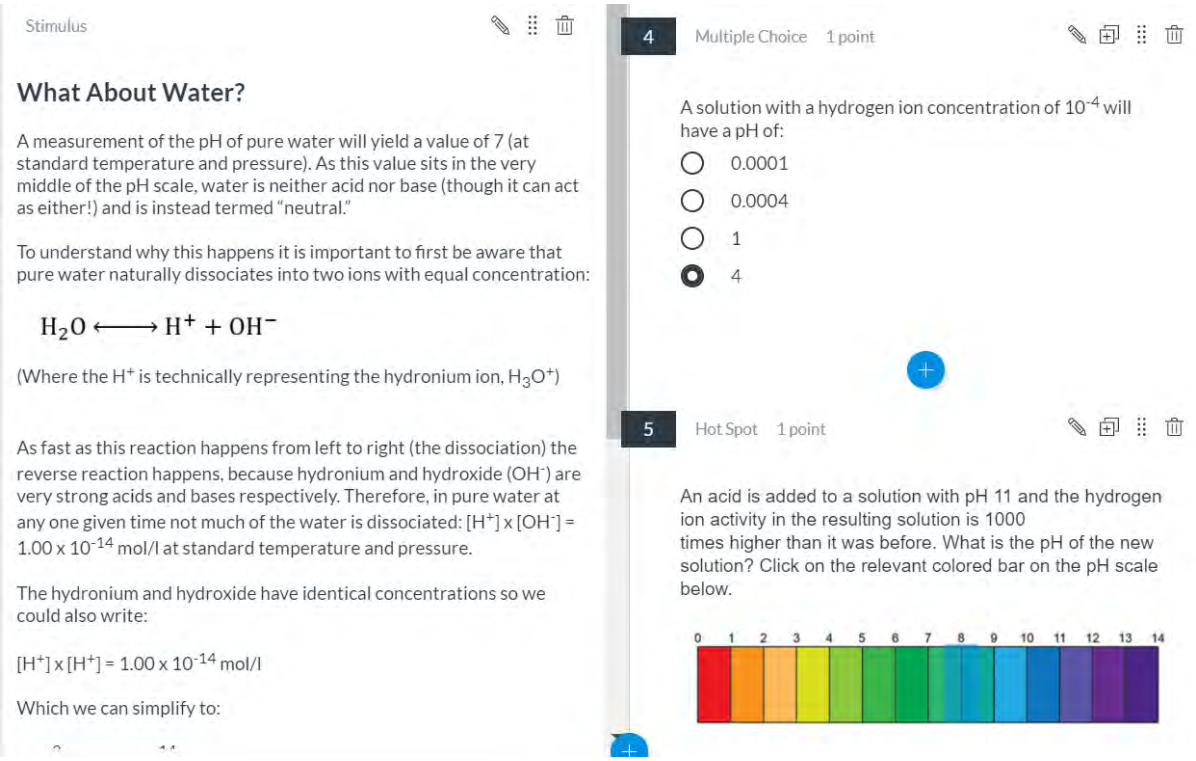
Planned phase-in of the new program review process, with emphasis on early completion of comprehensive reviews for those programs in which enrollment is highest (e.g., AHB, AS, ASB, etc.). The program review schedule was developed by the Dean of Curricular Innovation and Assessment (DCIA) and reviewed and recommended by the CATG. Y1, Y2, and Y3 refer to the first, second, and third year data collection plans described in each program's PAT1 form (linked in the E3 forms). In order to accommodate the phase-in, data collection for some programs will be compressed into a single year (or two years) rather than the standard three.
Program abbreviations: Animal Health & Behavior (AHB); Animal Science (AS); Animal Science & Behavior (ASB); Environmental Geographic Information Science (EGIS); Environmental Geospatial Technologies (EGT); Environmental Health & Safety (EHS); Environmental Health & Wellness (EHW); Environmental Justice & Social Change (EJSC); Environmental Science (ESci); Environmental Science & Climate Change (ESCC); Environmental Studies (EStudies); Environmental Studies & Sustainability (ESS); Marine Biology & Sustainable Aquaculture (MBSA); Marine Science (MS); Sustainable Business Management (SBM); Urban Ecology & Sustainable Planning (UESP); Wildlife Conservation (WC); Wildlife Conservation & Management WCM)

Because the process was new this year, and we had significant turnover in academic administration (specifically, three Deans and one Associate Dean in DE resigned and were replaced), we fell behind in

our plan to gather data for some programs (see pink highlighted cells in Table 4.4 below). We plan to catch up by December 2022 and continue with the staggered implementation of the assessment routine now that we are fully staffed. In the future, as we implement the three-year iterative assessment routines (as sketched out on the PAT 1 forms and in Table 4.4), the Course-Level Reflection (CLR) tool should enable instructors to document evidence related to recommended instructional changes and support the Deans as they monitor program efficacy.

Description

Figure 4.3. Reading Stimulus in a Canvas Course



The quiz development tool allows curriculum designers to embed text and guided questions within the instructional materials in the Canvas learning management system. Each section of text is shown in the left-hand column and associated prompts are shown in the right-hand column. The prompts help students to attend to key features of the text and enable them to pause to check their understanding before moving forward. In a course-embedded questionnaire, the majority of HL students reported that this feature was helpful and enabled them to engage more successfully with complex texts.

Course Assessment

In addition to ensuring that students are meeting learning outcomes at the program level, each SEBU must also ensure that course-level outcomes are clear and appropriately aligned to identified program outcomes and that students are achieving course outcomes at expected/target levels. Twice yearly (January 15, July 15), each SEBU must submit a Course Efficacy Report to the DCIA. This report summarizes ongoing course-level assessment practices and describes how data have been used to improve instruction and outcomes. SEBU leaders (academic deans and/or liaisons, and instructional/curriculum designers) use a variety of data to assess course efficacy, including course completion rates, course grade distributions, and end-of-term student surveys. For example, in the first half of 2021, the Hybrid Learning Curriculum Designer compiled end-of-term student survey

results and identified patterns. After the first term of the year, she noted that students' engagement and perception of value of course content was lower (ave. 4.03/5.0) than their rating of both instructional effectiveness (ave. 4.14/5.0) and course design (4.34/5.0). In response, the DCIA and HL curriculum designer facilitated multiple professional development sessions with HL faculty to discuss strategies for helping students recognize how course content and assignments pertain to broader professional goals and to support their overall engagement - particularly with digital texts - through the use of the guided reading quiz feature in Canvas (see Fig. 4.3) and/or the online collaboration tool Perusall.

Faculty implemented several proposed strategies into their courses in Spring 1 and Spring 2 terms and noted a steady increase in students' overall engagement and perception of course value (ave. 4.14 in SP-1 and 4.21 in SP-2) (see Fig. 4.4).

Rigorous Instructional Design

In each SEBU, instructional design is a collaborative process involving a subject matter expert (SME) and a professional instructional designer (ID). The SME may be a full-time faculty member (as is the case in Hybrid Learning and, occasionally, in Distance Education), or may be a specialist contracted for course development. Academic deans, with oversight from their respective CATG, supervise the course design process.

Figure 4.4. End-of-Term Student Survey Results for Hybrid Learning Courses, February – May 2021.

These data were included in the HL Course Efficacy Report submitted in July 2021.

Instructional Effectiveness		FT Faculty	Adjunct Faculty	Average
	WN 2	4.1	4.68	4.14
	SP 1	4.34	4.42	4.35
	SP 2	4.31	-	4.31
Course Design		HL Courses	Contingency Courses	Average
	WN 2	4.21	4.75	4.34
	SP 1	4.19	4.17	4.27
	SP 2	4.44	4.75	4.44
Student Engagment & Perception of Value		HL Courses	Contingency Courses	Average
	WN 2	3.95	4.38	4.03
	SP 1	4.13	3.97	4.14
	SP 2	4.16	4.26	4.21
Response Rate		Percentage	Average # of students responding/class	
	WN 2	45%	5.7	
	SP 1	50%	6.8	
	SP 2	51%	5.0	

Appraisal

Our collaborative course design process enables us to take advantage of the expertise of diverse subject matter experts, ensuring that course content is salient and up to date. Moreover, the involvement of an ID helps to ensure that best practice/pedagogy is employed in the structure of assignments, learning materials, and scoring rubrics and that functions of the Learning Management System are employed to greatest effect. The ID also ensures that courses are consistent with all requirements and templates, providing students with a consistent and seamless learning experience that minimizes extraneous cognitive load (i.e., that limits time and effort required to locate materials, understand expectations, etc.).

While DE has clear processes in place for course refreshes, updates, and rebuilds (and resources in the budget to support them, see Fig. 4.5 below), the other SEBUs do not. HL courses are most often taught by full-time faculty who determine if or when curriculum materials should be updated. We have noted that the requirement to identify data sources within the Course Efficacy Report has resulted in HL faculty shifting from course adjustments based on "instructional intuition" to adjustments they can justify using data.

Figure 4.5. Summary of Course Design Process in Distance Education

Course Build. All Distance Education courses are developed collaboratively by a full-time professional Instructional Designer (ID) and a Subject Matter Expert (SME). The SME may be a full-time faculty member or may be an expert who has been contracted to help develop the course. The design team uses a backwards design protocol to identify outcomes, design a course project that will enable students to demonstrate mastery of those outcomes, and then develop learning materials that will enable students to achieve the outcomes. In addition, the team creates assignments and detailed rubrics that measure achievement of all weekly LOs. The ID builds the final course elements within the Canvas Learning Management System. The appropriate Distance Education Dean oversees the work and must approve the design at several benchmarks along the way (e.g., final course Learning Outcomes, course project, etc.).

Course Update. Prior to each implementation of a course, it is updated by an ID. Specifically, the ID updates the due dates, checks all links, makes sure that standardized language (e.g., the statement about accommodating students with learning disabilities) is updated as needed, etc. In the case of broken links, the original SME who designed the course may be consulted to replace the link with an adequate new resource.

Course Refresh. Deans monitor implementation of all courses and both deans and IDs review student and instructor feedback after each implementation. Based on observations and feedback, a dean may identify one or more elements of a course that require substantive modification (that is, beyond the scope of a simple update). For example, the dean may determine that the course project should be revised or that the course textbook doesn't provide adequate resources to support learning and so it must be replaced or supplemented with additional materials. The course refresh process begins with identifying specific goals and scope, a process that is led by the dean in consultation with the appropriate ID. Most refreshes are completed in 5-8 weeks. Again, this work is collaborative, involving an ID and SME (sometimes the dean may serve as the SME, as appropriate), and overseen by the dean.

Course Audit. An audit is a systematic review of a course. The ID critically reviews each weekly module and makes detailed notes about any shortcomings and suggestions for improvements. The Director of Distance Education Instruction al Design provides training to IDs prior to assigning course audits. IDs are also provided with an "exemplar audit" as a reference.

In DE, the Director of Instructional Design, in consultation with the academic Deans, determines which courses should be refreshed, rebuilt, or updated. This is often informed by feedback – both formal and informal – from students and instructors. A more systematic process of course revision in each SEBU would help to ensure that all of the courses receive appropriate review and updating on a regular basis and that these choices are based on data related to student achievement of outcomes.

Description

Managing Change

The College first earned accreditation from the New England Association of Schools and Colleges (NEASC) in 1974. Since then, we have remained in good standing and complied with policies requiring notification and approval for substantive changes. Most recently, we were granted approval by NECHE (formerly NEASC) to -

- expand our program offerings to include Master of Professional Science degrees (April, 2017)
- offer online baccalaureate degrees (December 2018)
- receive general approval to offer online programs (February 2020)
- designate Pineland Farms in New Gloucester, Maine as the College's main campus (May 2021)

- offer competency-based degree and certificate programs in the Technical Institute for Environmental Professions SEBU (May 2022)

Figure 4.6. Sample Degree Completion Plan for Flagship Student

Updated: July 15, 2020

HYBRID LEARNING DEGREE COMPLETION PLAN

Student Name: ----------
Liaison: J.S.
ID: 25077
Primary Major: Adventure-based Environmental Education
Secondary Major: Adventure Therapy

Credits Completed: 89* (prior to FA20):
Includes 3 cr ARTS 101 course, Summer Distance Education

Degree Completion Plan of Study
Required Courses to Complete Primary Major (21 cr.)

Course ID	Title	Delivery Type	Requirement Satisfied	Recommended Term
ESCI 101	Geology and Our Environment	Online	General Education/Major Requirement: complete Geology Course	FA 1
ED 1013	Foundations of Education	Hybrid Learning	Major: ED 1013 Foundations of Education	FA 2
AE 4003	Adventure Leadership & Programming	Hybrid Learning	Major: AE 4003 Adv. Leadership & Programming	FA 2
COMM 303	Communicating to Stakeholders	Distance Ed.	Major: PF 1023 Interp. Of Natural & Cultural Heritage	WN 1
BI 204 or BIOL 203	Population & Community Ecology Ecological Principles: Applications to Cons & Wildlife	Hybrid Learning Distance Ed.	Major: BI 2004 Pop & Comm Ecology	WN 2
EVPC 401	Transformational Leadership	Distance Ed.	Major: AS 4333 Administration & Organization	SP 1
ED 301	Skills for Facilitating Outdoor Learning Exp	Hybrid Learning	Major: ED 2113 Instruction and Assessment Design	SP 2

Additional Requirements to Complete Bachelor's Degree (10 cr.)
* term enrollment limit = 6 credits

If Available, Requirements to Complete Second Major in Adventure Therapy (6 additional cr. + 3 cr. that overlap with ABEE requirements):

Course ID	Title	Delivery Type	Requirement Satisfied	Recommended Term
PY 310	*Ecopsychology*	*Hybrid Learning*	*Major: AE 3233 Adventure Therapy Programs and ABEE*	*FA 1*
PY XXX	Educational Psychology	Hybrid Learning	Major: PY 2013 Human Development	WN 1
PY 301 Or PSYC 301	Conservation Psychology Environmental Psychology	In-Person Online	Major: PY 3133 Abnormal Psychology	SP 1

Course Substitutions:

PY 310 Ecopsychology substituted for AE 3233 Adventure Therapy Programs
PY 301 Conservation Psychology substituted for PY 3133 Abnormal Psychology

COMPLETED BY: Heather McAnirlin, Assistant Registrar/ Revisions 7.22.2020 JLC

As an audience-first institution, we anticipate and prepare for changes to curricular offerings in response to shifting market demands and other factors that impact learner needs. The budget model of each SEBU includes heuristics that guide decisions about program sunsetting. For example, in DE, any undergraduate program that does not maintain a consistent enrollment of 50 students per term (ave.) within three years of launch may be discontinued (see DE Program Cancellation Policy). When programs are discontinued, as they were when Flagship was closed after the spring 2019 term, advisors work closely with the Registrar and Academic Deans to schedule courses to enable students to complete their degrees in a timely fashion. In some cases, courses with equivalent learning outcomes are substituted for courses within the original degree plan (see Fig. 4.6).

Appraisal

Our heuristics are designed to help us to use resources efficiently and maintain our tuition at an accessible level. However, we launched our undergraduate programs in DE more than three years ago

and we have not followed through with our intention to discontinue underperforming programs, in part because we waited to see how the COVID disruptions would impact enrollment. We do know that the Animal Health and Behavior major continues to grow beyond the enrollment goals set for the program (Table 4.5). Both the B.S. in Environmental Science and Climate Change (ESCC) and the MPS in Environmental Science (ES) are also growing, albeit more slowly than AHB. The ESCC meets the enrollment goals with an average of 50 students. The MPS ES program is missing the goal of at least 30 students per term, and this program will be evaluated in the coming year, now that programs are less constrained by the potentials impacts of COVID.This year it is a priority of the DE SEBU to analyze enrollment trends across programs and develop sunsetting plans and/or to launch additional marketing campaigns to bolster enrollment for under-enrolled degrees (see highlighted cells in Table 4.5).

Closure of the Flagship, which coincided with COVID-19 and the need to offer courses online rather than in person, resulted in a decrease in student retention (65% in 2020 vs. 46% in 2021). However, those students who elected to remain enrolled in Hybrid Learning to complete their degrees did so with greater success than in prior years. Our six-year graduation rates for first-time, full time student degree completion were 58% in 2020, 66% in 2021, and 65% in 2022. Similarly, non first-time, full time student degree completion rates increased from 65% to 78% during this period, supporting the conclusion that our degree completion processes for former Flagship students were successful.

Table 4.5. Enrollment Trends in Distance Education Degree Programs

(a) Undergraduate enrollment by term and degree program. (b) Graduate enrollment by term and degree program.

a.

	2021-WN2A-5W	2021-SP1A-5W	2021-SP2A-5W	2021-SU2A-5W	2021-FA1-5W	2021-FA2-5W	2021-WN1-5W	2022-WN2-5W	2022-SP1-5W	2022-SP2-5W	2022-SP3-5W	2022-SU2-5W
Animal Health and Behavior	291	303	314	320	443	532	581	692	764	821	813	772
Animal Science	33	55	65	74	101	127	149	203	218	247	246	235
Environmental Geospatial Technologies	14	16	16	16	17	22	10	27	28	29	25	20
Environmental Health and Safety	2	2	3	2	6	5	7	6	7	8	8	10
Environmental Health and Wellness	-	3	4	1	0	3	3	4	2	3	4	3
Environmental Justice and Social Change	5	4	4	5	9	9	10	11	8	10	7	5
Environmental Science and Climate Change	23	23	24	22	28	40	41	54	58	62	54	54
Environmental Studies	43	34	40	30	32	44	45	49	49	45	43	40
Marine Biology and Sustainable Aquaculture	179	194	204	195	276	344	383	410	468	505	548	537
Sustainable Business Management	26	27	27	17	17	17	13	16	18	23	32	32
Wildlife Conservation	215	230	245	242	320	384	417	509	517	549	556	535

b.

	FA-20-1	FA-20-2	SP-21-1	SP-21-2	SU-21-1	FA-21-1	FA-21-2	SP-22-1	SP-22-2	SU-22-1
Animal Science and Behavior	-	-	4	14	20	41	53	82	103	109
Environmental Geographic Information Science	31	29	35	32	26	25	29	39	42	31
Environmental Science	8	11	14	16	12	17	20	26	24	23
Environmental Studies and Sustainability	31	26	31	33	27	35	37	31	29	24

Marine Science	-	5	14	23	29	55	65	72	76	91
Sustainable Masters of Business Administration	13	17	21	17	16	13	12	9	10	7
Urban Ecology and Sustainable Planning	11	10	13	14	11	17	15	18	18	19
Wildlife Conservation and Management	57	73	89	105	100	124	128	141	125	126

Undergraduate Degree Programs

Description

Unity College's undergraduate degree programs consist of general education requirements, program core requirements, and electives. Associate degree programs, with the exception of the A.A.S. in Veterinary Technology program, include a minimum of 20 general education course credits and 6 credits of unrestricted electives. Because the Veterinary Technology program is designed to meet requirements of an external accreditor, the AVMA Committee on Veterinary Technician Education and Activities, students complete 44 program-specific credits in addition to the 20 credits of general education courses and have no requirement for unrestricted electives. Bachelor degree programs include at least 40 general education credits and 9 credits of unrestricted electives. At least 30 credits of coursework must be completed at the 300-level or above to complete a Bachelor degree.

Within program cores, course sequencing is used to enable learners enrolled in advanced courses to build on content and skills acquired in earlier courses. Each Unity College student is assigned a learner support professional (an "adivsor" in DE, a "coach" in HL, or a "learner success coordinator" in TIEP) who helps him/her to develop an academic plan and registers him/her for courses. Advisors, coaches, and learner success coordinators use carefully designed pathways to ensure that learners meet prerequisites and complete courses in a logical and conceptually coherent sequence.

All degree programs, across SEBUs, include the requirement of a capstone course. The capstone, taken at the end of a student's academic tenure, is specifically built around learning outcomes that require demonstration of skills or knowledge acquired at all levels of the student's program. For example, the capstone course for the Conservation Law Enforcement major in HL (CL 490) "provide[s] an opportunity for students to apply the knowledge and skills they have learned in the previous courses to a series of cases involving conservation law enforcement operations" and requires learners to "draw upon a wide range of subjects applying knowledge rooted in wildlife management, ministration, communication, investigative sciences, and broad-based concepts of environmental stewardship to make oral and written presentations" (see HL course catalog).

General Education

Description

Each SEBU has specific outcomes for its general education program, consistent with the College's overall mission (see Table 4.6). Students demonstrate achievement of these outcomes through successful completion of work in general education courses as well as through upper-level course projects that require application of communication and quantitative skills as appropriate for the disciplinary context.

The general education requirements for Bachelor degrees in any SEBU include a minimum of two communications courses, at least one quantitative course, a professional skills course, and courses in the sciences, social sciences, arts, and humanities. General education requirements are clearly described in the course catalogs. In addition to foundational courses such as BIOL 103 Biology: Foundations of Life and MATH 201 Statistics for Environmental Professionals, the general education

curriculum in the DE SEBU includes the Environmental Professional Core, a set of five 3-credit courses that provide opportunities for students to develop foundational professional skills in the context of addressing environmental problems or preparing for careers related to sustainability:

- EVPC 101 Professional Skills
- EVPC 201 Environmental Issues: Deforestation, Biodiversity Loss, and Overpopulation
  or EVPC 202 Environmental Issues: Energy, Water Scarcity, and Waste
- EVPC 301 Environmental Justice
  or EVPC 305 Building a Better World: Ethical Decision-Making
- EVPC 401 Transformational Leadership
- EVPC 490 Transdisciplinary Capstone

Table 4.6. General Education Outcomes

Distance Education	Hybrid Learning	Technical Institute for Environmental Professions
DE1. Identify and use strategies for expanding knowledge through research, data analysis, and reflection. **DE2.** Develop and share observations using appropriate modes of expression. **DE3**. Analyze complex environmental issues from multiple perspectives. **DE4.** Assert an ethical framework to guide personal, civic, and professional life. **DE5.** Develop a leadership plan to guide career success.	**HL1.** Apply various forms of communication effectively. **HL2**. Describe uses and limitations of - and recognize bias within - various data and information sources. **HL3.** Develop and critique logical and evidence-based arguments. **HL4.** Analyze environmental sustainability problems and potential solutions using natural and social scientific, quantitative, and humanistic perspectives. **HL5.** Collaborate with people of diverse backgrounds, cultures, and perspectives to solve problems or accomplish goals.	**TIEP1.** Communicate effectively within professional contexts. **TIEP2.** Collaborate effectively with diverse colleagues and clients. **TIEP3.** Identify and use reliable sources to acquire new information and inform decisions related to sustainability. **TIEP4.** Interpret and accurately summarize quantitative information. **TIEP5.** Recognize and consider social, economic, environmental, and ethical dimensions of decisions in professional and/or civic contexts.

The general education requirements for students completing Associate degrees (currently only in TIEP) include courses in communications, professional skills, digital and information literacy, quantitative skills, environmental science, and sustainability. In addition, students must complete two courses form a list that includes natural and social science options.

Courses in environmental issues, which are a component of general education requirements (regardless of SEBU or degree), emphasize ecological, social, ethical, and justice aspects of current environmental issues and provide opportunities for students to develop and apply critical thinking and reasoning skills (see Table 4.7).

Table 4.7. Sample Environmental Issues Course in the General Education Curriculum

Course	Description	Course Learning Outcomes	SEBU Gen. Ed. Outcome
EVPC 201 Environmental Issues: Deforestation,	This course is part of a two-course sequence that provides students with an understanding of the interconnectedness of the looming environmental issues that the	1. Explain fundamentals of deforestation, biodiversity loss, and overpopulation. 2. Illustrate the complexity and	DE3 HL3, HL4

Biodiversity Loss, and Overpopulation *EVPC 201 or EVPC 202 is required for all DE and HL students.*	world faces. This class will provide students with a basic scientific understanding of deforestation, biodiversity, and overpopulation and address what societies can do that they aren't currently doing. Upon completion, students will be able to critically assess these issues and provide models for making more sustainable choices.	global nature of environmental issues 3. Explain basic scientific concepts behind environmental issues addressed in education, media, policy, legislation, and business decisions. 4. Articulate how perceptions of, problems, and solutions to environmental issues are shaped by their historical, social, political, cultural, and economic contexts.	
EVPC 202 Environmental Issues: Energy, Water Scarcity, and Waste *EVPC 201 or EVPC 202 is required for all DE and HL students.*	This course is part of a two-course sequence that provides students with an understanding of the interconnectedness of looming environmental issues that the world faces. This class will provide students with a basic scientific understanding of energy, water scarcity, and waste, and address what societies can do that they aren't currently doing. Upon completion, students will be able to critically assess these issues and provide models for making more sustainable choices.	1. Explain a basic understanding of energy, water scarcity, and waste. 2. Recognize that environmental issues are complex and are global. 3. Explain basic scientific concepts behind environmental issues addressed in education, media, policy, legislation, and business decisions. 4. Develop a plan for the public to make more sustainable choices.	DE3 HL3, HL4
COM 205 Focus on Sustainability *Required for all TIEP students.*	In this course, learners will explore a sustainability issue. Within this context, they will characterize environmental, economic, and social dimensions of complex sustainability problems. Learners will apply the research techniques acquired in the research applications course and draw from reliable resources to propose and/or critique potential solutions. This course may involve working within a team.	1. Provide and contrast different definitions of sustainability, including those posed by Bruntland and by Henrik-Robert. 2. Characterize complex problems using economic, social, and environmental lenses. 3. Evaluate courses of action based upon economic, social, and environmental impacts and ethical considerations. 4. List community-based social marketing tools used to address a sustainability challenge use case.	TIEP 3 TIEP 4 TEIP 5

The Major or Concentration

Description

We develop program cores (the courses that constitute a major) using a backwards design process, beginning by identifying outcomes that capture the range of disciplinary knowledge and skills typically expected of a graduate holding the specific degree. We then identify a scaffolded sequence of courses - from introductory (100-level) to intermediate (200-level), to advanced (300- and 400-level) – within which to embed learning activities and assessment tasks that will enable students to achieve and demonstrate the outcomes. For example, the Animal Health and Behavior major in the Distance Education SEBU has the following program learning outcomes:

AHB1. Explain biological, ethical, psychological, medical, legal, and social concepts underlying the care and maintenance of wild and captive animals.
AHB2. Choose and demonstrate appropriate laboratory techniques used in the care of animals in both wild and captive settings.
AHB3. Identify and explain the training, health, and habitat needs for optimal wild or captive animal health.

AHB4. Critically evaluate information using scientific and quantitative reasoning skills.

These outcomes encompass broad disciplinary knowledge (AHB1, AHB3), field-specific methodologies (AHB2), and disciplinary reasoning skills (AHB4).

The core courses within every program are mapped to one or more of the program outcomes. Each outcome is addressed at least twice, once in an introductory or intermediate level course and once in an advanced course (see Table 4.8 for a sample alignment).

Course prerequisites ensure that students will have adequate preparation for success in more advanced courses and are able to build successfully on foundational concepts. For example, students must complete the intermediate level course Animal Nutrition (ANIM 205) before they can enroll in the advanced Animal Health and Disease (ANIM 305) course. Before enrolling in Animal Care Technical Skills (ANIM 401), students must complete both introductory-level Animal Training and Care (ANIM 103) and Animal Health and Disease (ANIM 305).

Table 4.8. Course and Program Outcome Alignment
Distance Education Animal Health & Behavior Bachelor of Science Program, PAT1 Form

Course	Course LOs	AHB LO
ANIM 103: Animal Training & Care	1. Describe the basic animal training and care terminology and principles. 2. Identify sources of risk to humans and animals in their interactions, as well as processes to minimize risk or harm. 3. Select species-specific training techniques on multiple species. 4. Provide examples of species-specific behaviors observed in the wild and captivity. 5. Design, implement, share, and evaluate multiple training and care plans for species.	1, 3
ANIM 205: Animal Nutrition	1. Learn and apply the terminology and principles underlying animal nutrition and its impact on animal health. 2. Interpret the nutritional components and requirements affecting the health and welfare of captive and wild animals. 3. Analyze and interpret nutritional information necessary for raising animals in a controlled environment. 4. Identify the key components of animal diet in the wild and apply those to inform the creation of a dynamic nutritional plan relevant to various species in captive settings. 5. Describe the explicit connection between proper animal diet and the prevention and management of chronic disease.	3
ANIM 301: Animal Husbandry and Genetics	1. Identify the underlying genetic principles and patterns of inheritance underlying general animal husbandry and breeding practices. 2. Describe and apply multiple tools used to maximize animal response to genetic selection in multiple animal species. 3. Interpret genetic analyses to identify the effects of inbreeding, crossbreeding, and genetic abnormalities to conserve genetic diversity in animal populations. 4. Design and create a specific breeding program to maximize species conservation and management	1, 2, 4
ANIM 302: Animal Comparative Anatomy	1. Characterize the unique morphologies of animals, underscoring the similarities and differences between multiple animal groups. 2. Describe the unique evolutionary history and relationships of various animal groups that contribute to their structural differences. 3. Compare and contrast the multiple physical adaptations of the different animal groups, including an indication of how those contribute to their functioning and survival. 4. Identify and contrast the external anatomy, skeletal structures, and multiple organ systems of multiple animal groups. 5. Observe, implement, and discuss multiple laboratory techniques used in the study of animal anatomy.	1
ANIM 304: Animal Comparative Physiology	1. Identify the physiological functions of and connections between the major organ systems found in multiple animal groups. 2. Explore and describe specific physiological responses of animals to various environmental stimuli.	1, 4

	3. Research and report on a specific physiological subject relevant to animal survival using appropriate peer-reviewed scientific sources. 4. Collaborate with other students to collect data, analyze, and report on at least one application of at least one physiological data collection method to solve a specific animal health problem.	
ANIM 305: Animal Health and Disease	1. Identify and describe the most common diseases affecting a variety of animal species. 2. Practice and implement basic animal medical health procedures and processes to prevent and limit disease transmission. 3. Interpret and describe the results of principle diagnostic processes used in the assessment of animal health in the field and clinic. 4. Describe and practice the procedure for a basic medical examination on an animal.	1, 2, 3
ANIM 307: Designing Captive Animal Environments	1. Describe the basic principles behind the design and implementation of habitats suitable for organisms in captivity. 2. Identify and contrast the array of various habitat designs for animals in zoos, aquariums, and wildlife preserves. 3. Apply the principles of environmental design to propose an appropriate habitat for multiple species of animals which maximizes potential for enrichment and display. 4. Demonstrate how captive animal habitat design is related to the welfare and care of animals in a variety of controlled settings.	1, 3
ANIM 401: Animal Care Technical Skills	1. Identify the array of various clinical and laboratory practices used in the care of animals. 2. Identify and describe clinical techniques for obtaining samples for laboratory diagnosis and the methods for processing samples using various diagnostic techniques. 3. Design visual modalities such as pictures, videos, and diagrams to demonstrate techniques. 4. Compile and report data output from multiple diagnostic screens used in the care of animals. 5. Describe multiple strategies used for the care of animals in wildlife and game preserves.	2, 3
BIOL 203: Ecological Principles: Applications to Conservation and Wildlife	1. Identify key ecological concepts important to conservation ecology and wildlife biology. 2. Demonstrate ecological literacy and research skills. 3. Discern key features of how ecological knowledge is developed and practice using the scientific method 4. Apply data interpretation and analysis techniques.	4
BIOL 301: Animal Behavior: The Evolution, Ecology, and Social Behavior of Animals	1. Describe ways that animal behavior can be measured and altered. 2. Identify proximate and ultimate causes of animal behavior. 3. Evaluate the costs and benefits of social behavior, communication, and group living. 4. Analyze behavior from video footage of animals. 5. Develop a behavioral ethogram and apply it to promote animal welfare.	2, 3, 4

In addition, all Unity students enrolled in Bachelor degree programs demonstrate and apply their disciplinary learning through development and implementation of a workforce-related capstone project in an upper-level major core course (e.g., CW 490 Captive Wildlife Care Capstone) or in the Transdisciplinary Capstone (EVPC 490), which is a component of DE's Environmental Professional Core within general education.

Similarly, Technical Institute students earning an Associate degree in Data Analytics, Information Technology, or Renewable Energy must complete two capstone courses (4 cr. total) in which they demonstrate mastery of program outcomes in the context of an authentic workforce-related project. TIEP students completing the A.A.S. in Veterinary Technology are not required to complete a capstone project because 12 of their major core courses include clinical, field-based practice.

Appraisal

Our undergraduate curriculum is strongly tied to our environmental mission. Inclusion of courses that address sustainability and environmental issues within the general education curriculum provides a robust context within which learners must integrate concepts and skills from across disciplines, including the humanities, mathematics, natural sciences, and social sciences. The environmental theme also enables us to sharpen our focus within foundational general education courses such as MATH 201 Statistics for Environmental Professionals, tying concepts and skills to specific problems students are likely to face as working professionals.

However, the integrated nature of both environmental/sustainability-related problems and authentic workforce-related projects can make it difficult to interpret assessment data. In particular, students' low scores on projects may reflect lack of mastery of disciplinary content or they may reflect poor writing skills.

Graduate Degree Programs

Description

Only the Distance Education SEBU offers Master's degree programs. As noted in the DE catalog,

> "the overarching goal of both the Master of Professional Science (MPS) and Sustainable Master of Business Administration (MBA) programs at Unity College is to train students at an advanced level in sustainability science with attention to professional application. The MBA program and each MPS program includes a discipline-specific core (15 credits) and a Professional Masters Core requirement (15 credits). The Professional Masters Core curriculum provides learners with opportunities to:
>
> - Use leadership and management skills to accomplish goals in a professional context.
> - Use appropriate modes of communication when engaging with diverse stakeholders.
> - Recognize and consider ethical implications of decisions and actions in professional settings.
> - Identify, network, and become involved in a professional organization that connects with disciplinary professionals.
> - Apply knowledge from courses taken and research conducted to produce a capstone research project that aligns with professional career goals.
>
> The discipline-specific core requirements enable learners to develop and apply knowledge and skills related to their chosen academic program." (DE Catalog, p. 60)

When we designed the graduate programs, we began by identifying the skills and knowledge needed by employees at higher than the entry-level positions. All of our graduate programs help learners develop skills needed for effective professional application of disciplinary knowledge. As such, the learning outcomes for these programs build on and advance the knowledge and skills typically expected of learners who hold a baccalaureate degree in related fields.

Our Professional Skills core courses, required in all graduate programs, enable learners to build transferable or "soft" skills that many employers indicate are lacking in employees. For example, learners build leadership and management skills, practice professional interactions, develop an understanding of the role ethics in decision-making, and learn strategies for effective engagement with diverse stakeholders. The following courses comprise the Professional Skills core:

- PROF 505 Strategic Management of Innovation
- PROF 510 Communication for Environmental Professionals

- PROF 515 Ethical Practice and Policy
- PROF 590 Capstone I
- PROF 690 Capstone II

Each graduate program has distinct learning outcomes reflecting expectations of a graduate degree in the relevant discipline. These are listed in specific program sections of the Catalog. For example, the Environmental GIScience degree has six program-level learning outcomes:

1. Identify and gather many different types of environmental data produced by government agencies, industry, academia, and popular media.
2. Quality check, analyze, and process spatial data related to real-world environmental issues.
3. Critically analyze course project and capstone research results.
4. Use environmental GIS data and information produced by government agencies, industry, academia, and popular media effectively and with discernment.
5. Identify potential funding sources for research projects and prepare competitive responses to RFPs.
6. Identify and discuss the ethical dimensions and policy issues related to environmental research.

The majority of these outcomes incorporate aspects beyond the technical aspects of using a geographic information system (GIS). In particular, the focus on ethical dimensions, policy issues, and funding aspects of working in the GIS discipline are indicative of graduate-level expectations.

We offer both a Bachelor of Science and a Master of Professional Science degree in Wildlife Conservation. Comparing the learning outcomes of these two degrees (Table 4.9) serves to illustrate important differences in student expectations at the baccalaureate and post-baccalaureate levels.

Table 4.9. Bachelor of Science and Master of Professional Science Program Outcomes for Wildlife Conservation Degree Programs in Distance Education

Bachelor of Science: Wildlife Conservation	Master of Professional Science: Wildlife Conservation and Management
Describe fundamental ecological, social, legal, and economic concepts underlying modern wildlife management.	Describe and explain central ideas and foundational assumptions of managing the natural world.
Identify species of plants, birds, and mammals of management concerns.	Identify and explain fundamental factors and/or processes that impact natural communities, including climate change.
Describe significant life history traits of plants and animals that influence wildlife habitat management.	Use systems thinking and transdisciplinary strategies to describe and explain natural resource management challenges and approaches.
Identify management strategies for disease control in wildlife populations.	Design and carry out a project that uses a transdisciplinary approach to address a natural resource management or conservation challenge.
Demonstrate ability to choose and implement appropriate field techniques used in wildlife management.	

Graduates from the undergraduate program are expected to be skilled at identification and field techniques, as expressed by 'describe', 'identify', and 'demonstrate', and reflect typical entry level (field technician) skills of wildlife professionals. The learning outcomes of the graduate program reflect the expectations of a manager level in the field and consequently demand higher levels of understanding and synthesis involving the ability to apply concepts and methodologies in the design of projects and use of transdisciplinary approaches.

Students

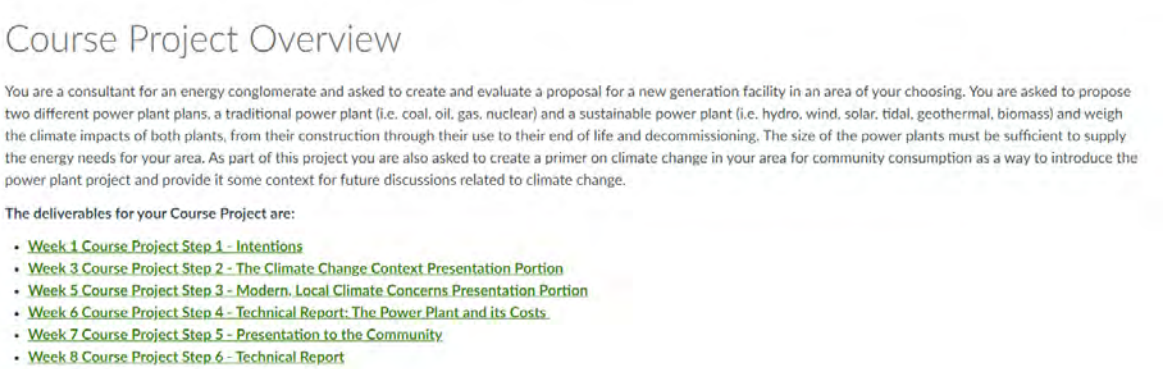
Students in Unity College's graduate programs are expected to perform to the standards of Master's level graduate study. This expectation is achieved through admission requirements and course expectations that are built on graduate-level learning outcomes as discussed above.

To be admitted to a Master's program at Unity College, learners must have earned a Bachelor's degree from an accredited institution and achieved a minimum cumulative GPA of 2.75 on a 4.0 scale in undergraduate courses. In addition, applicants must submit an essay (written in English) describing how their previous experiences and background have prepared them for success in their chosen graduate program. Applicants to some of our Master's programs are also required to have completed specific pre-requisite coursework at the undergraduate (or higher) level:

- MPS in Wildlife Conservation and Management, Professional Wildlife Biologist track: one course in statistics and one course in ecology, wildlife biology, or natural resource management
- MPS in Environmental Science program: one course in statistics and one course in geology, soil science, or earth science
- MPS in Marine Science program: one course in statistics and one course in marine biology, biology, or oceanography

Intentional design and scaffolding in graduate courses allow students to progressively build more complex skills (such as application of discipline-specific inquiry and transdisciplinary synthesis) and ensures that they successfully achieve the desired learning outcomes. For example, every course includes a culminating project (see Fig. 4.7 for an example) through which students demonstrate mastery of the course outcomes. During most weeks in the course, students submit a component of the project, receive feedback, and have opportunities to polish skills as they revise and improve their final draft.

Figure 4.7. Overview of SUST 510 Climate Change Dynamics Course Project



In addition, our courses are centered around discussions with prompts designed to engage students with the complexities of the relevant content. Often, we base discussions on primary literature rather than textbooks as an additional way of encouraging deeper thought into content, reflective of expectations at the graduate level. For example, during week 2 of Ecological Economics (SBUS 515), students are prompted to "find an article in the academic literature within the last 5 years evaluating successful or unsuccessful management of a specific common property resource. In your discussion posting, provide a summary of the article and synthesize three key lessons that you learned about the management of common property resources." This type of assignment requires students to demonstrate information literacy as well as understanding of disciplinary concepts. Students also

demonstrate critical thinking, analysis, and synthesis skills through active engagement with their peers' posts (a requirement of the assignment) (see Fig. 4.8).

Figure 4.8. Sample Discussion Thread in a Graduate Course (SBUS 515 Ecological Economics)

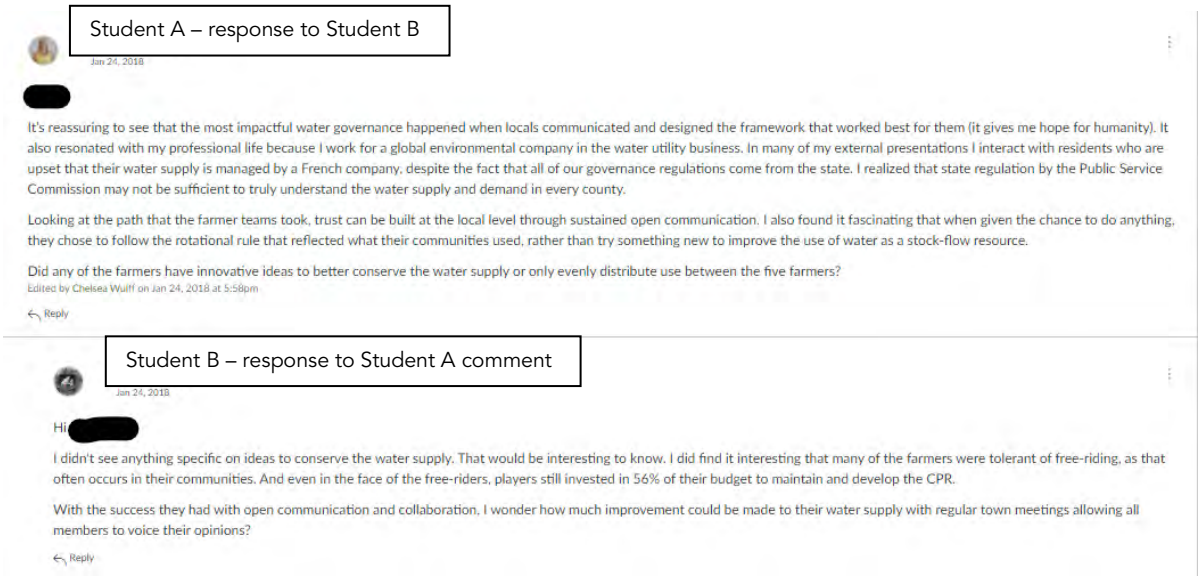


Figure 4.9. Week 1 Discussion Prompt in MATH 520 Quantitative Reasoning and Scientific Thought

Week 1 Discussion

This course is about quantitative methods. For this week, you read Romesburg (1981), Platte (1964), and viewed the video 'Rethinking Thinking'. While math, modeling, and quantitative methods are definitely discussed in these materials, they are not the main focus of any of them. Rather, these items deal with how we come to 'know', believe, or think about something. Specifically, they all address, in one way or another, strength of inference (how strongly should we believe our conclusions) and the role of alternative explanations.

Based on these items, your experience, and other sources, please discuss the following:

1. How applicable are these ideas to managing natural resources, i.e., is strength of inference an important concept for managers to consider?
2. How should managers (or researchers) in the natural resource disciplines gather information to increase the reliability of their conclusions?
3. How important is logical, quantitative thinking in the process of inference?

Provide some real-world examples that illustrate your points.

Your initial post is due by Wednesday and responses posts by Sunday.

Literature Cited:

- Romesburg, C. H. 1981. Gaining reliable knowledge. Journal of Wildlife Management 45(2):293-313 - read pages 293-297 & 303-312.
- Platt, J.R. 1964. Strong inference. Science 146(3642):347-353.

The Quantitative Reasoning and Scientific Though (MATH 520) course provides another example of the intentional design of our Master's curriculum, specifically highlighting how learners build on and extend disciplinary knowledge from undergraduate studies. This course focuses on enhancing learners' ability to evaluate and interpret current ecological literature as well as implement management procedures that help advance understanding of the systems they might be managing as professionals. Learners develop the ability to critically evaluate quantitative methods as they address questions that might be of interest to wildlife managers. Assignments focus on either exploring statistical concepts usually not covered in undergraduate courses, such as model selection procedures and Bayesian inference, or on scaffolding of the final project. In that project, learners develop a monitoring plan to address one of six realistic scenarios that a manager working for a state, federal, or tribal agency or a non-governmental organization might encounter. This project is scaffolded using a Project Proposal (week 3), an assignment requiring review of similar monitoring plans (week 4), and staged writing and peer review of the design portions (week 6) and model portions (week 7) of the monitoring plan, culminating in the submission of the final monitoring plan in the final monitoring plan in week 8 of the course. Discussions in the course focus on critically evaluating and challenging some of the common ideas presented in undergraduate wildlife management courses or reflecting on how we come to know something in the sciences (Fig. 4.9). For example, the week 1 learning materials

include several pieces of literature that address scientific rigor and the discussion assignment prompts students to reflect on these materials as they relate to their intended profession.

While MATH 520, SUST 510, and SBUS 515 were used as examples, all of our graduate courses include scaffolded projects and thought-provoking discussion assignments. Notably, the capstone course series (PROF 590 and PROF 690), required of all graduate students, involves students designing and carrying out a project while working with an external partner. The project provides an opportunity for learners to demonstrate application of the variety of skills and knowledge acquired during their graduate experience while solving an authentic problem involving real stakeholders.

Table 4.10. Summary of Program Outcome Achievement of WCM Students
The data below were reported in the 2021 WCM comprehensive program review.

	Percentage of Students Meeting Expectations			
Learning Outcome	Exceeded Expectations (95-100%)	Met Expectations (80-94%)	Partially Met Expectations (65-79%)	Did Not Meet Expectations (<65%)
WCM1. Describe and explain central ideas and foundational assumptions of managing the natural world.	49	32	6	12
WCM2. Identify and explain fundamental factors and/or processes (including climate change) that impact natural communities, including climate change.	100	0	0	0
WCM3. Use systems thinking and transdisciplinary strategies to describe and explain natural resource management challenges and approaches.	51	47	2	0
WCM4. Design and carry out a project that uses a transdisciplinary approach to address a natural resource management or conservation challenge.	30	60	10	0
PM1. Use leadership and management skills to accomplish goals in a professional context.	85	10	5	0
PM2. Use appropriate modes of communication when engaging with diverse stakeholders.	70	26	3	1
PM3. Recognize and consider ethical implications of decisions and actions in professional settings.	26	60	8	6
PM4. Identify, network, and become involved in a professional organization that connects with disciplinary professionals.	50	36	0	14
PM5. Apply knowledge from courses taken and research conducted to produce a capstone research project that aligns with professional career goals.	30	60	10	0

While our course design is intended to promote the achievement of program learning outcomes by our students, we use program assessment to evaluate the success of our courses in doing so and revise our courses and programs in response to the feedback from these. As discussed earlier in this section (see Assuring Academic Quality), all graduate programs are assessed by gathering artifacts on student learning over the course of a three-year cycle as part of the program review process. For example, the Wildlife Conservation and Management program, one of our oldest and largest graduate programs, was recently reviewed. Artifacts that included projects from program courses (e.g., SNRM 505, PROF 690), in combination with student evaluations and exit surveys, were used to evaluate the effectiveness of the curriculum. A summary of outcome achievement is provided in Table 4.10.

These results indicate that within this program, the majority of students have achieved our desired learning outcomes. In addition, this review process has initiated changes to the program to improve student performance as well as improve our assessment process (also see Standard 8).

Appraisal

As noted above, complex real-world projects provide an excellent opportunity for learners to build and demonstrate key professional skills. However, interpretation of project scores is a challenge. When a student does not perform well, does this reflect inadequate disciplinary knowledge, weak communication skills, or some other deficiency related to the target learning outcomes? Our inability to make strong cause/effect arguments based on final project scores limits our ability to make targeted improvements to the curriculum. To address this challenge, we have begun to develop more specific rubrics that are embedded in our Canvas courses. These will enable us to capture cleaner data about students' mastery of program learning outcomes. This is discussed in greater detail in Standard 8.

Another challenge we have encountered in our graduate program is preparing students adequately for the capstone project. Throughout terms in fall 2021 – spring 2022, we noticed that many students enrolled in Capstone I (PROF 590) were unprepared to identify a project partner (i.e., a government agency, NGO, or industry context within which the student could conduct the transdisciplinary project). We responded by changing our advising and student orientation routines to ensure that new graduate students understand the requirement of identifying a partner and begin this work shortly after admission. We have also recently rebuilt the PROF 590 course to include more scaffolded opportunities for learners to refine their collaboration skills, which are essential to successful transdisciplinary work.

Description

Faculty

As defined by the Unity College Graduate Faculty Handbook, we have four types of graduate faculty: Professorial, Instructor, Adjunct, and Academic Administrator. The large majority of graduate courses at Unity College are taught by professorial rank or adjunct faculty. Graduate professorial faculty are full time faculty who teach primarily at the graduate level. They are required to have terminal degrees in their discipline (or 10 years practitioner experience) and to be a productive scholar or practitioner in their discipline at the national level. As defined in the DE Graduate Faculty Handbook, scholarly productivity includes publication in journals disseminated and peer-reviewed nationally or internationally, presentation at national-level professional conferences, and holding national-level office in professional organizations. These requirements, as well as expected teaching loads, differentiate our graduate faculty from our undergraduate faculty. Our undergraduate faculty require a master's degree as a minimum, and are expected to be productive at the regional, rather than national, level. Graduate professorial faculty can occupy the rank of Assistant, Associate, or Full professor. Promotion is based on years of successful performance at a lower rank. Appointment at the Associate and Full professor ranks requires experience teaching at the post-baccalaureate level or in a distance learning environment.

All graduate faculty at Unity College have expectations related to teaching, scholarship, and service to the college. The teaching requirement depends on whether one is professorial faculty or an instructor. Professorial faculty teach a minimum of 360 student credit-hours per calendar year, whereas graduate instructors teach 480 student credit-hours per year. These teaching expectations are 120 student credit-hours lower than those of undergraduate Distance Education faculty and instructors. A 3-credit

class with 20 students provides 60 student credit-hours, so this would equate to 6 and 8 classes per year for a professor and instructor, respectively, divided over the five graduate terms.

We currently have one full time graduate Professor, Dr. Brent Bibles, who specializes in Wildlife Conservation and Management. This is our largest graduate program (with 150 students). We also have four Academic Administrators who are members of the graduate faculty: Dean of Environmental Conservation and Research Dr. Kelly Boyer Ontl, whose specialty is Animal Science and Behavior (current enrollment 60), Associate Dean of Environmental Conservation and Research Dr. Rita Peachey, whose specialty is Marine Biology (current enrollment 70), Dean of General Education and Environmental Studies, Dr. Jennifer Cartier, and Associate Dean of General Education and Environmental Studies, Dr. Jeffrey Marlett. Drs. Ontl and Peachey oversee the Animal Science & Behavior, Environmental Geographic Information Science, Environmental Science, Marine Science, and Wildlife Conservation & Management programs. Drs. Cartier and Marlett, who both have expertise in social science disciplines, oversee the Conservation Law Enforcement, Environmental Studies & Sustainability, Master of Business Administration, and Urban Ecology & Sustainable Planning programs.

Appraisal

We have been able to attract and retain highly qualified graduate adjunct faculty who bring diverse real-world experience and scholarship to their engagement with our students. Many of these faculty members have served as SMEs to support course design in addition to working as course instructors. Credentials for graduate faculty who have taught consistently in our programs (for multiple years and in multiple courses) are provided in the Workroom.

As we continue to grow, we are seeking to hire additional full time faculty with expertise that complements and broadens that of the current graduate faculty. Distance Education graduate faculty are off-premises employees, and as such they do not have access to research facilities. This may be a barrier for some potential faculty members. However, our flexible schedule, which allows faculty to focus exclusively on scholarship for at least one of the five 8-week graduate terms, has proven to be particularly attractive to scholars who engage in field work (especially field work that is seasonally restricted). These scholars, including Dr. Bibles and Dr. Vitale (a member of the undergraduate faculty), are able to conduct research without the need for equipment or facilities or they have collaborated effectively with other researchers and institutions to obtain necessary facilities.

Transfer Credit

Description

Each SEBU's academic catalog contains policies regarding the transfer of credit from other institutions, including foreign universities. The Registrar's Office publishes updated versions of the catalogs quarterly on the Unity College website. The policies contained within cover the eligibility of courses that can be transferred, including the maximum allowable amount and the minimum grade required. Transfer credit policies limit the number of credits that can be earned for certificates to 25% of the required credits for that credential. Alternative pathways to earn transfer credit are also described in the catalog. The catalog describes conditions for the acceptance of credit including (but not limited to) Advanced Placement®, CLEP® exams, and military experience.

One specific alternative pathway to earn transfer credit is prior learning credit. The prior learning credit policy for Distance Education limits to no more than 30 credits awarded for a Bachelor's degree, and no more than 6 credits for a Master's degree. The student must review the learning outcomes for the course for which they desire prior learning credit and provide documentation that proves how they

specifically met these learning outcomes. Such documentation may include, but is not limited to, professional licensures, exams, trainings, and certifications.

We accept transfer credit from other colleges and universities whose institutional accrediting agencies are recognized by the Department of Education. Transcript evaluators use the Database of Accredited Postsecondary Institutions and Programs (DAPIP) website to ensure this in the event that a transcript does not list the accreditor on the transcript key. When analyzing individual courses, evaluators look for a 70% or better match to content in a current Unity College course. Should there be uncertainty if a transfer course meets the proper content or rigor for a specific College course, the proper academic dean reviews the external course and provides final judgment on the course equivalency. We do not award transfer credit for any course that is deemed remedial in nature, as those courses would not apply toward the completion of the degree (see Registrar Transfer Evaluation Guide).

Unity College has limited articulation agreements with outside organizations. Each SEBU catalog contains details of any standing agreements. Details may include tuition discounts, student eligibility, and course transfer parameters. During the drafting of such agreements, the Registrar's Office reviews coursework from the external organization for direct course-to-course equivalencies within the target program/SEBU. The proper academic dean also reviews the learning outcomes from the other organization to provide a holistic lens of how the course material should transfer. For example, the Distance Education agreement with York County Community College (YCCC) allows graduated Veterinary Technology students from YCCC to earn full transfer credit for Animal Nutrition, even though the YCCC course is only two credits.

Graduate students may transfer up to nine credits from other institutions. The institutions must follow the same accreditation standards as undergraduate transfer credit, and the required minimum grade is a "B". Unless an articulation agreement states otherwise, external courses must have a direct equivalent that is a 70% or better match within the student's program to be eligible for transfer. To date, the only such agreement was one with Green Mountain College to teach out their students after the college closed its doors.

Appraisal

The College's policies and practices for transfer of credit are consistent with industry guidelines (e.g., ensuring that credits were earned at a DOE-recognized accredited institution) and best practices (e.g., awarding credit for achievement of qualifying scores on national examinations). While we have defined guidelines and business processes that enable us to evaluate transcripts and award transfer credit consistently, this process is labor-intensive because little of it is automated. As a result, some of our students are enrolled for multiple terms before receiving an official transcript evaluation.

Integrity in the Award of Academic Credit

Description

Our college follows typical naming conventions in the types of credentials awarded to students. Current credentials include: certificates, Association of Applied Science degrees, Bachelor of Science degrees, Master of Professional Science degrees, and a Sustainable Master of Business Administration degree. We have no baccalaureate programs that require more than 120 semester credits to complete, and our graduate programs range from 30 to 36 semester credits. Our Associate's degrees require 60 credits, with the exception of the A.S.S. in Veterinary Technology, which requires 64 credits.

We have an institution-wide policy for academic program management that outlines the minimum and maximum number of credits required for each credential offered. This policy also outlines the necessary credits within each credential that need to be allotted to program-specific courses, general

education, and elective courses. Academic deans that are proposing new or reviewing current programs of study follow the policy guidelines (see Academic Program Management Form and Fig. 4.1 above).

Students must complete a minimum of 120 semester credits, 30 of which are required to be at the 300-level or above to graduate with a Bachelor's degree. We require that a minimum of 30 credits of the degree program are taken at Unity College, and that students have an overall grade point average of 2.0 or higher. While this is the minimum that a student needs to meet to satisfy College requirements, the student also needs to complete the specific program requirements (general education, program core) as well. The Registrar's Office uses degree audit software, uAchieve, to track students' academic progress and degree requirements. This software aids in the review of degree completion, including any substitution or waiver approvals for program requirements. The Registrar's Office maintains a business procedure on how to review degree audits for degree conferral as a reference for current employees and a training guide for new employees (see Verifying Degrees for HL and Verifying Degrees for DE).

Each credential at the College carries a residency requirement, or the minimum number of credits a student must earn at our College before earning the degree. A student must take 25% of the required Associate's degree and Bachelor's degree courses at our college before it can be awarded. To earn a Master's degree, a student must take at least 21 credits of the necessary 30-36 credits at the college. The transfer credit policies reflect these residency requirements, as students may only transfer up to the reciprocal number of credits for each credential (45 credits for an Associate's degree, 90 credits for a Bachelor's degree, and 9 credits for a Master's degree).

To provide students with a timely path to graduation, we publish a schedule of courses at least six months in advance. These courses include required classes and electives for graduate and undergraduate students. Students access the schedule online via the student portal, but the students do not self-register. Instead, they work with professional advising staff (advisors, coaches, or student success coordinators) who register the students on their behalf, after creating a schedule that fits each student's needs. This process creates fewer errors and unnecessary courses taken as the students do not have the ability to register for a course that does not apply to their degree program. Advisors work to register students for two to three future terms. Academic deans provide degree pathways to the advising teams that outline the best sequence of courses for students to take in order to complete their degree.

Students must meet satisfactory academic progress (SAP) standards to continue attending the college. The SAP policy (published in the course catalogs) applies to both graduate and undergraduate students, though the minimum cumulative GPA and cumulative completion rate percentages vary between the two levels. Registrar and financial services employees review the student records each term to determine who should be placed on warning or suspension. If placed on suspension, students can appeal to continue attending the college under probation. A panel of staff members from the SEBU, Student Success, and Student Financial Services review each appeal and determine if the student should be allowed to continue, or if a period of time needs to pass before the student can return to their program of study. Factors reviewed during the appeal process include the student clearly indicating what caused the decline in academic progress, as well as verifying that those factors are no longer a cause for concern. Students that have appealed suspension in the past may not submit a new appeal citing the same areas of concern as a previous appeal. If the appeal is approved and probation granted, a student must meet minimum requirements each term until they return to good standing.

There are occasions when students stop attending the College for reasons other than satisfactory academic progress. Any student wishing to return to the College after an absence of a year or more must apply for readmission. Staff review the application to ensure the student may return and has no current holds or judicial issues. If no issues are found, the student returns to their program of study, but follows current catalog requirements for their program. Students who were called to active military duty have up to two years to return to their studies and may continue in their original program and catalog requirements if the program is still active.

To comply with the Higher Education Opportunity Act (HEOA) of 2008, we ensure that the student who registered for courses is also the one completing assignments and earning credit for their degree by enforcing a Student Identity Verification Policy. We employ the use of a secure login to the student's individualized portal so that only the student has digital access to their records, billing statements, and course assignments. The SEBU catalogs list the details for the current identity verification policy.

The Unity College Honor Code highlights our stance on the prevention and identification of academic dishonesty. Students must read and agree to the Honor Code at the beginning of each course – digital course content is not available until this is completed. Since in-person Hybrid Learning course sections and Technical Institute of Environmental Profession courses also include course material in the Learning Management System (either Canvas or Brightspace), acceptance of the Honor Code is required of both online and residential students. The code outlines the types of behavior that would lead to investigation of alleged violations and the process by which they are addressed.

THE ACADEMIC PROGRAM: PROJECTIONS

In order to maintain a high quality academic program as our enrollment continues to grow, we have prioritized the following actions for the coming year:

- Complete a comprehensive review of the undergraduate general education curriculum in Distance Education and Hybrid Learning. Following completion of the review process, Academic Deans will implement changes as recommended by the Enterprise Assessment Team.
- By December 2022, Academic Deans in DE and the Program Liaison in HL will be caught up with the planned program assessment (completing all PAT 2 forms for 2021-2022). They will complete scheduled 2022-2023 yearly assessment and comprehensive reviews by June 30, 2023.
- By January 2023, TIEP will have completed PAT 1 forms (Data Collection Plans for Program Assessment) for all programs. Because some courses will still be being built, the forms will specify only the planned assessment years and course contexts. Specific course assignments or artifacts will be identified as course development is completed.
- Integrated Enrollment Services will provide weekly reports to the DE Executive Director of Enrollment Management documenting the number of transfer students awaiting completion of transcript evaluation. By January, 2023, at least 90% of transfer students will receive an official transcript evaluation within one term of enrollment and all students will have their official transcript review completed within two terms. Due to new processes recently implemented, we have already begun to improve our performance in this area (see Table 4.11). In the second week of August, we had 58 students who had been enrolled three or more terms but were still awaiting an official transcript review for transfer credit. One week later, we had completed the official reviews for these students.

Table 4.11. DE Students Awaiting Official Transcript Review for Transfer Credit

		Terms Enrolled			
		1	2	3	>3
Number of students without official transfer credit reviews	8.8.22	210	92	48	10
	8.16.22	195	77	0	0

- By July 1, 2023, we will develop or update our software scheduling tools in order to generate more accurate predictions of course needs. This will decrease the need for last-minute schedule additions and adjustment and help to ensure that students continue to make timely progress toward their degrees.
- By July 1, 2023, we will have developed and implemented plans for sunsetting under-enrolled programs in the Distance Education SEBU.

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	0	230	0	0	0	0	0	230
Main Campus PT	0	0	0	0	0	0	0	0
Other Principal Campus FT	0	0	0	0	0	0	0	0
Other Principal Campus PT	0	0	0	0	0	0	0	0
Branch campuses FT	0	0	0	0	0	0	0	0
Branch campuses PT	0	0	0	0	0	0	0	0
Other Locations FT	0	0	0	0	0	0	0	0
Other Locations PT	0	0	0	0	0	0	0	0
Overseas Locations FT	0	0	0	0	0	0	0	0
Overseas Locations FT	0	0	0	0	0	0	0	0
Distance education FT	12	2,018	350	0	0	0	0	2,380
Distance education PT	0	0	83	0	0	0	0	83
Correspondence FT	0	0	0	0	0	0	0	0
Correspondence PT	0	0	0	0	0	0	0	0
Low-Residency FT	0	0	0	0	0	0	0	0
Low-Residency PT	0	0	0	0	0	0	0	0
Unduplicated Headcount Total	12	2,248	433	0	0	0	0	2,693
Total FTE				0.00	0.00	0.00	0.00	0.00
Enter FTE definition:				N/A	N/A	N/A	N/A	
Degrees Awarded, Most Recent Year	6	117	57					180

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

Due to non-standard term structure, fall numbers represent an unduplicated headcount of students enrolled from July 1-December 31 (SU2, FA1, FA2, WI1 for undergraduate; FA1a, FA2a for graduate). Full-time undergraduate enrollment is 3 credits per 5-week term; full-time graduate enrollment is 6 credits per 8-week term. Degrees awarded indudes numbers for all degrees awarded for calendar year 2021.

indude data for undergraduate and graduate students

Lines 7 & 8 New Gloucester campus, inlcuding TI and SV (if applicable) students

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	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	0	0	0	0	230	230
Main Campus PT	0	0	0	0	0	0
Other Principal Campus FT	0	0	0	0	0	0
Other Principal Campus PT	0	0	0	0	0	0
Branch campuses FT	0	0	0	0	0	0
Branch campuses PT	0	0	0	0	0	0
Other Locations FT	0	0	0	0	0	0
Other Locations PT	0	0	0	0	0	0
Overseas Locations FT	0	0	0	0	0	0
Overseas Locations FT	0	0	0	0	0	0
Distance education FT	12	0	0	12	2,380	2,392
Distance education PT	2	0	0	2	83	85
Correspondence FT	0	0	0	0	0	0
Correspondence PT	0	0	0	0	0	0
Low-Residency FT	0	0	0	0	0	0
Low-Residency PT	0	0	0	0	0	0
Unduplicated Headcount Total	14	0	0	14	2,693	2,707
Total FTE				0		0.00
Certificates Awarded, Most Recent Year	1					

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.

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

?	For Fall Term, as of Census Date	Number of credits*	3 Years Prior (Fall 2019)	2 Years Prior (Fall 2020)	1 Year Prior (Fall 2021)	Current Year (Fall 2022)	Next Year Forward (goal) (Fall 2023)
Certificate (add more rows as needed)							
?	Environmental Geographic Information Systems - CERT	24.00		2.00	5.00	2.00	6.00
	Pre-Vetinary and Graduate School Prerequisites - CERT	24.00			7.00	6.00	6.00
	Total		0	2	12	8	12
Associate (add more rows as needed)							
?	Liberal Studies	60					
	Environmental Science	60		1			
?	Undeclared						
	Total		0	1	0	0	0

Baccalaureate (add more rows as needed)							
?	Adventure Therapy	120		10	2	-	-
	Adventure-Based Environmental Educatio	120		8	2	-	-
	Art and Environment	120		7	2	-	-
	Biology	120		3	3	-	-
	Captive Wildlife Care and Education	120		43	18	3	-
	Conservation Law Enforcement	120		22	8	-	-
	Earth and Environmental Science	120		11	1	-	-
	Environmental Policy, Law and Society	120		5	3	-	-
	Environmental Writing & Media Studies	120		2	1	1	-
	Marine Biology	120		17	6	1	-
	Parks and Forest Resources	120		16	3	1	-
	Secondary Education - Life Science	120		-	-	-	-
	Sustainable Agriculture	120		7	1	-	-
	Sustainable Business Enterprise	120		-	-	-	-
	Sustainable Energy Management	120	5	1	1	-	-
	Wildlife and Fisheries Management	120		25	9	-	-
	Wildlife Biology	120		40	16	2	-
	Animal Health and Behavior	120	6	369	675	1,019	1,121
	Conservation Biology	120		6	1	1	-
	Environmental Studies	120	28	46	57	48	63
	Wildlife Conservation	120	96	250	497	725	798
	Environmental Criminal Justice (later named Env. Emergency Mgmt & Law Enforcement	120	10	11	9	5	5
	Sustainable Business Management	120		39	24	35	39
	Animal Science	120		22	179	337	371
	Captive Wildlife Care (Hybrid)	120		43	47	55	52
	Conservation Law Enforcement (Hybrid)	120		94	52	36	57
	Environmental Geospatial Technologies	120		12	27	22	30
	Environmental Justice & Social Change	120		7	12	15	14
	Environmental Science & Climate Change	120	1	25	48	79	87
	Environmental Science (Hybrid)	120		26	12	6	13
	Environmental Studies (Hybrid)	120		8	10	1	11
	Marine Biology & Sustainable Aquaculture	120		201	478	748	823
	Wildlife and Fisheries Biology (Hybrid)	120		30	32	22	35
	Parks Management			1	-	-	-
	Marine Science				1	-	-
	Environmental Health and Safety					14	15
	Environmental Health and Wellness					6	10
	Undeclared			3			
		Total	146	1,410	2,237	3,182	3,544
	Total Undergraduate		146	1,413	2,249	3,190	3,556

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

Please enter any explanatory notes in the box below

FY 2023 is preliminary based on enrollment as of 8/15/2022 for the term where the census is not completed until 8/30/2022.

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

? For Fall Term, as of Census Date

	Number of credits*	3 Years Prior (Fall 2019)	2 Years Prior (Fall 2020)	1 Year Prior (Fall 2021)	Current Year (Fall 2022)	Next Year Forward (goal) (Fall 2023)
Master's (add more rows as needed)						
? Conservation Law Enforcement	30	14	12	11	2	-
Marine Science	30	-	3	70	107	118
Environmental Geographic Information Science	30	38	36	33	37	36
Environmental Science	30	-	12	20	29	32
Sustainability Science (later named Environmental Studies and Sustainability)	30	25	33	43	22	47
Sustainable Master of Business Administration	36	17	19	14	8	15
Sustainable Natural Resource Management (later changed to Wildlife Conservation - see below)	30	48	11	6	0	0
Wildlife Conservation (later named Wildlife Conservation and Management)	30	-	80	150	149	165
Urban Ecology & Sustainable Planning	30	-	14	19	20	21
Animal Science and Behavior				60	114	125
Total		142	220	426	488	559
Doctorate (add more rows as needed)						
? N/A						
Total		0	0	0	0	0
First Professional (add more rows as needed)						
? N/A						
Total		0	0	0	0	0
Other; specify (add more rows as needed)						
? Environmental Geographic Information Science - CERT		0	13	11	4	
Sustainability - CERT		1	2	4	3	
Total		1	15	15	7	0
Total Graduate		143	235	441	495	559

* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A

Please enter any explanatory notes in the box below

FY 2023 is preliminary based on enrollment as of 8/15/2022 for the DE-GR-22-Aug term, where the census is not completed until 8/23/2022.

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

Credit Hours Generated By Department or Comparable Academic Unit

	3 Years Prior (FY 2020)	2 Years Prior (FY2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)	Next Year Forward (goal) (FY 2024)
Undergraduate (add more rows as needed)					
Distance Education	4,031	26,483	42,754	17,283	47,029
Flagship	18,833	-	-	-	-
Hybrid Learning	-	4,358	1,729	196	1,902
Technical Institute for Environmental Professions	-	-	-	-	23,602
Total	22,864	30,841	44,483	17,479	72,533
Graduate (add more rows as needed)					
Distance Education	2,253	4,821	8,418	1,980	
Total	2,253	4,821	8,418	1,980	0

Information Literacy Sessions

Main campus					
Sessions embedded in a class					
Free-standing sessions	37*	0*	0*	0*	0*
Branch/other locations					
Sessions embedded in a class					
Free-standing sessions					
Online sessions	31**	81**	142**	57**	156**
URL of Information Literacy Reports:					

Please enter any explanatory notes in the box below

* Free standing sessions include those delivered by the Librarian (37 in FY 2020, 0 in FY 2021 because we did not offer in-person courses). However, all students have access to Information Resource sessions through their "Library Resources" menu button in the LMS. Also, all DE students have acces to the "Roadmap to Success" course in the LMS, which includes a module on Information Literacy with the following topics: Library Search Options, Evaluating Sources, Creating Research Questions, and Citations and Plagiarism.
** All undergraduate students complete EVPC 101. The fourth module focuses on information literacy, with a specific focus on research. We have listed the number of sections of EVPC 101 offered in line 107 above.

Current year includes 2022-SU2A-5W as well as projected numbers for DE/HL-UG-22-Aug as of 08/17/2022.

STANDARD FIVE: STUDENTS

Description

At the core of Unity College's Sustainable Educational Business Unit (SEBU) model is the goal of broadening and diversifying access to degrees that emphasize the environment and natural resources. The SEBU model is an intentional break from traditional higher education molds of serving primarily direct-from-high-school students, often in a residential setting. Unity's model acknowledges the changing demographics of college students and seeks to ensure the institution is nimble enough to serve multiple student populations. The SEBU model looks at the educational needs of distinct populations and develops a targeted approach to teaching and learning through an array of positions, supports, policies, and practices in service of helping students meet their educational goals. Embedded in each instructional SEBU is a set of common essential components designed to support students in a holistic manner (e.g., professional advising, multiple start dates, no admissions fees, etc.). These common components are augmented by services and supports that represent the individual needs of a SEBU's students. The customization of both the common essential components and the additional need-based components to align with the distinct student needs at each SEBU is the hallmark of Unity's approach to supporting students.

Admissions

Unity's approach to delivering on its mission through serving the needs of specific audiences is at the core of its structure. Each instructional SEBU (Distance Education, DE; Hybrid Learning, HL; and the Technical Institute for Environmental Professions, TIEP) has their own staff dedicated to recruiting and onboarding students into their programs. The recruitment staff leverage the College's centralized marketing services, which focus primarily on providing a national reach of the institution's overall name and brand recognition, with their unique recruitment strategies. The SEBUs clarify the specific admissions criteria for their programs through SEBU dedicated webpages, admissions policies, and catalogs.

As part of serving differentiated audiences, the SEBUs offer different credential levels, programs of study, and delivery formats (see Fig. 3.1 and Table 4.1). This allows each SEBU to design a targeted and cohesive approach to recruiting, admitting, and supporting their students. While the College prides itself on differentiating how the various student populations are served, at the center of each SEBU are the institution's mission, vision, and core values, as well as the institutional polices that express these values. Each SEBU has clear and accessible recruitment, admissions, and retention policies and processes that align with the institution's Nondiscrimination, Harassment and Equal Opportunity policy and commitment to providing a supportive and accessible learning environment for all ADA qualified students. The admissions policies and retention guidelines are articulated in each SEBU's catalog, which are available on the website.

Application Requirements

As part of the College's goal of broadening the opportunities for a college education in the environmental fields, the administration has been deliberate in both expanding opportunities and reducing the barriers to access. To that end, applying to Unity College, regardless of SEBU or credential level, is free. While admission standards differ by SEBU and level of credential, the philosophy of minimizing unnecessary barriers is woven throughout the admissions criteria. The admissions requirements for each SEBU align with academic expectations of the credential levels. Acceptance to an undergraduate program requires, at a minimum, a high school diploma or the equivalent. Prospective students with prior college experience can utilize the College's transfer estimation tool "Transferology" to see how credits earned at other accredited institutions can satisfy

requirements of a Unity College degree program. to a graduate program requires completion of a Bachelor's degree with a minimum grade point average of 2.75, a current resume or curriculum vitae (cv), as well as a personal essay. In addition, some of the graduate level programs have specific course prerequisites as discussed in Standard 4: Graduate Degree Programs.

Appraisal

The needs of prospective students are continually reviewed based on the input received through the personalized recruitment and onboarding process. The Admissions Guidelines of each instructional SEBU, published in its Catalog, are comprehensive in their inclusion of transfer, home schooled, and international students for both the undergraduate and graduate levels. Minimum technology needs are published in the Student Handbooks available on the website and, as an example of the continual evaluation and improvement efforts, the Distance Education SEBU added a set of minimum expectations for students entering a Bachelor's degree program in that SEBU. This provides prospective students with an understanding of baseline skills, technology, and time expectations required for most students to be successful.

The institution purchased access to a web-based tool and national network, Transferology, intended for prospective students to get a quick view of credits that could be transferred into a Unity College program. While the recruitment teams regularly use this tool to assist prospective transfer students, it was also intended to be available for prospective students to access at any time. However, the tool isn't easily found on the College's website, not even appearing on pages dedicated to the topic of transferring to Unity College. The recruitment staff provide prospective students with a link to the site, for self-service analysis. While the addition of this resource fits the needs of prospective DE students in particular, the resource has not been implemented optimally.

Recruiting and Serving Military Students

Description

Unity has earned the distinction of being a Military Friendly college. The College uses an ethical approach to the recruitment and admission of students eligible for military benefits, which was supported by an institution-wide policy on the Ethical Recruitment of Service Members. The College has a dedicated webpage that provides a cohesive look at the military benefits available to eligible students, and Distance Education and Hybrid Learning also have specific pages on their SEBU websites explaining military benefits. In addition, the Distance Education SEBU builds on the Military Friendly designation by offering a 10% discount on the cost of courses to current service members, veterans, and their families. As of November 2021, approximately 8% of the institution's total student population, including 250 undergraduate students and 45 graduate students, received some form of military benefits.

Appraisal

As part of Unity's efforts to broaden access to credentials in the fields of environmental science and natural resource management, the College sought and is proud to be distinguished as a Military Friendly college. This designation is evidence of the College's high standards and the flexible educational approach and policies essential for the success of many students in the military and veteran community, including active duty as well as spouses and dependents. In addition, this designation supports the College's goal of expanding its reach.

Tracking Trends

Description

Unity College uses internal Census Reports to track enrollment by headcount and credits, as well as revenue by instructional SEBU, credential level, and the institution overall. The reports are run each term with a YTD roll up. The Census Reports are so named because Unity considers the Monday following each term start the census date for that term. The reports break down enrollment of new, returning (defined as students returning from the previous term), continuing (defined as students who are returning from a term before the last one), and non-matriculated students. Within the Census Report for each instructional SEBU, the term headcount is disaggregated by program. The Census Reports are the College's primary mechanism for tracking trends in enrollment and the impact of that enrollment on goals for growth, retention, completion, and budget.

In addition to the data on the Census Reports, some SEBUs track other metrics, including recruitment success each term (application yield), grade distribution by course, and post-graduation plans. Each SEBU also tracks items of importance to their goals or in response to identified areas of concern. For instance, in the fall of 2021, Distance Education reviewed student pass rates in the SEBU's entry course, EVPC 101 Environmental Professions, with the goal of evaluating success in this first course in a student's academic career (see Standard 8).

Appraisal

The term-based Census Reports provide a central enrollment dashboard that is shared college wide. As the reports are consistently created for each SEBU every term, they allow for a regular review of enrollment trends and any high-level concerns can be investigated before significant time has elapsed. Recruitment and retention results are clearly shown through these term-based reports. These reports are also used for scaling staffing that directly and indirectly support students, such as advisors and coaches (e.g., DE adds one advisor for every 250 enrolled students) and the staff in the Registrar's Office.

The enrollment goals in the Census Reports for recruitment, retention, and completion are based on historical trends in the SEBU, budgetary goals, anticipated market penetration and, as appropriate, are changed based on actual enrollment attained. While the term-to-term enrollment is carefully tracked and considered by the College's Senior Staff and SEBU leadership, the information should be further disaggregated to identify if and to what degree various recruitment and retention strategies are succeeding as well as which portions of the student populations may be struggling or succeeding more than others. The disaggregated information could help to evaluate and inform specific strategies and interventions.

Student Services and Co-Curricular Experiences

Description

Unity's philosophy of supporting students is to provide all students, in all instructional SEBUs, a common array of tools and supports that have been judiciously chosen to address essential student needs and are customizable to the distinct populations of each SEBU. These common components (e.g., student handbooks, orientation experiences, etc.) provide a framework that the institution considers essential to efficiently, effectively, and equitably help students achieve their academic and career goals. The common components for supporting students include professional advising; positions and roles from the Registrar's Office, Student Financial Services, and ADA coordination; a student friendly combined approach to academic standing and the Satisfactory Academic Progress requirement of Title IV; new student orientations; student handbooks; library resources and services; tutoring support; policies on faculty engagement; early intervention practices; crisis resources; self-service tools for transfer credit, degree audits, and transcripts; and career services support. Access to many of these items can be found on one-stop webpages for each SEBU such as the Academic and

Career Support page used by Distance Education or the Support Services page for students of the Technical Institute. These components are aligned with the instructional delivery method model and student population each SEBU is serving. Additions to these essential student success components are driven by the specific needs of the cohorts being served.

The rationale for the judicious offering of services and supports is to provide resources, services, and activities that do not replicate those that are available in most communities while also ensuring the services and supports offered align with the specific student population being served. Additional supports or services, such as medical and mental health counseling, may be offered by SEBUs based on the needs of their student populations. For example, the social activities and medical services that have been traditionally associated with a residential student population between the ages of 18 and 22 do not translate to a working adult population who take fully asynchronous courses and may reside anywhere in the world. However, Hybrid Learning students residing on campus have a need for a broader array of college sponsored social activities and services.

Onboarding

Supporting students in achieving their academic and career goals is fundamental to the work of Unity College and comprises strategically designed supports, policies, and positions provided by functional areas across the College. These supports, policies, and positions span the full student lifecycle from onboarding through commencement.

Each SEBU manages the onboarding of new students in ways consistent with their students' needs. During the onboarding process, Distance Education Concierges work one-on-one with newly admitted students to ensure they are comfortable with the institution's technology and processes before providing a soft hand-off to each student's advisor/coach. As a compliment to the one-on-one sessions, new Distance Education students are also provided a short eight minute Orientation Video and invited to attend an orientation session through Teams facilitated by the Dean of Undergraduate Concierge Services. To help newly accepted students become familiar with the college, its technology, policies, procedures, and academic expectations, each SEBU provides a new student/learner orientation and a student/learner handbook. All new students are enrolled into a learning management system (LMS) based orientation. This orientation provides students with the logistical and technical information needed to begin their education at Unity. This resource orients students through modules such as financial aid, the student portal, and how to use and navigate the LMS (Canvas or Brightspace). Some students continue to consult the orientation after their onboarding, but primarily it serves to support students in their initial few weeks. The Student Handbooks are provided on the college's website as well as within the LMS orientations. The Student Handbook provides an overview of the resources and supports available to students as well as their rights and responsibilities while they are Unity College students. The Handbooks are continually updated, up to quarterly, to provide both prospective and current students with an overview of the services and supports available in their SEBU.

In addition, new Distance Education and Hybrid Learning students matriculated into a Bachelor's degree program are enrolled in a Professional Skills course (EVPC101). This course is intended to serve as the first course taken at Unity across each of the Hybrid Learning and Distance Education undergraduate degree programs. Students enrolled in this three-credit course learn about positive psychology, learning strategies, leadership approaches, and other professional skills. Their assessment artifacts on these topics include written reflections, video presentations, graphic creations, and discussion board posts. The course has a variety of explanatory features that guide students through Canvas, such as what technology they will use, how to access rubrics, the due date and time settings; however, these are secondary to the academic content of the course.

Accommodations

Creating an equitable and accessible learning environment begins with providing applicants and students the information they need regarding requesting reasonable accommodations in accordance with the Americans with Disabilities Act (ADA). The institution's process and the contact information for the ADA Coordinators at each SEBU is on the college's website, SEBU webpages, and in the student handbooks. Each SEBU has a student success position that holds the role of ADA Coordinator. Upon request, the ADA Coordinators will provide prospective and current students with the information and forms necessary for the coordinators to evaluate the need for reasonable accommodations. The coordinators provide prompt and confidential service to those inquiring about or requesting accommodations.

Advising

Each instructional SEBU has professional staff whose primary role is to advise students and to serve as their 'go to' person for any questions or needs outside of those that are instruction related. While the title of these positions differs by SEBU (advisors in DE, coaches in HL, and student success coordinators in TIEP), their purpose does not: they are dedicated to supporting students from their first course through their last. These staff are well credentialed, all have at least a Bachelor's degree, and many hold a Master's degree. As part of their onboarding process, they receive training in the systems, policies, and processes of supporting students in their SEBU. In addition, the Enterprise faculty and staff within the Student Success functional area provide updates and training on topics such as FERPA, supporting students in crisis, Title IX and library services. The professional advising/coaching staff manage course selection and registration to ensure students are able to enroll in the courses they need to graduate, refer students to the supports and services available to them as needed, and help them navigate college timelines, policies, and processes and troubleshoot any concerns and problems. During the term, they monitor student participation in courses, including assignment completion and grades.

Responding to Student Needs

With Unity's approach to supporting students through both a set of common supports as well as SEBU specific options, it is essential to understand the student base being served. The students' needs are explored during the analysis of the audience to be served by a SEBU, through student feedback on survey, and through interactions with their retention/advising professionals. Student feedback has been used to provide both the addition of counseling support and a change in the allotted tutoring hours for Distance Education students. In addition, student feedback has been used to form the basis for creating policies including one for term-based academic honors (also see SOP) and another for a Fast-Track Refund process (also see SOP) to aid students in purchasing their required texts/resources for classes. The retention/advising professionals provide a proactive high touch advising/coaching model that gives students the help they need when they want it and when they need it. The retention/advising staff employ early intervention policies and practices to work with students who haven't been participating or are having trouble sustaining acceptable grades. These student success professionals maintain regular and systematic communications with their students, ensuring students are aware of the services and supports available to them, as well as know they have a constant resource dedicated to supporting their needs. When a student's advisor/coach is unavailable for a period of time, they continue the communications through autoreply messages. When needed, the professional retention/advising staff refer students to the mental health and crisis resources available within their SEBU.

Academic Support

Academic support is provided by the faculty who work with their students to help them understand content and expectations, by the library resources and research support provided by the library staff, and by the tutoring services within each SEBU. The professional student success staff and faculty together form the students' primary contacts with the College. Students are encouraged to connect with their instructors for any questions related to the course content and career options within the field of study and to work with their student success staff for any questions or needs not directly tied to the course content. To help ensure students and faculty forge a relationship in online courses, SEBUs set minimum expectations for faculty engagement in online courses and Deans/Program Liaisons monitor faculty compliance with these expectations.

Career Support

Faculty bring diverse field-related knowledge and experiences to their students. In addition, students can access career services assistance through the SEBU specific options. Hybrid Learning students gain career expertise through required internships and all undergraduate Distance Education and Hybrid Learning students create or update LinkedIn accounts in the entry-level professional studies course (EVPC101). All Unity College students also have access to the professional networking platform Handshake.

Financial Support and Accessibility

Unity College awards financial aid to undergraduate students based on a non-standard calendar that consists of eight 5-week terms. Each student's award is split equally across all terms the student attends based on the eight-term non-standard borrower based academic year. Students have the flexibility to stop out in any given 5-week term and return in a later term. Pell Grant eligibility is determined using Pell Grant Formula 3. Federal Supplemental Grant funds are issued to Pell Grant eligible students only on a first come first serve basis until funds are depleted. Work-study funds have been traditionally awarded to students participating in the campus-based education experience. Graduate students are awarded based on an academic calendar that includes five 8-week terms and are awarded unsubsidized loans only.

Unity currently awards federal financial aid funds and some state-based grants to eligible students based on FAFSA results. Consistent packaging criteria are tied to federal eligibility guidelines and the completion of federal verification. Students are notified weekly of any required outstanding items until the documents are provided. Award notifications are sent electronically via email. Student loans are passively accepted by the institution and students are encouraged to decline loans through the institution's software portal or to provide written confirmation to decline student loans.

Unity College provides a limited number of endowed and donation-based scholarships. Email notification including application and a list of available scholarships is sent to our campus-based students annually. The award selection process includes reviewing application material or eligible student reports pulled from campus data. Students are notified of eligibility via email and the funds are applied for the first fall term of the year unless otherwise directed by the donor. Prospective and current students can access information on the cost of attendance and specific financial aid information through the website.

Distance Education:

- Cost information
- Financial aid information

Hybrid Learning:

- Cost information
- Financial aid information

Technical Institute of Environmental Programs:

- Cost information
- Financial aid information

Each awarded students receives an electronic notification that includes information about the requirement for them to complete an entrance counseling session or master promissory note as well as information about resources available to manage debt. Each student's award notification also contains confirmation of their individual annual budget and a specific section that provides a term-by-term breakdown of funds awarded. Due to the non-standard academic calendar utilized for undergraduate students, loans are offered using a borrower based academic year (BBAY) under guidance provided by the Department of Education for BBAY 3. This model requires a review at the mid-point and end of each academic students' award year to determine continued loan eligibility into the next payment period. The academic year consists of 40 weeks and a minimum of 24 semester credits. Unity College completes this review at the end of each students' 4th and 8th terms. At the end of a student's fourth term, the student must achieve half of the credits and weeks (12 credits and 20 weeks) required based on the academic year to receive the next loan disbursement. If found to be short of these criteria, the student's loans are canceled for future terms until this benchmark is achieved. Concierge, recruiters, advisors, coaches, and Student Financial Service staff understand this requirement and educate students throughout their Unity College careers. Students are also notified in writing of this requirement when they are sent the award notification.

Students access financial aid guidance from the concierges and coaches as their first introduction to Unity College's financial aid process. These staff receive regular training and work closely with SEBU designated specialists to ensure students have the assistance necessary.

Students are encouraged to contact Student Financial Services (SFS) if they don't know which student loan servicer to contact regarding repayment. The staff at SFS will work with individual students navigating student loan repayment or default resolution. The staff in Student Financial Services assist the advisors and coaches with questions that arise for students as they enter repayment.

Appraisal

In this 10-year review period, our student body has become much more diverse. The percentage of students who identify as non-White has grown from 7.9% to 22%. Military students make up 8.2% of our student body now, while they accounted for only 3.5% ten years ago. We now have students from 53 states and territories, a 100% increase over the 26 that were represented in AY 12-13. These results suggest that the efforts that we have made to make programs accessible are having a positive impact. We are attracting more (our enrollment has grown nine-fold) and different students than we did a decade ago.

In AY 17-18, we introduced our 5-week term calendar alongside the traditional semester model calendar. By AY 20-21, we no longer offered a semester calendar, and all undergraduate courses were offered in eight, 5-week terms. Table 5.1 demonstrates that over the last 5 years we have been able to serve an increasingly large number of students with $0 Expected Family Contribution (EFC), that is students whose families have no ability to financially contribute to the student's education. These data suggest that our flexible calendar and affordable tuition, coupled with the ability of students to qualify for financial aid by enrolling in just one course per term, are making our programs more accessible to low-income students.

Table 5.1. Number of 0 EFC Students Enrolled in Unity College Baccalaureate Programs, 2017-2022

Aid Year	$0 EFC Students	Total Aid Recipients	Percentage $0 EFC Students
17-18	140	662	21%
18-19	175	753	23%
19-20	388	1222	32%
20-21	754	1890	40%
21-22	1855	3972	47%

Moreover, we charge very few fees and support open educational resources in lieu of expensive textbooks whenever feasible. Our programs are designed to minimize additional out-of-pocket expenses, thereby further improving their accessibility to all learners.

The college's student loan default rate of 5.4% (for the 2018 cohort) is significantly below the national 2018 cohort default rate of 7.3%. Unity College provides excellent debt management information on the website, including specific information regarding repayment options (including Tips to Avoid Student Debt and a link to the Federal Student Aid webpage). The award letters also provide a link as a student loan resource. As noted above, alternative loan and parent PLUS loan borrowing has decreased by more than half since the College adopted a non-standard calendar and moved to the hybrid model in 2020. Lack of housing expenses due to the pandemic may have resulted in some of this decrease, but we are confident that our shift to a term-by-term housing charge for residential students will continue to make for manageable payments with less overall borrowing. To make financial information even more accessible to students, specific information about financial management and loan repayment resources could be applied to the financial aid pages for each SEBU, the Alumni page, and added to the student handbooks and orientation materials.

Unity combines the financial aid requirements of Satisfactory Academic Progress (SAP) with the academic standing process. The institution's commitment to student-centered policies can be seen in the revisitation of its approach to managing the SAP process. In September 2021, the then-current process was less than ideal because it did not include an early warning for students in danger of suspension in the coming term. Many students found out they were suspended only days before the next term was set to begin. The revised policy and process provides students earlier notice of a possible suspension and more time to complete the appeal process before the term begins. Policies and processes are reviewed when they conflict with a student-centered approach to teaching and learning.

At the time of this writing (fall 2021), Unity College is in the second year of processing aid through BBAY 3. The college must continue to work on automation to ensure timely notification of awards and provide students with support to understand the model. Lack of automation leads to a higher risk of error in the review phase. This processing is labor intensive, as review is required every 4-5 weeks based on the nature of the program and is driven by an individual student's attendance. Although students are notified of the nature of the program, it is important that they fully understand how a withdrawal or failure in a first term will impact aid available in future terms.

Student Privacy

Description

Students are informed of the protections provided to their educational records under the Family Educational Rights and Privacy Act (FERPA) through the publication of the full policy in each SEBU's

Student Handbook and then reminded annually through an email from the Registrar's Office. The email notification provides students with the opportunity to choose to have their information excluded from the college's Directory Information. There is also a FERPA release form on the Student Portal. The college's website contains the records retention policy and schedule as well as a "Terms of Agreement and Consent" page that includes an acknowledgement of a student's privacy rights and responsibilities under FERPA.

Appraisal

The College's "Terms of Agreement and Consent" page on the website, is predicated on students finding it and agree to the information without providing students a clear option to agree or not, nor does the college take an intentional step to ensure students see, read and accept the information in the disclosure.

Virtual Community in Distance Education

The Distance Education SEBU has invested in and built a virtual reality experience, referred to as a 'Virtual Campus' to provide distance education students with an opportunity to participate in co-curricular activities and create meaningful connections in a virtual space that is inclusive, inspiring, and adventurous.

Monitoring Success and Impact

Description

A comprehensive approach for the evaluation of student success metrics has been established at the institutional level. These metrics have been designed to support and assess Unity's progress toward creating exceptional educational opportunities that meet students' needs and help them reach their academic and career goals. The metrics evaluate numerous points in the student lifecycle, from first term success through graduation, as well as preparation for and attainment of post-graduation goals.

The students' classroom experience is evaluated through the completion of course surveys by students at the end of every term. These evaluations are used to inform course design and provide Deans and instructors feedback regarding the instruction. The SEBU model provides for ongoing and immediate student feedback through the personalized relationships built between the retention/advising professionals and the students. All students complete a Senior Survey in their final courses regarding their post-graduation plans. The 2021 survey results showed almost 60% of graduates were employed full-time and not looking for employment, with just over a quarter (26.3%) looking for employment in their new field and almost 9% planning to further their education. The expansion of evaluative data for the full student lifecycle, tailored to the SEBU model, has been developed into a multi-phased plan (Plans After Graduation Survey Results, 2021).

Appraisal

Regular and systematic evaluation of the effectiveness in serving and supporting students needs to be fully realized. The commitment to evaluative data related to all portions of the student lifecycle is evidenced through the intentional creation of a culture of data that includes: (1) the institutional investment of a new student information system (Sales Force, which is scheduled to launch in December 2022); and (2) hiring both a dean of student success tasked with instituting the metrics, and an institutional researcher to help the college and SEBUs utilize aggregate and disaggregated data to evaluate trends, resources, strategies and interventions. Disaggregated student success measures that drill down beyond SEBU and program are needed to understand strengths and weaknesses more fully within a SEBU's support model and educational offerings. As part of this process, and with the goal of

evaluating the student experience, Unity needs to seek ways to systemize and institutionalize student feedback beyond course evaluations and informal anecdotal information.

STUDENTS: PROJECTIONS

In the coming year, we will develop tools and business processes to fully implement our plan to systematically track student success measures. This will include:

- Building reports and data dashboards in the new SIS (Salesforce) that will enable SEBUs and the Enterprise to track progress toward specific goals (e.g., enrollment, credits earned toward degree, etc.) and to disaggregate those data by student characteristics (e.g., learners receiving military benefits, students of color, etc.). We will also build reports that will enable academic deans to examine trends in grade distribution. In this way, Deans will be able to target specific courses for audit (i.e., courses with high rates of withdrawals or failures) and pinpoint instructors who need correction and/or support (e.g., instructors who do not use the entire grade distribution range or whose grade distribution is atypical). Report building in the SIS will be overseen by the project director of the SIS implementation, who reports directly to the President of the Enterprise/CAO.
- Revising and improving approaches for gathering student and alumni feedback and input. Under the leadership of our Director of Career Placement and Corporate Partnerships, we will develop survey and feedback tools in Handshake and implement a regular schedule of producing and sharing reports on these data.

As we continue to diversify our remote student body, we will investigate strategies for making some services available during expanded hours more convenient for learners in other time zones. Specifically, we will conduct a feasibility study of establishing a beachhead or extension offices in other regions based on enrollment data and projections. We will also analyze Information Technology support user statistics to determine whether our current services are meeting students' needs.

We will evaluate the Virtual Campus use statistics and student satisfaction and consider expanding access to students beyond DE.

Finally, the work-study program will be expanded in AY 22-23 to include eligible Distance Education and Technical Institute students, which will require creating positions that are remote, as well as campus based. We will create and refine work-study opportunities as well as processes and tools for managing and supervising these positions.

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 - Induding Continuing Education

		3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)	Goal (specify year) (FY 2024)
Freshmen - Undergraduate	?					
Completed Applications	?	871	932	1,470		
Applications Accepted	?	859	883	1,438		
Applicants Enrolled	?	164	238	400		
% Accepted of Applied		98.6%	94.7%	97.8%		-
% Enrolled of Accepted		19.1%	27.0%	27.8%		-
Percent Change Year over Year						
Completed Applications			7.0%	57.7%		-
Applications Accepted			2.8%	62.9%		-
Applicants Enrolled			45.1%	68.1%		-
Average of statistical indicator of aptitude of enrollees: (define below)	?					
Transfers - Undergraduate	?					
Completed Applications		187	1,145	2,574		
Applications Accepted		187	1,106	2,565		
Applications Enrolled		94	303	978		
% Accepted of Applied		100.0%	96.6%	99.7%		-
% Enrolled of Accepted		50.3%	27.4%	38.1%		-
Master's Degree	?					
Completed Applications		61	409	249		
Applications Accepted		40	118	244		
Applications Enrolled		38	60	185		
% Accepted of Applied		65.6%	28.9%	98.0%		-
% Enrolled of Accepted		95.0%	50.8%	75.8%		-
First Professional Degree	?					
Completed Applications		0	0	0		
Applications Accepted		0	0	0		
Applications Enrolled		0	0	0		
% Accepted of Applied		-	-	-		
% Enrolled of Accepted		-	-	-		
Doctoral Degree	?					
Completed Applications		0	0	0		
Applications Accepted		0	0	0		
Applications Enrolled		0	0	0		
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-

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 - Induding Continuing Education

		3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)	Goal (specify year) (FY 2024)
Freshmen - Undergraduate	?					
Completed Applications	?	853	433	198		
Applications Accepted	?	841	265	179		
Applicants Enrolled	?	159	29	22		
% Accepted of Applied		98.6%	61.2%	90.4%		-
% Enrolled of Accepted		18.9%	10.9%	12.3%		-
Percent Change Year over Year						
Completed Applications			-49.2%	-54.3%		-
Applications Accepted			-68.5%	-32.5%		-
Applicants Enrolled			-81.8%	-24.1%		-
Average of statistical indicator of aptitude of enrollees: (define below)	?					
Transfers - Undergraduate	?					
Completed Applications		77	26	111		
Applications Accepted		77	21	109		
Applications Enrolled		31	5	20		
% Accepted of Applied		100.0%	80.8%	98.2%		-
% Enrolled of Accepted		40.3%	23.8%	18.3%		-
Master's Degree	?					
Completed Applications		0	0	0		
Applications Accepted		0	0	0		
Applications Enrolled		0	0	0		
% Accepted of Applied		-	-	-		-
% Enrolled of Accepted		-	-	-		-
First Professional Degree	?					
Completed Applications		0	0	0		
Applications Accepted		0	0	0		
Applications Enrolled		0	0	0		
% Accepted of Applied		-	-	-		
% Enrolled of Accepted		-	-	-		
Doctoral Degree	?					
Completed Applications		0	0	0		
Applications Accepted		0	0	0		
Applications Enrolled		0	0	0		
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-

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 - Induding Continuing Education

	3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)	Goal (specify year) (FY 2024)
Freshmen - Undergraduate ?					
Completed Applications ?	18	499	1,272		
Applications Accepted ?	18	618	1,259		
Applicants Enrolled ?	5	209	351		
% Accepted of Applied	100.0%	123.8%	99.0%		-
% Enrolled of Accepted	27.8%	33.8%	27.9%		-
Percent Change Year over Year					
Completed Applications		2672.2%	154.9%		-
Applications Accepted		3333.3%	103.7%		-
Applicants Enrolled		4080.0%	67.9%		-
Average of statistical indicator of aptitude of enrollees: (define below) ?					
Transfers - Undergraduate ?					
Completed Applications	110	1,119	2,463		
Applications Accepted	110	1,085	2,456		
Applications Enrolled	63	298	909		
% Accepted of Applied	100.0%	97.0%	99.7%		-
% Enrolled of Accepted	57.3%	27.5%	37.0%		-
Master's Degree ?					
Completed Applications	61	409	249		
Applications Accepted	40	118	244		
Applications Enrolled	38	60	185		
% Accepted of Applied	65.6%	28.9%	98.0%		-
% Enrolled of Accepted	95.0%	50.8%	75.8%		-
First Professional Degree ?					
Completed Applications	0	0			
Applications Accepted	0	0			
Applications Enrolled	0	0			
% Accepted of Applied	-	-			
% Enrolled of Accepted	-	-			
Doctoral Degree ?					
Completed Applications	0	0			
Applications Accepted	0	0			
Applications Enrolled	0	0			
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

Please enter any explanatory notes in the box below

Two terms undergraduate terms were used for these calculations: FA1A & FA2A. Two graduate terms were used for the Masters degree: FA-1 and FA-2.

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 - Induding Continuing Education

			3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)	Goal (specify year) (FY 2024)
UNDERGRADUATE		?					
First Year	Full-Time Headcount	?	252	524	1,300	2,080	2,288
	Part-Time Headcount	?	1	0	0	35	0
	Total Headcount		253	524	1,300	2,115	2,288
	Total FTE	?	252	524	1,300	2,103	2,288
Second Year	Full-Time Headcount		177	224	221	379	378
	Part-Time Headcount		0	0	0	16	18
	Total Headcount		177	224	221	395	396
	Total FTE		177	224	221	390	390
Third Year	Full-Time Headcount		154	287	305	425	468
	Part-Time Headcount		1	0	0	12	13
	Total Headcount		155	287	305	437	481
	Total FTE		154	287	305	433	477
Fourth Year	Full-Time Headcount		195	158	152	248	273
	Part-Time Headcount		8	0	1	3	3
	Total Headcount		203	158	153	251	276
	Total FTE		199	158	152	250	275
Undassified	Full-Time Headcount	?	0	0	0	0	0
	Part-Time Headcount		0	0	0	0	0
	Total Headcount		0	0	0	0	0
	Total FTE		0	0	0	0	0
Total Undergraduate Students							
	Full-Time Headcount		778	1,193	1,978	3,132	3,407
	Part-Time Headcount		10	0	1	66	34
	Total Headcount		788	1,193	1,979	3,198	3,441
	Total FTE		782	1,193	1,978	3,176	3,430
% Change FTE Undergraduate			-	52.6%	65.8%	60.6%	8.0%
GRADUATE		?					
	Full-Time Headcount	?	41	82	188	167	207
	Part-Time Headcount	?	87	154	260	329	286
	Total Headcount		128	236	448	496	493
	Total FTE	?	85	159	318	332	350
% Change FTE Graduate				88.2%	100.0%	4.4%	5.4%
GRAND TOTAL							
Grand Total Headcount			916	1,429	2,427	3,694	3,934
Grand Total FTE			867	1,352	2,296	3,508	3,780
% Change Grand Total FTE			-	56.0%	69.8%	52.8%	7.8%

Please enter any explanatory notes in the box below

Undergraduate FTE is 24 credit hours per academic year. The number of credits to be full-time in a five-week undergraduate term (FY 2021) is 3 credits. UG FTE in FY 2021 is calculated using the full-time status for the term. Graduate FTE for all FYs indicates the FTE of students who took 6 credits in the one of the eight-week fall terms.

FY2023 numbers based on preliminary registrations for August terms for both graduate and undergraduate - usually

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 - Induding Continuing Education

		3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)	Goal (specify year) (FY 2024)
UNDERGRADUATE	?					
First Year Full-Time Headcount	?	186	89	54	68	59
Part-Time Headcount	?	1	0	0	0	0
Total Headcount		187	89	54	68	59
Total FTE	?	187	89	54	68	59
Second Year Full-Time Headcount		149	85	23	15	25
Part-Time Headcount		0	0	0	0	0
Total Headcount		149	85	23	15	25
Total FTE		149	85	23	15	25
Third Year Full-Time Headcount		140	113	50	19	55
Part-Time Headcount		1	0	0	0	0
Total Headcount		141	113	50	19	55
Total FTE		140	113	50	19	55
Fourth Year Full-Time Headcount		191	131	71	27	78
Part-Time Headcount		8	0	0	0	0
Total Headcount		199	131	71	27	78
Total FTE		195	131	71	27	78
Undassified Full-Time Headcount	?	0	1	0	0	0
Part-Time Headcount		0	0	0	0	0
Total Headcount		0	1	0	0	0
Total FTE		0	0	0	0	0
Total Undergraduate Students						
Full-Time Headcount		666	419	198	129	217
Part-Time Headcount		10	0	0	0	0
Total Headcount		676	419	198	129	217
Total FTE		671	418	198	129	217
% Change FTE Undergraduate		-	-37.7%	-52.6%	-34.8%	68.2%
GRADUATE	?					
Full-Time Headcount	?					
Part-Time Headcount	?					
Total Headcount						0
Total FTE	?					
% Change FTE Graduate			-			-
GRAND TOTAL						
Grand Total Headcount		676	419	198	129	217
Grand Total FTE		671	418	198	129	217
% Change Grand Total FTE		-	-37.7%	-52.6%	-34.8%	68.2%

Please enter any explanatory notes in the box below

Undergraduate FTE is 24 credit hours per academic year. The number of credits to be full-time in a five-week undergraduate term (FY 2021) is 3 credits. UG FTE in FY 2021 is calculated using the full-time status for the term. Graduate FTE for all FYs indicates the FTE of students who took 6 credits in the one of the eight-week fall terms.

FY2023 numbers based on preliminary registrations for August terms for both graduate and undergraduate - usually

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 - Induding Continuing Education

			3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)	Goal (specify year) (FY 2024)
UNDERGRADUATE		?					
First Year	Full-Time Headcount	?	66	435	1,246	2,012	2,213
	Part-Time Headcount	?	0	0	0	35	39
	Total Headcount		66	435	1,246	2,047	2,252
	Total FTE	?	66	435	1,246	2,035	2,239
Second Year	Full-Time Headcount		28	139	198	364	400
	Part-Time Headcount		0	0	0	16	18
	Total Headcount		28	139	198	380	418
	Total FTE		28	139	198	375	413
Third Year	Full-Time Headcount		14	174	255	406	447
	Part-Time Headcount		0	0	0	12	13
	Total Headcount		14	174	255	418	460
	Total FTE		14	174	255	414	455
Fourth Year	Full-Time Headcount		4	26	81	221	243
	Part-Time Headcount		0	0	1	3	3
	Total Headcount		4	26	82	224	246
	Total FTE		4	26	82	223	245
Undassified	Full-Time Headcount	?	0	0	0	0	0
	Part-Time Headcount			0	0	0	0
	Total Headcount		0	0	0	0	0
	Total FTE		0	0	0	0	0
Total Undergraduate Students							
	Full-Time Headcount		112	774	1,780	3,003	3,303
	Part-Time Headcount		0	0	1	66	73
	Total Headcount		112	774	1,781	3,069	3,376
	Total FTE		950	2,026	1,781	3,047	3,352
% Change FTE Undergraduate			-	113.3%	-12.1%	71.1%	10.0%
GRADUATE		?					
	Full-Time Headcount	?	41	82	188	167	207
	Part-Time Headcount	?	87	154	260	329	286
	Total Headcount		128	236	448	496	493
	Total FTE	?	85	159	318	332	350
% Change FTE Graduate				87.1%	100.0%	4.4%	5.4%
GRAND TOTAL							
Grand Total Headcount			240	1,010	2,229	3,565	3,869
Grand Total FTE			1,035	2,185	2,099	3,379	3,702
% Change Grand Total FTE			-	111.1%	-3.9%	61.0%	9.6%

Please enter any explanatory notes in the box below

Undergraduate FTE is 24 credit hours per academic year. The number of credits to be full-time in a five-week undergraduate term (FY 2021) is 3 credits. UG FTE in FY 2021 is calculated using the full-time status for the term. Graduate FTE for all FYs indicates the FTE of students who took 6 credits in the one of the eight-week fall terms.

FY2023 numbers based on preliminary registrations for August terms for both graduate and undergraduate - prior FYs

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?

	(FY 2019)	(FY 2020)	(FY 2021)		
? **Three-year Cohort Default Rate**	2.6	draft released 2/2023			
? **Three-year Loan repayment rate**					
(from College Scorecard)	RPY_1YR_RT	RPY_3YR_RT	RPY_5YR_RT	RPY_7YR_RT	
	66%	**68%**	**75%**	**76%**	

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2022)
? **Student Financial Aid**					
Total Federal Aid	$7,482,693	$12,776,304	$24,818,429.00	$100,047.00	$24,818,429.00
Grants	$1,606,007	$2,802,837	$6,591,728.00	$40,160.00	$6,591,728.00
Loans	$5,869,460	$9,951,812	$18,204,614.00	$59,887.00	$18,204,614.00
Work Study	$7,226	$21,655	$22,087.00	$0	$22,087.00
Total State Aid	$61,945	$85,115	$140,231.00	$0	$140,231.00
Total Institutional Aid	$1,000	$0	$10,548.00	$0	$10,548.00
Grants	$1,000	$0	$10,548.00	$0	$10,548.00
Loans	$0	$0	$0.00	$0	$0.00
Total Private Aid	$1,043,708	$1,304,030	$1,446,599.00	$21,305.00	$1,446,599.00
Grants	$169,005	$191,258	$132,034.00	$21,305.00	$132,034.00
Loans	$874,653	$1,112,772	$1,314,565.00	$1,129.00	$1,314,565.00
Student Debt					
Percent of students graduating with debt (indude all students who graduated in this calculation)					
Undergraduates	79%	80%	58%	Not available	58%
Graduates	60%	73%	70%		70%
First professional students	0%	0%	0%		0%
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	$26,377	$25,853	$23,786	Not available	$23,000
Graduates	$32,569	$30,764	$27,571		$27,500
First professional students	$0	$0	$0		
Average amount of debt for students leaving the institution without a degree					
Undergraduates	$9,727	$7,244	$7,261	Not available	$7,200
Graduate Students	$21,846	$18,183	$20,909		$21,000
First professional students	$0	$0	$0		$0
Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)					
English as a Second/Other Language					
English (reading, writing, communication skills)					
Math					
Other					

Standard 5: Students
(Student Diversity)

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

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

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
Category of Students (e.g., male/female); add more rows as needed			
Male	1,578	1,504	393
Female	3,450	3,342	784
Other Gender/Did Not Respond	149	99	26
Hispanic/Latino	260	248	50
American Indian or Alaska Native	62	61	12
Asian	77	76	13
Black or African American	322	302	53
Native Hawaiian or Other Pacific Islander	11	10	1
White	3,546	3,448	891
Two or More Races	310	306	67
Race and ethnicity unknown/Did not respond	580	487	116
Age 25 and Below	2,734	2,618	679
Above Age 25	2,353	2,286	512
Graduate Admissions information	**Completed Applications**	**Applicants Accepted**	**Applicants Enrolled**
Category of Students (e.g., male/female); add more rows as needed			
Male	271	136	79
Female	515	300	193
Other Gender/Did Not Respond	17	10	6
Hispanic/Latino	38	20	16
American Indian or Alaska Native	11	8	5
Asian	29	9	5
Black or African American	50	16	9
Native Hawaiian or Other Pacific Islander	1	1	0
White	507	313	193
Two or More Races	46	29	19
Race and ethnicity unknown/Did not respond	118	50	31
Age 25 and Below	254	139	81
Above Age 25	538	300	196

Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
Category of Students (e.g., male/female); add more rows as needed					
Male	685		685	685.00	754
Female	1,471		1,471	1,471.00	1,618
Other Gender/Did Not Respond	48		48	48.00	53
Hispanic/Latino	84		84	84.00	92
American Indian or Alaska Native	22		22	22.00	24
Asian	25		25	25.00	28
Black or African American	82		82	82.00	90
Native Hawaiian or Other Pacific Islander	3		3	3.00	3
White	1,625		1,625	1,625.00	1,788
Two or More Races	127		127	127.00	139
Race and ethnicity unknown/Did not respond	178		178	178.00	196
Age 25 and Below	1,210		1,210	1,210.00	1,331
Above Age 25	978		978	978.00	1,076
Graduate Enrollment information	**Full-time Students**	**Part-time Students**	**Total Headcount**	**FTE**	**Headcount Goal (specify year)**
Category of Students (e.g., male/female); add more rows as needed					
Male	115		115	115.00	127
Female	288		288	288.00	317
Other Gender/Did Not Respond	14		14	14.00	15
Hispanic/Latino	17		17	17.00	19
American Indian or Alaska Native	8		8	8.00	9
Asian	9		9	9.00	10
Black or African American	12		12	12.00	13
Native Hawaiian or Other Pacific Islander	0		0	0.00	0
White	286		286	286.00	315
Two or More Races	30		30	30.00	33
Race and ethnicity unknown/Did not respond	29		29	29.00	32
Age 25 and Below	124		124	124.00	136
Above Age 25	284		284	284.00	312
Please enter any explanatory notes in the box below					

Standard 5: HL - Students
(Student Diversity-2020)

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

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

	Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
?	**Category of Students (e.g., male/female); add more rows as needed**			
	Male	308	279	143
	Female	312	276	114
	Other Gender/Did Not Respond	4	4	2
	Hispanic/Latino	14	10	3
	American Indian or Alaska Native	10	10	4
	Asian	6	6	3
	Black or African American	46	36	4
	Native Hawaiian or Other Pacific Islander	1	1	1
	White	443	410	210
	Two or More Races	22	20	7
	Race and ethnicity unknown/Did not respond	104	66	27
	Age 25 and Below	576	533	243
	Above Age 25	48	26	16
	Graduate Admissions information	**Completed Applications**	**Applicants Accepted**	**Applicants Enrolled**
?	**Category of Students (e.g., male/female); add more rows as needed**			
	Male			
	Female			
	Other Gender/Did Not Respond			
	Hispanic/Latino			
	American Indian or Alaska Native			
	Asian			
	Black or African American			
	Native Hawaiian or Other Pacific Islander			
	White			
	Two or More Races			
	Race and ethnicity unknown/Did not respond			
	Age 25 and Below			
	Above Age 25			

Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
Category of Students (e.g., male/female); add more rows as needed					
Male	204	0	204	204.00	224
Female	231	1	232	231.00	254
Other Gender/Did Not Respond	6	0	6	6.00	7
Hispanic/Latino	4	0	4	4.00	4
American Indian or Alaska Native	6	0	6	6.00	7
Asian	6	0	6	6.00	7
Black or African American	3	0	3	3.00	3
Native Hawaiian or Other Pacific Islander	1	0	1	1.00	1
White	360	1	361	360.00	396
Two or More Races	14	0	14	14.00	15
Race and ethnicity unknown/Did not respond	46	0	46	46.00	51
Age 25 and Below	405	0	405	405.00	446
Above Age 25	36	0	36	36.00	40
Graduate Enrollment information	**Full-time Students**	**Part-time Students**	**Total Headcount**	**FTE**	**Headcount Goal (specify year)**
Category of Students (e.g., male/female); add more rows as needed					
Male	0	0	0	0.00	0
Female	0	0	0	0.00	0
Other Gender/Did Not Respond	0	0	0	0.00	0
Hispanic/Latino	0	0	0	0.00	0
American Indian or Alaska Native	0	0	0	0.00	0
Asian	0	0	0	0.00	0
Black or African American	0	0	0	0.00	0
Native Hawaiian or Other Pacific Islander	0	0	0	0.00	0
White	0	0	0	0.00	0
Two or More Races	0	0	0	0.00	0
Race and ethnicity unknown/Did not respond	0	0	0	0.00	0
Age 25 and Below	0	0	0	0.00	0
Above Age 25	0	0	0	0.00	0
Please enter any explanatory notes in the box below					

Standard 5: Students
(Student Diversity--2020)

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

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

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
Category of Students (e.g., male/female); add more rows as needed			
Male	276	753	151
Female	1,760	1,679	416
Other Gender/Did Not Respond	56	53	15
Hispanic/Latino	114	106	22
American Indian or Alaska Native	35	35	2
Asian	38	37	5
Black or African American	164	156	31
Native Hawaiian or Other Pacific Islander	5	4	0
White	1,723	1,645	414
Two or More Races	160	156	38
Race and ethnicity unknown/Did not respond	361	345	70
Age 25 and Below	1,260	1,182	286
Above Age 25	1,342	1,303	296

Graduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
Category of Students (e.g., male/female); add more rows as needed			
Male	197	65	40
Female	332	113	68
Other Gender/Did Not Respond	7	3	3
Hispanic/Latino	29	11	9
American Indian or Alaska Native	6	3	1
Asian	24	4	2
Black or African American	39	6	4
Native Hawaiian or Other Pacific Islander	0	0	0
White	317	120	71
Two or More Races	29	12	5
Race and ethnicity unknown/Did not respond	89	25	19
Age 25 and Below	171	54	31
Above Age 25	365	127	80

Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
Category of Students (e.g., male/female); add more rows as needed					
Male	265	0	265	265.00	292
Female	709	0	709	709.00	780
Other Gender/Did Not Respond	22	0	22	22.00	24
Hispanic/Latino	36	0	36	36.00	40
American Indian or Alaska Native	7	0	7	7.00	8
Asian	7	0	7	7.00	8
Black or African American	45	0	45	45.00	50
Native Hawaiian or Other Pacific Islander	2	0	2	12.00	13
White	716	0	716	716.00	788
Two or More Races	63	0	63	63.00	69
Race and ethnicity unknown/Did not respond	170	0	170	170.00	187
Age 25 and Below	461	0	461	461.00	507
Above Age 25	535	0	535	535.00	589
Graduate Enrollment information	**Full-time Students**	**Part-time Students**	**Total Headcount**	**FTE**	**Headcount Goal (specify year)**
Category of Students (e.g., male/female); add more rows as needed					
Male	100	18	118	106.00	130
Female	219	37	256	231.00	282
Other Gender/Did Not Respond	3	6	9	5.00	10
Hispanic/Latino	15	1	16	15.00	18
American Indian or Alaska Native	3	2	5	4.00	6
Asian	2	4	6	3.00	7
Black or African American	11	0	11	11.00	12
Native Hawaiian or Other Pacific Islander	0	0	0	0.00	0
White	225	37	262	238.00	288
Two or More Races	27	1	28	27.00	31
Race and ethnicity unknown/Did not respond	37	16	53	42.00	58
Age 25 and Below	119	14	133	126.00	146
Above Age 25	203	47	250	219.00	275

Please enter any explanatory notes in the box below

Standard 5: Students
(Student Diversity--2021)

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

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

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
Category of Students (e.g., male/female); add more rows as needed			
Male	168	115	14
Female	238	149	17
Other Gender/Did Not Respond	32	22	3
Hispanic/Latino	22	8	1
American Indian or Alaska Native	2	2	0
Asian	8	2	0
Black or African American	36	23	3
Native Hawaiian or Other Pacific Islander	0	0	0
White	225	158	20
Two or More Races	22	13	3
Race and ethnicity unknown/Did not respond	122	79	6
Age 25 and Below	348	221	28
Above Age 25	90	65	5

Graduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
Category of Students (e.g., male/female); add more rows as needed			
Male			
Female			
Other Gender/Did Not Respond			
Hispanic/Latino			
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Other Pacific Islander			
White			
Two or More Races			
Race and ethnicity unknown/Did not respond			
Age 25 and Below			
Above Age 25			

Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
Category of Students (e.g., male/female); add more rows as needed					
Male	499	0	499	499.00	549
Female	1,499	1	1,500	1,499.00	1,650
Other Gender/Did Not Respond	36	0	36	36.00	40
Hispanic/Latino	73	0	73	73.00	80
American Indian or Alaska Native	22	0	22	22.00	24
Asian	25	0	25	25.00	28
Black or African American	141	0	141	141.00	155
Native Hawaiian or Other Pacific Islander	4	0	4	4.00	4
White	1,490	1	1,491	1,490.00	1,640
Two or More Races	131	0	131	131.00	144
Race and ethnicity unknown/Did not respond	147	0	147	147.00	162
Age 25 and Below	971	1	972	971.00	1,069
Above Age 25	1,063	0	1,063	1,063.00	1,169
Graduate Enrollment information	**Full-time Students**	**Part-time Students**	**Total Headcount**	**FTE**	**Headcount Goal (specify year)**
Category of Students (e.g., male/female); add more rows as needed					
Male	90	19	109	115.00	120
Female	264	64	328	285.00	361
Other Gender/Did Not Respond	4	2	6	4.00	7
Hispanic/Latino	10	4	14	12.00	15
American Indian or Alaska Native	7	1	8	7.00	9
Asian	7	2	9	7.00	10
Black or African American	21	3	24	22.00	26
Native Hawaiian or Other Pacific Islander	0	0	0	0.00	0
White	257	55	312	275.00	345
Two or More Races	24	5	29	26.00	32
Race and ethnicity unknown/Did not respond	1	14	15	6.00	17
Age 25 and Below	125	21	146	132.00	161
Above Age 25	233	64	297	254.00	327

Please enter any explanatory notes in the box below

Standard 5: DE Students
(Student Diversity--2021)

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

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

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
Category of Students (e.g., male/female); add more rows as needed			
Male	979	956	309
Female	2,587	2,540	920
Other Gender/Did Not Respond	85	82	30
Hispanic/Latino	42	38	24
American Indian or Alaska Native	44	42	11
Asian	50	50	14
Black or African American	408	401	126
Native Hawaiian or Other Pacific Islander	11	11	4
White	2,621	2,573	917
Two or More Races	266	258	81
Race and ethnicity unknown/Did not respond	196	192	81
Age 25 and Below	1,839	1,800	655
Above Age 25	1,812	1	604
Graduate Admissions information	**Completed Applications**	**Applicants Accepted**	**Applicants Enrolled**
Category of Students (e.g., male/female); add more rows as needed			
Male	168	115	14
Female	239	149	17
Other Gender/Did Not Respond	32	22	3
Hispanic/Latino	22	8	1
American Indian or Alaska Native	2	2	0
Asian	8	2	0
Black or African American	36	23	3
Native Hawaiian or Other Pacific Islander	0	0	0
White	225	158	20
Two or More Races	22	13	3
Race and ethnicity unknown/Did not respond	122	79	6
Age 25 and Below	348	221	28
Above Age 25	90	65	5

Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
Category of Students (e.g., male/female); add more rows as needed					
Male	499	0	499		
Female	1,499	1	1,500		
Other Gender/Did Not Respond	36	0	36		
Hispanic/Latino	73	0	73		
American Indian or Alaska Native	22	0	22		
Asian	25	0	25		
Black or African American	141	0	141		
Native Hawaiian or Other Pacific Islander	4	0	4		
White	1,490	1	1,491		
Two or More Races	131	0	131		
Race and ethnicity unknown/Did not respond	147	0	147		
Age 25 and Below	971	1	972		
Above Age 25	1,063	0	1,063		
Graduate Enrollment information	**Full-time Students**	**Part-time Students**	**Total Headcount**	**FTE**	**Headcount Goal (specify year)**
Category of Students (e.g., male/female); add more rows as needed					
Male	90	19	109		
Female	264	64	328		
Other Gender/Did Not Respond	4	2	6		
Hispanic/Latino	10	4	14		
American Indian or Alaska Native	7	1	8		
Asian	7	2	9		
Black or African American	21	3	24		
Native Hawaiian or Other Pacific Islander	0	0	0		
White	257	55	312		
Two or More Races	24	5	29		
Race and ethnicity unknown/Did not respond	1	14	15		
Age 25 and Below	125	21	146		
Above Age 25	233	64	297		

STANDARD SIX: TEACHING, LEARNING, AND SCHOLARSHIP

Faculty and Academic Staff

Description

Implementing the Enterprise Model has enabled us to provide affordable and accessible learning opportunities to an increasingly diverse student body. It has also provided opportunities for each Sustainable Education Business Unit (SEBU) to develop innovative faculty models that ensure rigorous curriculum development, instructional delivery, assessment, and advisement while controlling costs and maintaining a stable tuition rate.

Re-visioning the Faculty Model

While specific models differ, all SEBUs have recognized that students are better served when specialized professional academic staff provide some of the services for which traditional faculty have historically been responsible. For example, in Distance Education (DE) responsibilities for curriculum design and evaluation, instruction and assessment, and advising are dispersed across members of the academic and student success teams (Table 6.1). Academic Deans oversee curriculum development and evaluation, instruction, and assessment. They conduct program evaluation and design new programs, with advisement from faculty who are subject matter experts (SMEs). Student Support Deans oversee academic advising (helping students to plan course trajectories, enroll for courses, ensure that pre-requisites are met, etc.). Instructional Designers (IDs) work closely with faculty to develop courses and instructional materials. The faculty have primary responsibility for determining the learning outcomes and content within a course, while IDs are responsible for ensuring that the instructional materials are designed to SEBU and institutional standards, are accessible, and are embedded within the Canvas Learning Management System (LMS). IDs are also responsible for synthesizing course evaluation data (surveys from faculty instructors as well as feedback from advisors and students) and identifying areas for revision. Academic Deans oversee the process of refreshing, updating, revising, or rebuilding courses in response to evaluation data and/or changes in field or professional contexts (see Fig. 4.5). Faculty have sole responsibility for instructional delivery of courses and assessment of student performance within courses. This is overseen by the Academic Deans, who ensure that expectations for engagement and prompt feedback are met. Faculty also provide career advisement to students enrolled in programs that are aligned with their field of expertise. This usually occurs through one-on-one interactions between faculty in courses (many of which involve some application of knowledge and skill to a real-world or professional context), as well as through faculty advisement of capstone projects. This model leverages the specialized skills of a team of learning professionals (faculty, advisors, deans, and instructional designers) to ensure the SEBU's ability to efficiently create and support new programs and increasing numbers of students.

Table 6.1. Distribution of Responsibilities Across Professional Academic Staff and Faculty in Distance Education (DE)

		Academic Dean	Full-Time Faculty	Adjunct Faculty	Advisors	Instructional Designers
Curriculum	Program Development	Primary*	Advisory	Advisory		
	Course Development	Supervisory	Primary *content, learning outcomes*			Advisory *learning outcome articulation, sequencing, rubric development*
	Instructional Materials Design	Supervisory	Primary *selection of learning materials, design of tasks*			Primary *development of tasks, organization within LMS*
Instruction & Assessment	Instructional Delivery	Supervisory	Primary	Primary		
	Learner Assessment & Feedback	Supervisory	Primary	Primary		
Advising	Academic				Primary	
	Career		Primary			
Evaluation	Program Evaluation	Primary*	Advisory			
	Course Evaluation	Supervisory	Advisory	Advisory		Primary

* Academic Deans supervise this work within SEBUs, but ultimately, it is the Chief Academic Officer (supported by staff within Enterprise Academics) who oversees program-level development and assessment.

While each SEBU has its own faculty model that works for its specific audience and budget structure, all include professional advisors and instructional developers. SEBU policies and structures support a high level of communication among the instructional team (including across the instructional and student success units). For example, in DE, the Academic Deans meet weekly with the Executive Director of Enrollment Management, who supervises the Associate Dean of Advising, the Assistant Dean of Graduate Programs, and the Dean of Undergraduate Concierge Services. In HL, the Vice President facilitates bi-weekly meetings involving all faculty, the Associate Director of Enrollment, and the Assistant Dean of Students.

Capacity

Hybrid Learning (HL) employs 9 full-time faculty members to serve their undergraduate students (AY 2023 enrollment projection of 168). Due to the highly experiential and high-touch instructional model in HL, all in-person courses are delivered by full-time faculty with the exception of Firearms Training, which will be delivered in fall 2022 by an adjunct faculty member who is a licensed firearms professional.

The TIEP and DE models include a greater percentage of adjunct faculty who serve as subject matter experts (SMEs) during program and course design and who deliver instruction to students. This enables these SEBUs to maintain accessible tuition rates. DE (FY 2022 headcount = 2229) currently has more than 150 adjunct faculty, many of whom have taught courses in DE and/or served as SMEs for multiple years (curriculum vitas for many of our most experienced adjuncts are provided in the Workroom), two full-time faculty in the professorate, one full-time faculty instructor, and four full-time academic deans (all of whose job descriptions include some teaching responsibilities). We are actively seeking to fill up to 11 additional faculty positions in DE at the professorate or instructional level. Full-time instructional DE staff also includes 10 advisors and 9 IDs. Each advisor has a caseload of no more than 250 students, which is significantly lower than the national average of 375. Each ID is responsible for maintenance and support (i.e., summarizing feedback, updating links, etc.) of 35-50 unique courses and works with a SME to refresh, build, or rebuild up to 10 courses in a 12-month period. Thus, our current academic staffing is sufficient to meet the needs of our student body. Anticipating continued growth, we are actively seeking additional advisors and IDs, as well as two Educational Technicians (who will support the ID work) to join our team in DE. Every SEBU budget is developed with heuristics that make it easy to scale, as reaching student enrollment targets triggers the opening of additional positions (e.g., for every 250 students, HL adds one advising coach).

Recruitment and Qualifications of Faculty and Academic Staff

Human Resources is an Enterprise Functional Area that provides centralized support to all SEBUs for developing and posting job descriptions, screening applicants, scheduling interviews, and making offers. Candidates for full-time faculty positions participate in a series of interviews with their direct supervisor (Academic Dean) and others across the SEBU with whom they are likely to interact in the course of performing their duties. For example, faculty candidates in DE will interview with both Associate Deans and both Deans as well as the Director of Instructional Design and other full-time faculty members. All employees who participate in the interview process provide feedback to the hiring manager (the direct supervisor of the position being searched), who considers this feedback when making a hiring recommendation to his/her VP.

All employment offers are recommended by the hiring manager to the Vice President of the relevant SEBU. All offers are reviewed by the President (as described in Standard 7). In the case of full-time faculty, SEBU VPs make recommendations to the CAO. If the CAO supports the recommendation, it is then reviewed by the President.

Each SEBU determines the specific qualifications for faculty and academic staff. However, all faculty qualifications are reviewed and must be approved by the Chief Academic Officer. For example, in DE and HL, full-time faculty in the professorate must possess a terminal degree or have significant professional experience in their field. Instructors must possess at least a Master's degree and have significant teaching experience. In DE, adjunct faculty must hold at

least a Master's degree and have completed a minimum of 18 credits of post-baccalaureate coursework in the field/s in which they are hired to teach or serve as SMEs. While a Master's degree is not a requirement for all ID positions, all of our current IDs hold this credential.

Onboarding, Supervision, and Professional Development

Enterprise Human Resources conducts onboarding sessions for all new employees (see Standard 7). Academic staff are provided with the Unity College Employee Handbook, which describes general expectations, including code of conduct. In addition, all faculty and academic staff review (and are provided a written copy of) a detailed job description and offer letter upon hire.

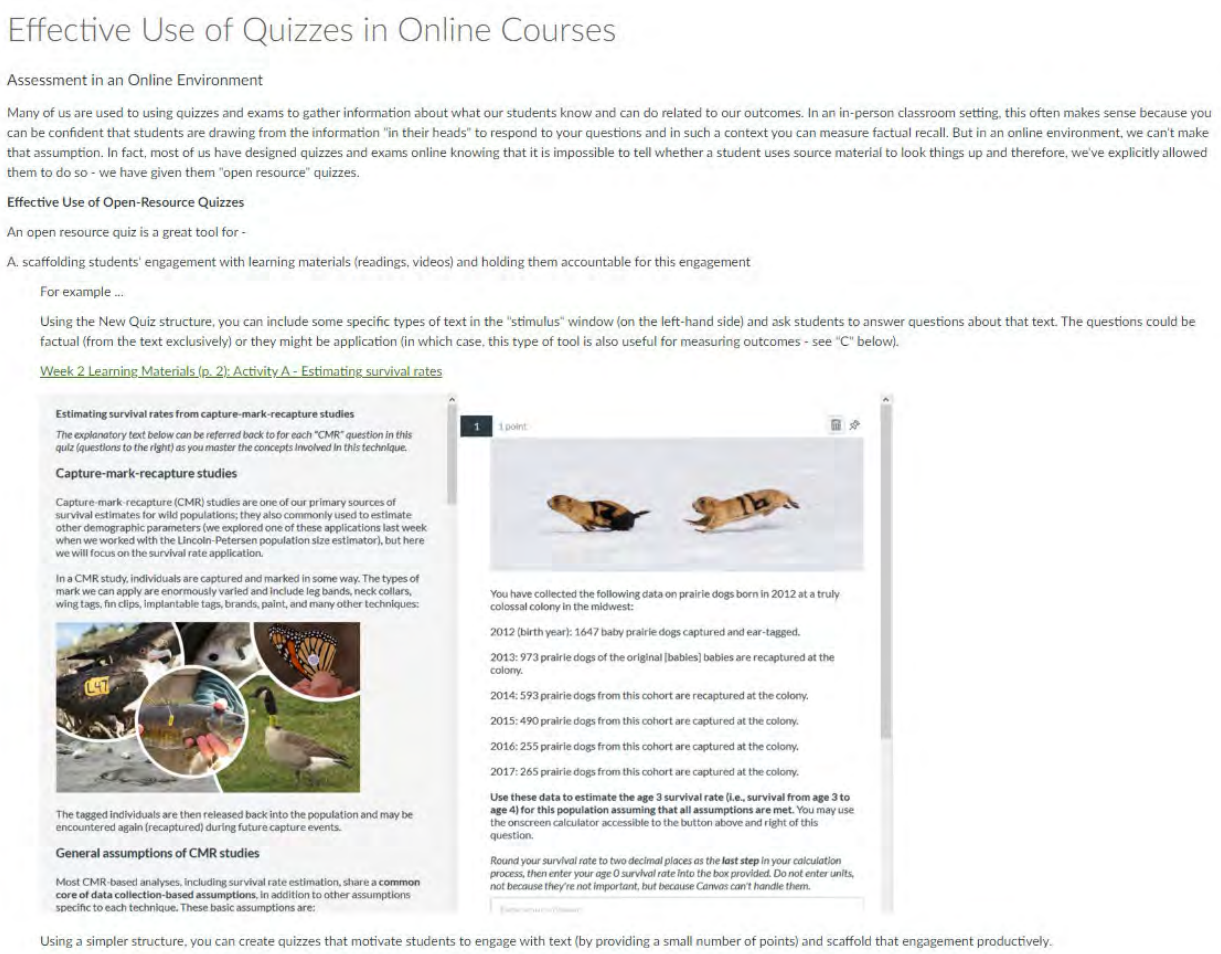
Each SEBU also has internal processes for onboarding academic staff. Because DE has the largest staff, their processes are most detailed and supported by a variety of documents and tools. For example, IDs are provided with an ID Process Manual and ID Technical Manual and participate in onboarding sessions during which they learn about specific responsibilities and resources for doing their work. Advisors participate in a highly scaffolded onboarding process, overseen by the Executive Director of Enrollment Services, in which they learn processes for accessing curriculum information and enrollment data, running reports, and developing forward-looking enrollment plans for each of their advisees (see Advising Onboarding Tools in the NECHE workroom).

Each SEBU has its own Faculty Handbook which is provided to faculty during the onboarding process. Handbooks are available through Policy Tech (directly accessible through the employee single sign-on portal). Faculty Handbooks specify categories of faculty (e.g., administrative, professorate, instructional) as well as ranks within each category. General expectations for faculty, such as the Code of Conduct and broad categories of activities (teaching, service, scholarship), are provided. In addition, specific expectations for satisfactory fulfillment of duties in each category and at each rank are also described (also see for example Graduate Programs in Standard 4). For example, full-time undergraduate faculty in DE and HL must teach a minimum of 480 student credit hours each year. (Note that student credit hours are calculated by multiplying course enrollment by the number of academic credits a student earns by completing the course. Thus, a 3-credit course in which 20 students are enrolled equates to 60 student credit hours. Most full time undergraduate faculty fulfill their teaching expectations by teaching 8 courses in an academic year.) The Faculty Handbook also notes that faculty are governed by the Unity College Academic Freedom Policy.

Because the Distance Education faculty model includes significant participation of adjunct faculty, this SEBU has a separate Adjunct Faculty Handbook. In addition to the Code of Conduct, this handbook provides definitions and resources related to a variety of topics including the honor code, academic dishonesty, plagiarism, course cancellation, and use of the LMS, among others. Both full-time and adjunct faculty are expected to adhere to the

Faculty Engagement Policy, which is linked within the handbooks. This policy provides details about expectations for engagement with students, including minimum frequency of interaction on the course Discussion Board and timeliness of feedback on assignments. It also describes deadlines for submission of grades. Adjunct faculty must participate in a training session before their first teaching assignment and at least once per year thereafter. The training sessions are facilitated by an Associate Dean. Throughout the term, the Associate Deans monitor adjunct faculty performance using Instructor Insight, which tracks Discussion Board participation, announcement posting, and grading. The Associate Deans communicate with adjunct faculty who are not meeting expectations per the Faculty Engagement Policy and keep a record of issues or concerns. This record, as well as the adjunct faculty members' course evaluation data, are taken into consideration when making future teaching assignments.

Figure 6.1. Sample of Professional Development Materials in HL



Effective Use of Quizzes in Online Courses

Assessment in an Online Environment

Many of us are used to using quizzes and exams to gather information about what our students know and can do related to our outcomes. In an in-person classroom setting, this often makes sense because you can be confident that students are drawing from the information "in their heads" to respond to your questions and in such a context you can measure factual recall. But in an online environment, we can't make that assumption. In fact, most of us have designed quizzes and exams online knowing that it is impossible to tell whether a student uses source material to look things up and therefore, we've explicitly allowed them to do so - we have given them "open resource" quizzes.

Effective Use of Open-Resource Quizzes

An open resource quiz is a great tool for -

A. scaffolding students' engagement with learning materials (readings, videos) and holding them accountable for this engagement

For example ...

Using the New Quiz structure, you can include some specific types of text in the "stimulus" window (on the left-hand side) and ask students to answer questions about that text. The questions could be factual (from the text exclusively) or they might be application (in which case, this type of tool is also useful for measuring outcomes - see "C" below).

Week 2 Learning Materials (p. 2): Activity A - Estimating survival rates

Estimating survival rates from capture-mark-recapture studies

The explanatory text below can be referred back to for each "CMR" question in this quiz (questions to the right) as you master the concepts involved in this technique.

Capture-mark-recapture studies

Capture-mark-recapture (CMR) studies are one of our primary sources of survival estimates for wild populations; they also commonly used to estimate other demographic parameters (we explored one of these applications last week when we worked with the Lincoln-Petersen population size estimator), but here we will focus on the survival rate application.

In a CMR study, individuals are captured and marked in some way. The types of mark we can apply are enormously varied and include leg bands, neck collars, wing tags, fin clips, implantable tags, brands, paint, and many other techniques:

The tagged individuals are then released back into the population and may be encountered again (recaptured) during future capture events.

General assumptions of CMR studies

Most CMR-based analyses, including survival rate estimation, share a **common core of data collection-based assumptions**. In addition to other assumptions specific to each technique. These basic assumptions are:

1 point

You have collected the following data on prairie dogs born in 2012 at a truly colossal colony in the midwest:

2012 (birth year): 1647 baby prairie dogs captured and ear-tagged.

2013: 973 prairie dogs of the original [babies] babies are recaptured at the colony.

2014: 593 prairie dogs from this cohort are recaptured at the colony.

2015: 490 prairie dogs from this cohort are captured at the colony.

2016: 255 prairie dogs from this cohort are captured at the colony.

2017: 265 prairie dogs from this cohort are captured at the colony.

Use these data to estimate the age 3 survival rate (i.e., survival from age 3 to age 4) for this population assuming that all assumptions are met. You may use the onscreen calculator accessible to the button above and right of this question.

*Round your survival rate to two decimal places as the **last step** in your calculation process, then enter your age 0 survival rate into the box provided. Do not enter units, not because they're not important, but because Canvas can't handle them.*

Using a simpler structure, you can create quizzes that motivate students to engage with text (by providing a small number of points) and scaffold that engagement productively.

Each full-time faculty member is reviewed annually by their supervising Dean. During the annual review meetings, Deans work with faculty members to review annual performance as evidenced by scholarly publications, teaching evaluations, and other appropriate artifacts. They identify specific goals and assignments for service and scholarship (as appropriate) and

map out the anticipated teaching schedule for the coming year. They also discuss opportunities and strategies for professional development and growth. SEBUs are able to support ongoing professional development of faculty members through dedicated funds. In addition, Enterprise resources are employed to provide training and professional development (see Standard 7). For example, during the initial launch period of HL, when all courses were delivered remotely due to COVID restrictions, the Dean of Curricular Innovation and Assessment (DCIA), an Enterprise employee who reports to the CAO, worked closely with the HL faculty and instructional designer to ensure that (1) their course templates were intentionally designed to support learning; and (2) they were using best practices for online teaching. The group met weekly for training and to share examples of best practices throughout fall 2019-winter 2020. Materials were archived in a Canvas course to which all HL faculty and the ID had access (see Fig. 7.1 for an example of a page from the training course).

DE faculty meet biweekly to share ideas and discuss best practices for online instruction. These meetings are facilitated by members of the full-time faculty and all faculty and Academic Deans attend. Samples of literature shared at the DE faculty discussion group are provided in the Workroom.

Promotion of Faculty

Faculty appointed to the professorate may be promoted (from assistant to associate, from associate to full), and faculty appointed at the instructor level may be promoted to senior instructor. Note that Unity College does not grant tenure. The promotion process is clearly described in each Handbook. Following the SEBU-specific process, the Vice President makes a recommendation to the Chief Academic Officer, who reviews the promotion portfolio. The CAO then recommends promotion or denial of promotion to the President, who makes the final decision.

Appraisal

As we have striven to realize the Enterprise model over the past few years, we have devoted significant time and resources to developing policies, processes, and tools that communicate expectations and support employees in performing their work. As we have experienced high employee turnover (across categories of faculty and academic staff) during this time of disruption, our onboarding materials and processes have been essential in enabling us to continue to serve our students. At times, we have found it difficult to access some key materials due to inconsistencies in how and where we store digital files. As we continue to grow, and especially as we develop new SEBUs, we will need to ensure that additional training materials are provided and appropriately archived (such as in Policy Tech).

Our innovative faculty model enables us to take advantage of employees with diverse and specialized skill sets to design and deliver instruction and advising. Because our faculty are not burdened with the substantial workload of advising, a greater proportion of their time is spent lending their content expertise to curriculum development and instructional delivery. In

addition, the time-consuming work of designing instructional materials and organizing them in a digital LMS is accomplished by professional IDs, again, allowing faculty to focus more of their efforts on the core work of curriculum and instruction. This model enables us to offer and fully support rigorous academic programs with fewer full-time faculty than we would require in a traditional model, which contributes to our ability to manage costs.

In DE specifically, where courses are delivered 100% online, our course design process, coupled with processes for training and monitoring adjuncts, enables us to ensure that all students are receiving high quality, consistent instruction in the curriculum while also taking advantage of the expertise of highly specialized scholars and professionals from across the country and globally. Moreover, our adjuncts like this system: we have dozens of adjuncts who have worked for DE for multiple years and continue to request additional teaching work. They report that the course design structure provides them much more time to engage with students compared with other places where they have worked as adjuncts and were expected to design all of their own materials. In addition, our compensation model for adjuncts is generous and equitable: faculty are paid according to the student credit hours they generate, as outlined in the Adjunct Handbook.

One distinct advantage of a model that effectively integrates adjunct instructors is that it enables us to diversify our faculty. It is widely known that Maine is not a very ethnically and racially diverse state. According to the 2020 U.S. Census, 90.8% of Maine's residents are White. Our current full-time faculty reflect this racial makeup, with only 10% identifying as members of a race other than White. Conversely, 30% of the adjunct faculty who opted to disclose their race/ethnicity (90.6% of the overall adjunct pool) are non-White. This better reflects the makeup of our growing student population (see Standard 5) and accords with our institutional value of recognizing and celebrating diversity.

While we celebrate the contributions of our adjunct faculty, we also want to ensure that we are reaching our goals related to the involvement of full-time faculty in course delivery. Due to our rapid growth rate and challenges in the labor market, we have not been able to hire full-time faculty in DE at the desired pace, thus relying on adjuncts to deliver more than the target 85% of courses. In the last three terms combined, adjuncts have delivered just over 90% of undergraduate courses (452 of 482 sections) and 97% of graduate courses (119 of 123 sections).

Currently, detailed credential information about all adjuncts (e.g., the specific courses for which they are qualified to teach) is stored on a protected drive on the College's internal network, while adjunct faculty's resumes and application documents are stored in Paycom (our HR management tool). This makes the process of assigning faculty to teach courses inefficient and time-consuming. In addition, because adjunct faculty are issued contracts on a term-by-term basis, the volume of virtual paperwork flowing through Human Resources each term is becoming unwieldy, already requiring a full-time HR specialist whose job is focused entirely on supporting adjunct hiring and contracting. As we continue to grow, we must find ways to

automate or make more efficient the processes related to credentialing and contracting adjuncts.

Teaching and Learning

Description

All SEBUs must have (1) syllabus templates, (2) guidelines for use of the Learning Management System (LMS) by instructors, (3) LMS course templates, and (4) instructor resources that meet minimum standards set by the Enterprise. These standards were developed by the DCIA in consultation with the Curriculum and Assessment Task Groups of DE and HL (both of which include full-time faculty members), reviewed by Senior Staff, and approved by the CAO and President. They address best practices such as instructor engagement and prompt feedback, the use of detailed assessment rubrics, and consistent online course structure (to minimize extraneous cognitive load for learners) and are detailed in the Design and Implementation of Learning Environments SOP. Academic Deans in each SEBU are responsible for ensuring compliance with the policy.

As described above, faculty regularly participate in reflection and discussion of practice (see for example the HL Course Efficacy Report, July 2022). All faculty are required to provide evidence of effective instruction and reflective practice in their annual performance review with their Dean or VP and such evidence is also a requirement for promotion.

Unity College faculty have a strong record of scholarly accomplishments, including obtaining extramural funding to support research and/or instruction, publication in peer-reviewed journals, scholarly presentations, and exhibits of creative work (see Faculty credentials). In DE, faculty research is supported through flexible scheduling (see appraisal below) and differentiated teaching expectations for graduate and undergraduate faculty. Because graduate faculty are expected to engage in scholarship at a national level, their teaching load is 360 student credit hours each year rather than 480, which is the teaching load of undergraduate faculty whose scholarship may be predominantly connected to local or regional projects or groups. HL faculty scholarship is supported through flexible scheduling and access to College facilities (i.e., laboratory spaces), equipment, and properties. HL faculty are also able to create work-study positions for students to engage in research projects. For example, Dr. Tom Whittaker has provided work-study support for students to help gather, collate, and analyze regional climate data. The CAO regularly collates and shares a summary of faculty scholarship with the BOT (see recent reports for 2021 and 2022).

Appraisal

The use of LMS templates ensures that learners in each of our SEBUs can readily access materials and monitor their progress. Consistent and replicated structures (e.g., Discussion posts are always due on Wednesdays, while assignments are due on Sundays in DE courses) support all learners, including neurologically diverse learners who struggle with time

management and attention and might otherwise require special accommodations to succeed. Because the course projects in DE require learners to apply knowledge in realistic scenarios or problem contexts, we minimize opportunities for academic dishonesty that are much more prevalent with traditionally structured exams. Many students who have required accommodations through the Americans with Disabilities Act (ADA) in other contexts do not require them in DE courses because our learning materials are intentionally designed to be accessible (Fig. 6.2).

Figure 6.2. Description of DE Course Features

This description is provided in the ADA accommodations request form for DE students.

At Unity College all Distance Education courses are created by instructional designers in collaboration with content experts with accessibility in mind.

Here is what you can expect:

- 100% asynchronous courses, which means you won't ever be required to meet at a specific time, allowing you to set your own schedule
- Regular and transparent assignment due dates (most work is posted Wednesday & Sunday each week)
- Early access to your course syllabus the weekend before the course opens
- Access to requirements of all upcoming assignments from the day the course opens, allowing you to pace yourself accordingly
- Screen readable text with captioned images and transcripts for videos
- Use of E-books whenever possible
- Multiple attempts for quizzes and tests, nearly all of them being untimed
- Quizzes/exams are formative, deemphasizing the value to 20% or less of your overall grade in any course
- Alternate assignment requests to overcome impairments will be reviewed by our academic deans in cases where learning outcomes can still be met

In addition, we offer all students:

- Free online tutoring services (including writing)
- Professional academic advising for support beyond the classroom
- Free online counseling with licensed therapists

Assessment continues to be a challenge for us in the DE and HL SEBUs. Student work is assessed by instructors in courses, but the rubrics that are used to assess that work are often complex and take account of many dimensions (e.g., writing mechanics and technical skills as well as demonstration of disciplinary knowledge), thus complicating interpretation of overall scores. In Standard 8 we discuss this challenge and identify specific rubric development as a goal for the coming year. In addition, we must also attend to providing professional development and training opportunities to faculty (full-time and adjunct) to ensure that assessment tools are used consistently.

Our innovative calendar enables faculty members to focus on their research (without teaching, curriculum design, or service responsibilities) for 1-2 terms each year. Faculty members work with their Deans to schedule their scholarship terms, enabling them to take advantage of

opportunities to conduct field work and engage in other sustained scholarly pursuits. For example, Dr. Kristyn Vitale, Assistant Professor of Animal Health and Behavior in DE who specializes in feline behavior, was recently awarded a fellowship to attend a biannual conference on domestic animal behavior. Dr. Vitale was able to work with her Dean to schedule her scholarship term to coincide with the timeline for conference preparation and participation.

Since we transitioned to an Enterprise Model, all full-time faculty have been issued yearly 12-month contracts with teaching load requirements measured in student credit hours rather than traditional course credits. While we fully support faculty who seek extramural funding, we need to revisit and update our course buy-out policy to be consistent with our new calendar and workload metrics.

Teaching, Learning, and Scholarship: Projections

Our innovative faculty models have many strengths. However, to fully realize the potential of these models, we need to continue to develop complementary processes, policies, and tools. Our specific goals in this regard include:

- Develop a training course for online college instruction. This course will include multiple modules addressing how people learn in online contexts and strategies for supporting their learning. DE Deans will be responsible for developing this course, with support from the ID team. The Deans will also develop policies and practices pertaining to the use of this course to train new full-time faculty and adjunct faculty and to provide regular training updates for existing faculty.
- The CAO will oversee work to update the course buy-out policy to be consistent with the new calendar and faculty workload metrics in each SEBU.
- Human Resources will customize tools in Paycom (our digital human resources management tool) to enable DE Deans to efficiently search for adjunct faculty whose credentials match specific needs.
- We will develop and implement a process for hiring adjunct faculty members on a yearly basis rather than term by term. HR has already drafted such a process with input from DE. It will be implemented in January 2023.
- We will prioritize hiring full-time faculty and academic staff in accordance with existing budget heuristics and projections. By spring 2024, we will be fully staffed.

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

	3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)
Number of Faculty by category				
Full-time	39	21	23	33
Part-time				
Adjunct	22	101	179	181
Clinical				
Research				
Visiting	3			
Other; specify below:				
Total	64	122	202	214
Percentage of Courses taught by full-time faculty				
Number of Faculty by rank, if applicable				
Professor	12	6	7	9
Associate	9	3	4	9
Assistant	9	6	6	9
Instructor	8	2	2	4
Other; specify below:				
Senior Instructor	2	1	1	1
Teaching Fellow				
Total	40	18	20	32
Number of Academic Staff by category				
Librarians	2	2	1	1
Advisors	2	5	18	23
Instructional Designers	2	6	9	9
Other; specify below:				
Deans	0			
VP	2	2	2	4
Coaches	0	2	1	1
Librart Technician	1	1	1	4
Chief Learning Officer	1	1	1	1
Total	10	19	33	43

(Highest Degrees, Fall Term)

?			3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)
Highest Degree Earned: Doctorate						
	Faculty	Professor	7	2	6	9
		Associate	8	3	4	3
		Assistant	7	5	6	4
		Instructor	4	2	2	1
		No rank				
		Other				
		Total				
	Academic Staff	Librarians				
		Advisors				
		Inst. Designers			1	
		Chief Learning Office	1	1	1	1
		Dean	3	3	3	
	Other; specify*	Vice President	2	2	2	3
Highest Degree Earned: Master's						
	Faculty	Professor	3	3	4	
		Associate	1			
		Assistant	2	1	1	1
		Instructor	4			
		No rank				
	Sr. Instructor	Other	2	1	1	1
		Total				
	Academic Staff	Librarians	1	1	1	1
		Advisors	1	1	13	11
		Inst. Designers	3	6	8	5
		Dean				
		Leanring Coach		2		
		Library Tech		1	1	
	Other; specify*					
Highest Degree Earned: Bachelor's						
	Faculty	Professor				
		Associate				
		Assistant				
		Instructor				
		No rank				
		Other				
		Total				
	Academic Staff	Librarians				
		Advisors	1	3	5	3
		Inst. Designers				
		Library Tech	1			
		Institutional Research		1		
		Learning Coarch			1	1
	Other; specify*	Dean		1		
Highest Degree Earned: Professional License						
	Faculty	Professor				
		Associate				
		Assistant				
		Instructor				
		No rank				
		Other				
		Total	0	0		
	Academic Staff	Librarians				
		Advisors				
		Inst. Designers				
	Other; specify*					

Standard 6.2 Degrees Held

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

	3 Years Prior (FY 2020)		2 Years Prior (FY 2021)		1 Year Prior (FY 2022)		Current Year (FY 2023)	
	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty Appointed								
Professor			1					
Associate	1						1	
Assistant			1		1		1	
Instructor	2				1			
No rank								
Other		9		74		104	2	3
Total	3	9	2	74	2	48	2	0
Number of Faculty in Tenured Positions								
Professor								
Associate								
Assistant								
Instructor								
No rank								
Other						0		
Total	0	0	0	0	0	0	0	0
Number of Faculty Departing								
Professor			7		1.00		1	
Associate	1		6		2			
Assistant	1		5		0		1	
Instructor	1		3		1			
No rank								
Other			1			7		
Total	3	0	22	0	4	7	2	
Number of Faculty Retiring								
Professor								
Associate								
Assistant								
Instructor								
No rank								
Other								
Total	0	0	0	0	0	0		
Fall Teaching Load, in credit hours								
Professor	Maximum	480.00		480.00		480.00		480.00	
	Median	289.00		198.00		329.00		76.00	
Associate	Maximum	480.00		480.00		480.00		480.00	
	Median	339.00		361.00		51.00		-	
Assistant	Maximum	480.00		480.00		480.00		480.00	
	Median	364.00		417.00		468.00		183.00	
Instructor	Maximum	600.00		600.00		600.00		600.00	
	Median	370.00		372.00		427.00		156.00	
No rank	Maximum		800.00		800.00		800.00		800.00
	Median		93.00		144.00		252.00		81.00
Other	Maximum								
	Median								

Explanation of teaching load if not measured in credit hours

The distction for minimum student credit generation is divided between Graduate and undergraduate. The minimum student credit hour generation for the professor, associate, and assitant rank in the graduate program is 360 student credit hours. The student credit hour generation will also vary by SEBU. While both Hybrid Learning and Distance Educationundergraduate programs both have 5 week terms, this will likely look different for the Technical Institute, just as it does for the graduate program in Distance Education.

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

	3 Years Prior (FY 2020)		2 Years Prior (FY 2021)		1 Year Prior (FY 2022)		Current Year (FY 2023)	
	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department (or comparable academic unit); insert additional rows as needed								
Flagship	35	0	N/A	N/A	N/A	N/A	N/A	N/A
Distance Education	3	22	3	101	8	179	18	179
Hybrid Learning			11		11		9	
Technical Institute of Environmental Professions	N/A	N/A	N/A	N/A	1	N/A	5	2
Sustainabel Ventures					1		N/A	N/A
Total	38	22	14	101	21	179	32	181

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

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

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Male	7			
Female	12			
White	17	114	131	
Black or African American	1	32	33	
Hispanic or Latino		7	7	
Asian	1	6	7	
Two or More Races		4	4	
Did not self-disdose		17	17	
Academic Staff	**Full-time**	**Part-time**	**Total Headcount**	**Headcount Goal (specify year)**
Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Male	2		7	
Female	12		18	
White			23	
Black or African American			0	
Hispanic or Latino			0	
Asian			2	
Two or More Races			0	
Did not self-disdose				
Please enter any explanatory notes in the box below				

We are currently working on a more data driven plan to continue our diversity initiatives

STANDARD SEVEN: INSTITUTIONAL RESOURCES

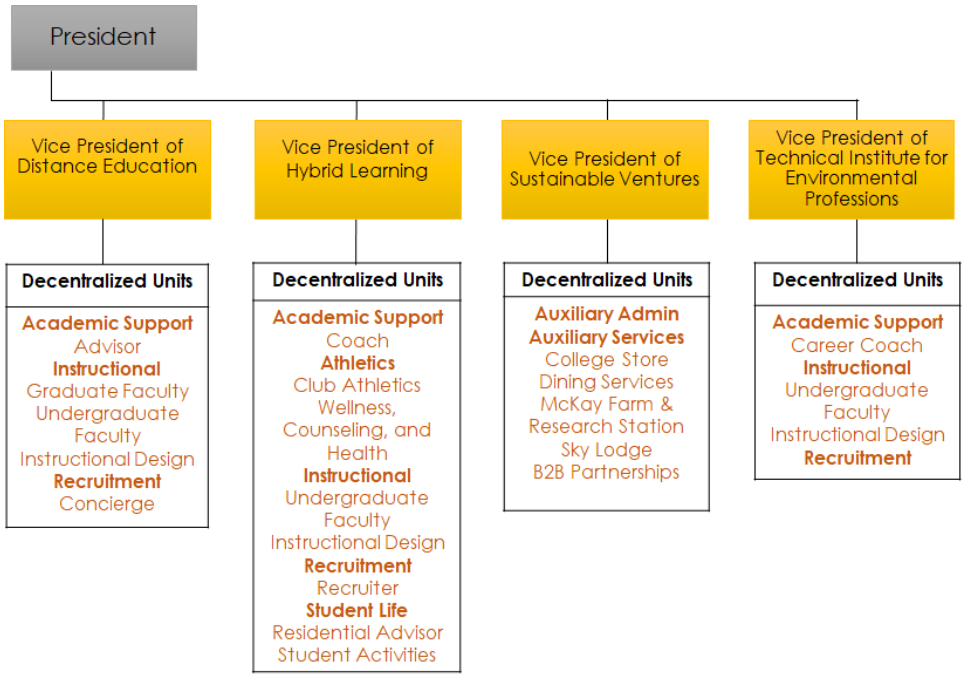
Goal 2 of the Strategic Plan is critical: Establish Unity College as an Enterprise-approach organization that serves as an exemplar for private higher education. This goal addresses Institutional Resources at the College through the development of organizational and financial structures, staffing heuristics, and consideration of our physical and technological infrastructures.

Human Resources

Description

College-wide we have over 200 full-time and nearly 200 part-time employees. Over 100 of the full-time positions are currently open. As described in Standard 3, we have adopted an Enterprise Educational Model. All employees serve either the centralized units in the Enterprise, the decentralized units in the SEBUs, or are deployed from centralized units to work closely with SEBU personnel (e.g., dedicated positions). This system was developed to ensure adequate resource allocations within units and SEBUs (Fig. 7.1).

Figure 7.1 Decentralized Units Within the SEBUs



We are planning for and anticipating future needs to support TIEP in meeting its enrollment goals with regard to competency based programming. The decentralized roles withing the Technical Institute of Environmental Professions is currently staffed with a Vice President, Dean focusing on the academic aspects, Instructional Designer, Executive Director of Student Lifecyle Management, Recruiter, subject matter experts, and adjunct instructors. These positions are in addition to the centralized positions support this effort, such as Registrar, Integrated Enrollment Services, Business Office, Human Resources, Marketing, and Information Technology among others.

To support the TIEP enrollment goals of the Technical Institute we are aggressively searching for positions that will support students, develop and deliver curriculum, market the programs and opportunities for students and additional back-office positions in the Enterprise to support applications, process financial aid, evaluate transfer credits and build course schedules and degree audits for students. Positions for which we are currently searching include Program Director for

Veterinary Technology, full-time faculty member for Veterinary Technology, and Learner Success Coordinator. As we expect our academic offering to expand over the course of the coming year, we will also be looking for another instructional designer and additional subject matter experts in data analytics, renewable energy, urban agriculture, and GIS among other topics.

These new and all existing positions are accompanied by a detailed job description, which includes the position overview, specific responsibilities and expectations, institutional responsibilities, qualifications, position specific skills, physical demands, availability requirements, and a position viability matrix. The viability matrix recognizes that all positions are dependent on demonstrated need for the position and therefore defines the elements required to determine long-term position viability. For example, a SEBU might need one advisor position for every 250 students and will only need advisors if that SEBU or other credit-bearing SEBUs continue to operate. Position viability is not used to evaluate individual performance, but rather to ensure rapid and objective scalability of staffing levels, up or down, to address changing needs. All employees are made aware of their job description and thus their position viability matrix prior to hire. As a part of the employment process at Unity College, employees sign their job description (see Job Description template) as well as an offer letter that outlines their pay, employment location, and other details and expectations of their position.

In recent years our talent acquisition has focused on developing an employee base that better reflects the demographics of our country and the students we serve. For example, all job descriptions focus attention on inclusion and contain the following language: "At Unity College, we don't just accept difference — we celebrate it, we support it, and we thrive on it for the benefit of our employees, our students, and our community. Unity College is proud to be an equal opportunity workplace and is an affirmative action employer."

In fact, Cultural Competency is identified as one of our key values and we see employee diversity as central to our ability to fully realize our vision, mission, and values. To that end, we hired a Director of Talent Acquisition (DTA), from a diverse background herself, to focus recruitment efforts on building a highly diverse talent pool. New hires such as the DTA further expand our networking efforts to promote diversity and inclusion. To augment these recruitment efforts, we use paid subscriptions to post openings on job boards that focus on diversity and have hosted professional development sessions for our supervisors focused on implicit bias in hiring employees. During this recent period of labor shortages, we also work with temp agencies and other recruitment professionals using contractual agreements that explicitly focus their efforts on finding candidates from diverse backgrounds. As illustrated above, we continue be a proud Equal Opportunity Employer (EOE) and are committed to developing and maintaining a positive learning and work environment.

Human resources policies are available to our employees through Policy Tech, which can be accessed through their Single Sign On portal or through the Policy Repository link in the footer on our website. Many human resources policies are also contained within our Employee Handbooks, which are provided to employees upon hire and available in Policy Tech. In alignment with the structural matrix of the Enterprise and SEBUs, there are multiple Employee Handbooks. The Unity College Employee Handbook is overarching, applying to all Unity College employees and superseding all SEBU employee handbooks. At a minimum, handbooks are reviewed annually, and these documents outline a variety of procedures from those detailing with ADA compliance to the grievance process.

All employees are evaluated regularly, and the work of senior leadership is guided by key performance indicators (KPIs). Employees also participate in mandatory annual trainings on topics such as Data Security, Title IX, Harassment, FERPA, Diversity and Inclusion, and Workplace Violence (outlined in the Unity College Professional Development and Training Policy and SOP) among other topics. Trainings are held throughout the calendar year and a 4-hr. block of professional development training is

reserved every other Thursday to ensure room in employees' schedules for continuous training. In addition to these times, we host in-house professional development sessions for Senior Staff at regular intervals throughout the year. There are also opportunities for employees to engage in other job-specific or Unit-specific trainings. Some mandatory trainings are completed and employee engagement in trainings is tracked through our Human Resource Information System (HRIS), Paycom.

Appraisal

In recent years, largely due to the COVID pandemic and the "great resignation" period, we have had to adapt our HR policies and procedures to run efficiently while maintaining quality, controls, and consistency in our personnel management practices. We have accomplished this through investments in our new HRIS system, new HR positions, and a focus on diverse and inclusive hiring practices. Since 2019, the Human Resources Office has doubled, from an office of two to four staff members. Collectively, these actions have streamlined our procedures around recruitment, managing hiring paperwork, new employee on-boarding, training, and payroll processing. Now we move through the hiring process faster and with clarified transparency regarding expectations of our employees upon hire and job performance thereafter.

The College has made sustained efforts to increase compensation packages for all employees. Despite rising healthcare costs, this institution continues to increase investment in employee salaries and benefits (see Table 7.1). In our holistic approach to improving overall compensation over the last decade, we have also consistently raised our maximum employer match on the 403(b) plan, most recently in 2022 by 2% (from 6% to 8% match). In addition to these initiatives, we have awarded all benefits-eligible employees with bonuses between the annual salary increases, offered employee relocation stipends, and absorbed most of the cost increases to our benefits packages.

In 2022 we completed a salary benchmarking analysis using data from the College and University Professional Association for Human Resources (CUPA-HR). This work revealed that the majority of our staff and faculty positions met or exceeded CUPA values. We adjusted salaries of the few employees that were found to be below the median.

Table 7.1. Changes to Employee Benefits Over a Three-Year Period

AY 20-21	Medical	3% percent increase in premiums. Unity College did not increase the percentage that the employee pays
	PTO	Decreased PTO by 5 days during COVID-19
	Retirement	No change
	Compensation	We provided an average bonus of $1,500 during a planned deficit year
AY 21-22	Medical	6.5% increase in premiums. Unity College did not increase the percentage that the employee pays. We also increased the benefits contribution for our auxiliary staff
	PTO	Restored 5 days of PTO. Added a 3-day Sustainability Break
	Retirement	We increased the retirement match for our auxiliary staff
	Compensation	We provided an average of $5,000 in bonuses
AY 22-23	Medical	We received a 4% reduction from a new provider, and we passed that savings on to the employee
	PTO	We increased the number of holidays for our auxiliary staff
	Retirement	Added 2% increase to maximum match
	Compensation	We completed a compensation study through recent CUPA HR data and found that our salary ranges were at the median or higher for institutions our size and larger. For the few positions that were outside of that range, we made salary adjustments. We also did salary increases based on our growth, and we provided an average of an 8.12% increase for our employees. We took an equitable approach where the salaries that were at the lower range, were given a higher percentage, and the highly compensated positions were provided at least a 3% increase.

Since the start of the pandemic, we have maintained more open positions than optimal. While we have been successful in hiring some open positions, others have proven more difficult. This is likely a result of nationwide workforce changes and our COVID-19 vaccination requirements coupled with high turnover rates at the College and shifting expectations in the higher education sector. We believe the latter two issues are fundamentally connected. As an institution that historically enrolled fewer than 1000 students, we understood many years ago that we would need to make fundamental changes to persist and thrive. This is one of the many factors considered in the development of our Enterprise Education Model. As a result, we often approach our work and the challenges in innovative and non-traditional ways. This way of working is not conducive to all work styles and some employees have decided to pursue other workplace choices. However, we also strive to support our employees' shift to a student-first mindset and provide increased flexibility for how they fulfill their job duties. For example, our new flex work benefit offers opportunity for some positions to work remotely up to three days per week based on Supervisor discretion. Accessibility to a larger talent pool was a central consideration in relocating our main campus to New Gloucester (see the Change of Location Substantive Change Proposal). Hiring in this region has proven to have advantages over Unity, Maine, as New Gloucester is located closer to the higher population density centers of Portland and the Lewiston-Auburn area. Notably, these areas are also home to the greatest ethnic diversity in the state Maine.

Financial Resources

Description

As demonstrated by our audited financials (Appendix B), Composite Financial Index score (CFI) (Table 7.2), NECHE financial screen, and budget projections (detailed later in this chapter), Unity College is on solid financial footing. CFI is a measure of financial health used widely throughout higher education, where minimum financial health for the ratio is 1.25 and the maximum is 4.2. Our scores over the last four years fall within that range, indicating a viable financial model. The College has maintained a debt to asset ratio at less than 19%, accomplished by increasing operational cash reserves and assets through gifts and endowment growth. We grew operational cash reserves from $2.5M in 2012 to approximately $19M currently. Based on our current CFI, the board is reviewing the cash reserves to support infrastructure improvements, additional staffing, and audience expansion. This stability has been maintained throughout the pandemic, a testament to our ability to respond to financial emergencies and unforeseen circumstances (see Standard 2 for financial analysis of COVID-19 on college operations).

Table 7.2. Unity College Composite Financial Index Score over Time

Fiscal Year	Composite Index Score
18	2.75
19	2.76
20	2.67
21	2.95

Unity College's leadership team and the BOT ensure that our financial resources and the practices of our business office are being conducted in an ethical manner. Business is one of the 10 functional areas of the College and is led by the Director of the Business Office/CFO. In addition, the Business Office includes a Financial Consultant, bookkeeper, one accounts payable specialist and two accounts receivable specialists. The separation of accounts payable from receivable serves as an important

internal control mechanism within the College. Similarly, Student Financial Services and the Bursar are in a unit separate from the Business office in accordance with best practices as established by the federal government. Internal controls and risk assessment are managed throughout the year by the DBO/CFO and evaluated annually as a part of the external auditing process. Any deficiencies detected by the auditors are addressed by the DBO/CFO immediately. We have also established shared inboxes amongst business office employees to promote resilience and redundancies in accounts payable processes.

To further reinforce controls, all financial audits are conducted using independent accounting firms in accordance with the audit standards approved by the American Institute of Certified Public Accountants. Unity College's BOT and leadership team acknowledge and accept the independence of the auditors and formally review their report and management letter once it is complete. Should there be any concerns of note in the management letter, they are immediately addressed, and corrective action is implemented by the Director of the Business Office as needed. The Business Office also manages financial reporting to external and internal constituencies and ensures it is completed on a timely basis.

Unity College's Enterprise Model as described in the Enterprise Model Central Guide provides for multiple revenue sources through the SEBUs that support differentiated audiences with academic programing and revenue generating auxiliary services. The college strives to maintain a surplus of operating revenue over operating expenses as part of the budgeting process. This is accomplished through a robust set of detailed assumptions that ultimately define the costs to generate an application, recruit a student, educate a student, and provide for direct student supports. To control costs within College units, proposed budgets are compared against key indicators to ensure alignment with global spending allotments. For example, in Distance Education eight areas of the budget have predetermined ranges that define each line item's possible percentage of the total Distance Education budget (Table 7.3). Our largest category of spending is Academic/Instructional, which occupies up to one quarter of the entire budget. All proposed budgets must adhere to these parameters to ensure appropriate spending spread across the business unit.

Table 7.3. Sample of Distance Education Budget Assumptions

Expenses	Min % of Budget	Max % of Budget
Academic/Instructional	0.18	0.25
Marketing	0.15	0.20
Operating Expenses	0.10	0.15
R&D	0.05	0.10
Recruiting	0.05	0.10
Capital/Infrastructure	0.01	0.05
Direct Student Support	0.10	0.15
Tier 3 / Indirect Expenses	0.10	0.10
Total	**0.74**	**1.10**

This approach helps us minimize unplanned deficits and allows for planned deficits to support growth. Any deficit is accompanied by a clear path to resolution within a set period of time. This ensures that our students will have the services they need without sacrificing academic quality while giving the College the ability to scale as needed. Any budget surplus is reinvested in the institution.

As an audience-first organization, all financial decisions are made in light of what will best serve our students while helping the College grow to serve expanded populations. This work is guided by the Board of Trustees who review and update the institutional financial aid model as needed. The last significant update was made in 2020 when we eliminated the discount model for our current and new SEBUs in our move to a credit hour-based tuition model. Tuition is based on cost per credit hour and budget assumptions are predicated on 1, 2, or 3 credit course enrollments and the number of those courses a student is anticipated to enroll in per term. There are some credit hour cost variations based on modality such as face-to-face instruction versus online instruction in Hybrid Learning and graduate courses versus undergraduate courses in Distance Education. Throughout the pandemic we did not raise our tuition and, in fact, lowered tuition for our face-to-face students who pivoted to online learning.

Budget planning occurs systematically in preparation for a new fiscal year but also continuously through comparisons of actuals to projections. The College's President and Director of the Business Office/CFO review the financials and the budget to actuals for each SEBU, Functional Area, and Unit on an ongoing basis and update the Finance Committee of the Board and the BOT as a committee-of-the-whole on a quarterly or as needed basis. The annual budget process is outlined by the DBO/CFO in the winter with the expectation that the final budget will be codified at the May BOT meeting. Unity College's BOT is not a sponsored entity and is autonomous in its role as it relates to financial and budget matters. The expectations and responsibilities of the BOT and their corresponding documents are included in Standard 3.

Unity College maintains a Budget Policy and Budget SOP in Policy Tech as well as an Enterprise Model Budget Guide. Combined, these three documents explain how the budget is structured and utilized. The annual budget is comprised of five tiers. Tier 0 is revenue, and the institutional budget planning begins with revenue projections. The Tier 0 numbers are built on revenue assumptions and tuition rates, which have remained flat for the third consecutive year.

Once the heads of the SEBUs have compiled their revenue assumptions, the President and the DBO/CFO meet with the heads of SEBUs to finalize the projected revenues in Tier 0 for the coming fiscal year. Once revenue is determined, each SEBU and Functional Area Lead are notified of their spending limits for Tiers 1-4.

As outlined in the Unity College Enterprise Model Budget Guide, SEBU-specific expenses are accounted for in Tier 1, while expenses that are shared between the SEBUs and the Enterprise are accounted for in Tier 2. Tier 3 is exclusively Enterprise expenses. These account for 20-30% of the total institutional budget. Tier 4 is reserved for capital improvements, strategic investments, interest rate swaps, unrealized endowment gains, depreciation, and principal payments. The budgets for individual Units rollup into the budget for either the SEBU or Functional Area.

After the decisions and resource allocations have been made, they are then reviewed by the College's Senior Staff (as the College's budget committee) to provide feedback and/or advice on their congruency with college priorities, strategic goals, mission, and values. At this point the budget is presented to the Finance Committee of the Board of Trustees for review and approval before it moves on to the full Board of Trustees (BOT) for approval.

Because Unity College's budget process begins with revenue assumptions (such as anticipated enrollment and student credit hours) provided by the SEBUs, we can adjust our expenses and strategic investments according to our anticipated revenue. This in turn allows us to allocate or reallocate funds accordingly, thus managing cash flow during times of planned deficit. This is illustrated in our Five-Year Budget Pro-Forma (Fig. 7.2). Note that the pro-forma predicted deficits in FY 22 and 23. This is

due to the capital and other investments in our new Technical Institute of Environmental Professions and will be covered by operational cash reserves.

Confidence in our projections stems from the fact that we are aggressive in our approach to expenses, while remaining conservative in our estimates of revenues. The revenue estimates do not include those associated with the launch of new majors not associated with the Technical Institute of Environmental Professions nor any planned microcredentials in any SEBU. Nor do they include a number of ancillary revenues associated with events, new ventures, and endowment draws. At this stage we are also not factoring in our "stealth applicants" (those that are not tracked in our marketing efforts) that we know historically make-up a significant portion of new enrollments. Our enrollment models are, however, predicated on multiple entry dates (8-20 terms per year) in place of the traditional fall and spring starts.

Figure 7.2. Five-Year Budget Pro-Forma

	Actual	BOT Approved	Projected	Projected	Projected	Projected
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Gross Revenue	$ 25,322,132.10	$ 22,147,565.82	$ 31,120,888.75	$ 40,220,516.05	$ 45,309,412.84	$ 47,396,924.92
Total Incoming Cohorts	878	1856	2648	3278	3378	3378
Distance Education Undergraduate Revenue (Online)	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Incoming Students	486	1,367	1,694	2,130	2,130	2,130
Total Returning Students	59	340	755	964	1,214	1,266
Total Number of Undergraduate Students	545	1,707	2,449	3,094	3,344	3,396
Total Undergraduate Credits Generated	5,042	19,145	26,483	33,498	37,056	37,801
Total Undergraduate Revenue	$ 2,265,320.38	$ 8,992,242.13	$ 12,296,816.59	$ 15,553,680.00	$ 17,206,056.07	$ 17,551,774.79
Distance Education Graduate Revenue (Online)	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Incoming Students	153	389	429	463	463	463
Total Returning Students	90	99	256	344	397	417
Total Number of Graduate Students	243	488	685	807	860	880
Total Graduate Credits Generated	2,479	4,730	7,335	8,834	9,543	9,816
Total Graduate Revenue	$ 1,877,811.71	$ 3,061,473.69	$ 4,597,915.42	$ 5,532,771.90	$ 5,973,573.87	$ 6,143,814.67
Hybrid Learning Undergraduate Revenue (Unity, ME)	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Incoming Students	0	99	125	135	135	135
Total Returning Students	0	353	245	278	309	333
Total Number of Undergraduate Students	0	448	370	413	444	468
Total Undergraduate Credits Generated	0	10,800	8,880	9,900	10,665	11,239
Total Room and Board Revenue	$ -	$ -	$ 1,110,000.00	$ 1,237,500.00	$ 1,333,125.00	$ 1,404,843.75
Total Undergraduate Revenue	$ -	$ 5,076,000.00	$ 5,283,600.00	$ 5,890,500.00	$ 6,345,675.00	$ 6,687,056.25
Technical Institute Revenue (New Gloucester, ME)	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Incoming Students	0	0	400	550	650	650
Total Returning Students	0	0	0	320	472	567
Total Number of Undergraduate Students	0	0	400	870	1,122	1,217
Total Undergraduate Credits Generated	0	0	8,000	17,400	22,440	24,344
Total Undergraduate Revenue	$ -	$ -	$ 2,000,000.00	$ 4,350,000.00	$ 5,610,000.00	$ 6,086,000.00
Flagship Residential Revenue (Unity, ME)	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Incoming Students	240	0	0	0	0	0
Total Returning Students	429	0	0	0	0	0
Total Number of Undergraduate Students	669	0	0	0	0	0
Total Undergraduate Credits Generated	20,070	0	0	0	0	0
Total Room and Board Revenue	$ 4,700,000.00	$ -	$ -	$ -	$ -	$ -
Total Undergraduate Revenue	$ 16,742,000.00	$ -	$ -	$ -	$ -	$ -
Miscellaneous Income (Excludes Room & Board)	$ 2,500,000.00	$ 1,500,000.00	$ 1,750,000.00	$ 2,000,000.00	$ 2,500,000.00	$ 3,000,000.00
Institutional Financial Aid Passthrough	$ 1,937,000.00	$ 3,517,850.00	$ 5,192,556.75	$ 6,893,564.15	$ 7,674,107.90	$ 7,928,279.21
Expense Allocations	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Academic & Instructional	$ 6,802,407.00	$ 7,250,182.63	$ 8,200,000.00	$ 10,736,456.97	$ 11,000,000.00	$ 11,500,000.00
Marketing	$ 4,550,690.00	$ 4,470,285.00	$ 5,369,791.18	$ 7,060,762.49	$ 7,533,101.34	$ 7,933,033.32
Operating Expenses (Includes P&I Debt Service)	$ 3,610,350.00	$ 3,219,216.65	$ 4,426,538.49	$ 5,835,681.25	$ 6,200,000.00	$ 6,500,000.00
Research & Development (R&D)	$ 350,000.00	$ 458,500.00	$ 532,523.02	$ 500,000.00	$ 500,000.00	$ 500,000.00
Recruiting	$ 1,660,247.33	$ 1,158,111.18	$ 2,216,754.04	$ 2,968,296.85	$ 3,000,000.00	$ 3,200,000.00
Capital/Infrastructure	$ 3,360,248.25	$ 2,229,642.00	$ 3,945,670.15	$ 3,638,784.76	$ 3,800,000.00	$ 4,000,000.00
Direct Student Support	*$ 3,008,500.00*	*$ 2,189,629.55*	*$ 2,510,252.90*	$ 3,919,395.66	$ 4,729,678.03	$ 5,062,954.69
Institutional Financial Aid Passthrough	*$ 1,937,000.00*	*$ 3,517,850.00*	*$ 5,192,556.75*	*$ 6,893,564.15*	*$ 7,674,107.90*	*$ 7,928,279.21*
Net Revenue	$ 42,689.52	$ (2,345,851.19)	$ (1,273,197.76)	$ (1,332,426.09)	$ 872,525.58	$ 772,657.70
Total Expenses	$ 25,279,442.58	$ 24,493,417.01	$ 32,394,086.52	$ 41,552,942.14	$ 44,436,887.26	$ 46,624,267.22
Total Number of Institutional Positions	219	161	210	261	273	289
Full Time Benefits-Eligible Employee Increase to Sustain Growth		-36%	30%	24%	5%	6%

When the opportunity for a potential new revenue source presents itself, it is vetted by the Unity College leadership team through the Strategy Screen incorporated into our Strategic Plan – An Audience-First Approach to Resilient, Sustainable Education. If it meets the criteria outlined in that, it then moves forward for consideration and potential approval by the Board of Trustees. If the proposal is for a new SEBU, then the President of the Enterprise/CAO completes a New SEBU Vision Statement for review and approval by the BOT. If the BOT approves and the change warrants a substantive change proposal to NECHE, then the PoE/CAO submits that report and upon the response from NECHE, the College begins the process of building the new SEBU. We followed this process in the launch of the Technical Institute for Environmental Professions in FY 2021-22.

As previously described, the College consistently adheres to the formal and informal processes and policies that govern its fiscal practices allowing for the ethical financial management of Unity College. In addition to those previously referenced, these also include Wire Transfer Policy (in draft stage), Investment Policy (BOT policy), and those related to the Advancement functional areas and the development unit, including but not limited to the Grant Pre-Approval Policy (and Form and SOP) and the Tracking Monetary Grant, Gifts, and Scholarship Spending Policy and SOP. Our Development Unit is focused on mission-driven giving in its fundraising efforts, ensuring that all gifts are aligned with our mission, vision, and values and do not restrict our academic freedom or negatively affect the integrity of our mission. This Unit oversees the administration of gifts and grants, making sure they are being used in the manner in which they are intended as outlined in the Gift Acceptance Policy and SOP.

Appraisal

In response to the rapid growth of the College beginning in 2019, we reorganized the Business Office, adding three additional positions to the Business Office team and diversifying the roles and responsibilities of the positions. This created greater internal controls and increased the checks and balances for our Business Office Functional Area. This reorganization included splitting Accounts Payable and Accounts Receivable into two separate positions with distinct roles and responsibilities for each and adding a bookkeeper.

Enrollment growth over the last decade has resulted in increases to the annual net operating budget increasing the institutional budget from just over $10M in 2012-13 to a projected $57M in the current fiscal year (see Fig. 7.3). Budgeting processes recognize that we are primarily a tuition-driven institution and require revenue projections as the starting point for budget development. This recognition, coupled with a conservative approach that does not rely on external gifts to balance the budget, has proven effective as demonstrated by our steady ratio of net revenue to expense. Figure 7.3 shows increased revenues over time with controlled spending and a planned deficit for the current fiscal year.

This careful and consistent management of resources along with multiple term starts during the year enables us to maintain a solid cash position even in times of planned budget deficits (see Fig. 7.4). It also provides opportunity to navigate contingency spending as was the case with our server equipment replacement in winter 2022 or the COVID pandemic in 2020. Our 2020-21 Audited Financials resulted in an unqualified audit; a result consistent with previous years.

Over the last five years Unity College has diversified from one source of revenue (Flagship residential) to four revenue-generating SEBUs. The implementation of accounting practices that mimicked our organizational structure have been slower to be realized than we had estimated. This has resulted in delays in the handling of PO authorization and some confusion amongst budget managers as they learned the new tiered budgeting system. In some cases, this has made it difficult to attribute costs to the correct Units. To improve in these areas, we recently completed a project resulting in a new general ledger account structure that allows the accurate tracking of spending to units and tiers. In

support of this work, we established a new General Ledger Account Code Structure Policy and SOP. We also provided additional employee training on budget processes and the new structure in June and July 2022.

Figure 7.3. Unity College Net Revenue vs. Expenses

2021-2022 numbers are projected year-end, subject to change after completion of audit. 2022-2023 are budget figures.

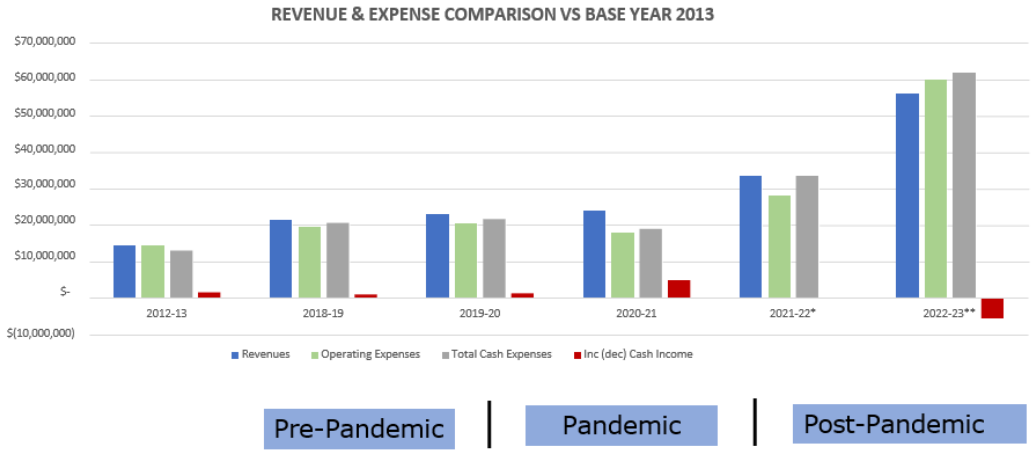


Figure 7.4. Unity College Cash on Hand
(Actual, excluding Line of Credit.)

Information, Physical, and Technological Resources

Description

The last 10 years have been marked by substantial investments in facilities and technological infrastructure to support our students and employees. In brief summary, Unity College's multi-

locational portfolio of educational properties includes a 224-acre residential campus located in Unity, Maine; the Unity College Center for the Arts (UCCA), which is home to the Leonard R. Craig Gallery, an auditorium, and renovated classroom space; Field of Dreams, a recreational park in the Unity town center; as well as the McKay Farm and Research Station, a 20-acre farm with a 32,000 square foot greenhouse facility in Thorndike, Maine; Sky Lodge, a historic hunting lodge featuring a main log cabin lodge with 9 guest rooms, a full 50 seat restaurant, conference center, classrooms, contemporary cabins for rental, swimming pool, antique auto museum, model railroad museum, and cross-country ski trails on the more than 150-acre campus in the Moose River Valley, Maine; the Moose River Valley Community Center in the Moose River Valley, Maine, and multiple office locations and classroom space at Pineland Farms in New Gloucester, Maine.

In 2021, Pineland Farms became the official headquarters of Unity College. The campus is owned by the non-profit Libra Foundation and Unity College has exclusive rights to offer collegiate programming on this campus. Partnering with Libra, we have long-term leases over 50,000 square feet of academic, administrative, and residential spaces in four separate buildings. In addition to Unity College, this unique location is home to a diverse business campus, including a 5,000-acre working farm, and serves as an educational and recreational venue. Several amenities are offered to our students and employees, including access to large and mid-size conference centers, an athletic center, dining options, and miles of recreational trails. Pineland Farms' mission is to provide a productive and educational venue that enriches the community by demonstrating responsible farming techniques, offering educational opportunities, and encouraging a healthy lifestyle through recreation. These founding principles complement Unity College's mission and strengths in environmental sustainability with special emphases in animal programs, adventure tourism, and sustainable farming and aquaculture.

Since our initial establishment of Distance Education at Pineland Farms in 2016, we have already expanded our footprint on that campus. In support of the headquarters move to Pineland Farms we have completed several construction projects on the campus ranging in scope from 1,956 ft^2 to 33,326 ft^2. All projects included design, demolition, construction, IT infrastructure buildout, and furnishings. The largest project was the completion of the Freeport Hall renovation at $3.25M. This building has been designed to support both TIEP and a selection of centralized, enterprise services. The renovation was therefore designed to serve multiple uses and is home to hyflex classrooms, laboratories, student collaboration spaces, offices, and open workstations. The smallest renovation was to Raymond Hall 301, a space dedicated to DE Instructional Designers and XR specialists. Additionally, Yarmouth Hall renovations were also completed to house Enterprise and Enterprise dedicated to DE positions.

Over the last 10 years, there has been a 34 percent increase in the academic space of the Quaker Hill campus resulting from the completion of several significant capital projects within the last eight years. Renovations to Wyman Commons (2014) improved dining services to accommodate increased student and employee needs. Three new residence halls, Clifford Hall, Unity 2, and Unity 3 have added over 54,000 square feet of modern living area for students. The Collaborative Learning Center (2016) added additional classroom space, office space, and study and tutoring areas.

The renovations to the UCCA in 2018 included converting the downstairs into art space and teaching labs, and Founders Hall South was renovated to create lab, office, and student space in 2019. Other physical improvements include, but are not limited to, the addition of leased spaces at Pineland Farms in New Gloucester, Maine (2022, 2021, 2019); a new grease trap in the Student Center, asphalt repairs and painting at the Quaker Hill Road campus (2021); the addition of the Haffner property and a new library roof with an additional four inches of insulation (2017); renovated bathrooms and new windows in Westview (2017); new heat pumps at UCCA (2016), a grant-funded energy conserving project;

renovations to the Outdoor Adventure Center (2016); remote car storage and walking trail (2016), and renovations to Founders Hall North (2014).

We have also made investments in Sky Lodge and McKay Farm and Research Station, which include new fiber optic cable (2020), a new hot water system in the lodge (2021), and a new HRV system in the Country House (2022) at Sky Lodge, and at McKay Farm and Research Station we have installed a New High Tunnel (2018) and made repairs to the greenhouse plastic (2019-2022).

All new buildings were designed and constructed with energy conservation in mind. Windows, insulation, heating systems, and construction methods were chosen to minimize energy use with a preference for sustainable materials. The new construction meets the NFPA 101 Life Safety requirements as well as the ADA Standards.

A core learning outcome embedded in all our academic programs is that students learn how to access information from a variety of sources and disciplines, assess the validity and quality of that information, and apply it to solve environmental problems. With more than 50,000 volumes and subscriptions to hundreds of periodicals, the Dorothy Webb Quimby Library in Unity, ME serves both online, residential, and hyflex students. The Quimby library, and our information services desk located within it, provides both IT and library support for students and faculty and is open more than 80 hours per week. Reference librarians and staff are available by email, phone, or virtual meetings to help students and staff locate articles. We have digital subscriptions to critical online resources such as Academic Search Complete, BioOne1 Complete, JSTOR Arts and Sciences I and II, and Wiley Science Technology and Medicine Collection, among others and we participate in several consortia to improve student access to information. These services are augmented by a new library in Freeport Hall in New Gloucester. In New Gloucester, additional staff with associated library duties are housed, including an Educational Technologist and the Dean of Curricular Innovation and Assessment who oversees library services.

Unity's Information Services staff also includes a dedicated Instructional Technologist available through this information services desk. This position has been instrumental in supporting the development of courses in our Canvas Learning Management System and will continue to provide training and support to help instructors develop high quality courses in our new programs. Instructure is contracted to provide our students, staff, and faculty with 24x7x365 help desk support for Canvas, a resource which is supplied in addition to our in-house electronic and in-person IT help desks. As the number of online students has increased with concomitant decrease in 100% residential students, we have better aligned our information technology resources to enhance our electronic offerings and staff availability through remote means. We have also established a new Educational Technologist position to assist with the hyflex classrooms installed at Pineland Farms. The College's innovative instructional designers ensure that all classes are interactive and where applicable effectively utilize our recently acquired hyflex technology. This provides versatile options for study and research whether they are on a physical campus or taking classes online, or a hybrid approach to modality.

Thanks to targeted strategic investments in Unity's information technology infrastructure, it has been dramatically improved and expanded in recent years and is prepared to support additional programming. The College is connected to the Internet and Internet2 networks via NetworkMaine, a statewide high-speed research and education network hosted by the University of Maine System. The Unity campus is connected via redundant paths at 1Gbps to both the University of Maine campus in Orono, as well as the University of Southern Maine in Portland. Our Pineland campus uses similar connectivity via NetworkMaine including redundant connectivity to separate geographic locations.

These systems are monitored daily, and should there be an alert for any issue, it is sent to multiple team members both during regular working hours and after hours ensuring an immediate response.

Freeport Hall on the Pineland Farms campus has a secure server room facility with redundant power and fire suppression as does the Unity, Maine campus, which is scheduled to be decommissioned in 2022 as we complete transferring out technology systems to the Cloud. Bandwidth, disaster recovery, and security are addressed on an ongoing basis to ensure compliance with policies, business needs, and applicable legislation. Unity College's Information Security Policy and SOP are implemented using firewalls, VPNs, intrusion prevention systems and use AAA (Authorization, Authentication and Accounting) servers to validate user credentials (Single Sign On and Aruba Clearpass for secure network access as examples).

All client hard drives are secured using bit locker encryption. Security patches are managed through a System Management Appliance called InvGate. We use windows update server for general Microsoft Windows updates and Microsoft policy manager to manage machine policies for Windows machines as well as JAMF for Apple machines. All daily backups are streamed using VEEAM Backup Utility to an offsite location, with additional backups of specific critical databases to a cloud-based service.

The IT systems at Unity, regardless of hosting location (local or cloud), can handle the traffic that is anticipated from adding additional programs and upgrades are planned as these programs grow. Our technological currency is maintained and expanded through memberships in national (EDUCAUSE) and regional (NERCOMP) professional consortiums of Information Services leaders and professionals who are devoted to shaping strategic technology decisions within higher education.

We have also invested in a number of software applications to enhance business operations both on-location and remotely and all the recent investments in technology have been done in accordance with the criteria outlined in the Enterprise Model Technology Guide, and the Information Technology Software Implementation Planning Policy (Draft) while using the Information Technology Software Implementation Planning Form ensuring compatibility within systems and the College's ability to support the technology. Collectively, these technologies and others described throughout this report allow us to efficiently scale our business operations to support new programs and multiple instructional modalities.

Appraisal

As made clear in the chapter, the College actively invests in capital improvements annually to improve the physical plant and technological infrastructure to enhance the student experience and data capture. Capital improvement expenditures (Capex) projects are determined during the annual budget process. Even in times of planned budget deficits Capex projects are considered a priority and those that support College growth are not deferred. Key examples of this approach include construction projects and new technology as described above, in addition to other critical IT investments. Growth in student enrollments called into focus the need to scale our operational procedures. Thus, the College developed the Strategic Investment III initiative to support increased automation across the institution. This initiative made investments in IT hardware and software a priority. We designed and implemented a new Salesforce based customer relationship management (CRM) tool to support recruitment of Distance Education students. This also launched the design of a new student information system (SIS) to replace our existing, outdated system. An 18-month project, the new SIS is also developed on a Salesforce platform that is highly customizable for our divergent SEBU needs. It leverages a new educational product, RIO, that creates tools within the Salesforce environment specifically designed to address the needs of the educational business users. Designed to be flexible and scalable while providing a seamless user experience, the new SIS integrates affiliated technology

systems for curriculum, the business office, and marketing among other critical functionality. All workflow is managed by clearly defined business processes and roles have been defined for all users. Integration testing is in progress and remaining user acceptance testing is to be completed this fall. The first release will go live in December 2022.

The Strategic Investment III ad hoc Task Group considered and recommended upgrades to our systems, including the Salesforce/RIO SIS project. They developed a new systems access matrix to guide onboarding and offboarding of employee systems access. This group continues to steward data integrity by establishing one source of truth for our data (the new SIS) and clear user roles and responsibilities.

Our vision for intentional instructional design and hyflex programming won us a $375K grant from the USDA to install hyflex classroom technologies. These classrooms are being installed in Pineland Farms and our rural Sky Lodge, Moose River Valley, Maine location. Both classrooms will provide greater access to underserved rural and immigrant populations.

We learned that our aging server configuration was unstable when it crashed after a power fluctuation in January 2022, despite having multiple back-up power sources in place. Fortunately, there was no data extraction by a third party, but it did take us a week to restore full functionality. Since that time, we have taken multiple steps to improve our server configuration and establish greater resiliency, included shifting our entire server cluster to the cloud, hosted by an out of state vendor and a $500,000.00 investment in new servers for disaster recovery purposes.

Our technological infrastructure is a central piece to realizing the goals of the strategic plan. As described here, we have made numerous investments in technology and intend to continue with additional investments. This work is guided by the need to support all students where they are and increasingly, we are supporting those students in online learning environments around the world.

Institutional Resources: Projections

A risk assessment conducted at the College identified three major risk factors for Unity College, and they include technology (40%), the labor force and culture (30%), and external threats (30%). While none of these factors are unique to Unity College, they guide our future projections. As clearly demonstrated here, we are investing in technology, but we still have more to do. In the coming year we will complete the implementation of and transition to the Salesforce RIO/SIS. We are also designing and implementing a new Salesforce CRM, which will allow each credit-bearing SEBU to work within a differentiated CRM. This work will support our efforts to build seamless data flow, improve automation, and simplify timely and accurate reporting. The adoption of the Salesforce environments will require additional staff with Salesforce expertise, and we are currently searching for a Salesforce administrator and programmer with that skill set.

Other technology projects we expect to undertake in the next 1-2 years include expansion of our new hyflex technologies in additional classroom and laboratory spaces. This includes the build-out of the new hy-flex classroom at Sky Lodge. On a related note, we will buildout the Library Resource Center in Freeport Hall, which will serve students and employees at the Pineland campus. This resource center will include a lending library of technologies and equipment students will need in their classes.

Like the efficiency and effectiveness goals of the new SIS, these ideas are also integrated in our adoption plan for a new budget management, forecasting, and tracking software, Microsoft Dynamics 365 Business Central. This will be implemented in Fall 2022 and our employees will be trained to begin using the new system by December of 2022, just in-time for the 2023-24 budget planning cycle.

With this new software we expect to be able to transition to a term budget model for individual SEBUs within the next 24 months and provide term by term budget to actual reporting numbers for the SEBUs and the Enterprise. It will also support our new General Ledger account codes and thereby assist with invoice coding and tracking of expenditures by cost centers.

To address the risks posed by the labor force we will continue to work on sourcing candidates from a diverse pool of talent. Although we have been focusing efforts here, we have not yet established actionable goals for increasing the diversity of our employees. Using the increased functionality of our new HRIS system we will evaluate our current employee base to inform goal setting for the 2022-23 fiscal year. We will also leverage this system to enhance our ability to capture and report diversity statistics for our job candidates and hires.

We anticipate building a robust performance evaluation system within the new HRIS. This will support our ability to extend evaluation on outcomes and KPIs from the senior leadership team to their direct reports. This will be built into our new employees onboarding experience.

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 (FY 2020)			2 Years Prior (FY 2021)			1 Year Prior (FY 2022)			Current Year (FY 2023)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	45	63	108	47	118	165	21	118	139			0
Research Staff	0		0	1	0	1			0			0
Public Service Staff	0		0			0			0			0
Librarians	2		2	2	0	2	2	2	4			0
Library Technicians			0	1	2	3	1		1			0
Archivists, Curators, Museum staff	0		0			0			0			0
Student and Academic Affairs	43		43	34	11	45	34	11	45			0
Management Occupations	32		32	25		25	25		25			0
Business and Financial Operations	3		3	10		10	10		10			0
Computer, Engineering and Science	6		6	9		9	9		9			0
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	3		3	7	6	13	7	6	13			0
Healthcare Practitioners and Technical	3	1	4	1	1	2	1	1	2			0
Service Occupations	52	3	55	8	11	19	39	6	45			0
Sales and Related Occupations	2		2	13		13	8	11	19			0
Office and Administrative Support	23		23	2		2	13		13			0
Natural Resources, Construction, Maintenance	2		2	1		1	2		2			0
Production, Transportation, Material Moving	0		0			0	1		1			0
Total	216	67	283	161	149	310	173	155	328	0	0	0

Standard 7: Institutional Resources

(Statement of Financial Position/Statement of Net Assets)

	Fiscal Year ends - month & day: (06 /30)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Most Recent Year (FY 2022)	Percent Change 2 yrs-1 yr prior	Percent Change 1 yr-most recent
	ASSETS (in 000s)					
?	Cash and Short Term Investments	$6,136,613	$11,329,538		84.6%	-100.0%
?	Cash held by State Treasurer	$0	$0		-	-
?	Deposits held by State Treasurer	$0	$0		-	-
?	Accounts Receivable, Net	$241,700	$630,807		161.0%	-100.0%
?	Contributions Receivable, Net	$484,431	$61,631		-87.3%	-100.0%
?	Inventory and Prepaid Expenses	$0	$0		-	-
?	Long-Term Investments	$18,805,605	$22,790,356		21.2%	-100.0%
?	Loans to Students	$863,299	$510		-99.9%	-100.0%
?	Funds held under bond agreement	$0	$0		-	-
?	Property, plants, and equipment, net	$26,442,914	$22,249,358		-15.9%	-100.0%
?	Other Assets	$0	$0		-	-
	Total Assets	**$52,974,562**	**$57,062,200**	**$0**	7.7%	-100.0%
	LIABILITIES (in 000s)					
?	Accounts payable and accrued liabilities	$1,205,973	$1,232,931		2.2%	-100.0%
?	Deferred revenue & refundable advances	$334,927	$1,104,566		229.8%	-100.0%
?	Due to state	$0	$0		-	-
?	Due to affiliates	$0	$0		-	-
?	Annuity and life income obligations	$0	$0		-	-
?	Amounts held on behalf of others	$0	$0		-	-
?	Long-term investments	$18,056,296	$13,747,526		-23.9%	-100.0%
?	Refundable government advances	$0	$0		-	-
?	Other long-term liabilities	$135,475	$140,588		3.8%	-100.0%
	Total Liabilities	**$19,732,671**	**$16,225,611**	**$0**	-17.8%	-100.0%
	NET ASSETS (in 000s)					
	Unrestricted net assets					
	Institutional	**$15,113,337**	**$19,488,541**		28.9%	-100.0%
?	Foundation	**$0**	**$0**		-	-
	Total	**$15,113,337**	**$19,488,541**		28.9%	-100.0%
	Temporarily restricted net assets					
	Institutional	**$6,311,468**	**$9,513,252**		50.7%	-100.0%
?	Foundation	**$0**	**$0**		-	-
	Total	**$6,311,468**	**$9,513,252**		50.7%	-100.0%
	Permanently restricted net assets					
	Institutional	**$11,817,086**	**$11,834,796**		0.1%	-100.0%
?	Foundation	**$0**	**$0**		-	-
	Total	**$11,817,086**	**$11,834,796**		0.1%	-100.0%
	Total Net Assets	**$33,241,891**	**$40,836,589**		22.8%	-100.0%
	TOTAL LIABILITIES and NET ASSETS	**$52,974,562**	**$57,062,200**	**$0**	7.7%	-100.0%

Please enter any explanatory notes in the box below

FY 2022 financial data is estimated to be available by 10/1/22.

Standard 7: Institutional Resources

(Statement of Revenues and Expenses)

	Fiscal Year ends - month& day: (06 / 30)	3 Years Prior (FY2020)	2 Years Prior (FY2021)	Most Recently Completed Year (FY2022)	Current Year (FY2023)	Next Year Forward (FY2024)
	OPERATING REVENUES (in 000s)					
?	Tuition and fees	$22,699,862	$16,919,426			
?	Room and board	$0	$0			
?	Less: Financial aid	-$7,277,390	-$30,723			
	Net student fees	$15,422,472	$16,888,703			
?	Government grants and contracts	$0	$0			
?	Private gifts, grants and contracts	$369,681	$3,582,031			
?	Other auxiliary enterprises	$4,692,908	$509,418			
	Endowment income used in operations	$185,392	$166,466			
?	Other revenue (specify):	$0	$200,484			
	Other revenue (specify):	$0	$0			
	Net assets released from restrictions	$2,245,680	$2,434,955			
	Total Operating Revenues	**$22,916,133**	**$23,782,057**	**$0**	**$0**	**$0**
	OPERATING EXPENSES (in 000s)					
?	Instruction	$4,783,110	$4,586,045			
?	Research	$0	$0			
?	Public Service	$0	$0			
?	Academic Support	$5,428,436	$7,080,746			
?	Student Services	$3,304,826	$1,655,868			
?	Institutional Support	$3,966,276	$2,826,304			
	Fundraising and alumni relations	$224,270	$153,340			
?	Operation, maintenance of plant (if not allocated)	$0	$0			
?	Scholarships and fellowships (cash refunded by public institution)	$524,549	$541,518			
?	Auxiliary enterprises	$4,514,607	$3,084,310			
?	Depreciation (if not allocated)	$0	$0			
?	Other expenses (specify):	$0	$0			
	Other expenses (specify):	$0				
	Total operating expenditures	**$22,746,074**	**$19,928,131**	**$0**	**$0**	**$0**
	Change in net assets from operations	**$170,059**	**$3,853,926**	**$0**	**$0**	**$0**
	NON OPERATING REVENUES (in 000s)					
?	State appropriations (net)					
?	Investment return	**$855,825**	**$3,969,222**			
?	Interest expense (public institutions)					
	Gifts, bequests and contributions not used in operations	**$1,660,926**	**$1,685,227**			
?	Other (specify):Loss from defalcation	**-$196,594**	**-$27,188**			
	Other (specify):Change in value of interest rate swaps	**-$793,089**	**$548,466**			
	Other (specify):					
	Net non-operating revenues	**$1,527,068**	**$6,175,727**	**$0**	**$0**	**$0**
	Income before other revenues, expenses, gains, or losses	**$1,697,127**	**$10,029,653**	**$0**	**$0**	**$0**
?	Capital appropriations (public institutions)					
?	Other (specify): Net Assets Released from Restrictions	**-$2,245,680**	**-$2,434,955**			
	TOTAL INCREASE/DECREASE IN NET ASSETS	**-$548,553**	**$7,594,698**	**$0**	**$0**	**$0**

Standard 7: Institutional Resources

(Statement of Debt)

FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY2020)	2 Years Prior (FY2021)	Most Recently Completed Year (FY 2022)	Current Year (FY 2023)	Next Year Forward (FY 2024)
Long-term Debt					
Beginning balance	$14,670,647	$16,956,104			
Additions	$3,024,200	$0			
? Reductions	($738,743)	($3,789,562)			
Ending balance	**$16,956,104**	**$13,166,542**	**$0**	**$0**	**$0**
Interest paid during fiscal year	$484,991	$460,661			
Current Portion	$750,733	$776,960			
Bond Rating	N/A	N/A			
Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	12.48	13.65			
Debt to Net Assets Ratio Long-tem Debt / Total Net Assets	0.03	0.30			
Debt to Assets Ratio Long-term Debt / Total Assets	0.31	0.22			

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 covenants were modified.

1. Interest rates are fixed at 3.12%, 3.25%, and 3.74% with monthly payments of principal and interest. 2. Unity College has two financial covenants.

a. One is a simple line of credit clearance requirement where we require the line of credit (not the reducing revolver) to be cleared to zero for a min of 30-consecutive days. We have comfortably met this as the line of credit has not been used for some time.

b. The 2nd financial covenant is required for all of the loans and is a min Debt Service Coverage ratio of not less than 1.20:1. That is tested annually based on the CPA audited financials. The School has been in compliance of this covenant over the last 3 years 2018-2020.

• The sum of the Change in Net Assets + Depreciation & Amortization + Interest Expense +/- Realized & Unrealized Investment (Gains)/Losses +/- Non-recurring (Gains)/Losses divided by the sum of Actual Annual Interest Expense Paid + Actual Annual Principal Paid.

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

Bangor Savings Bank - $750,000 - No restrictions: Bangor Savings Bank - $3,500,000 - No restrictions:

Future borrowing plans (please describe).

Nothing planned

Standard 7: Institutional Resources
(Supplemental Data)

	FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	Most Recently Completed Year (FY 2022)	Current Year (FY 2023)	Next Year Forward (FY 2024)
	NET ASSETS					
	Net assets beginning of year	$33,790,444	$33,241,891			
	Total increase/decrease in net assets	($548,553)	$7,594,698			
	Net assets end of year	**$33,241,891**	**$40,836,589**	**$0**	**$0**	**$0**
	FINANCIAL AID					
	Source of funds					
	Unrestricted institutional	$7,277,390	$30,723			
	Federal, state and private grants	**$822,158**	**$1,266,149**			
	Restricted funds	**$870,824**	**$3,970,654**			
	Total	**$8,970,372**	**$5,267,526**	**$0**	**$0**	**$0**
	% Discount of tuition and fees	71.6%	31.0%			
?	% Unrestricted discount	32.1%	0.1%			
	Net Tuition Revenue per FTE	$14,778	$12,500			
?	**FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE**	1.8	3.0			

Please indicate your institution's endowment spending policy:

The annual spending from the endowment asset base is limited to 4% of the three-year rolling average of the endowment's market value, calculated quarterly.

Please enter any explanatory notes in the box below.

FY 2022 financial data is estimated to be available by 10/1/22.

Standard 7: Institutional Resources

(Liquidity)

FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	Most Recently Completed Year (FY 2022)	Current Year (FY 2023)	Next Year Forward (FY 2024)
CASH FLOW					
Cash and Cash Equivalents beginning of year	$3,312,954	$5,907,080			
Cash Flow from Operating Activities	$408,182	$3,479,972			
Cash Flow from Investing Activities	($129,142)	$2,115,211			
Cash Flow from Financing Activities	$2,315,086	($750,733)			
Cash and Cash Equivalents end of year	**$5,907,080**	**$10,751,530**	**$0**	**$0**	**$0**
LIQUIDITY RATIOS					
Current Assets	$8,463,068	$12,808,396			
Current Liabilities	$2,291,633	$3,114,457			
Current Ratio	**3.69**	**4.11**	**0.00**	**0.00**	**0.00**
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses])/ 365)	**0.15**	**0.30**			

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.

FY 2022 financial data is estimated to be available by 10/1/22.

Standard 7: Institutional Resources
(Information Resources)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2024)
Total Expenditures					
Materials	$821	$500	$4,500		
Salaries & wages (permanent staff)	$166,698	$60,661			
Salaries & wages (student employees)	$27,133	$0			
Other operating expenses		$79,369	$83,675		
Expenditures/FTE student					
Materials		$0			
Salaries & wages (permanent staff)					
Salaries & wages (student employees)					
Other operating expenses		$59			
Collections					
Percent available physically	14%	14%			
Percent available electronically	86%	86%			
Number of digital repositories	1	1	1		
Personnel (FTE)					
Librarians - main campus	2	1	1		
Librarians - branch /other locations	0	0	0		
Other library personnel - main campus	0	0	0		
Other library personnel - branch/other locations	0	0	0		
Availability/attendance					
Hours of operation/week main campus	78	n/a	61		
Hours of operation/week branch/other locations	n/a	n/a	n/a		
Consortia/Partnerships					

URL of most recent library annual report:

Please enter any explanatory notes in the box below

IPEDS data - ADP goes back to 2019 - the data is clumped and not divided i.e., librarian ***Due to COVID, the physcial library was not open during the FY21 academic year but the librarian was available virtually 40 a week. Reponsitory is content diem.

See Form 4.5 for data about Information Literacy

Standard 7: Institutional Resources
(Technological Resources)

		3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
		(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2024)
?	**Course management system**	Course management system is Canvas for DE & HL (our LMS)				
	Number of dasses using the system	783	813	1,233	1,824	2,261
?	**Course management system**	Course management system is Brightspace for TIEP				
	Number of dasses using the system	0	0	0	260	380
	Bandwidth					
	On-campus network	1 GPS fiber	1 GPS fiber	1 GPS fiber	1 GPS fiber	1 GPS fiber
	Off-campus access					
?	commodity internet (Mbps)					
?	high-performance networks (Mbps)	1000 mbps	1000 mbps	1000 mbps	1000 mbps	1000 mbps
?	Wireless protocol(s)	WPA	WPA	WPA	WPA	WPA
	Typical classroom technology					
	Main campus	•Epson BrightLink 536 Wi overhead throw projector (creating an interactive whiteboard experience) •Epson Interactive Pen and remote •Dry erase whiteboard •2 - Atlas Sound speakers (front corners) •Podium with glass top with Dell desktop computer, mouse, VGA cable, VGA / HDMI adapter to USB-C •Wall mounted port hub: VGA, HDMI, and a USB-B •Wall mounted control for projector and speakers				
	Branch/other locations	•1 - Poly Studio X70 Video Bar •1 - Poly Studio E70 auto track 4k USB camera with dual lens •1 - 4x1 4K HDMI® Auto Switcher •1 - 86" Consumer Display •1 - 55" Consumer Display •1 - Audio Conferencing Processor •8 - Saros® Integrator 4" 2-Way In-Ceiling Speaker, White •1 - Ceiling Mic Array Dante Interface Box •2 - Ceiling Mic Array Dante Junction Box •2 - Ceiling Mic Array Dante 1 Array (3 Channels) •1 - SMART Podium 624 •Cables				

Software systems and versions	
Students	MS Office 365 Cloud; Canvas; D2L Brightspace
Finances	Dynamics GP Accounting
Human Resources	Paycom
Advancement	Donor Perfect
Library	Minerva
Website Management	WordPRess
Portfolio Management	Handshake
Interactive Video Conferencing	Zoom, MS TEAMS
Digital Object Management	BitBucket
Website locations of technology policies/plans	
Integrity and security of data	https://unity.edu/faculty-and-staff/college-policies/
Privacy of individuals	https://unity.edu/policies/privacy/
Appropriate use	https://unity.edu/faculty-and-staff/college-policies/
Disaster and recovery plan	O:\IT_Shared\Disaster_recovery\Disaster Recovery Planv1.doc
Technology replacement	

Standard 7: Institutional Resources
(Physical Resources)

Campus location	Serviceable Buildings	Assignable Square Feet (000)
Main campus	29	297,838
Other U.S. locations	21	77,480
International locations	n/a	n/a

	3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)	Next Year Forward (goal) (FY 2024)
Revenue ($000)					
Capital appropriations (public institutions)	N/A	N/A			
Operating budget	$845,038	$596,327			
Gifts and grants	$0	$0			
Debt	$0	$0			
Total	$845,038	$596,327	$0	$0	$0
Expenditures ($000)					
New Construction	$106,246	$0			
Renovations, maintenance and equipment	$371,316	$367,221			
Technology	$367,476	$229,106			
Total	$845,038	$596,327	$0	$0	$0

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom	12,918	0	12,918
Laboratory	3,856	0	3,856
Office	16,480	20,716	37,196
Study	3,567	0	3,567
Special	16,008	0	16,008
General	42,954	0	42,954
Support	23,424	10,061	33,485
Residential	38,203	12,871	51,074
Other	18,537	33,832	52,369

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

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Unity 3	Residence Hall	18,459.00	$4,225,022	2016
Unity 2	Residence Hall	17,800.00	$3,817,395	2015
Clifford Hall	Residence Hall	17,800.00	$4,221,222	2014
Collaborative Learning Center	Academic Support	4,050.00	$936,356	2016

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

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

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

The list below indudes renovations costing $XXX or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Yarmouth Hall	Offices	9,377.00	$407,500	2021
Raymond Hall	Offices	7,567.00	$106,246	2019
Founders Hall South	Academic Support	5,968.00	$253,501	2019
Unity College Center for the Arts	Academic Space	13,000.00	$150,182	2018
Wyman Commons	Dining Services	2,613.00	$886,768	2014

Renovations planned for next 5 years (add rows as needed)

The list below indudes renovations costing $XXX or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Freeport Hall	Technical Institute for En	33,326.00	$2,606,000	2022

Please enter any explanatory notes in the box below

FY 2022 financial data is estimated to be available by 10/1/22.

STANDARD 8: EDUCATIONAL EFFECTIVENESS

Setting Outcome Goals

Description

Academic Program Outcomes

The academic programs offered at all of Unity College's Strategic Educational Business Units (SEBUs) are explicitly tied to its mission of preparing graduates with the knowledge and skills needed to support environmental sustainability. SEBU Leads (VPs or Deans) consult with environmental professionals and draw on relevant demographic and job projection data to inform their decisions about which academic programs to develop. For example, Distance Education offers ten Bachelor of Science degrees in fields including Environmental Studies, Animal Health and Behavior, and Wildlife Conservation (projected job growth through 2028 in these fields ranges from 8-19%[1]). Distance Education also offers seven Masters of Professional Science degrees in fields such as Marine Science and Environmental Studies and Sustainability (with projected job growth through 2028 ranging from 7-19%[2]). Within the Hybrid Learning SEBU, students may select from five Bachelor of Science programs, including Conservation Law Enforcement, Captive Animal Care, and Wildlife and Fisheries Biology.

Each academic program is designed to enable students to achieve a set of program-specific learning outcomes (PLOs). During the Backwards Design[3] process, Deans work closely with faculty and subject matter experts (SMEs), as well as their Instructional Designers (IDs), to identify outcomes that (1) are measurable; (2) represent the key knowledge and skills expected of professionals in the target field/s; and (3) are appropriate for the degree being offered (i.e., Bachelor or Master's degree; see for example Table 4.9 for a comparison of Wildlife Conservation outcomes in the undergraduate and graduate programs within Distance Education).

Once PLOs have been established, Deans identify a set of courses within which the outcomes can be achieved and then oversee a team of IDs and SMEs who develop specific outcomes and learning experiences within each course. As described in Standard 4, new and significantly modified programs must be reviewed by the SEBU-specific Curriculum and Assessment Task Group (CATG) and approved by the SEBU lead, Chief Academic Officer (CAO), and President. Deans or SEBU Leads who wish to propose new or modified programs must complete the appropriate forms in Policy Tech. New program proposals must include a rationale that clearly links anticipated audience needs (i.e., the needs of specific student bodies to whom programs are targeted, such as working adult learners) with pedagogical strategies (including modality of instructional delivery) and predicted employment opportunities. In addition, these proposals must include a curriculum matrix that maps course-level outcomes to PLOs (see Fig. 8.1). The form (called a routing sheet) that accompanies modifications also prompts proposers to ensure that changes will enable students to achieve course- and/or program-level outcomes.

PLOs are communicated to students through publication in each SEBU's Course Catalog as well as on program checklists, both of which are available on the web page dedicated to each academic program (see Fig 8.2 below and links in the E3 forms).

[1] U.S. Bureau of Labor Statistics

[2] U.S. Bureau of Labor Statistics

[3] Wiggins, G. P., & McTighe, J. M. (2008). *Understanding by design*. Association for Supervision and Curriculum Development.

Figure 8.1. Excerpt from the New Program Proposal form.

Proposers are prompted to provide a rationale that connects the proposed program with audience needs as well as a curriculum matrix linking course-level outcomes to program-level outcomes.

5. Description of Intended Audience

[In this section, describe the demographics and needs of the intended audience.]

6. Rationale

[In this section, provide (1) a rationale for the program that includes data (e.g., market research, etc.) documenting the need for the program and size of anticipated audience; and (2) a description of how the program, offered in this specific SEBU, will meet audience needs.]

7. Program Learning Outcomes and/or Competencies

[List the specific, measurable outcomes/competencies for the program.]

E.g.:

PLO1: Use effective written and computer skills to prepare technical and professional documents and reports.
PLO2: Communicate effectively with diverse stakeholders within professional contexts.
PLO3: Collaborate effectively with diverse colleagues and clients.
PLO4: Interpret and accurately summarize quantitative information.

8. Table of Course Descriptions and Course-Level Outcomes/Competencies

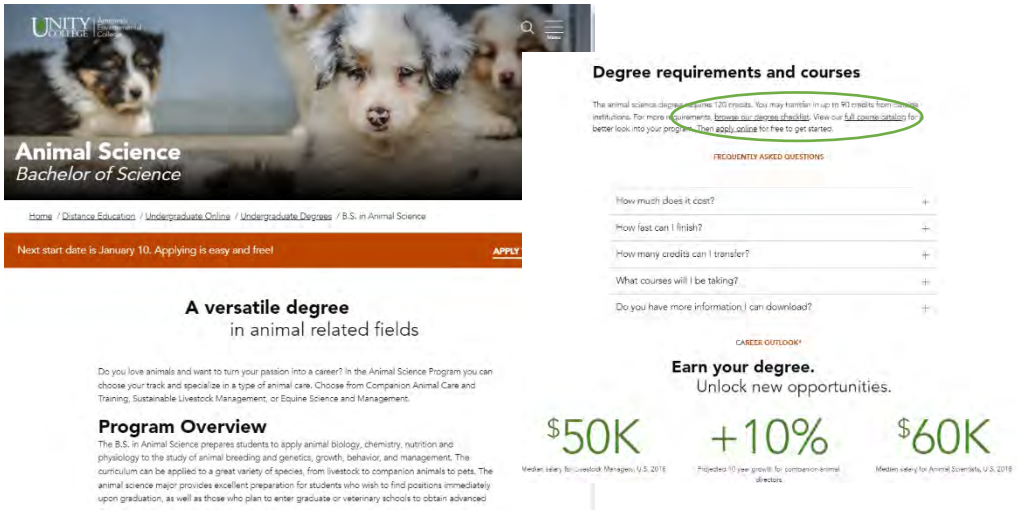
[Include a table that lists each required course, its description, and intended outcomes/competencies. Also include the alignment between courses and program-level outcomes/competencies.]

E.g.:

Course Title	Description	Course-Level Outcomes	Alignment to Program Outcomes
EPC 101 Social Emotional Skills for Success	In this course, students will assess and strengthen social emotional skills that play a key role in professional success They will learn about emotional intelligence and identify and practice strategies for improving their own EI skills. They will explore the psychological roots of behavior and learn to	Emotional Intelligence • Define emotional intelligence and describe behaviors commonly observed in people with high emotional intelligence. • Identify personal strengths and weaknesses related to EI and specific strategies to address weaknesses.	PLO 2 PLO 3

Figure 8.2. Excerpts DE B.S. in Animal Science Program Page

Expected academic outcomes are described in the linked Course Catalog and Degree Checklist (circled for emphasis below) and related employment/career data are provided.



Student Success Outcomes

A comprehensive plan for the evaluation of student success metrics has been designed at the institutional level and will be implemented following the launch of our new Student Information

System (SIS), Salesforce (est. December 2022). These metrics should support and assess Unity's efforts toward creating exceptional educational opportunities that meet students' needs and help them reach their academic and career goals. The metrics evaluate numerous points in the student lifecycle from first term success through graduation as well as preparation for and attainment of post-graduation goals. They include various persistence and retention rates as well as a number of academic success points such as course completion rates in gateway courses and success of students on academic probation. We plan to compile the data at the Enterprise level and disaggregate by SEBU and programs when appropriate. The compiled results will be shared with the SEBUs and Enterprise functional areas to use the results to improve the student experience through evaluation of an intervention, strategy, policy or process or to contribute to a review of curriculum design or instruction. In addition to the institutional metrics, SEBUs can identify student success goals that reflect both their distinct audiences and their students' needs.

In addition to the planned holistic approach to evaluating student success described above, each term the Registrar's office compiles an institutional Census Report that tracks enrollment, retention and completion for each SEBU and their progress towards the term and annual goals. The Census Reports also incorporate the SEBU's revenue goals based on credits generated. Tracking SEBU enrollment and revenue generation in relation to goals is thus essential to monitoring the success of a SEBU in reaching and serving its audience. If the Census Reports show a SEBU(s) is not on track to attain their enrollment projections, the budget will be revisited, as will recruitment and retention strategies for appropriate adjustments.

Appraisal

The College has a robust process for proposing new and modified academic programs that includes careful review of explicit outcome goals with input from industry professionals and the faculty and staff who serve on the CATG. The use of the Backwards Design process ensures that programs and courses are purposefully built to enable learners to achieve these specific outcomes. Alignment between course-level outcomes and program outcomes is explicit and documented in the Administrative Syllabus of each SEBU (DE admin. syllabus, HL admin. syllabus, TIEP admin. syllabus), which is kept updated by academic deans.

Enrollment, retention, and completion goals are tied closely to budget, which ensures adequate resources for staffing courses, advising students, etc. These goals are set based on trends from the previous year, as well as regional and national data about the higher education market. Throughout the year the goals are continually evaluated and reconsidered based on progress towards meeting them and shifts in situational realities such as the timing of opening a new SEBU. Unity's commitment to the college's mission and to a fundamental goal of expanding access to higher education credentials is reinforced by the college's overarching goals for retention and completion: to exceed the national average of private, open enrollment bachelor's institutions by 10%.

The institution has made significant commitments to creating a culture of data through the investment in a new holistic SIS (Salesforce) that will allow the institution to track students and their progress from the prospect stage through to alumni and even donor status to improve the institution's ability to track and report on enrollment and success, the development of data integrity standards, the identification of institutional metrics for retention, persistence and graduation achievement efforts, and recasting the role of the Institutional Research office to provide consistency in institutional reporting and the tracking of program and student success metrics. As discussed in Standard 5, leveraging the new SIS to fully implement data collection and dissemination related to student success metrics described above is a priority for the coming year.

The spectrum of student success metrics was designed to measure each SEBU's offerings and supports throughout the student lifecycle, but tying the measurements to goals that are specific and relevant to each SEBU are initially assigned based on ideals until enough time allows for trends, initiatives and goals to all be more closely aligned. Rapid enrollment growth, significant changes in SEBU approach and the development of new SEBUs make the assignment of goals a shifting target.

Current student success goals for enrollment, retention and completion allow for some consideration of specific audiences (e.g., working adults in Distance Education versus traditional-aged students in Hybrid Learning), as they are set at the SEBU level. However, the data had not been disaggregated among the various student bodies in SEBUs with goals set that are specific for groups of students within each. For example, we do not have goals related to completion rates for first-generation students or students of color.

Measuring Outcomes

Description

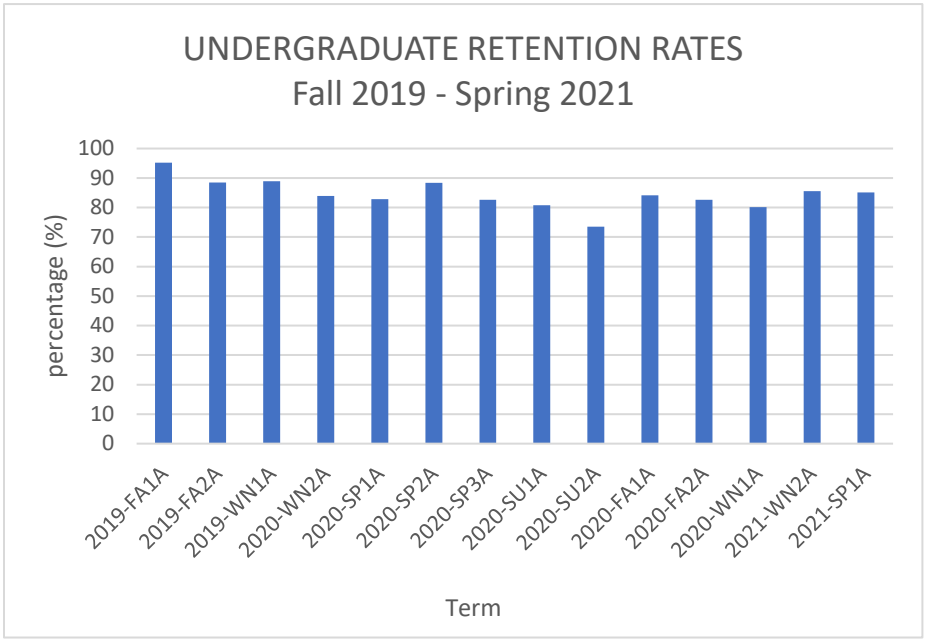
Course and Program Effectiveness

All SEBUs are required to engage in regular, systematic assessment of academic programs by (1) gathering course-specific feedback from students, instructors, and designers and using these data to make purposeful modifications and improvements to instructional materials and pedagogical approaches; and (2) conducting comprehensive reviews of all degree and general education programs in a four-year cycle (three years of data collection followed by a comprehensive self-study and external review during the fourth year). SEBUs implement course-level data collection practices that suit their target audiences and staffing models (e.g., mid-course surveys, informal check-ins with Advisors or Coaches, grade distribution reports, etc.). For example, Distance Education, whose courses are all built by IDs in collaboration with SMEs, gathers course-level feedback from all instructors (full-time faculty and adjuncts), compiles this information, and uses it to identify specific areas for course improvement. Data incorporated into the program-level self-study are standardized across SEBUs and include: (1) student performance on key assignments (i.e. those aligned to PLOs) within courses, (2) program completion rates, (3) job placement and alumni survey responses; and (4) end-of-course student surveys.

Retention

Unity College uses internal Census Reports (see Standard 5) to track credit enrollment (headcount and credits) and revenue by SEBU, credential level, and the institution overall. The reports provide information about retention, as they document the number of students who are returning from the previous term ("returning" students) as well as the number of students who are returning after having been enrolled in a term prior to the last one ("continuing" students). Unity's non-traditional term structure provides students with a high degree of flexibility regarding how they schedule their courses: an undergraduate student is considered "full time" in any specific term if they enroll for 3 or more credits and can enroll in up to eight 5-week terms and a graduate student is considered "full time" if they enroll in 6 credits in any of the five 8-week terms each year. Consequently, a traditional measurement of retention (fall to fall for first-time students enrolled full-time) does not provide meaningful data for us. Thus, retention is calculated by measuring the percentage of students who enroll for the first time in a SEBU in any term in a given year and subsequently enroll for at least one more term within a year. This enables us to get a clearer picture of the number of non-traditional (adult, transfers, etc.) students who are retained in our programs.

Figure 8.3. College-Wide Undergraduate Retention Rates, F 2019 – Spring 2021
All newly enrolled students in each term were tracked and counted as retained if they enrolled in at least one additional term within a year. The average retention for this period was 84.4%.



Course Completion

Students who enroll in a course and receive a final grade above failing are counted as having completed the course. College-wide and SEBU-specific course completion rates are provided by the Senior Institutional Research Analyst upon request. Deans are also able to calculate course completion rates by running reports in the Student Information System (see Table 8.1 below for a summary of course completion rates in recent years) or the Learning Management System and frequently do so when monitoring student achievement in specific courses (see example of EVPC 101 discussed below) or academic programs.

Table 8.1. College-Wide Course Completion Rates

	2018-2019	2019-2020	2020-2021
Undergraduate	70.1%	84.0%	81.8%
Graduate	87.4%	94.5%	92.1%

Degree Completion Rates

Four-year and six-year degree completion rates are tracked and reported in the IPEDS system. These data, as well as student retention rates, can be found on the College's Consumer Information site. The six-year completion rate for the 2014 Bachelor's cohort (at that time, all of whom were enrolled in Unity College Flagship) was 67%. With Distance Education programs still relatively new, degree completion rates are limited to Master's programs. Graduation rates for Distance Education students completing a Master's degree within three years of beginning were at 40% in FY 2020 and increased to 55% in FY 2021.

Appraisal

With the implementation of the Enterprise model over the last four years, several new academic programs delivered through a variety of modalities have been developed (or adapted) to meet the needs of SEBUs' distinct audiences. Program assessment practices have also evolved to be more responsive and iterative, with focused evaluation of learning outcomes during every year of the program review cycle and processes to make curriculum adjustments (at the course and/or program level) quickly, with input from the SEBU CATG, and to monitor the effectiveness of those adjustments. This is an improvement over past practices, where individual programs were reviewed approximately every five years and recommended changes took an additional one or two years to implement (see *Curriculum Assessment* in Standard 4). In order to maintain a reasonable program review schedule, a four-year cycle is being phased in and it is anticipated that a comprehensive review of all existing programs will be completed by FY 2026 (for example, see Fig. 4.4, which shows the assessment schedule for Distance Education).

Another strength of the program review process is the involvement of the CATG, a diverse group of Enterprise and SEBU faculty and staff whose collective expertise ensures that program review remains focused on measurable outcomes, career-relevance, and disciplinary currency.

The Census Reports provide a dashboard of key data that is consistently updated allowing for trend analysis, budgetary awareness, and alerts to enrollment shifts (including shifts in retention and persistence). While the college doesn't recruit specific populations, the demographics listed represent the importance of the audience-first approach of each SEBU with the average age, ethnic diversity and geographic reach tracked as important components of the college's overall goals. In addition, the college is proud of its Military Friendly designation and consider this an important attribute in expanding the number and diversity of adult learners who can benefit from an education steeped in sustainability science. Students receiving military benefits were not tracked until the Distance Education SEBU opened, as this group aligned strongly with the audience-specific approach of DE. The Census Reports are the primary tracking tools for enrollment and revenue, and they are run each term throughout the fiscal year.

The Census Reports are updated with any changes to enrollment and budgetary goals annually, unless trends show a significant increase or decrease that requires nimbleness in revising the goals. This constant reaffirming or realignment of enrollment and budgetary goals ensures the institution, and each SEBU, are constantly aware of their progress and can quickly address any necessary changes in staffing, planning, or strategies to scale up or down as appropriate.

The college has implemented a measure of retention that is consistent with its non-traditional calendar and enables us to capture and track the success of a broader range of students, including those who have transferred into Unity College. The regular Census Reports enable staff and faculty across the College to track enrollment trends and make timely adjustments if goals are not being met.

The advising/coaching models implemented in Distance Education and Hybrid Learning have proven to be an effective way to gather ad hoc information about programs and courses. While each SEBU has its own specific model, they all involve a high level of personal attention given to each student. Because coaches and advisors check in with students regularly, they are often the first people to learn about concerns or challenges. Coaches and advisors keep careful track of students' comments and share information about patterns or issues that recur with appropriate deans, thus enabling quick adjustments to courses, programs, or student success practices. (See discussion of EVPC 101 below for an example.)

One significant challenge has been tracking graduates' career trajectories. While this data is initially collected in the students' final courses in their programs through a senior survey. In recent years, graduating students have reported a high level of employment: 90% (n = 123) of undergraduate

seniors in the Flagship SEBU wo responded to the survey in 2018-2019 reported being employed upon graduation; and 86% (n = 83) of DE Master's students who completed the survey between 2019-2021 reported having obtained full-time employment.

To follow up with graduates after they leave our SEBUs, we have relied on an electronic survey. This survey is always available on our website to allow graduates to self-report any changes as they happen, but we solicit responses quarterly through email. Typically, only a small percentage of our alumni respond to this survey. Therefore, while some students provide useful information, the small sample size limits generalizations. Of the 155 alumni who completed the survey between 2019-2021, 81% reported being employed. Only 54% were employed in a field of study related to their Unity College degree (e.g., a forester for the NYC Parks and Recreation Department, a water quality specialist for the PA Department of Environmental Protection, and a biological scientist for the Florida Fish and Wildlife Conservation Commission), but the survey did not ask respondents whether this was by choice. That is, of the 27% of alumni employed in other fields, we do not know how many are actively seeking employment in an area related to their degree. In December 2021, we attempted to increase the response rate by inviting 267 students (who had graduated or anticipated graduating in any term in 2021) to complete a job placement survey and receive a small gift certificate to our College store. Of 57 respondents (response rate = 21.3%), 59.6% reported being employed full time and not seeking work, while another 8.7% indicated their intention to pursue further education. Twenty-six percent of the respondents reported that they were seeking work in their chosen field.

A further challenge has been the gathering of focused data about student achievement of program learning outcomes. While the mapping of outcomes to key course assignments (artifacts) is a strength, the rubrics used in the Learning Management System (by course instructors) to grade the assignments usually capture multiple dimensions in addition to the specific program learning outcome. Thus, deans must develop outcome-specific rubrics or scoring tools rather than rely solely on those embedded within course assignments.

Finally, the ability to access and report on data had been a persistent challenge due to an antiquated and complicated Student Information System (CAMS) (due to be replaced in December 2022) and the limited number of staff with the access and knowledge to extract data from it. The College has struggle to hire and retain an Institutional Research Analyst, which has further complicated the process of accessing and mining the data about student achievement of goals and outcomes.

Analyzing & Acting on Outcome Data

Description

Course and Program Effectiveness

Academic deans in each SEBU are responsible for implementing final suggestions for changes and improvements following program review and documenting these changes in the appropriate E3 form. Each SEBU's CATG evaluates significant curricular changes, such as the addition of new courses or pre-requisites, and the SEBU Lead, CAO, and President must approve these changes. A SEBU dean oversees changes to course-level outcomes and instructional materials and ensures that all changes and updates are documented in the Administrative Syllabus (DE admin. syllabus, HL admin. syllabus, TIEP admin. syllabus) (Also see *Curriculum Assessment* in Standard 4 for a detailed description of program review.) The Dean of Curricular Innovation and Assessment (DCIA) ensures that all SEBUs implement required course-level and program-level assessment practices and archives semi-annual Course Efficacy Reports and all program-assessment documents in the SEBU-specific Assessment repository in Sharepoint. Below are specific examples of how qualitative and quantitative outcome data have been used to support continuous improvements in course and program design and delivery.

Specific Example 1: Analyzing and Acting on Course-Level Student Success Data

Deans (or, in the case of HL, the VP and Program Liaison) monitor student performance in key courses to identify strategies for increasing course-level success (completion) and overall retention. For example, *EVPC 101: Professional Skills* is the first course that all DE students must complete, and therefore student success in this course is closely tied to early retention. The course provides students with an orientation to online learning (including instruction about specific strategies for success in this context) and to the Distance Education SEBU specifically. Students learn about how courses are organized in the LMS, what resources are available to them, and the academic expectations. EVPC 101 also serves to develop students' general professional skills, including time management, information literacy, and career planning.

Early in FY 2021, Advisors noted that many of their first term students appeared disengaged in EVPC 101. Subsequently, while examining end-of-term data, they noted the high non-completion rates for the course (23.1% in FA2 and 25.6% in WN1). Advisors shared their observations about the comparatively low completion rate for EVPC 101 (see Table 8.2 below) with the DE Dean of General Education and Environmental Studies and the Dean oversaw a full course rebuild in spring 2021. Because EVPC 101 is the first course that students take in DE, it is also, for many of them, their first experience in an online learning environment. Thus, many factors are likely to impact students' success in the course, including the degree to which they find online learning appealing and accessible in general as well as the structure and content of the EVPC 101 course specifically.

In an effort to improve student engagement, the rebuilt course focused more on helping students to see the connections between course content (especially professional skill development) and their career goals. The revised course was launched in Summer 2021 (SU1-21 in Table 8.2). Even after this first course rebuild, students were still 1.5 times more likely to withdraw from or fail in EVPC 101 than in other undergraduate DE courses (when the "other courses" rate was calculated as an aggregate). Note that prior to the rebuild, the average non-completion rate was 21.6% and after it was 23.4%. This change is not statistically significant ($p = 0.29$). Consequently, the team concluded that the perceived relevance of the course content – the focus of the recent curricular changes – probably did not account for the relatively low student success rate in the course or that addressing this issue was not sufficient to have a positive impact on student success.

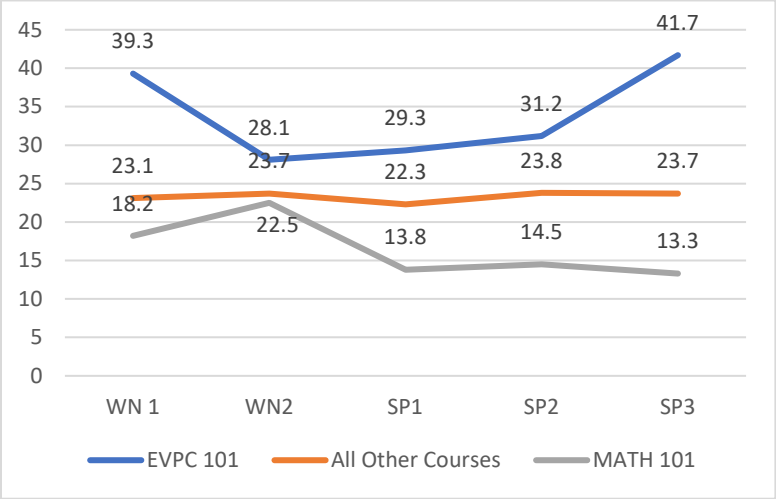
The subsequent course rebuild effort focused on providing additional resources and opportunities for skill-building broadly related to college preparedness, including study strategies, writing and citation skills, and time management. Deans continued to monitor overall completion rates and noted that the percentage of students who did not earn credit in the course has increased significantly despite these additional curriculum adjustments (see Fig. 8.4). While non-completion rates in EVPC 101 fluctuated between 28-42% during WN1-22 through SP3-22, overall course non-completion rates remained consistent between 23-24%. The Deans also compared non-completion rates in EVPC 101 with those in another first-year course, MATH 101 and found that students were significantly more likely to succeed in MATH 101. They concluded that the high non-completion rate in EVPC 101 is mostly due to it being the first online course (and for many students, the first *college* course) that learners take. The five-week term may not be sufficient for many learners to adjust to expectations and build skills and strategies for success. The DE Deans are continuing to explore ways to adjust the EVPC 101 experience to provide additional support and scaffolding for students, including reducing class size from 25 to 20 and providing clearer instructions for the use of technological tools (e.g., Powerpoint) in assignments. They are also sending weekly email communications to EVPC 101 instructors with tips and suggestions for engaging students and building supportive relationships with them. They will continue to monitor success trends in this course.

Table 8.2. Course Non-Completion Rates in EVPC 101 and All Other DE Undergraduate Courses, (Fall 2020-Fall 2021)

The number of students who did not earn credit ("complete") for courses is shown in the last column in the tables below. Students who earned W (withdraw), WF (withdraw failing), or F (failing) grades were counted as non-completers. Note that "all other courses" includes data from 1-, 2-, and 3-credit courses. Green cells indicate terms when the rebuilt course was implemented.

		ORIGINAL COURSE					REVISION 1		
		FA2-20	WN1-20	WN2-21	SP1-21	SP2-21	SU1-21	SU2-21	FA1-21
EVPC 101	# of students enrolled	160	133	199	178	152	161	144	418
	# of W, WF, & F grades	37	34	38	29	37	36	41	82
	% non-completers	23.1	25.6	19	16.2	24.3	22.3	28.4	19.6
All Other UG Courses	# of students enrolled	560	689	801	862	973	997	943	1015
	# of W, WF, & F grades	77	83	114	119	134	176	119	128
	% non-completers	13.75	12	14.2	13.8	13.7	17.6	12.6	12.6

Figure 8.4. EVPC 101 Course Non-Completion Rates Compared to All Other Undergraduate Courses, Winter 2022 – Spring 2022



Specific Example 2: Analyzing and Acting on Student Feedback

Throughout FY 2021, Hybrid Learning faculty met regularly (usually one hour weekly) with the DCIA and the HL Curriculum Designer (CD). The focus of these meetings was to provide logistical and pedagogical support to faculty, all of whom had recently transitioned to a condensed course delivery schedule (a 5-week term rather than a traditional 15-week term) and online modality. Following each term, the group discussed aggregated student feedback (from end-of-course surveys). At the end of WN2-21, the group noted that, based on their open-ended comments on the survey, many students seemed to be struggling to maintain engagement throughout courses. The group also noted that the

aggregate numerical rating for Engagement and Perception of Course Value was consistently lower than the ratings for other categories (see Table 8.3). In response, the DCIA facilitated professional development sessions focused on understanding the factors that impact self-directed learning, including factors related to how the learning context is structured (e.g., task design, scaffolding, etc.) – something over which the faculty and CD have a large degree of control. In subsequent terms (SP1-21, SP2-21), faculty incorporated several of these approaches into their courses and student feedback suggested that they were effective in helping to improve students' overall engagement. For example, after inserting scaffolding questions within a lecture video, one faculty member received the following feedback from a student:

"Thank you. I think the questions [were] definitely helpful to actually keep me enhanced [sic] in the lecture versus phasing out. Even when I did phase out it was helpful when I heard you ask a question especially about the key points of the lecture because [I] would catch myself completely spacing out and I could go back and re watch that spot, rather if I was just supposed to watch them I wouldn't have thought to go back and re watch that area. That's how it helps me at least."

Students' average rating of Engagement and Perception of Value across all courses also increased steadily after implementation of these strategies, from 4.03 (WN2) to 4.14 (SP1) to 4.21 (SP2) (Table 8.3).

Table 8.3. Summary of Hybrid Learning Students' Satisfaction as Measured by End-of-Course Surveys

HL students were prompted to complete a 22-question survey at the conclusion of each HL class. There were 5-7 items that measured each of the following aspects of the learning experience: instructional effectiveness, course design, and course engagement and perception of value. Average ratings on a 5-point Likert scale (where 5 indicates strong satisfaction or agreement) for these categories are shown in the table below.

	WN1-20 [24 courses]	WN2-21 [16 courses]	SP1-21 [15 courses]	SP2-21 [19 courses]
Instructional Effectiveness	4.06	4.14	4.35	4.31
Course Design	4.35	4.34	4.28	4.44
Engagement & Perception of Value	4.03	4.03	4.14	4.21

Specific Example 3: Analyzing and Acting on Comprehensive Program Review Findings

In spring 2021 a self-study of the DE Masters of Professional Science in Wildlife Conservation and Management program was conducted. Subsequently, external subject matter experts reviewed the self-study (and related artifacts) and met with students, staff, and faculty during a 4-hour virtual visit in fall 2021. Finally, the Enterprise Assessment Team (consisting of the CAO, DCIA, DSS, and DE Dean) reviewed the final report and compiled recommendations that were shared with the CATG (see WCM program review documents here). The following actions resulted from this process:

1. Program outcomes were revised to reflect the emphasis on wildlife rather than natural resources.
2. DE Concierges and Advisors were provided with an updated description of the requirements for PROF 590: Capstone I and PROF 690: Capstone II and protocols for communicating these requirements to students who enquire about and enroll in the WCM program.
3. The language describing admissions requirements for the Professional Biologist Track was updated in the catalog: *requirements for students entering with* a *non-science bachelor's degree* was changed to *non-natural science bachelor's degree* for clarification and to ensure that students have adequate preparation for success in this track.

4. The DE Dean initiated a course refresh process for SNRM 505: Human Dimensions of Natural Resource Management and SNRM 515: Conservation Ecology and will oversee content changes to eliminate redundant topics and enhance wildlife-specific topic coverage.
5. The DE Dean worked with the curriculum development team to identify opportunities to integrate wildlife-specific content into SUST 510: Climate Dynamics, MATH 520: Quantitative Reasoning and Scientific Thought, and PROF 515: Ethical Practice and Policy.

Student Success

Completion rates for graduate level courses in Distance Education remained steady for the first few years of the SEBU's history and then increased recently (see Table 8.4). The SEBU's goal is to maintain a 90% or better completion rate across all master's courses. Course completion rates and their trends continually monitored and potential causes investigated if the rate falls below the target. As discussed above, lower completion rates for undergraduate courses may be partially explained by the overall low success rate in the gatekeeper course EVPC 101. In addition to the revision of this gatekeeper course, resources and supports for new students have been instituted or revised to help prepare new students to engage successfully with the online learning environment including updating the new student orientation course and the development of a set of Student Success documents for new DE students. (Note that the general education curriculum for HL students is also delivered online through DE courses, so EVPC 101 is a gatekeeper course for all undergraduates in both the DE and HL SEBUs).

Table 8.4. Course Completion Rates for DE and HL Students

Percentage of DE and HL students who earned passing grades (A, B, C, or D) in each course are shown below. NOTE that data for 2015-2018 include only DE students. Flagship students are not included in these data and Hybrid Learning had not yet been established.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Undergraduate courses	n/a	n/a	n/a	71%	84%	82%
Graduate courses	87%	84%	85%	87%	94.5%	92%

Table 8.5. College-Wide Student Retention

As described above, a student is "retained" if they enroll in a course during any term in the year following their initial enrollment.

	2018-2019	2019-2020	2020-2021
Undergraduate	-----	86.4%	81.9%
Graduate	90.9%	97.2%	98.6%

Unity's goal for our students is to maintain a retention rate that is 10% above that of comparable institutions. While Unity College is not characterized as an "open enrollment" college because we have minimum enrollment requirements, our acceptance rate is quite high (e.g., 94.7% in FY2021, 98.3% in FY 2020). Consequently, we benchmark retention against the national average for private, non-profit, open-enrollment institutions, which was 61% in 2019 (https://nces.ed.gov/). We have therefore met our retention target in recent years, as shown in Table 8.5 above.

The 6-year graduation rate for undergraduates in the prior residential program (2014 Flagship cohort) was 67%, which is equal to the national average for private, non-profit colleges[4]. Graduation rates for online programs range widely across the country. One source reported as few as 5% of students graduate from online programs in some institutions, while as many as 66% complete their degrees in

[4] U.S. Department of Education, National Center for Education Statistics (2020).

the "best" institutions[5]. At 55% (FY2021), our online program completion rate is comparable to high quality online programs nationally.

Appraisal

We have many processes – both formal and informal – that enable us to evaluate the degree to which we are reaching our academic goals and make quick adjustments to courses and programs to address concerns. The strong relationships between Advisors or Coaches and students has also enabled us to recognize and respond to student needs quickly. For example, we created an orientation module for DE students, Roadmap to Success, in which we compiled and organized resources to help students adjust to the online learning environment. Advisors played a central role in determining the content for this module.

Without clear, concrete goals for various aspects of the student lifecycle, our analysis of student success data has remained largely *ad hoc* (e.g., DE analyzed completion data for EVPC 101, but we have not identified all of the key gatekeeping courses, nor are we tracking trends in these courses).

EDUCATIONAL EFFECTIVENESS: PROJECTIONS

Develop and monitor progress toward institutional and SEBU-specific goals for student success that can be measured on a term and/or annual basis, as appropriate.

The college is working diligently towards moving from assumptions about success measures (i.e., retention, completion) to specific goals for student success. Student success metrics for each stage of the student lifecycle have been developed. The metrics represent the primary areas of concern at various points in the learner experience. These areas of concern have been chosen based on a review of institutional data, anecdotal evidence, national trends, and common best practices in indicators of student success. Within the next year, we will:

- Develop institutional and SEBU-specific student success goals based on established metrics. This will include goals for specific populations served within each SEBU.
- Facilitate professional development sessions during which Enterprise and SEBU staff and faculty will learn about factors that impact student success and metrics for monitoring it.
- The CAO's team will establish protocols for monitoring, responding to, and reporting on student success data. This will include expanding term-based dashboards (Census Reports) to include student success data.

Continue to implement the new academic program assessment processes according to phase-in timeline. Evaluate the efficacy of the process after 1-2 years of implementation.

[5] What Are Graduation Rates Like for Online Colleges? https://www.top10onlinecolleges.org/faq/what-are-graduation-rates-like-for-online-colleges/. Accessed August 17, 2022.

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

	Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023	(FY2024)
	IPEDS Retention Data					
	Associate degree students					
	Bachelors degree students	65%	46%	57%	N/A	58%
?	**IPEDS Graduation Data (150% of time)**					
	Associate degree students					
	Bachelors degree students	65%	46%	57%	N/A	58%
?	**IPEDS Outcomes Measures Data**					
	First-time, full time students					
	Awarded a degree within six years	58%	66%	65%	N/A	66%
	Awarded a degree within eight years	58%	67%	66%	N/A	67%
	Not awarded within eight years but still enrolled	0%	0%	0%	N/A	
	First-time, part-time students					
	Awarded a degree within six years	0%	0%	0%	N/A	0%
	Awarded a degree within eight years	0%	0%	0%	N/A	0%
	Not awarded within eight years but still enrolled	0%	0%	0%	N/A	0%
	Non-first-time, full-time students					
	Awarded a degree within six years	65%	68%	78%	N/A	79%
	Awarded a degree within eight years	65%	68%	78%	N/A	79%
	Not awarded within eight years but still enrolled	0%	2%	0%	N/A	0%
	Non-first-time, part-time students					
	Awarded a degree within six years	0%	0%	0%	N/A	0%
	Awarded a degree within eight years	0%	0%	0%	N/A	0%
	Not awarded within eight years but still enrolled	0%	0%	0%	N/A	0%
?	**Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)**					
1	Data pulled from IPEDS report for FY listed.					
2	FY 2023 data not available as IPEDS collection does not open until September 2022.					
3						
4						
5						
?	**Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)**					
1						
2						
3						
4						
5						

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

	Bachelor Cohort Entering		Associate Cohort Entering	
Category of Student/Outcome Measure	6 years ago	4 years ago	6 years ago	4 years ago
First-time, Full-time Students				
Degree from original institution	55%	32%		
Not graduated, still enrolled at original institution	1%	17%		
Degree from a different institution	11%	8%		
Transferred to a different institution	25%	24%		
Not graduated, never transferred, no longer enrolled	8%	19%		
First-time, Part-time Students				
Degree from original institution	0%	0%		
Not graduated, still enrolled at original institution	0%	0%		
Degree from a different institution	0%	0%		
Transferred to a different institution	0%	0%		
Not graduated, never transferred, no longer enrolled	0%	0%		
Non-first-time, Full-time Students				
Degree from original institution	0%	0%		
Not graduated, still enrolled at original institution	0%	0%		
Degree from a different institution	0%	0%		
Transferred to a different institution	0%	11%		
Not graduated, never transferred, no longer enrolled	0%	89%		
Non-first-time, Part-time Students				
Degree from original institution	0%	0%		
Not graduated, still enrolled at original institution	0%	0%		
Degree from a different institution	0%	0%		
Transferred to a different institution	0%	0%		
Not graduated, never transferred, no longer enrolled	0%	0%		

Measures of Student Achievement and Success/Institutional Performance and Goals

		3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)	Next Year Forward (goal) (FY2024)
	Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)					
1						
2						
3						
4						
	Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)					
1						
2						
3						
4						

Definition and Methodology Explanations

1	**2015-cohort of students entered 6 years ago, while 2017-cohort entered 4 years ago. There were 9 Non-First Time students in 2017 cohort and all of them withdrew except 1 that transfered to**
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 2019)		2 Years Prior (FY 2020)		1 Year Prior (FY 2021)		Most Recent Year (FY 2022)	
?	**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									
2									
3									
4									
5									
?	**National Licensure Passage Rates**								
	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1									
2									
3									
4									
5									

Job Placement Rates

Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
Adventure Therapy-BS		7	3	3		6	1	5	0
Adventure-Based Environmental Education-BS		4	1	3		6	2	4	0
Animal Health and Behavior						3	0	10	6
Animal Science and Behavior-MS								1	0
Art and Environment-BA				2	0	1	1	2	0
Biology-BS		1	0	6	3			3	1
Captive Wildlife Care and Education-BS		29	7	25	4	27	2	18	7
Conservation Law Enforcement-BS		47	11	50	12	32	6	29	9
Conservation Law Enforcement-MS				4	0	7	0	6	0
Earth and Environmental Science-BS		6	2	6	2	9	3	1	1
Environmental Emergency Mgmt & Law Enforcement						1	0	1	0
Environmental Geographic Information Science-CERT		1	1			5	0	8	0
Environmental Geographic Information Science-MS		1	1	11	8	20	5	14	10
Environmental Geographic Information Systems-CERT								1	0
Environmental Geospatial Technologies								1	1
Environmental Justice & Social Change								1	0
Environmental Policy, Law and Society-BS								4	0
Environmental Science-AS		3	2			4	1	1	0
Environmental Science-Bachelor's								1	1
Environmental Science-MS						2	0	7	4
Environmental Science & Climate Change								2	2
Environmental Studies						4	1	10	7
Environmental Studies and Sustainability-MS		2	2	9	4	8	4	18	9
Environmental Writing & Media Studies-BA		1	0	4	3	2	1		
Liberal Studies-AA		1	0	1	1				
Marine Biology-BS		10	2	5	2	5	4	4	2
Marine Biology & Sustainable Aquaculture								7	4
Marine Science-MS								10	8
Parks and Forest Resources-BS		9	2	12	5	8	4	5	2
Secondary Education - Life Science		1	0						
Sustainability Science-MS						2	2		
Sustainability-CERT		1	0			1	0		
Sustainable Agriculture-BS		4	2	9	3	5	2		
Sustainable Business Management-BS				2	1				
Sustainable Energy Management-BS		4	2	3	1	1	1	1	0
Sustainable Master of Business Administration-MBA		1	0	8	5	4	4	9	9
Sustainable Natural Resource Management-MS		17	11	17	8	6	6	5	5
Urban Ecology & Sustainable Planning-MS								5	5
Wildlife and Fisheries Management-BS		17	4	16	5	17	6	13	2
Wildlife Biology-BS		18	10	18	6	21	6	13	4
Wildlife Conservation						4	0	8	8
Wildlife Conservation and Management-MS				4	2			47	40

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

Web location of gainful employment report (if applicable)

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)	Next Year Forward (goal) (FY 2024)
Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year	84%	91%	84%*	N/A	92%
Graduation rates @ 150% time	40%	55%	66%**	N/A	56%
Average time to degree (Months)	18	15	18	N/A	15
Other measures, specify:					
Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Course completion rates	84%	82%	91%	N/A	92%
Retention rates	97%	95%	84%*	N/A	96%
Graduation rates	40%	55%	66%**	N/A	56%
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					

Definition and Methodology Explanations

1 Master's programs can be completed within one year if the student takes 6 credits per term. Therefore, Unity College calculates graduate retention based on the following definition: "any student who enrolls in any degree program, any term, and then

2

3

4 *FY 2022 is preliminary, as students entering later in the FY have not yet had the opportunity to attend five terms.

5

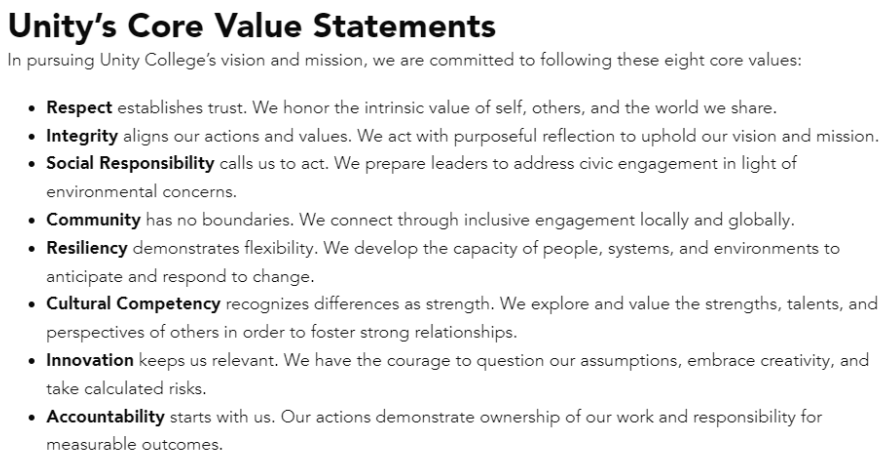
STANDARD NINE: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

Integrity

Description

Integrity is one of eight Core Values to which the College is committed and that shapes the way we approach fulfilling our mission (Fig. 9.1). We take numerous steps to ensure we systematically support integrity in not just our daily work, but in the policies and procedures that guide our institution. One of the many and most important ways we do this is through our standing and ad-hoc task groups, as defined in the Unity College Task Group Structure Policy and SOP. These Task Groups provide regular updates on their activities during bi-monthly Senior Staff meetings and submit yearly reports to this body.

Figure 9.1. Unity College Core Values



Unity's Core Value Statements

In pursuing Unity College's vision and mission, we are committed to following these eight core values:

- **Respect** establishes trust. We honor the intrinsic value of self, others, and the world we share.
- **Integrity** aligns our actions and values. We act with purposeful reflection to uphold our vision and mission.
- **Social Responsibility** calls us to act. We prepare leaders to address civic engagement in light of environmental concerns.
- **Community** has no boundaries. We connect through inclusive engagement locally and globally.
- **Resiliency** demonstrates flexibility. We develop the capacity of people, systems, and environments to anticipate and respond to change.
- **Cultural Competency** recognizes differences as strength. We explore and value the strengths, talents, and perspectives of others in order to foster strong relationships.
- **Innovation** keeps us relevant. We have the courage to question our assumptions, embrace creativity, and take calculated risks.
- **Accountability** starts with us. Our actions demonstrate ownership of our work and responsibility for measurable outcomes.

Unity College Senior Staff is comprised of representatives from every Functional Area within the Enterprise and leadership from all SEBUs. This ensures that diverse perspectives are heard and considered on matters regarding policy, finances, risk management, strategic directives, academics, student success, diversity and inclusion, human resources, infrastructure, information technology, and other initiatives. The discussions and debates within Senior Staff culminate in collective support by the members for the decisions made, regardless of any personal opinions shared during the conversation on a particular topic. The policies that are codified at Senior Staff are kept in our policy repository, Policy Tech, which can be accessed by any employee through their Single Sign-On Portal or through our website.

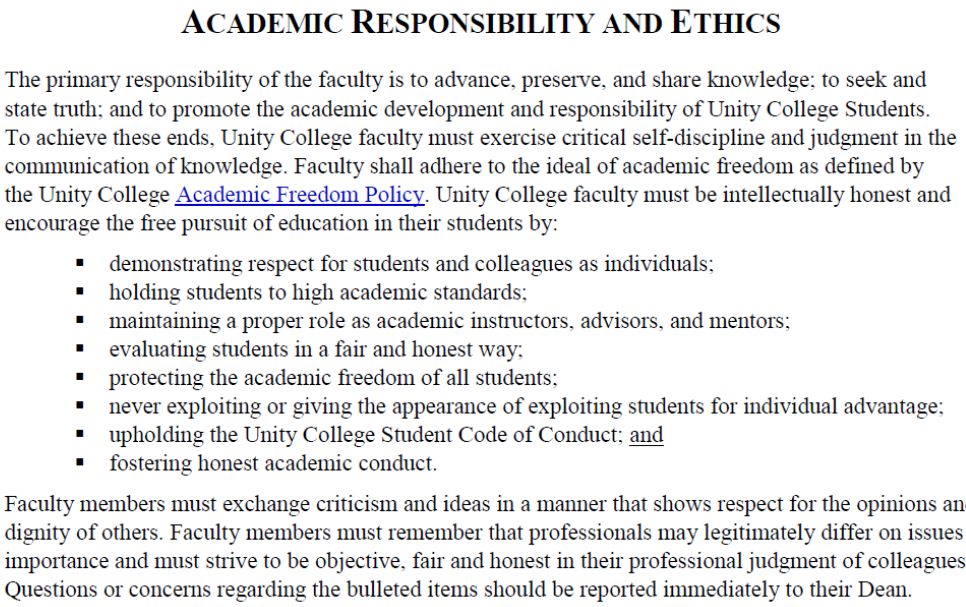
Unity College has established policies and standard operating procedures that clarify our expectations for academic honesty and intellectual property rights. The Intellectual Property Policy and Academic Freedom Policy are both published in PolicyTech. The institution recognizes its responsibility for activities carried out in its name and therefore maintains policies related to research activities such as the Financial Disclosure Policy, and Research Misconduct and Research Involving Human or Other Animal Subjects as described in the Faculty Handbooks.

The Unity College Master Policy Framework and Process Policy and corresponding Standard Operating Procedure (SOP) establish how policies and procedures such as the Intellectual Property Policy are codified and published. We review policies at least annually to determine which ones need to be retired and/or refreshed to make them relevant to the current state of the College.

Many of our expectations of students, faculty and staff are captured not just in our stand-alone policies in Policy Tech, but also in our handbooks, including our policies on Conflict of Interest and Conflict of Commitment. As part of the Enterprise Model, each SEBU has its own employee handbook. We also have a Unity College Employee Handbook that provides information about policies and expectations that apply to all employees. Each of our academic SEBUs has specific faculty and student handbooks as well. While each SEBU has differentiated expectations of their employees, faculty and staff, some language is established by the Enterprise and standardized across the handbooks.

One such example of this standardization is the expectation of our faculty's responsibility when it comes to the pursuit and dissemination of knowledge. The details of these expectations can be found on page 8 of both the Hybrid Learning and Distance Education Undergraduate Faculty Handbooks and pages 7-8 of the Distance Education Graduate Faculty Handbook.

Figure 9.2 Academic Responsibilities and Ethics Statement from the Faculty Handbook



ACADEMIC RESPONSIBILITY AND ETHICS

The primary responsibility of the faculty is to advance, preserve, and share knowledge; to seek and state truth; and to promote the academic development and responsibility of Unity College Students. To achieve these ends, Unity College faculty must exercise critical self-discipline and judgment in the communication of knowledge. Faculty shall adhere to the ideal of academic freedom as defined by the Unity College Academic Freedom Policy. Unity College faculty must be intellectually honest and encourage the free pursuit of education in their students by:

- demonstrating respect for students and colleagues as individuals;
- holding students to high academic standards;
- maintaining a proper role as academic instructors, advisors, and mentors;
- evaluating students in a fair and honest way;
- protecting the academic freedom of all students;
- never exploiting or giving the appearance of exploiting students for individual advantage;
- upholding the Unity College Student Code of Conduct; and
- fostering honest academic conduct.

Faculty members must exchange criticism and ideas in a manner that shows respect for the opinions and dignity of others. Faculty members must remember that professionals may legitimately differ on issues of importance and must strive to be objective, fair and honest in their professional judgment of colleagues. Questions or concerns regarding the bulleted items should be reported immediately to their Dean.

Unity College publishes its policies and procedures on the fair resolution of grievances for faculty within the faculty handbooks. We have a three-step process to address faculty grievances which can be found on pg.21-22 of DE Undergraduate Faculty; pg. 21 of the DE Graduate Faculty and pg. 19-20 of the HL Faculty handbooks. The complaint process for matters related to personnel issues are addressed in the Unity College Employee Handbook (which all faculty are subject too) and handled by the Human Resources Functional Area. Separate Student Handbooks are published for each SEBU and describe the grievance procedures for the SEBU-specific learners.

Our nondiscriminatory hiring practices are described in Standard 7. To support our work in fostering an inclusive atmosphere that values multiple viewpoints, we lean on our value statements shared at the top of this chapter. More information about how we support diversity within our student bodies is found in Standard 5.

Unity College understands that part of integrity is sharing information in a clear and concise way. For us that includes publishing our Consumer Information our website as a part of the footer on all webpages. This information includes our graduation and completion rates as well as our student loan default rate. We currently publish our student handbooks as well as our course catalogs online, all of

which are easily located using the Search feature on our website. Course catalogs, like Student Handbooks, contain numerous policies relevant to the student experience.

Our efforts to ensure integrity in our communications and data are not strictly public facing. We have a team of Integrated Enrollment Services (IES) Specialists who maintain the quality and integrity of all data coming into the College. They review and verify transcripts, process student application data, update active databases with contact information, handle mail, send communications, and process checks in addition to other duties. They serve as quality control on data entered into college-wide systems.

Our authority to grant degrees is supplied by the State of Maine, Maine Department of Education, and NECHE. Our original Charter Document, established Unity College in 1965 as a not-for-profit "*school of learning in Unity, Maine for the instruction of students*", granting degrees in liberal arts and sciences. In 2020 we amended our Articles of Incorporation to remove Unity, Maine and replace it with the State of Maine. We continue to embrace the mission as stated in our original and amended charter while being in good standing with the State of Maine Department of Education which was affirmed in a letter to Dr. Erika Latty our Chief Academic Officer stating that we are "*authorized to award undergraduate degrees up to and including those at a master's level*" in 2019.

Unity College complies with all NECHE requirements and remains an active member of NECHE and files all annual reports and financial screens in a timely and accurate fashion. We have frequent communication with the Commission when planning substantive changes. As requested by the Commission, we invited public comment both through our website and print media at least one month prior to the campus visit. Unity College does not have any adverse events requiring notification to the Commission and Unity College formally attests that we adhere to all standards of accreditation as outlined in this report. The status of Unity College's accreditation can be located on the About Unity College webpage under Accreditation https://unity.edu/about/accreditation/.

Appraisal

At Unity College, mission and students are critical factors involved in all endeavors that we undertake. Our aim is to teach students how to think critically about a given issue rather than *what* to think about current events. Thus, we use this lens to evaluate the events that we are asked to sponsor to ensure those that we do participate in align with our mission, vision and values. Our leadership team thoroughly vets any sponsorship opportunity using the following criteria:

- Does the event align with our guiding principles on environmental sustainability?
- Does this event avoid extreme viewpoints (in either direction)?
- Is the event non-political and/or non-religious in nature?
- Should viewpoints be presented, are they anchored in data, science and reason?

Our rapid pace of can make it challenging to maintain the currency of our published documentation. This work is facilitated by our policy management software that improves the efficiency with which we are able to make policy changes and communicate those changes to people using the policies. We have also established clear procedures for maintaining up-to-date course catalogs using our governance system of the Curriculum and Assessment Task Groups and Senior Staff. However, we still have not updated all existing policies and SOPs to reflect our new operational model and this is work that we continue to prioritize. For example, we are still revising policies from when we were a mostly residential program in the Flagship SEBU to better reflect our status as a multi-location, multi-modality college.

Transparency

Description

In 2020 Unity College launched a new website which is designed to provide a mobile-friendly user experience. Each Sustainable Education Business Unit (SEBU) has its own set of webpages and the academic SEBUs have information about their programs including but not limited to: degree and course offerings, admissions costs and financial aid, academic and career support, faculty, and academic calendars.

Additionally, we publish our admissions requirements, transfer policies, and tuition for each SEBU online as well (see standard 4 for additional details). The website offers a robust search feature and included in the footer of each page are links to things such as our statement of accreditation, policy repository, Consumer Information, terms of agreement and consent, and our facilities. The website footer also includes links to current job openings and resources for current and future employees.

Unity College publishes the most current course catalog for each academic SEBU on its website. These course catalogs contain information on program requirements, fee schedules, learning outcomes, and other academic policies. Information in the course catalog is complemented by that in the Student Handbooks which establish expectations for student behavior. Like the course catalogs, the student handbooks are differentiated by SEBU and are published online. These documents also outline resources available to each student body. Past course catalogs are archived in digital print formats by the Quimby Library. In addition to the course catalog archives, the Unity College Magazine annual publication can be accessed through the website or through the library.

All the press releases published by the College can be found on our website and links to contact our Media Relations office are found in the footer of each page. The interactive chat feature on the website allows us to answer questions in real-time and respond to inquiries quickly and accurately. To maintain transparency regarding our financial state, we publish our previous year's investment portfolio report on the website. All forms of print and digital publications conform to Unity College's established brand standards and are consistent with information made available to the public.

Appraisal

Unity College's robust website allows for easy access to key information that our current and future students, faculty, and staff may need through both the quick links in the footer and the convenient search option at the top of the page. When the website was re-designed we added a convenient program finder to allow learners to navigate quickly to the program that best fits their needs. With these additional features users can easily find information on schedules, pricing, course offerings, expectations of students and employees, and general information on Unity College.

Public Disclosure

Description

Unity College publishes its expected program learning outcomes and courses in the SEBU-specific course catalogs which may be found on the website. Course catalogs also contain our mission, vision and values statements while outlining the obligations and responsibilities of students and the College. During catalog reviews by a SEBU-specific Curriculum and Assessment Task Group, any course that has not been run for more than 2 years is removed from the catalog.

In an effort to celebrate student and alumni achievements, they are highlighted on the website and social media pages, including Facebook and LinkedIn. Faculty successes are also shared on social media, in the annual Unity College Magazine, and in the annual compilation of faculty achievements

published by the office of the CAO. The Career Services webpages contain information on career placement for our students. Student can also take advantage of our online career center, using Handshake, a digital portfolio tool.

Unity College publishes information on student success on our Consumer Information page which can be found in the footer of our website for easy access. This includes retention and graduation rates. Unity College does not track the rate of licensure exam passage as we do not offer licensure programs. Because each SEBU at Unity College has differentiated tuition, the cost and net price can be found on their respective webpages, and each offers students a Net Price Calculator on the same page as the application.

Unity College has a webpage dedicated to its mission, vision and values which is located in the *About Unity* section of the website. We also publish our status as a not-for-profit college on the *Unity at a Glance* webpage. Information regarding our expected educational outcomes; admissions policies; credit transfer policies; articulation agreements; student fees, charges and refund policies; regulations and rules for student conduct; procedures for student appeals and complaints; information on withdrawing from the College; academic programs, current course offerings; other educational opportunities; academic policies and procedure; requirements for degrees and other forms of academic recognition are published in the course catalogs.

Each SEBU has webpages dedicated to faculty descriptions and includes their program affiliation and degree granting institutions. Additionally, the office of the President has several dedicated webpages with links to the biographies of both the Board of Trustees and the President's Direct Reports, the latter comprising the Unity College executive leadership team.

Information on Unity College's campuses, their resources and student demographics can be found on the Unity College website under About Unity. More specifically the student population information can be found under At a Glance. The Location and Facilities page has information about all of our locations including our campuses at Pineland Farm Campus and Unity, Maine as well as our other locations in Moose River Valley and Thorndike, Maine. Information on campus safety can be located here as well.

The College uses a standardized email signature template for all employees. This ensures students, prospective students, and members of the general public who are interacting with a Unity College employee, understand that employee's role within the College. Likewise, all printed letters use official College letterhead and include the person's name and title. Additionally, a Unity College employee's name and title is included in any contractual documents they may be authorized to sign. Other standardized methods of employee communication with the public include business cards, name tags, and name plates.

Appraisal

The amount of information we are able to publish on or through our website allows us to communicate pertinent information to a wide range of constituencies. Our ever-growing social media presence allows us to interact with prospective students while easily sharing updates about Unity College and highlighting the accomplishments our current students, faculty and staff.

Each College webpage is assigned a content owner. The Director of Marketing and Media Relations maintains a master list of webpages, the content owners, the last date of review, and the next review date. Content owners are issued regular reminders to keep their content updated. The webpages for Unity College are reviewed and updated at regular intervals by assigned owners of page content with requested updates communicated through our Marketing Request Formstack process.

Despite these efforts to keep content updated we are still challenged to keep pace with the updates. This has been true for some of our student-related metrics like data detailing outcomes for students by degree and job placement rates. These challenges have been caused by chronic understaffing due to the labor shortage in Integrated Enrollment Services and Career Services. Recently, we have hired additional employees in these units and we anticipate the added bandwidth will help us maintain website currency.

Integrity, Transparency, and Public Disclosure: Projections

We will be restructuring the website in the 2022-23 as a part of the re-branding initiative that began in the 2021-22 fiscal year and is being overseen by the Executive Director of Brand Strategy & Marketing. Design considerations will also address that fact that while our website is easily searchable and we make every effort to add quick links within the Consumer Information page, we still find that we need to help people locate specific links of interest.

As a part of the new SIS system being launch in Winter 2022, we will be able to capture and share information on student outcomes by degree and job placement after graduation. The data capture and reporting will be under the purview of the Dean of Student Success who is also the project manager for the SIS implementation.

We will draft and publish a policy and SOP outlining how and when we survey our students about their plans after graduation; where and how that information will be published on our website; and how it can be located on the website. We will provide trainings for relevant employees on how to capture and then publish the data, creating continuity should there be an open position.

Standard 9: Integrity, Transparency, and Public Disclosure

(Integrity)

?	Policies	Last Updated	?	Website location where policy is posted	Responsible Office or Committee
	Academic honesty	10/1/21		https://unity.edu/distance-education/academic-and-career-support/honor-code/	PoE/CAO
	Intellectual property rights			https://unity.edu/unity-college-handbooks/	PoE/CAO
	Conflict of interest			https://unity.edu/unity-college-handbooks/	PoE/CAO
	Privacy rights			https://unity.edu/policies/terms-of-agreement-and-consent/	PoE/CAO
	Fairness for students	2/1/21		https://unity.edu/unity-college-handbooks/	Dean of Student Success
	Fairness for faculty			https://unity.edu/unity-college-handbooks/	PoE/CAO
	Fairness for staff			https://sharepoint.unity.edu/HumanResources/default.aspx?RootFolder=%2FHuman	CHRO
	Academic freedom			https://unity.edu/unity-college-handbooks/	PoE/CAO
	Research			https://unity.edu/unity-college-handbooks/	PoE/CAO
	Title IX			https://unity.edu/hybrid-learning/student-life/sexual-misconduct-and-title-ix/	PoE/CAO
	Other; specify				
	Non-discrimination policies				
	Recruitment and admissions			https://unity.edu/unity-college-handbooks/	CHRO
	Employment			https://unity.edu/unity-college-handbooks/	CHRO
	Evaluation			https://sharepoint.unity.edu/HumanResources/default.aspx?RootFolder=%2FHumanR	CHRO
	Disciplinary action			https://sharepoint.unity.edu/HumanResources/default.aspx?RootFolder=%2FHuman	CHRO
	Advancement			https://unity.edu/about/leadership/work-at-unity-college/	CHRO
	Other; specify				
				for students the Dean of Student Success handles discipline policies	
	Resolution of grievances				
	Students			https://unity.edu/unity-college-handbooks/	Dean of Student Success
	Faculty			https://unity.edu/unity-college-handbooks/	PoE/CAO
	Staff			https://sharepoint.unity.edu/HumanResources/default.aspx?RootFolder=%2FHuman	CHRO
	Other; specify				

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://unity.edu/get-more-information-about-unity-college/
Notice of availability of publications and of audited financial statement or fair summary	https://unity.edu/about/leadership/office-of-the-president/annual-reports/
Processes for admissions	https://unity.edu/distance-education/admissions-costs-aid/requirements/
Processes for employment	https://unity.edu/about/leadership/work-at-unity-college/
Processes for grading	https://unity.edu/unity-college-handbooks/
Processes for assessment	https://unity.edu/about/leadership/administrative-units/registrars-office/course-catalogs/
Processes for student discipline	https://unity.edu/unity-college-handbooks/
Processes for consideration of complaints and appeals	https://unity.edu/unity-college-handbooks/

Each SEBU has a page fo

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
Student Testimonials	https://unity.edu/distance-education/testimonials/
Con Law Graduates	https://unity.edu/programs/conservation-law-enforcement/

Date of last review of:	
Print publications	9/31/21
Digital publications	9/31/21 - reviewed monthly

Please enter any explanatory notes in the box below

Standard 9.2 Transparency

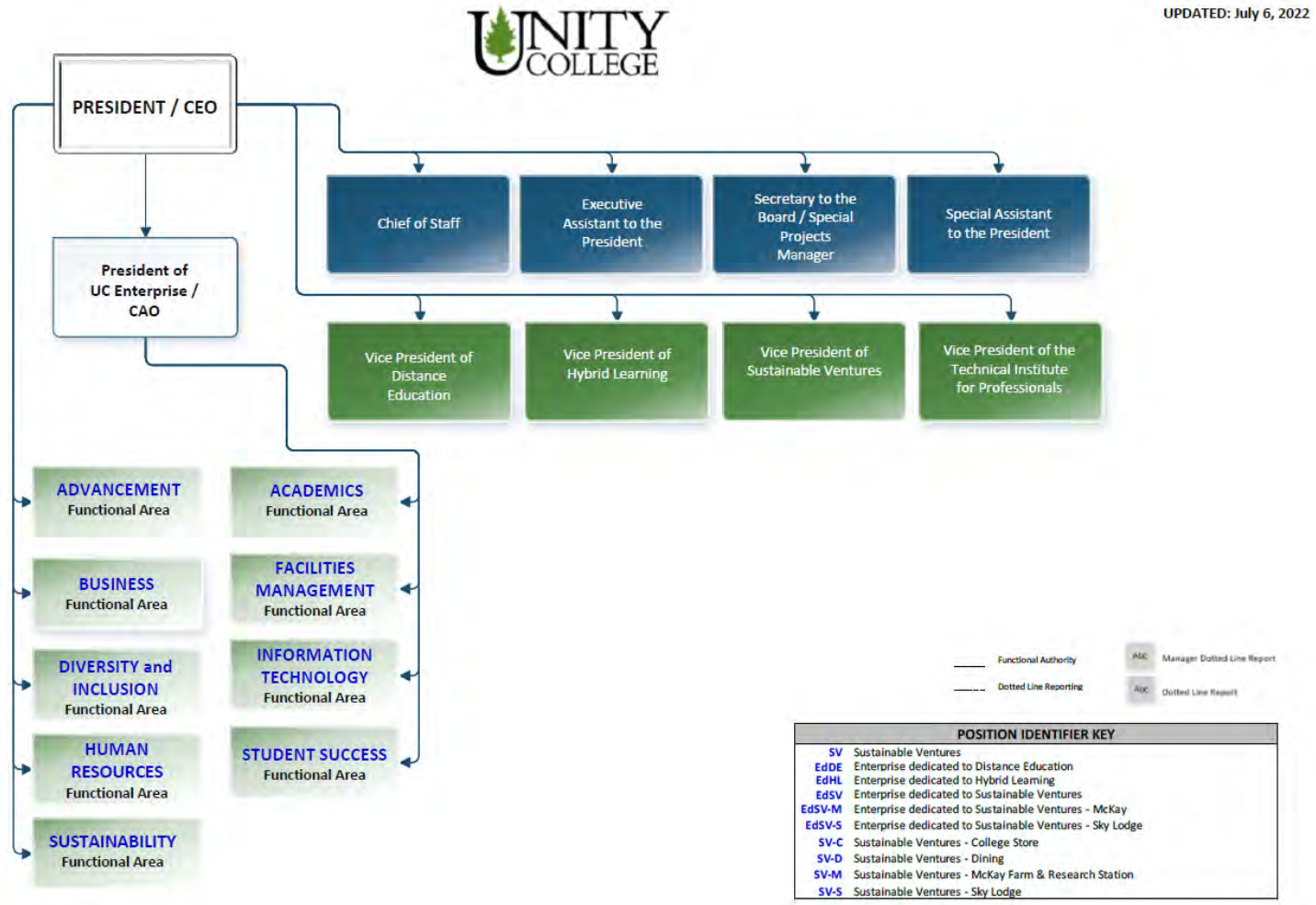
Standard 9: Integrity, Transparency, and Public Disclosure

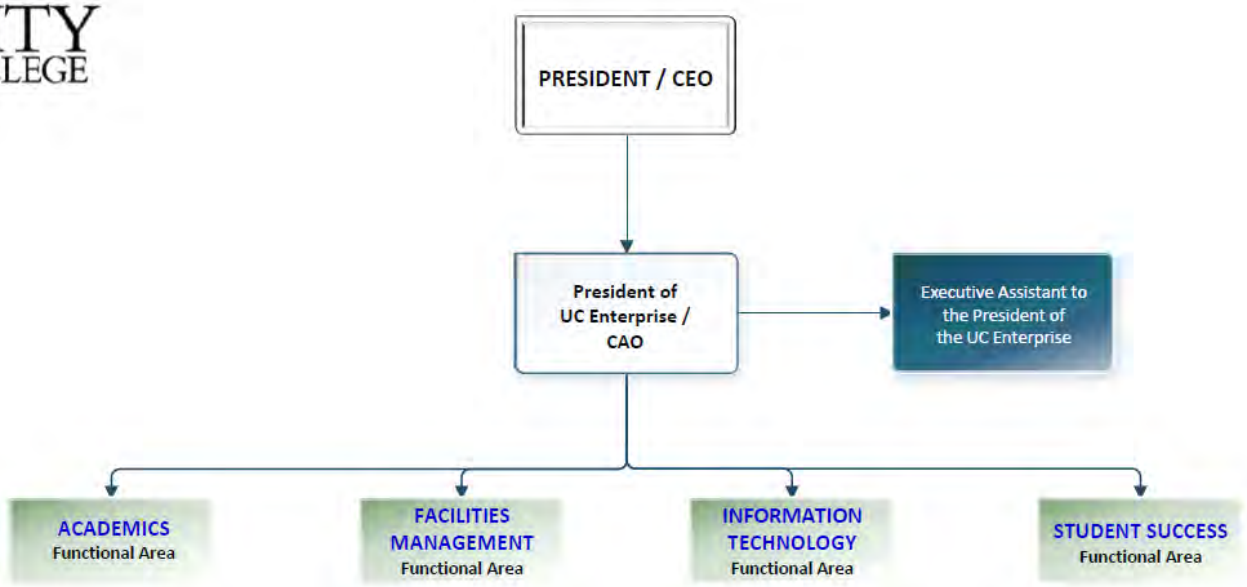
(Public Disclosure)

Information	Website location		
Institutional catalog	https://unity.edu/about/leadership/administrative-units/registrars-office/course-catalogs/		
Obligations and responsibilities of students and the institution	https://unity.edu/unity-college-handbooks/		
Information on admission and attendance	https://unity.edu/consumer-information/		
Institutional mission and objectives	https://unity.edu/about/mission-vision-core-values/		
Expected educational outcomes	https://unity.edu/about/leadership/administrative-units/registrars-office/course-catalogs/		
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://unity.edu/about/at-a-glance/		
Requirements, procedures and policies re: admissions	https://unity.edu/hybrid-learning/admissions-requirements/	https://unity.edu/distance-	
Requirements, procedures and policies re: transfer credit	https://unity.edu/hybrid-learning/transfer-students/	https://unity.edu/distance-	
A list of institutions with which the institution has an articulation agreement	https://unity.edu/distance-education/distance-education-community-college-partnerships/		
Student fees, charges and refund policies	https://unity.edu/hybrid-learning/tuition-costs-and-financial-aid/tuition-and-costs/	https://unity.edu/distance-	
Rules and regulations for student conduct	https://unity.edu/unity-college-handbooks/		
Procedures for student appeals and complaints	https://unity.edu/unity-college-handbooks/		
Other information re: attending or withdrawing from the institution	https://unity.edu/unity-college-handbooks/		
Academic programs	https://unity.edu/program-search/		
Courses currently offered	https://unity.edu/program-search/?locationids=&interestids=&credential=142&degreeids=&searchtype=filters		
Other available educational opportunities	https://unity.edu/distance-education/micro-courses/		
Other academic policies and procedures	https://unity.edu/unity-college-handbooks/		
Requirements for degrees and other forms of academic recognition	https://unity.edu/about/leadership/administrative-units/registrars-office/course-catalogs/	And on all individual deg	
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://unity.edu/distance-education/faculty-and-contacts/faculty/	https://unity.edu/hybrid-lea	
Names and positions of administrative officers	https://unity.edu/about/leadership/office-of-the-president/direct-reports/		
Names, principal affiliations of governing board members	https://unity.edu/about/leadership/board-of-trustees/		
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	https://unity.edu/about/locations-and-facilities/		
Programs, courses, services, and personnel not available in any given academic year.	https://unity.edu/about/leadership/administrative-units/registrars-office/course-catalogs/		
Size and characteristics of the student body	https://unity.edu/about/at-a-glance/		
Description of the campus setting	https://unity.edu/about/locations-and-facilities/		
Availability of academic and other support services	https://unity.edu/distance-education/academic-and-career-support/		
Range of co-curricular and non-academic opportunities available to students	https://unity.edu/hybrid-learning/student-life/		
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://library.unity.edu/home		
Institutional goals for students' education	https://unity.edu/about/mission-vision-core-values/		
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	https://unity.edu/consumer-information/		
Total cost of education and net price, including availability of financial aid and typical length of study	https://unity.edu/distance-education/admissions-costs-aid/costs-tuition/		
~~Expected amount of student debt upon graduation and loan~~ payment rates	https://unity.edu/consumer-information/		

Standard 9.3 Public Disclosure

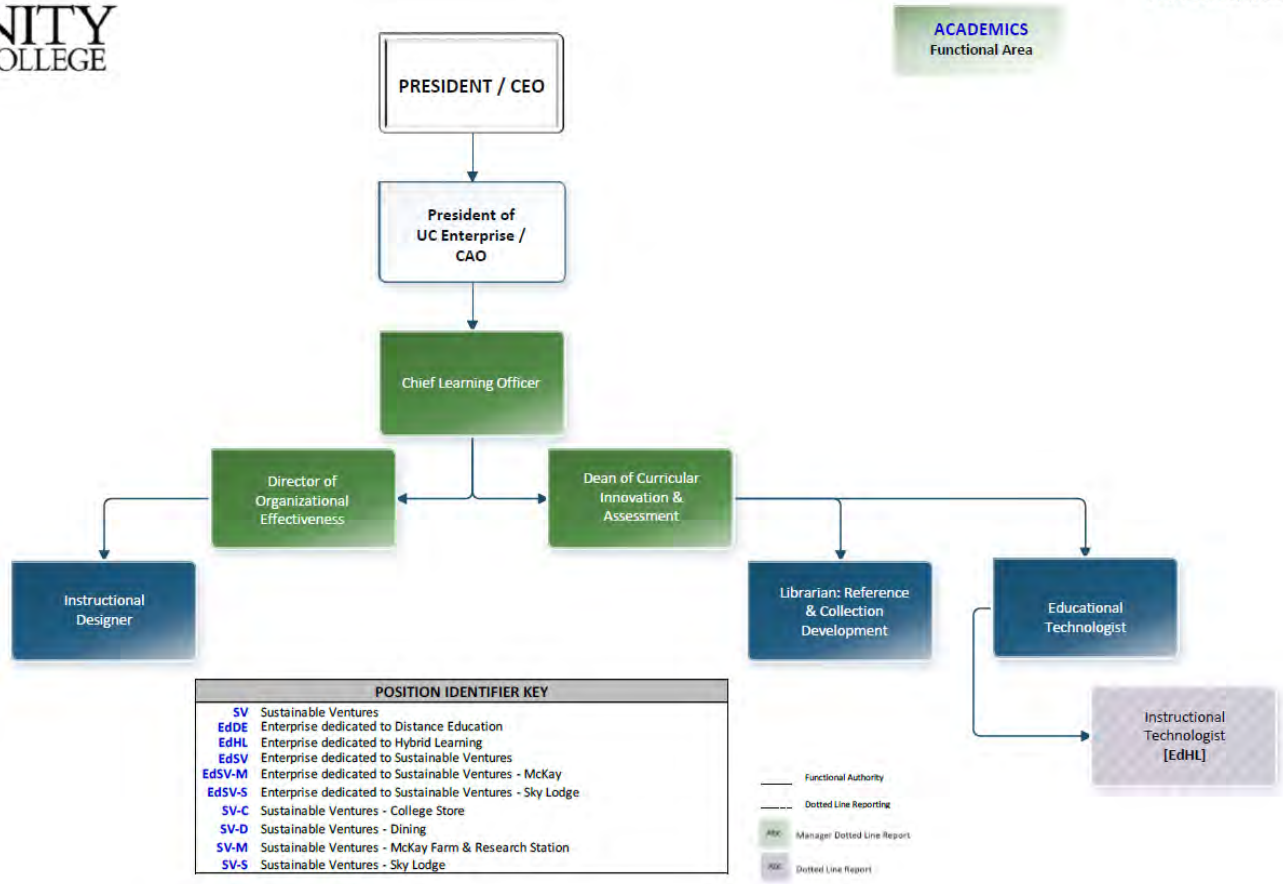
APPENDIX A: ORGANIZATIONAL STRUCTURE





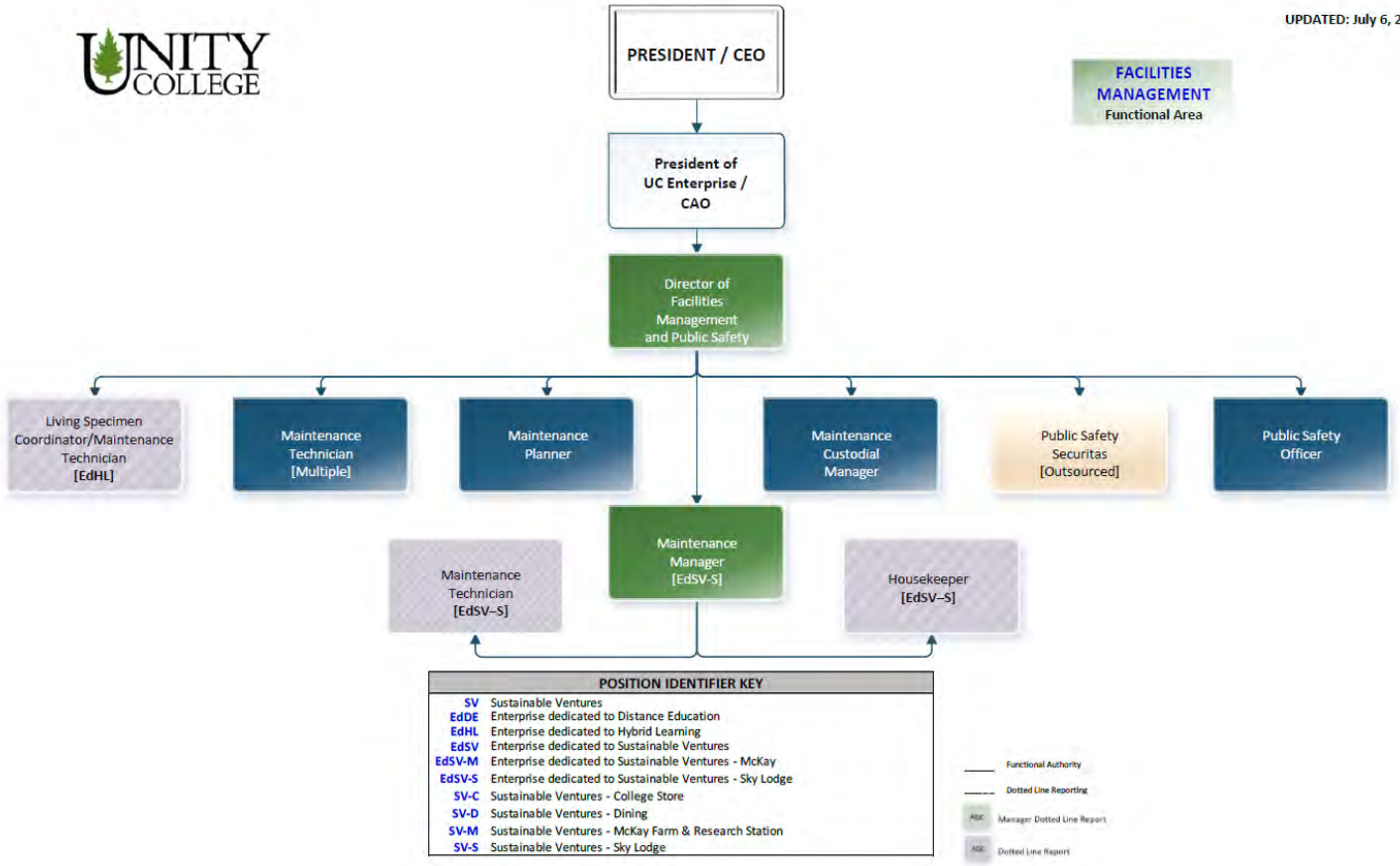
POSITION IDENTIFIER KEY	
SV	Sustainable Ventures
EdDE	Enterprise dedicated to Distance Education
EdHL	Enterprise dedicated to Hybrid Learning
EdSV	Enterprise dedicated to Sustainable Ventures
EdSV-M	Enterprise dedicated to Sustainable Ventures - McKay
EdSV-S	Enterprise dedicated to Sustainable Ventures - Sky Lodge
SV-C	Sustainable Ventures - College Store
SV-D	Sustainable Ventures - Dining
SV-M	Sustainable Ventures - McKay Farm & Research Station
SV-S	Sustainable Ventures - Sky Lodge

UPDATED: July 6, 2022



UNITY COLLEGE

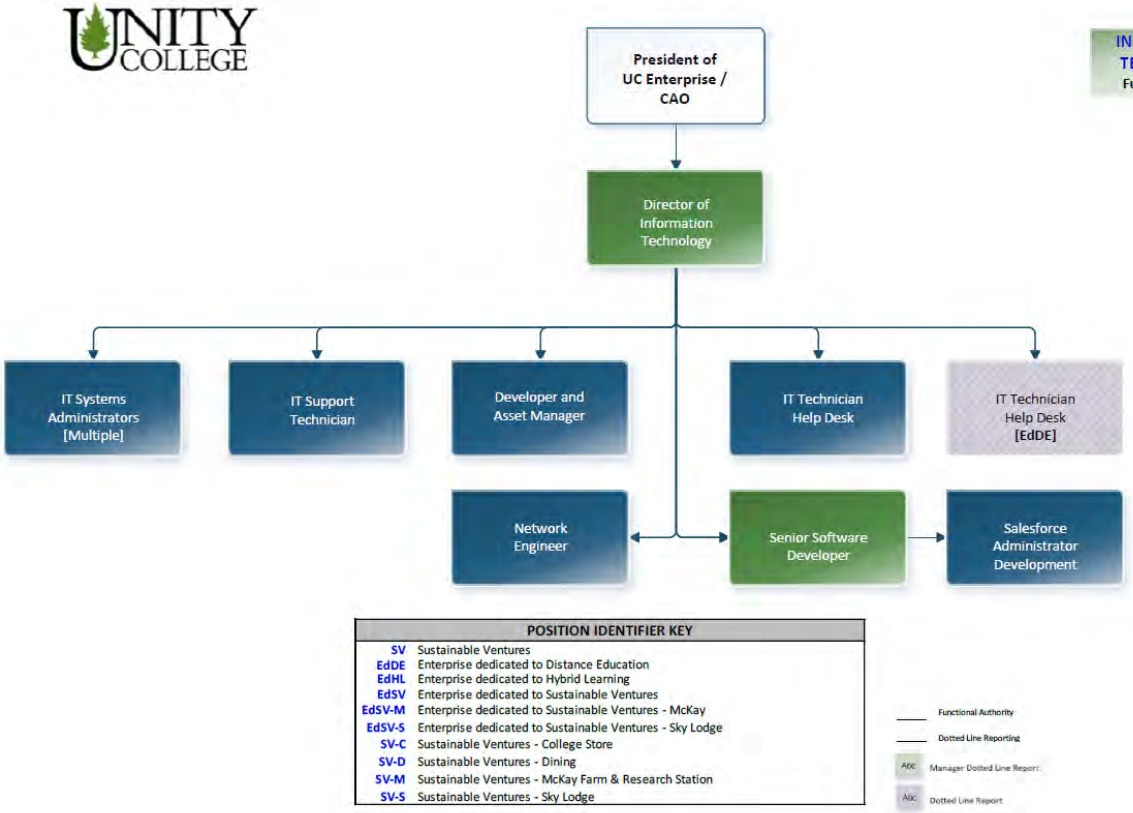
UPDATED: July 6, 2022



UPDATED: July 6, 2022

UNITY COLLEGE

INFORMATION TECHNOLOGY
Functional Area



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SV	Sustainable Ventures
EdDE	Enterprise dedicated to Distance Education
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UNITY COLLEGE

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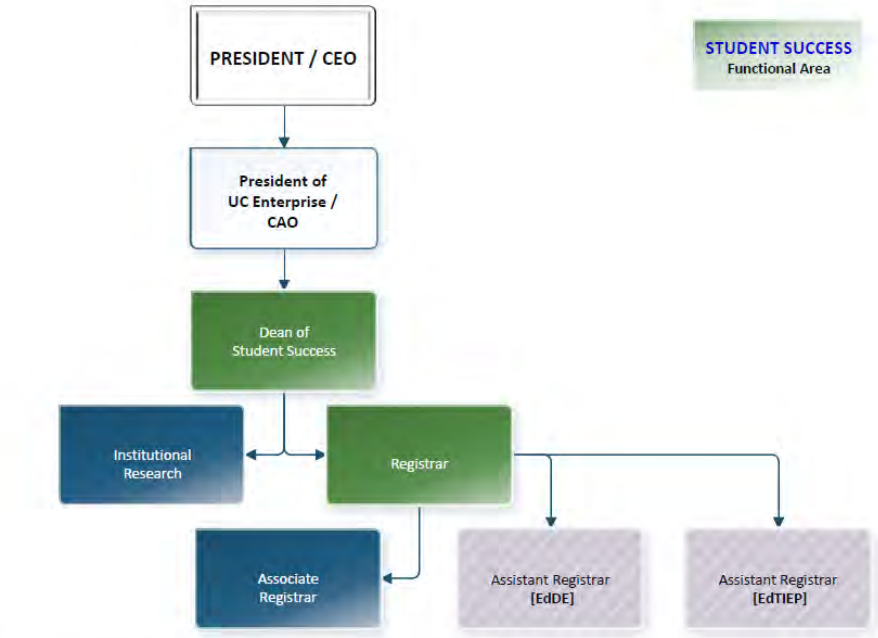

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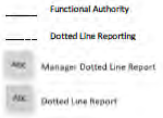

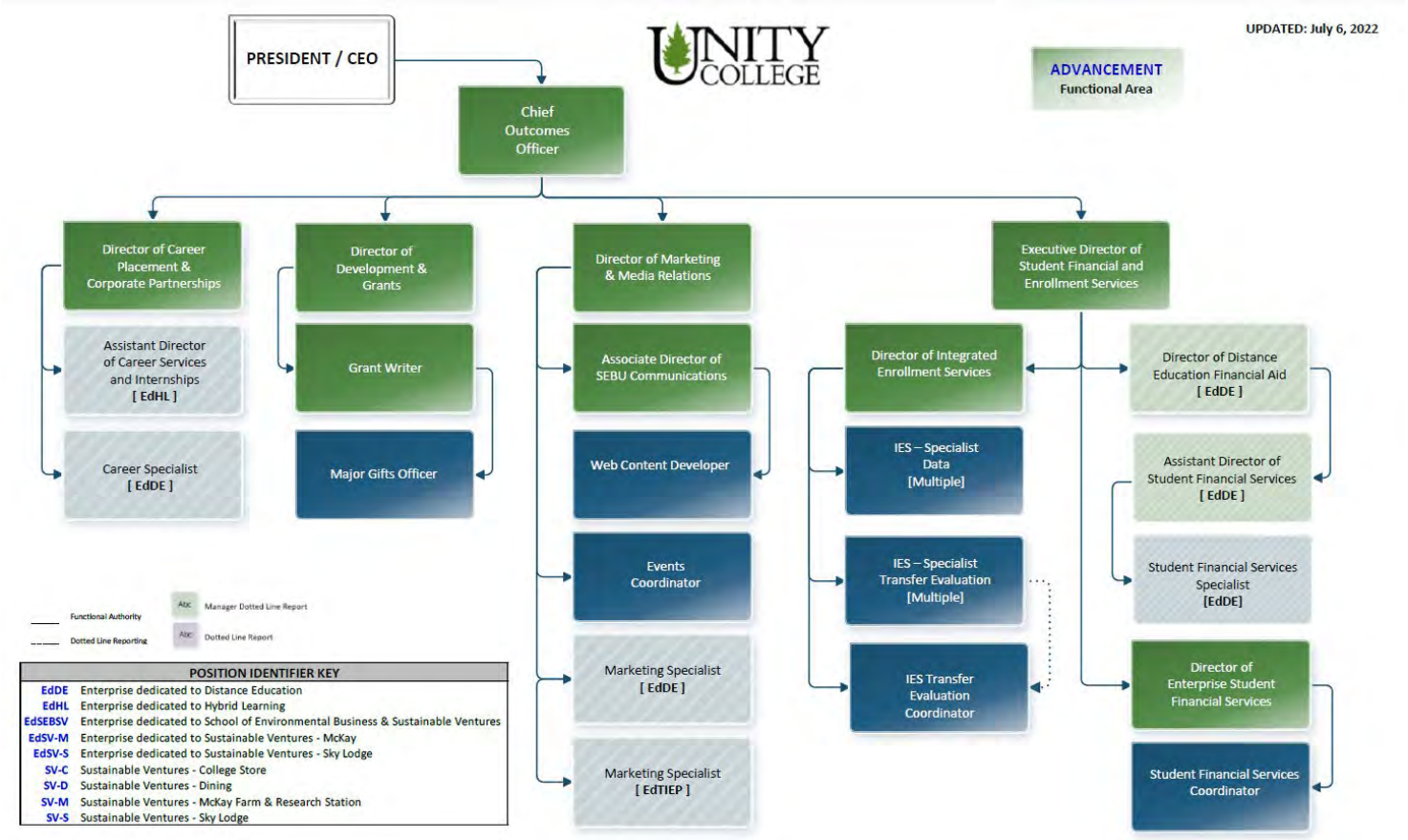
PRESIDENT / CEO
UNITY COLLEGE
UPDATED: July 6, 2022
ADVANCEMENT
Functional Area
Chief Outcomes Officer
Director of Career Placement & Corporate Partnerships
Assistant Director of Career Services and Internships [EdHL]
Career Specialist [EdDE]
Director of Development & Grants
Grant Writer
Major Gifts Officer
Director of Marketing & Media Relations
Associate Director of SEBU Communications
Web Content Developer
Events Coordinator
Marketing Specialist [EdDE]
Marketing Specialist [EdTIEP]
Executive Director of Student Financial and Enrollment Services
Director of Integrated Enrollment Services
IES – Specialist Data [Multiple]
IES – Specialist Transfer Evaluation [Multiple]
IES Transfer Evaluation Coordinator
Director of Distance Education Financial Aid [EdDE]
Assistant Director of Student Financial Services [EdDE]
Student Financial Services Specialist [EdDE]
Director of Enterprise Student Financial Services
Student Financial Services Coordinator
Functional Authority
Dotted Line Reporting
Manager Dotted Line Report
Dotted Line Report
POSITION IDENTIFIER KEY
EdDE Enterprise dedicated to Distance Education
EdHL Enterprise dedicated to Hybrid Learning
EdSEBSV Enterprise dedicated to School of Environmental Business & Sustainable Ventures
EdSV-M Enterprise dedicated to Sustainable Ventures - McKay
EdSV-S Enterprise dedicated to Sustainable Ventures - Sky Lodge
SV-C Sustainable Ventures - College Store
SV-D Sustainable Ventures - Dining
SV-M Sustainable Ventures - McKay Farm & Research Station
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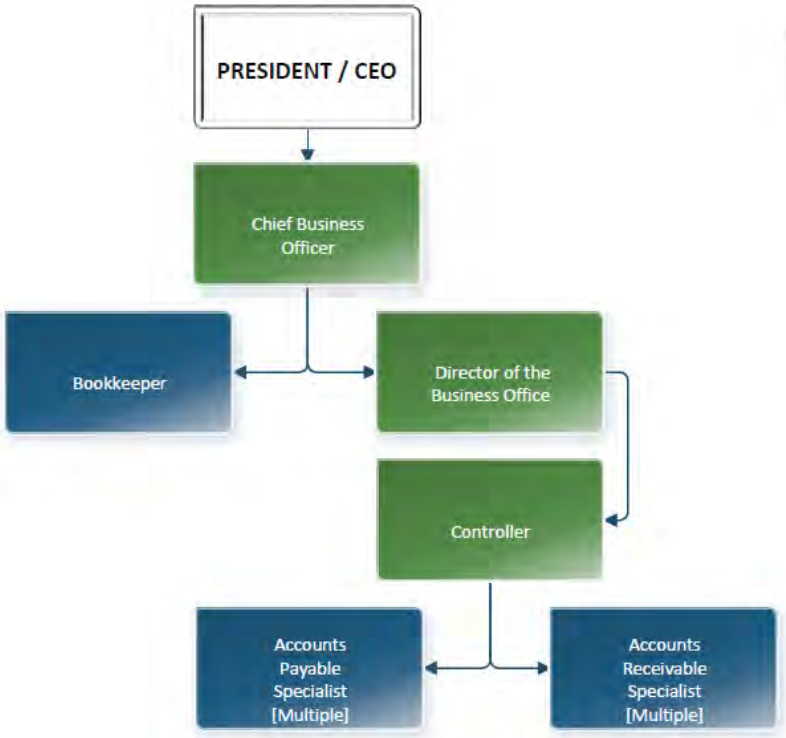
UPDATED: July 6, 2022



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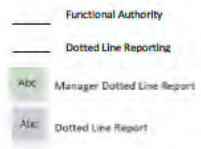

UPDATED: July 6, 2022

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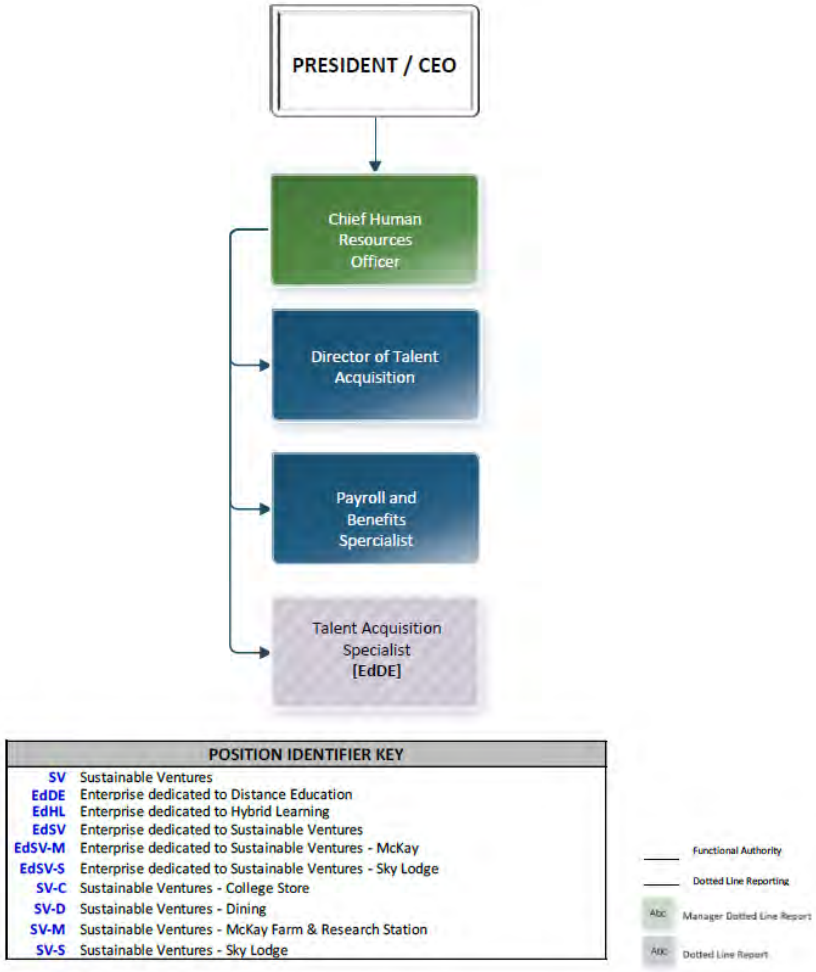

HUMAN RESOURCES
Functional Area

POSITION IDENTIFIER KEY	
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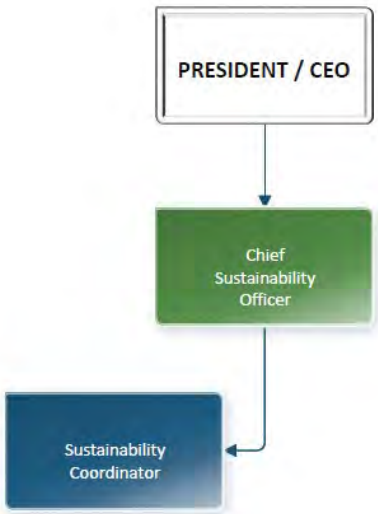
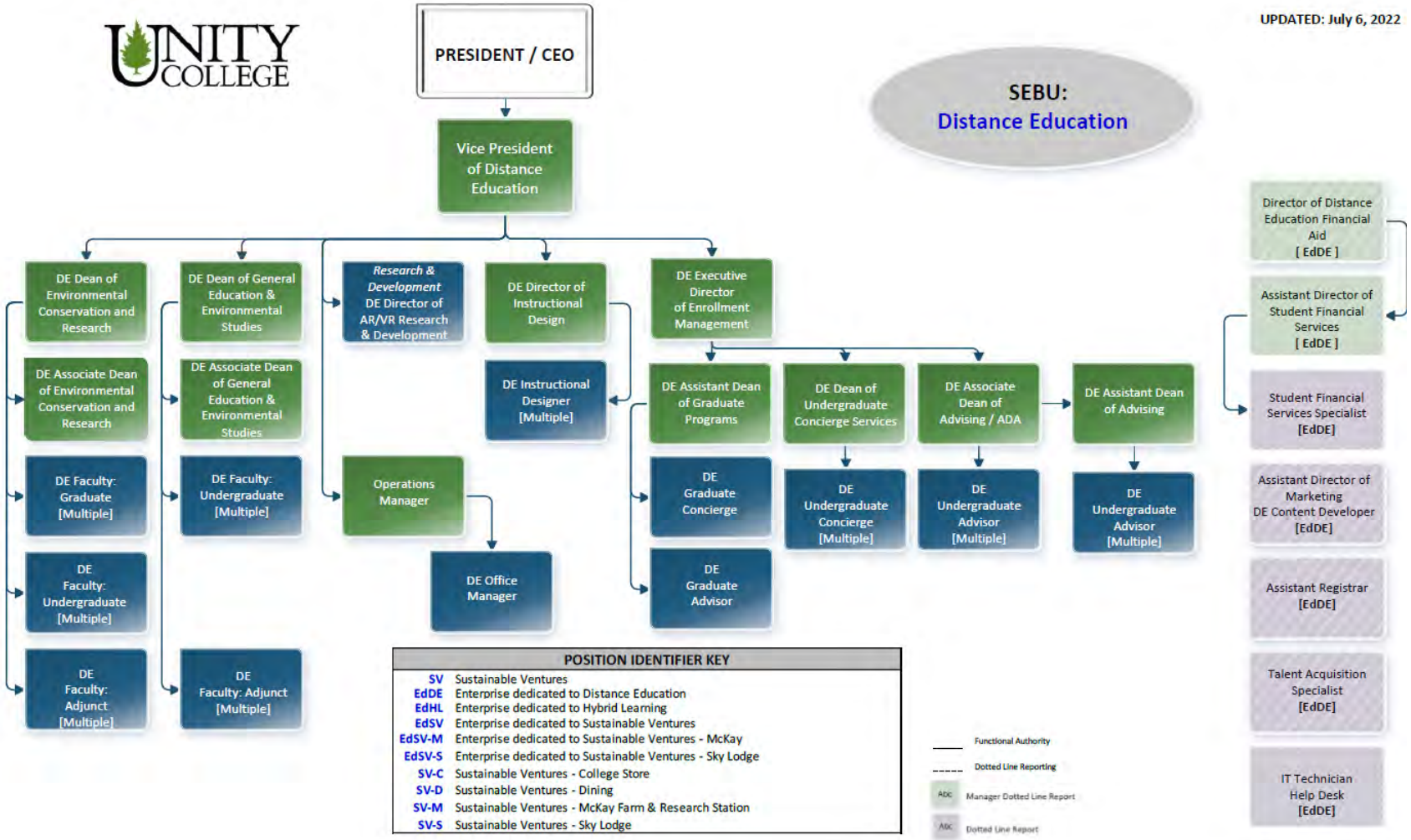


SUSTAINABILITY
Functional Area

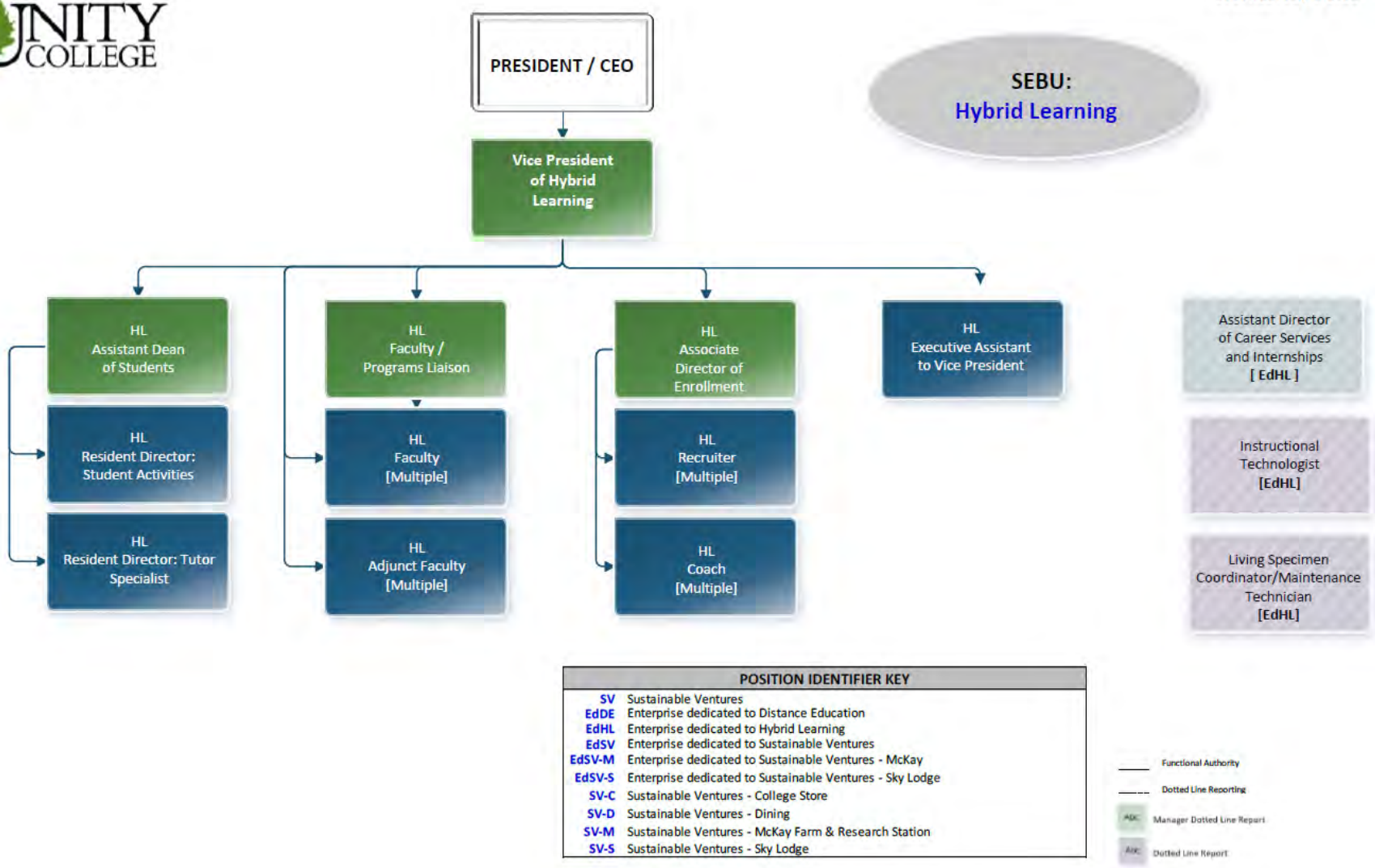
UNITY COLLEGE

UPDATED: July 6, 2022



UNITY COLLEGE

UPDATED: July 6, 2022



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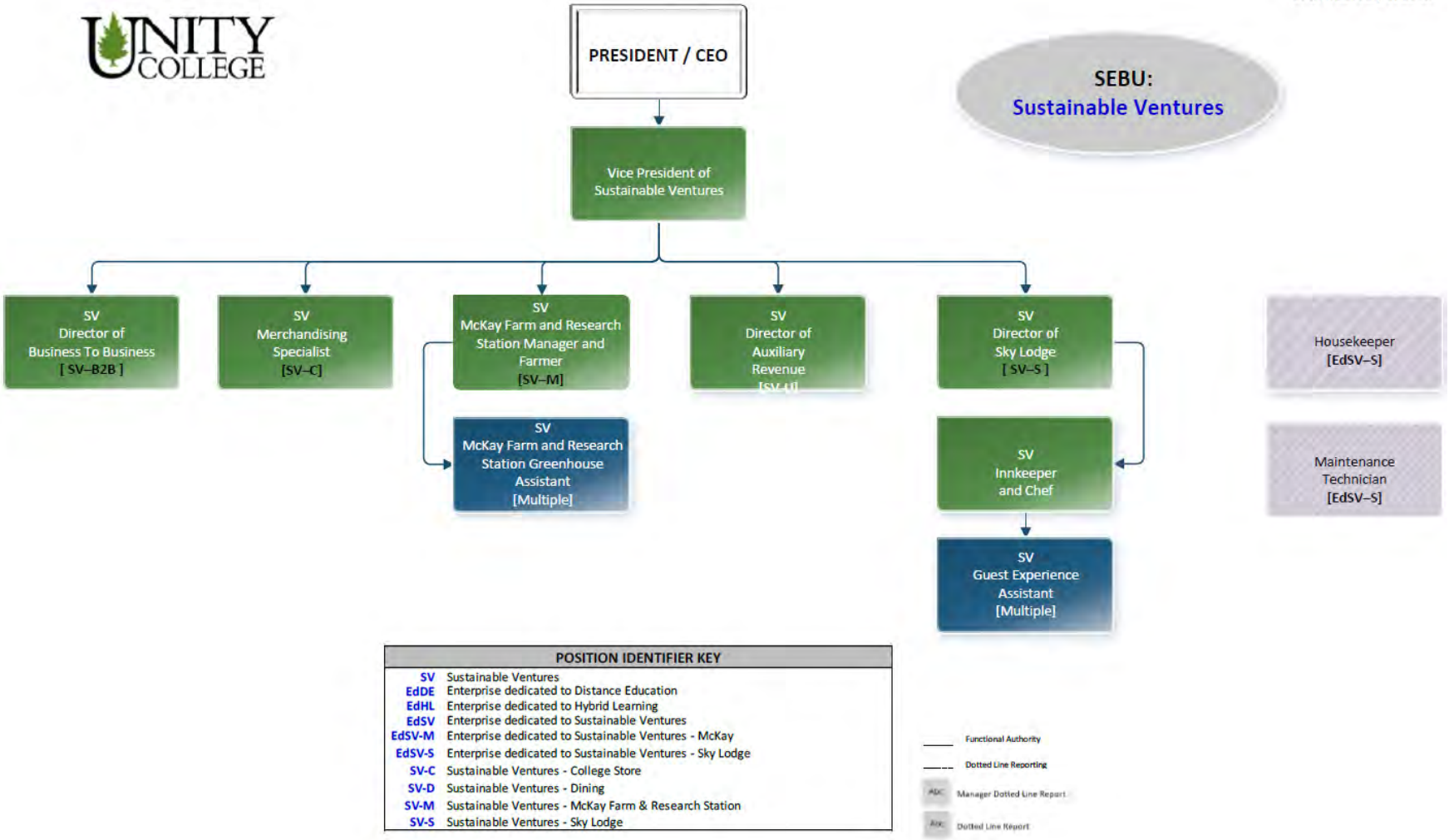

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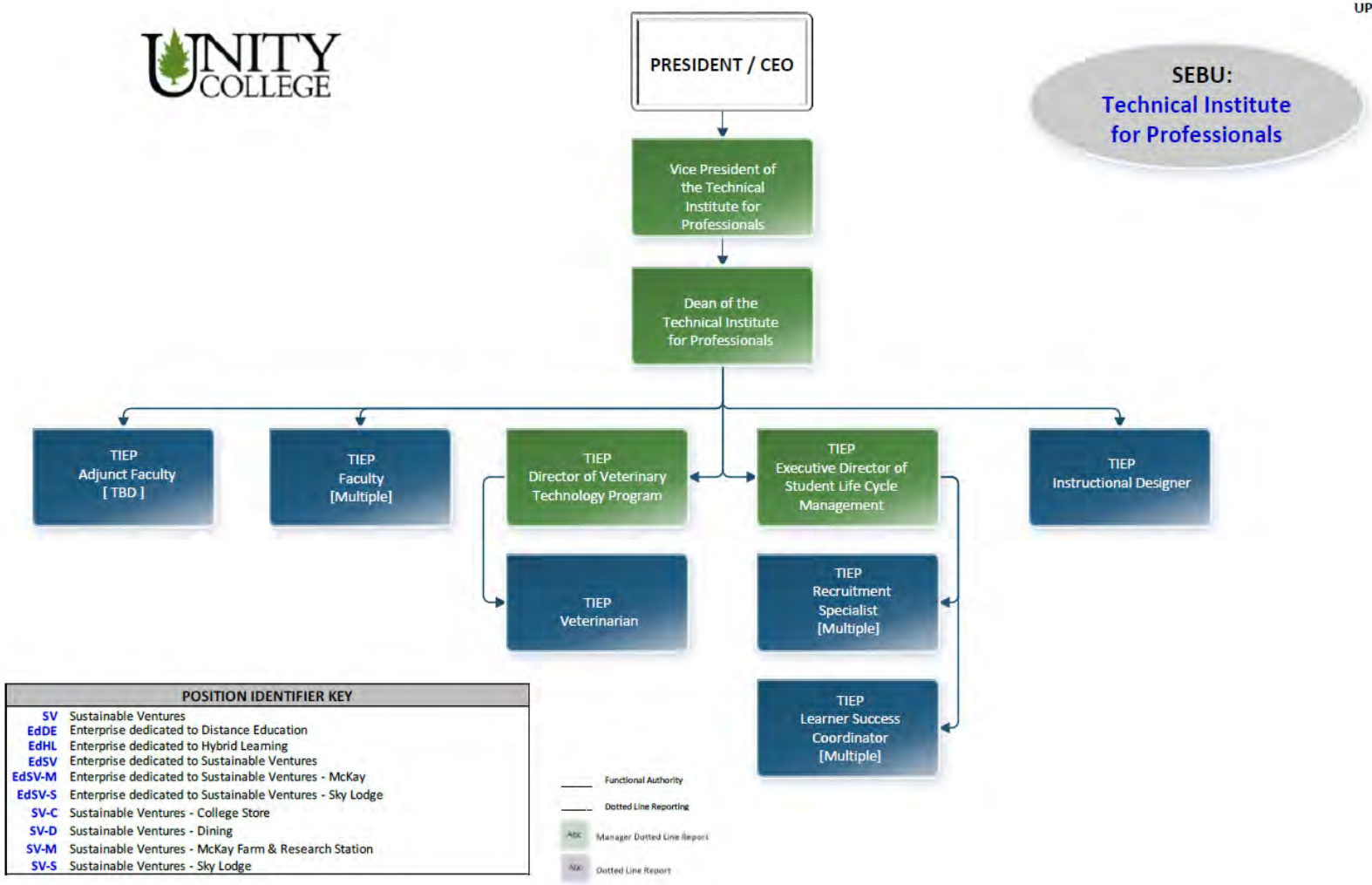
UNITY COLLEGE



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Unity College

FINANCIAL STATEMENTS

June 30, 2021 and 2020

With Independent Auditor's Report

FINANCIAL STATEMENTS

June 30, 2021

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Statements of Cash Flows	7
Notes to Financial Statements	8 - 24

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INDEPENDENT AUDITOR'S REPORT

The Board of Trustees
Unity College

We have audited the accompanying financial statements of Unity College (the College), which comprise the statements of financial position as of June 30, 2021 and 2020, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with U.S. generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the College as of June 30, 2021 and 2020, and the changes in its net assets and its cash flows for the years then ended in accordance with U.S. generally accepted accounting principles.

The Board of Trustees
Unity College

Other Matters

Change in Accounting Principle

As discussed in Note 1 to the financial statements, in 2021, the College adopted Financial Accounting Standards Board Accounting Standards Update No. 2014-09, *Revenue from Contracts with Customers* (Topic 606) and related guidance. Our opinion is not modified with respect to this matter.

Supplementary Information

Our audits were conducted for the purpose of forming an opinion on the financial statements of the College as a whole. The accompanying financial responsibility supplemental schedule is presented for additional analysis as required by the U.S. Department of Education, and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information in that schedule has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with U.S. generally accepted auditing standards. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Berry Dunn McNeil & Parker, LLC

Bangor, Maine
January 20, 2022

UNITY COLLEGE

Statements of Financial Position

June 30, 2021 and 2020

ASSETS

	2021	2020
Cash and cash equivalents (Notes 1 and 14)	$ 10,751,530	$ 5,907,080
Inventories and other assets	578,008	229,533
Accounts and interest receivable (net of allowance for doubtful accounts of $539,971 in 2021 and $217,340 in 2020) (Note 14)	630,807	241,700
Contributions and grants receivable (Notes 1 and 14)	61,631	484,431
Intermediate-term investments (Notes 1, 2, 11, and 14)	4,053,452	3,442,682
Gift of future interest	65,834	65,834
Federal funds and grants receivable	510	863,299
Land, buildings, and equipment, net of accumulated depreciation (Notes 1, 6, and 10)	22,249,358	26,442,914
Long-term investments (Notes 1, 2, 11, and 14)	18,671,070	15,297,089
Total assets	$ 57,062,200	$ 52,974,562

LIABILITIES AND NET ASSETS

Liabilities		
Accounts payable and accrued liabilities (Note 8)	$ 1,232,931	$ 1,205,973
Student deposits and deferred revenue (Note 1)	1,104,566	334,927
Asset retirement obligation (Note 10)	140,588	135,475
Interest rate swaps (Notes 1 and 11)	828,540	1,377,006
Long-term debt (Notes 1 and 5)	12,918,986	16,679,290
Total liabilities	16,225,611	19,732,671
Net assets		
Without donor restrictions (Note 1)	19,488,541	15,113,337
With donor restrictions (Notes 1 and 3)	21,348,048	18,128,554
Total net assets	40,836,589	33,241,891
Total liabilities and net assets	$ 57,062,200	$ 52,974,562

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

UNITY COLLEGE

Statements of Activities

Years Ended June 30, 2021 and 2020

	2021	2020
Changes in net assets without donor restrictions		
Operating revenues, gains, and other support		
Tuition and fees	**$ 16,888,703**	$ 15,295,604
Auxiliary enterprises and other revenue	**509,418**	4,692,908
Investment return (Note 2)	**166,466**	185,392
Contributions and other (Notes 1 and 5)	**3,582,031**	369,681
Gain on sale of land, buildings, and equipment	**200,484**	-
Net assets released from restrictions (Notes 1 and 4)	**2,434,955**	2,245,680
Total operating revenues, gains, and other support	**23,782,057**	22,789,265
Operating expenses (Note 1)		
Instructional	**4,586,045**	4,783,110
Academic support	**7,080,746**	5,367,142
Student services	**1,655,868**	3,304,826
Institutional support	**2,826,304**	3,900,702
Scholarships and fellowships	**541,518**	524,549
Auxiliary enterprises	**3,084,310**	4,514,607
Fundraising	**153,340**	224,270
Total operating expenses	**19,928,131**	22,619,206
Change in net assets from operations	**3,853,926**	170,059
Nonoperating activities		
Loss from defalcation (Note 1)	**(27,188)**	(196,594)
Change in value of interest rate swaps (Note 1)	**548,466**	(793,089)
Change in net assets without donor restrictions	**4,375,204**	(819,624)
Changes in net assets with donor restrictions		
Revenues, gains, and other support		
Contributions (Note 1)	**1,685,227**	1,660,926
Investment return (Note 2)	**3,969,222**	855,825
Net assets released from restrictions (Notes 1 and 4)	**(2,434,955)**	(2,245,680)
Change in net assets with donor restrictions	**3,219,494**	271,071
Change in net assets	**7,594,698**	(548,553)
Net assets, beginning of year	**33,241,891**	33,790,444
Net assets, end of year	**$ 40,836,589**	$ 33,241,891

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

UNITY COLLEGE

Statement of Functional Expenses

Year Ended June 30, 2021

	Instructional	Academic Support	Student Services	Institutional Support	Scholarships and Fellowships	Auxiliary Enterprises	Fundraising	Total
Salaries and benefits (Note 7)	$ 3,986,460	$ 3,380,325	$ 1,183,362	$ 591,286	$ -	$ 781,195	$ 133,332	$ 10,055,960
Supplies	14,005	22,124	3,231	23,014	-	17,281	15	79,670
Travel	2,257	891	2,774	6,350	-	427	1,834	14,533
Professional fees	30,382	383,633	101,087	650,090	-	44,442	32	1,209,666
Insurance	-	-	-	176,011	-	28,239	-	204,250
Interest (Notes 5 and 12)	16,053	-	16,053	-	-	428,555	-	460,661
Other	88,655	3,229,712	211,438	1,120,490	541,518	574,710	18,127	5,784,650
Depreciation and amortization	448,233	64,061	137,923	259,063	-	1,209,461	-	2,118,741
Total	$ 4,586,045	$ 7,080,746	$ 1,655,868	$ 2,826,304	$ 541,518	$ 3,084,310	$ 153,340	$ 19,928,131

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

UNITY COLLEGE

Statement of Functional Expenses

Year Ended June 30, 2020

	Instructional	Academic Support	Student Services	Institutional Support	Scholarships and Fellowships	Auxiliary Enterprises	Fundraising	Total
Salaries and benefits (Note 7)	$ 3,859,181	$ 2,566,883	$ 2,064,558	$ 1,953,114	$ -	$ 1,306,939	$ 174,817	$ 11,925,492
Supplies	61,307	13,124	60,041	19,317	-	59,426	1,612	214,827
Travel	72,805	32,182	141,685	58,367	-	6,448	11,005	322,492
Professional fees	122,666	180,127	320,188	678,493	-	206,244	8,062	1,515,780
Insurance	-	-	-	222,856	-	22,053	-	244,909
Interest (Notes 5 and 12)	16,901	-	16,901	-	-	451,189	-	484,991
Other	170,042	2,501,846	553,151	757,729	524,549	1,187,158	28,774	5,723,249
Depreciation and amortization	480,208	72,980	148,302	210,826	-	1,275,150	-	2,187,466
Total	$ 4,783,110	$ 5,367,142	$ 3,304,826	$ 3,900,702	$ 524,549	$ 4,514,607	$ 224,270	$ 22,619,206

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

UNITY COLLEGE

Statements of Cash Flows

Years Ended June 30, 2021 and 2020

	2021	2020
Cash flows from operating activities		
Change in net assets	**$ 7,594,698**	$ (548,553)
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Depreciation and amortization	**2,118,741**	2,187,466
Paycheck Protection Program note forgiveness	**(3,024,200)**	-
Gain on sale of land, buildings, and equipment	**(200,484)**	-
Net gain on investments	**(3,830,092)**	(698,603)
Contributions restricted for long-term purposes	**-**	(15,000)
Decrease (increase) in		
Accounts and interest receivable	**(389,107)**	146,692
Inventories and other assets	**(348,475)**	(106,502)
Contributions and grants receivable	**422,800**	(368,306)
Student loans receivable	**-**	57,030
Federal funds and grants receivable	**862,789**	(863,299)
Increase (decrease) in		
Accounts payable for operating activities, accrued liabilities, and refundable advances	**52,129**	102,537
Student deposits and deferred revenue	**769,639**	(278,368)
Interest rate swaps	**(548,466)**	793,088
Net cash provided by operating activities	**3,479,972**	408,182
Cash flows from investing activities		
Proceeds from sale of land, buildings, and equipment	**2,777,763**	-
Purchase of land, buildings, and equipment	**(507,894)**	(973,706)
Purchase of investments	**(10,532,485)**	(9,906,282)
Proceeds from sale of investments	**10,377,827**	10,750,846
Net cash provided (used) by investing activities	**2,115,211**	(129,142)
Cash flows from financing activities		
Contributions received restricted for long-term purposes	**-**	15,000
Proceeds from long-term borrowings	**-**	3,024,200
Principal payments on long-term debt	**(750,733)**	(724,114)
Net cash (used) provided by financing activities	**(750,733)**	2,315,086
Net increase in cash and cash equivalents	**4,844,450**	2,594,126
Cash and cash equivalents, beginning of year	**5,907,080**	3,312,954
Cash and cash equivalents, end of year	**$ 10,751,530**	$ 5,907,080
Supplemental disclosure		
Cash and cash equivalents	**$ 10,751,530**	$ 5,907,080
Intermediate-term investments	**4,053,452**	3,442,682
Total cash, cash equivalents, and intermediate-term investments per statements of financial position	**$ 14,804,982**	$ 9,349,762
Noncash transactions		
Transfer of Perkins Loans to the Department of Education	**$ -**	$ 39,344

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

Nature of Activities

Unity College (the College) is a small, private college in rural Maine that provides dedicated, engaged students with a liberal arts education that emphasizes the environment and natural resources. Graduates of the College are prepared to be environmental stewards, effective leaders, and responsible citizens through active learning experiences within a supportive community.

1. Summary of Significant Accounting Policies

Reporting Standard

The College's financial statements have been prepared in accordance with U.S. generally accepted accounting principles (GAAP), which require the College to report the information regarding its financial position and activities according to the following net asset classifications:

Net assets without donor restrictions: Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of the College. These net assets may be used at the discretion of the College's management and the Board of Trustees.

Net assets with donor restrictions: Net assets subject to stipulations imposed by donors and grantors. Some donor restrictions are temporary in nature; those restrictions will be met by actions of the College or by the passage of time. Other donor restrictions are perpetual in nature, where by the donor has stipulated the funds be maintained in perpetuity.

Donor restricted contributions are reported as increases in net assets with donor restrictions. When a restriction expires, net assets are reclassified from net assets with donor restrictions to net assets without donor restrictions in the statement of activities.

Estimates

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities as of the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Support With and Without Donor Restriction

In accordance with Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 958, *Not-for-Profit Entities*, the College reports contributions of cash or other assets, including unconditional promises to give, in the statement of activities when the cash, unconditional promise, or other assets are received. Unconditional promises to give are reported at their fair value, and an allowance for uncollectible promises is subsequently established when appropriate. Conditional promises to give are reported in the statement of activities when the conditions are met.

The College reports gifts of cash and other assets as support with donor restrictions if they are received with donor stipulations that limit use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions.

The College reports gifts of land, buildings, and equipment as support without donor restrictions unless explicit donor stipulations specify how the donated assets must be used. Gifts of long-lived assets with explicit restrictions that specify how the assets are to be used and gifts of cash or other assets that must be used to acquire long-lived assets are reported as restricted support. The College reports expirations of donor restrictions when the donated or acquired long-lived assets are placed in service.

The College reports grants from federal and state granting authorities as restricted support when awarded. Upon expenditure of funds as stipulated by the terms of the underlying grants, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions.

Cash and Cash Equivalents

All liquid investments with an original maturity of three months or less, other than those held by custodians as part of the investment portfolio, are considered to be cash equivalents.

The College maintains its cash and certificates of deposit in bank deposit accounts which, at times, may exceed federally insured limits. The College has not experienced any losses in such accounts. The College believes it is not exposed to any significant risk with respect to these accounts.

Land, Buildings, and Equipment

Land, buildings, and equipment are stated at construction cost, acquisition cost, or fair value at the date of gift, less accumulated depreciation computed on a straight-line basis over the estimated useful lives of the assets. The College capitalizes assets with a cost of $1,000 or greater and an estimated useful life greater than one year. Following is a summary of estimated useful lives by asset category:

	Estimated Useful Lives (Years)
Land improvements	7
Buildings and improvements	7 - 30
Furniture and equipment	3 - 5
Vehicles	5
Library collection	7
Other	7

Investments

Investments are carried at fair value. Fair values are based on quoted market prices, if available, or estimated using quoted market prices for similar securities.

Investment securities are exposed to various risks, such as interest rate, market, and credit risks. Due to the level of risk associated with certain investment securities and the level of uncertainty related to changes in the value of investment securities, it is at least reasonably possible that changes in value in the near term would materially affect the amounts reported in the statement of financial position and statement of activities.

Interest Rate Swaps

The College entered into interest rate swap agreements in conjunction with issuance of the bonds described in Note 5. The interest rate swap agreements are used to offset the variability of expected future cash flows due to the variable interest rates of the bond instruments. The swap notional amounts equal the outstanding principal balance of the bond instruments. The swaps terminate on December 18, 2030, December 19, 2029, and December 23, 2028, respectively. The College pays a fixed rate of 3.12%, 3.25%, and 3.74%, respectively, and receives a variable rate based on 65% of the 30-day London Interbank Offering Rate (LIBOR) Index plus 2.5%. The swaps are carried at fair value in the statement of financial position.

Bond Issuance Costs

Certain costs related to long-term debt such as accountants, attorneys, and underwriting fees are capitalized and amortized on a straight-line basis over the lives of the respective debt issues, which mature at various dates through December 2030. The unamortized deferred costs are presented as a reduction of the related long-term debt.

Functional Allocation of Expenses

The financial statements report certain categories of expenses that are attributable to one or more program or supporting functions of the College. Those expenses include depreciation and amortization, operations and maintenance, and interest. For these expenses, depreciation and amortization and operations and maintenance are allocated based on square footage and interest is allocated based on the use of the related debt proceeds.

Income Taxes

The College is a not-for-profit corporation as described in Section 501(c)(3) of the Internal Revenue Code (the Code) whereby only unrelated business income, as defined by Section 512(a)(1) of the Code, is subject to federal income tax.

New Accounting Pronouncements

As of July 1, 2020, the College retrospectively adopted provisions of FASB Accounting Standards Update (ASU) 2014-09, *Revenue from Contracts with Customers*, and related guidance (Topic 606). Topic 606 applies to exchange transactions with customers that are bound by contracts or similar arrangements and establishes a performance obligation approach to revenue recognition. As a result of the adoption of Topic 606, approximately $127,000 has been reclassified from expenses to net revenues for the year ended June 30, 2020. There was no other significant impact as a result of this adoption.

Accounts Receivable

Student accounts receivable are carried at the unpaid balance of the original amount billed to students less an estimate made for doubtful accounts based on a review of all outstanding amounts. Management determines the allowance for doubtful accounts by regularly evaluating individual receivables and considering a student's financial condition and current economic conditions. Student accounts receivable are written off when deemed uncollectible. Recoveries of student accounts receivable previously written off are recorded when received.

Revenue Recognition

Net revenues consist primarily of undergraduate and graduate tuition, net of scholarships, and fees derived from courses taught by the College. A contract is entered into with a student and covers a course or semester. Revenue recognition begins once a student starts attending a course. Tuition revenue is recognized pro-rata over the applicable period of instruction. The College has elected the short-term contract exemption with respect to its performance obligations under its contracts with students as all such contracts have original terms of less than one year.

The College maintains an institutional tuition refund policy, which provides for all or a portion of tuition to be refunded if a student withdraws during stated refund periods. If a student withdraws at a time when only a portion, or none of the tuition is refundable, then in accordance with its revenue recognition policy, the College continues to recognize the tuition that was not refunded pro-rata over the applicable period of instruction. The College does not record revenue on amounts that may be refunded. However, for students that have taken out financial aid to pay their tuition and for which a return of such money to the Department of Education under Title IV is required as a result of his or her withdrawal, the College reassesses collectability for these students for the estimated revenue that will be returned.

Auxiliary revenues primarily include room and board fee revenues that are recognized over the period the services are provided.

The College's accounts receivable represent unconditional rights to consideration from contracts with students, accordingly, accounts receivable are not recognized until the student starts attending a course and the revenue recognition process has commenced. Student billings occur in advance of the course start date, and are due prior to the start of the course, unless payment plans have been established. Included in each invoice to the student are all educational related items including tuition, net of scholarships, housing, educational materials, and fees.

The College's contract liabilities are reported as student deposits and deferred revenue in the statement of financial position. Such amounts represent the excess of tuition, fees, and other student payments billed over amounts recognized as revenue in the statement of activities. The College's educational programs have starting and ending dates that differ from its fiscal year-end. Therefore, at the end of each fiscal year, a portion of revenue from these programs is not yet earned.

Uncertainties

On March 13, 2020, the U.S. government declared a national state of emergency as a result of the global pandemic of COVID-19. Efforts were taken by national, state, and local governments to manage the spread of COVID-19 which included the temporary shutdown of businesses in many sectors and imposing limitations on travel and the size and duration of group meetings. While these mandates have gradually become less restrictive during the fiscal year 2021, most industry sectors are still experiencing disruption to business operations and may experience further impacts related to volatility in operations, investment returns, and reduced philanthropic support. Significant uncertainty still surrounds the duration of the pandemic and operational adjustments that must be made to accommodate guidance from the Center for Disease Control and Prevention, the potential economic ramifications, and further government actions to mitigate them. Therefore, management is not in a position to reasonably estimate the full financial impact and duration.

Defalcation

During the year ended June 30, 2020, the College identified a loss from defalcation which has been reflected in the statement of activities.

Subsequent Events

For purposes of the preparation of these financial statements in conformity with GAAP, the College has considered transactions or events occurring through January 20, 2022, which was the date that the financial statements were available to be issued.

Subsequent to June 30, 2021, the College entered into contracts with vendors for construction, enrollment services, food services, and additional technological implementation support. The construction contract entered into after June 30, 2021 represents costs for facilities of approximately $2,600,000. The College entered into contracts for student recruitment services subsequent to year end for approximately $8,325,500 through June 30, 2022. These contracts were entered into as part of the regular course of business.

2. Investments

The fair values of investments at June 30 were as follows:

	2021	2020
Intermediate-term investments		
U.S. Government and agencies	$ 205,625	$ 430,120
Mutual funds	1,813,701	-
Certificates of deposit	403,767	1,360,828
Corporate bonds	1,630,359	1,651,734
	$ 4,053,452	$ 3,442,682
Long-term investments		
Cash and money market funds	$ 356,322	$ 395,903
U.S. equities	9,468,966	6,975,593
Fixed income funds	4,402,069	3,741,895
International equity funds	3,894,998	3,088,183
Commodities	548,715	1,095,515
	$ 18,671,070	$ 15,297,089

The composition of endowment net assets, reported as long-term investments, by type of fund as of June 30, 2021 is as follows:

	Without Donor Restrictions	With Donor Restrictions	Total
Donor-restricted endowment funds	$ -	$ 18,039,079	$ 18,039,079
Board-designated endowment funds	631,991	-	631,991
	$ 631,991	$ 18,039,079	$ 18,671,070

Changes in endowment net assets for the year ended June 30, 2021 are as follows:

	Without Donor Restrictions	With Donor Restrictions	Total
Endowment net assets, beginning of year	$ 491,640	$ 14,805,449	$ 15,297,089
Investment return, net	140,351	3,969,222	4,109,573
Contributions	-	1,432	1,432
Appropriation of endowment assets for expenditure	-	(737,024)	(737,024)
Endowment net assets, end of year	$ 631,991	$ 18,039,079	$ 18,671,070

The composition of endowment net assets, reported as long-term investments, by type of fund as of June 30, 2020 is as follows:

	Without Donor Restrictions	With Donor Restrictions	Total
Donor-restricted endowment funds	$ -	$ 14,805,449	$ 14,805,449
Board-designated endowment funds	491,640	-	491,640
	$ 491,640	$ 14,805,449	$ 15,297,089

Changes in endowment net assets for the year ended June 30, 2020 are as follows:

	Without Donor Restrictions	With Donor Restrictions	Total
Endowment net assets, beginning of year	$ 463,895	$ 14,509,337	$ 14,973,232
Investment return, net	29,245	855,824	885,069
Contributions	-	15,000	15,000
Appropriation of endowment assets for expenditure	(1,500)	(574,712)	(576,212)
Endowment net assets, end of year	$ 491,640	$ 14,805,449	$ 15,297,089

The College has interpreted the State of Maine Uniform Prudent Management of Institutional Funds Act as requiring the preservation of the contributed value of the donor-restricted endowment funds absent explicit donor stipulations to the contrary. As a result of this interpretation, the College classifies as net assets of perpetual duration an amount equal to the aggregate value in dollars of (a) each perpetual duration donor-restricted endowment fund at the time it became an endowment fund, (b) each subsequent donation to the fund at the time the donation is made, and (c) each accumulation made pursuant to a direction in the applicable gift instrument at the time the accumulation is added to the fund. Accordingly, unless explicitly stated otherwise by the donor, realized and unrealized net appreciation in investments in donor-restricted endowment funds of perpetual duration is reported as net assets with donor restrictions until appropriated by the Board of Trustees for expenditure. Funds designated by the Board of Trustees to function as endowments are classified as net assets without donor restrictions.

The objective of the endowment fund is to preserve the real (inflation adjusted) purchasing power of assets and to provide relatively predictable and constant income for current use, in accordance with the spending policy. The intention of the spending policy is to maintain and grow the real value of the portfolio while funding any identified needs the Board of Trustees may specify. Absent extraordinary circumstances, the annual spending from the endowment asset base is limited to 4% of the three-year rolling average of the endowment's market value, calculated quarterly. Management fees and other applicable expenses are not included with the spending allocation. The College has a policy that permits spending from underwater funds (those whose fair value is less than the historic amounts of the contributions) depending on the degree to which the fund is underwater, unless specifically prohibited by the donor or relevant laws and regulations.

Under the College's investment policy, the total endowment fund shall be diversified both by asset class and within asset classes. Specifically, equity investments shall not be more than 75%, nor less than 50%, of the endowment. To encourage prudent asset diversification, no single stock (or convertible), at original cost, shall exceed 5% of the total endowment value. Developed and emerging international equity shall not exceed 30%. Fixed income shall not be less than 20%, nor greater than 40%, of the endowment. Except for government obligations guaranteed or backed by the U.S. Government, no single debt issuer shall exceed 5% of the total endowment value. Alternative investments shall not exceed 15% and cash shall not exceed 6% of the endowment portfolio.

3. Net Assets with Donor Restrictions

Net assets with donor restrictions are available for the following:

	2021	2020
Purpose restricted		
Scholarships	$ 644,428	$ 346,616
Sky Lodge	1,665,141	1,938,143
Endeavor	35,000	35,000
Davis Family Foundation	51,068	51,068
Davis Educational Foundation Grant	89,600	89,686
Other programs	757,474	505,492
Time restricted until board appropriated - appreciation on perpetual endowment funds without purpose restrictions	6,270,541	3,345,463
	9,513,252	6,311,468
Investment in perpetuity, the income from which is expendable to support:		
Scholarships	970,875	955,230
Field of Dreams and Unity Centre for the Performing Arts	150,000	150,000
Any activities of the College	10,121,015	10,119,493
	11,241,890	11,224,723
Land held with perpetual restrictions (Note 6)	527,072	527,072
Other	65,834	65,291
Net assets held in perpetuity	11,834,796	11,817,086
Total net assets with donor restrictions	$ 21,348,048	$ 18,128,554

4. Net Assets Released From Restrictions

Net assets were released from donor or grantor restrictions by incurring expenses satisfying the restricted purposes as follows:

	2021	2020
Scholarship and fellowship disbursements	$ 120,596	$ 337,059
Davis Educational Foundation Grant	86	35,700
Distance education	-	100,000
Maine space grant	-	17,422
Wood turtle grant	-	25,768
Higher Education Emergency Relief Funds	1,276,517	811,790
Appropriation of endowed assets	737,024	574,712
Sky Lodge	273,002	278,016
Various other program expenses	27,730	65,213
	$ 2,434,955	$ 2,245,680

5. Borrowings

Long-term debt consists of the following:

	2021	2020
Bangor Savings Bank; interest fixed at 1% unsecured Paycheck Protection Program forgivable note payable, forgiven during 2021.	$ -	$ 3,024,200
Finance Authority of Maine Revenue Obligation Securities Bond payable to bank; interest fixed at 3.25% (pursuant to interest rate swap), amortized over 20 years, due in monthly installments of $28,932, including interest, with balance due December 2029; collateralized by substantially all assets (1)	3,719,597	3,934,922
Finance Authority of Maine Revenue Obligation Securities Bond payable to bank; interest fixed at 3.74% (pursuant to interest rate swap), amortized over 20 years, due in monthly installments of $38,688, including interest, with balance due December 2028; collateralized by substantially all assets (2)	4,615,166	4,898,543

	2021	2020
Finance Authority of Maine Revenue Obligation Securities Bond payable to bank; interest fixed at 3.12% (pursuant to interest rate swap), amortized over 20 years, due in monthly installments of $33,776, including interest, with balance due December 2030; collateralized by substantially all assets (3)	4,708,001	4,960,032
	13,042,764	16,817,697
Less bond issuance costs, net of amortization	(123,778)	(138,407)
Long-term debt, net	$ 12,918,986	$ 16,679,290

(1) The variable interest rate is equal to 65% of the 30-day LIBOR plus 2.5%. The interest rate is repriced monthly to an effective rate of 3.25% via an interest rate swap (Note 1).

(2) The variable interest rate is equal to 65% of the 30-day LIBOR plus 2.5%. The interest rate is repriced monthly to an effective rate of 3.74% via an interest rate swap (Note 1).

(3) The variable interest rate is equal to 65% of the 30-day LIBOR plus 2.5%. The interest rate is repriced monthly to an effective rate of 3.12% via an interest rate swap (Note 1).

Maturities of long-term debt for the next five years are as follows:

Year Ending	Amount
2022	$ 777,000
2023	804,000
2024	831,000
2025	861,000
2026	891,000

During 2020, the College qualified for and received a loan pursuant to the Paycheck Protection Program (PPP), a program implemented by the U.S. Small Business Administration (SBA) under the Coronavirus Aid, Relief, and Economic Security (CARES) Act, in the amount of $3,024,200. The PPP provides funds to pay up to 24 weeks of payroll and other specified costs, and forgiveness of the loan is dependent upon compliance with this and other terms and conditions of the CARES Act. The College applied for and was granted forgiveness during 2021. The revenue from loan forgiveness is included in the statement of activities and represented 11% of total revenue for the College during the year ended June 30, 2021. Forgiveness is subject to the sole approval of the SBA.

The SBA has indicated it will review PPP loans in excess of $2,000,000 to determine whether the organization can support the good-faith certification made when applying for the PPP that economic uncertainty made the loan request necessary to support ongoing operations. The PPP

loan forgiveness is subject to SBA review for six years from the date of loan forgiveness. Management believes there is sufficient evidence to support the College's necessity of the PPP to support ongoing operations due to the economic uncertainty at the time of the loan application. Any difference between amounts previously estimated to be forgiven and amounts subsequently determined to be forgiven will be reflected in the year that such amounts become known.

The loan agreements contain various covenants regarding such items as submission of financial statements and budgets, permitted dispositions and acquisitions of property, additional debt, and meeting certain debt coverage financial ratios.

The College has available an unsecured line of credit in the amount of $750,000. The line bears interest at prime less 0.25%, with a floor of 3.25%, and expires in March 2022. There were no advances under this line at June 30, 2021 or 2020.

The College has an available reducing revolver in the amount of $3,500,000. This revolver is collateralized by the College's investment portfolio, an assignment of $1,000,000 deposit account, and a security interest in all business assets. No amounts were extended on the revolver as of June 30, 2021.

6. Land, Buildings, and Equipment

Land, buildings, and equipment consist of:

	2021	2020
Land and improvements	$ 3,213,045	$ 3,730,395
Buildings and improvements	32,960,339	34,873,283
Furniture and equipment	9,687,547	9,450,342
Vehicles	1,267,052	1,267,052
Library collection	799,671	799,671
Other	59,555	59,555
Construction in progress	205,378	313,869
	48,192,587	50,494,167
Less accumulated depreciation	25,943,229	24,051,253
	$ 22,249,358	$ 26,442,914

In a prior year, the College received a gift of land, buildings, equipment, and other assets valued at $1,631,690. As the assets are subject to a right of first offer agreement between the College and a third-party beneficiary, the value of land and other non-depreciable assets of $408,100 is included in net assets of perpetual duration. Per the terms of this agreement, if the College desires to transfer the assets, the College must first offer to give the assets to the third-party beneficiary at no cost. If the third-party beneficiary waives the offer, and the College sells the land and buildings, all net proceeds will (a) add to the $150,000 endowment the donor established at the date of the gift to support ongoing maintenance of the property, if the sale is of less than all the land and buildings, or (b) be paid to the third-party beneficiary if all the land and buildings are sold. If the College sells the equipment and other assets, it is entitled to retain the net proceeds.

In 2018, the College received a gift of land, buildings, and furniture and equipment. The assets were recorded at fair market value at the date of the gift. The land, buildings, and furniture and equipment were valued at $400,000, $1,350,000, and $722,150, respectively. Per the terms of the agreement, the College is not permitted to sell, transfer, or convey, any asset with an aggregate inventory value of $5,000 or more within the next five years. As the assets are subject to these donor restrictions, the value of the gift is included in net assets with donor restrictions, net of accumulated depreciation.

Net assets with donor restrictions also include a donated land parcel initially valued at $76,472. Proceeds from any sale of the land must be maintained as a perpetual endowment fund to provide scholarships to students at the College who are pursing a degree in sustainable agriculture.

Net assets with donor restrictions also include a donated land parcel initially valued at $42,500 which the College is not permitted to sell.

7. Retirement Plans

The College has established a tax deferred annuity plan with the Teachers Insurance and Annuity Association and College Retirement Equities Fund. All regular full and part-time employees and faculty who work a minimum of 1,000 hours per year are eligible to participate in the plan on a voluntary basis. Contributions to the plan, provided contributions are made by participants at a minimum of 3% of gross wages, are made by the College at 6% of the participant's gross wages in 2021 and 2020. Plan expense was $346,716 and $460,200 for 2021 and 2020, respectively.

The College sponsors a 457(b) deferred compensation retirement plan for the Executive Director. The plan assets and related plan liability are included in the statement of financial position as part of inventories and other assets and accounts payable and accrued liabilities for $171,299.

8. Commitments and Contingencies

As is common practice in the field of higher education, the College has various employment contracts with faculty and administrators. Prior to June 30, 2021, certain faculty members continue to be paid throughout the summer months for services rendered prior to June 30. Accordingly, these accruals, as well as other employee related accruals, are included in accrued liabilities in the statement of financial position.

The College is involved in litigation arising in the normal course of business. After consultation with legal counsel, management estimates these matters will be resolved without material adverse effect to the College's future financial position or results of operations.

9. Related Party Transactions

An officer of the College was employed by a firm the College has engaged to provide legal services. During 2021, the College incurred approximately $215,000 in legal expenditures with this firm.

10. Asset Retirement Obligation

The College has evaluated its facilities and has determined that certain buildings contain asbestos, resulting in a conditional asset retirement obligation if the buildings are renovated or razed. The College has recorded a liability for these costs to the extent it plans to undertake activities that will require abatement of asbestos. The related cost has been capitalized in land, buildings, and equipment and is being depreciated over the estimated number of years until abatement. The College has not accrued any remaining asbestos removal obligation as its fair value cannot be reasonably estimated due to the conditional nature of the obligation.

11. Fair Value

ASC Topic 820, *Fair Value Measurement*, defines fair value as the exchange price that would be received for an asset or paid to transfer a liability (an exit price) in the principal or most advantageous market for the asset or liability in an orderly transaction between market participants on the measurement date. ASC Topic 820 also establishes a fair value hierarchy which requires an entity to maximize the use of observable inputs and minimize the use of unobservable inputs when measuring fair value. The standard describes three levels of inputs that may be used to measure fair value:

Level 1: Quoted prices (unadjusted) for identical assets or liabilities in active markets that the entity has the ability to access as of the measurement date.

Level 2: Significant observable inputs other than Level 1 prices, such as quoted prices for similar assets or liabilities, quoted prices in markets that are not active, and other inputs that are observable or can be corroborated by observable market data.

Level 3: Significant unobservable inputs that reflect an entity's own assumptions about the assumptions that market participants would use in pricing an asset or liability. The College did not have any level 3 investments as of June 30, 2021 and 2020.

Assets and liabilities measured at fair value on a recurring basis at June 30, 2021 are summarized below:

	Fair Value	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs Using the Market Approach (Level 2)
Assets			
Cash and money market funds	$ 356,322	$ 356,322	$ -
U.S. Government and agencies	205,625	205,625	-
Corporate bonds	1,630,359	1,337,422	314,312
Fixed income funds	4,402,069	4,402,069	-
International equity funds	3,894,998	3,894,998	-
U.S. equities	9,468,966	9,468,966	-
Mutual funds	1,813,701	1,813,701	-
Commodities	548,715	548,715	-
Liabilities			
Interest rate swaps	823,540	-	823,540

Assets measured at fair value on a recurring basis at June 30, 2020 are summarized below:

	Fair Value	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs Using the Market Approach (Level 2)
Assets			
Cash and money market funds	$ 395,903	$ 395,903	$ -
U.S. Government and agencies	430,120	430,120	-
Corporate bonds	1,651,734	1,545,250	106,484
Fixed income funds	3,741,895	3,741,895	-
International equity funds	3,088,183	3,088,183	-
U.S. equities	6,975,593	6,975,593	-
Commodities	1,095,515	1,095,515	-
Liabilities			
Interest rate swaps	1,377,006	-	1,377,006

The estimated fair value of the swaps was provided by the financial institution counterparty and is based on Level 2 inputs under ASC Topic 820. The swaps were valued using the income approach. The fair value adjustments on the interest rate swaps reverse to zero at the maturity date of the agreements.

Level 2 corporate bonds are valued based on quoted market prices of similar instruments.

12. Supplemental Statement of Cash Flows Disclosures

Cash paid for interest was $460,661 in 2021 and $492,625 in 2020.

13. Leases

The College leases office space under an operating lease expiring in 2026, with the option of two additional 60 month extensions at the end of the lease term. Future minimum lease payments under the operating lease as of June 30, 2020 are:

2022	$ 403,461
2023	646,736
2024	648,375
2025	650,054
2026	651,772
Thereafter	6,374,665
Total	$ 9,375,063

Total rent expense under all leases approximated $65,955 in 2021 and $58,923 in 2020.

Subsequent to June 30, 2021, the College entered into an agreement to lease additional space, which resulted in an increase in the annual future minimum lease payment by approximately $570,000 per year including Yarmouth Hall and Freeport Hall whose leases extend for a 25 year period. For years one through fifteen, Freeport Hall and Yarmouth Hall's monthly payments are an average of $11,195 and $36,462 respectfully, which are represented above. The remaining ten years will be determined by market rate at a later time.

14. Available Resources and Liquidity

The College regularly monitors liquidity required to meet its operating needs and other contractual commitments, while also striving to maximize the investment of its available funds. The College has various sources of liquidity at its disposal, including cash and cash equivalents, intermediate and long-term investments, and a line of credit. See Note 5 for information about the College's line of credit.

For purposes of analyzing resources available to meet general expenditures over a 12-month period, the College considers all expenditures related to its ongoing activities of teaching, research, and public service as well as the conduct of services undertaken to support those activities to be general expenditures.

In addition to financial assets available to meet general expenditures over the next 12 months, the College operates with a balanced budget and anticipates collecting sufficient revenue to cover general expenditures not covered by donor-restricted resources. Refer to the statement of cash flows which identifies the sources and uses of the College's cash and shows positive cash generated by operations for fiscal years 2021 and 2020.

During the year ended June 30, 2020, the College was awarded two grants totaling $822,158 through the CARES Act with Higher Education Emergency Relief Funds (HEERF). At June 30, 2020, the College had recognized $811,790 of this amount in grant revenue. During the year ended June 30, 2021, an additional $1,266,149 in HEERF funding was awarded to the College. Consistent with the terms of the HEERF grant agreements, a portion of the grant must be awarded to Title IV eligible students enrolled at the time of the National Emergency Declaration (March 13, 2020) as emergency aid for student expenses caused by campus disruptions arising from the COVID-19 pandemic.

The following table shows the financial assets held by the College that are readily available within one year of the statement of financial position date to meet general expenditures as of June 30:

	2021	2020
Cash and cash equivalents	$10,751,530	$ 5,907,080
Accounts and interest receivable, net	630,807	241,700
Federal funds and grants receivable	510	863,999
Contributions for general expenditures due in one year or less	61,631	484,431
Payout on donor-restricted endowments for use over next 12 months	785,910	737,025
	$12,230,388	$ 8,234,235

SUPPLEMENTARY INFORMATION

Unity College			
FINANCIAL RESPONSIBILITY SUPPLEMENTAL SCHEDULE			
AS OF AND FOR THE YEAR ENDED JUNE 30, 2021			
PRIMARY RESERVE RATIO:			
Expendable Net Assets:			
Statement of Financial Position - Net assets without donor restrictions, page 3	Net assets without donor restrictions	$	19,488,541
Statement of Financial Position - Net assets with donor restrictions, page 3	Net assets with donor restrictions		21,348,048
Notes to the Financial Statements - Contribution receivable and Related party note disclosure	Secured and Unsecured related party receivable		N/A
Statement of Financial Position - Property, plant and equipment, net, page 3	Property, plant and equipment, net - Tota		22,249,358
SD Line 3c: Property, plant and equipment, ne	Property, plant and equipment pre-implementation (amount of PP&E reported in our last submission, i.e. FS 2020 amount less subsequent depreciation and disposals) - See notes to schedul		21,145,785
SD Line 4d: Property, plant and equipment, ne	Property, plant and equipment post-implementation with outstanding debt for original purchase		N/A
SD Line 6a: Property, plant and equipment, net - Footnote 1	Property, plant and equipment post-implementation without outstanding debt for original purchase - See notes to schedul		898,195
SD Line 5: Property, plant and equipment, net - Footnote 1	Construction in progress - acquired after June 30, 2020		205,378
Statement of Financial Position - Lease right-of-use assets, net, Page X	Lease right-of-use asset, net - Total		N/A
SD Line 14: Lease right-of-use assets pre-implementatior	Lease right-of-use asset, pre-implementation		N/A
SD Line 15: Lease right-of-use assets post implementatior	Lease right-of-use asset, post-implementation		N/A
Statement of Financial Position - Goodwill (Not applicable	Intangible assets		N/A
Statement of Financial Position - Post-employment and pension liabilities, Page X	Post-employment and pension liabilities		N/A
SD Lines 8c, 9a-c, 10: Note Payable and Line of Credit for long-term purposes (both current and long term) and Line of Credit for Construction in progress, Page 3	Long-term debt - for long term purposes		13,042,764
SD Line 8c: Note Payable and Line of Credit for long-term purposes (both current and long term) and Line of Credit for Construction in progress	Long-term debt - for long term purposes pre-implementation		13,042,764
SD Lines 9a-c: Note Payable and Line of Credit for long-term purposes (both current and long term) and Line of Credit for Construction in progress	Long-term debt - for long term purposes post-implementation		N/A
SD Lines 9a-c: Note Payable and Line of Credit for long-term purposes (both current and long term) and Line of Credit for Construction in progress	Line of Credit for Construction in progress		N/A
Statement of Financial Position - Lease right-of-use of asset liability, Page X	Lease right-of-use asset liability		N/A
SD line 2d: Annuities, term endowments and life income with donor restrictions	Annuities, term endowments and life income with donor restrictions		N/A
SD line 2a: Annuities	Annuities with donor restrictions		N/A
SD Line 2b: Term Endowments	Term endowments with donor restrictions		N/A
SD Line 2c: Life Income Funds	Life income funds with donor restrictions		N/A
Financial statement footnote 3	Net assets with donor restrictions: restricted in perpetuity		11,834,796
Total Expenses and Losses:			
Statement of Activities - Total Operating Expenses, Page 4	Total expenses without donor restrictions - taken directly from Statement of Activities		19,928,131
Statement of Activities Non-Operating Investment Return, Page 4	Non-Operating and Net Investment (loss)		(27,188)
Statement of Activities Non-Operating (Investment return appropriated for spending), Investments, net of annual spending, gain (loss), Page X	Net investment losses		N/A
Statement of Activities - Pension-related changes other than periodic pension, Page X	Pension -related changes other than net periodic costs		N/A
EQUITY RATIO			
Modified Net Assets:			
Statement of Financial Position - Net Assets without Donor Restrictions, Page 3	Net assets without donor restrictions	$	19,488,541
Statement of Financial Position - Total Net Assets with Donor Restriction, Page 3	Net assets with donor restrictions		21,348,048
Statement of Financial Position - Goodwill, N/A	Intangible assets		N/A
Notes to the Financial Statements - Contribution receivable and Related party note disclosure, page X	Secured and Unsecured related party receivables		N/A
Notes to the Financial Statements - Contribution receivable and Related party note disclosure, page X	Unsecured related party receivables		N/S
Modified Assets:			
Statement of Financial Position - Total assets, Page 3	Total assets		57,062,200
NET INCOME RATIO			
Statement of Activities - Change in Net Assets Without Donor Restrictions, Page 4	Change in Net Assets Without Donor Restrictions	$	4,375,203
SD line 24: Total revenues, gains, and other support (excluding net assets released from restrictions) Page 4	Total Revenues and Gains	$	21,895,567

Unity College
SUPPLEMENTAL DISCLOSURES - U.S. DEPARTMENT OF EDUCATION
AS OF AND FOR THE YEAR ENDED JUNE 30, 2021

The Department of Education issued regulations on February 23, 2020, which became effective July 1, 2021, regarding additional disclosures deemed necessary to calculate certain ratios for determining sufficient financial responsibility under Federal Title IV regulations.

Net Assets			
1	Net assets with donor restrictions: restricted in perpetuity	$	11,834,796
2	Other net assets with donor restrictions (not perpetually restricted):		
	a Annuities with donor restrictions	$	-
	b Term endowments		-
	c Life income funds (trusts)		-
	d Total annuities, term endowments and life income funds with donor restrictions	$	-
Property, Plant and Equipment, Net			
3	Pre-implementation property, plant and equipment, net		
	a Ending balance of last financial statement submitted to the Department of Education (June 30, 2020 financial statements)		25,668,245
	b Less subsequent depreciation and disposals		(4,522,460)
	c Balance Pre-implentation property, plant and equipment, net		21,145,785
4	Debt Financed Post-Implementation property, plant and equipment, net: Long-lived assets acquired with debt subsequent to June 30, 2019		
	a Equipment		-
	b Land improvements		-
	c Building		-
	d Total property, plant and equipment, net acquired with debt		-
5	Construction in progress - acquired subsequent to June 30, 2019		205,378
6	Post-implementation property, plant and equipment, net acquired without debt subsequent to June 30, 2019		898,195
7	Total property, plant and equipment, net - June 30, 2021	$	22,249,358
Debt to be excluded from expendable net assets			
8	Pre-implementation debt:		
	a Ending balance of last financial statements submitted to the Department of Education (June 30, 2020) - Footnote 5	$	16,817,697
	b Reclassify capital leases previously included in long-term debt prior to the implementation of ASU 2016-02 lease standards		N/A
	c Less subsequent debt repayments and forgiveness - Statement of Cash Flows		(3,774,933)
	d Balance Pre-implementation debt - Footnote 5		13,042,764
9	Allowable post-implementation debt used for capitalized long-lived assets		
	a Equipment - all capitalized		N/A
	b Land improvements		N/A
	c Buildings		N/A
10	Constuction in progress (CIP) financed with short-term debt		N/A
11	Long-term debt not for the purchase of property, plant and equipment or liability greater than asset value		N/A
		$	13,042,764

Unity College
SUPPLEMENTAL DISCLOSURES - U.S. DEPARTMENT OF EDUCATION
AS OF AND FOR THE YEAR ENDED JUNE 30, 2021

12 Terms of current year debt and line of credit for CIP additions

	Issue Date	Maturity Date	Nature of Capitalized Amounts	Amount Capitalized
a	N/A			
b	N/A			

Lease right-of-use assets and liabilities

13	Lease right-of-use assets Right of use assets as of balance sheet date of June 30, 2021	N/A
14	Lease right-of-use assets - Pre-implementation Right of use assets as of balance sheet date of June 30, 2021, excluding leases entered into before December 15, 2018 (grandfather option not chosen)	N/A
15	Lease right-of-use assets - Post implementation Right of use assets as of balance sheet date of June 30, 2021, excluding leases entered into after December 15, 2018	N/A
16	Lease right of use liability Right of use liabilities as of balance sheet date of June 30, 2021	N/A
17	Lease right of use liability Right of use liability as of balance sheet date of June 30, 2021, excluding leases entered into before December 15, 2018 (grandfather option not chosen)	N/A
18	Lease right of use liability Right of use liability as of balance sheet date of June 30, 2021, excluding leases entered into after December 15, 2018	N/A

Unsecured related party receivables

19	Secured and unsecured related party receivables	N/A
20	Unsecured related party receivables	N/A

Total revenues and gains without donor restrictions

21	Total revenues, gains, and other support - Statement of Activities, page 4	$ 23,782,056
22	Change in interest rate swap - Statement of Activities, page 4	$ 548,466
23	Net assets released from restriction	$ (2,434,955)
24		$ 21,895,567

APPENDIX C: FINANCIAL AUDITOR'S LETTER TO THE AUDIT COMMITTEE

BerryDunn

January 20, 2022

Audit Subcommittee of the Finance Committee
Unity College
90 Quaker Hill Road
Unity, ME 04988

Committee Members:

We have audited the financial statements of Unity College (the College) as of and for the year ended June 30, 2021, and have issued our report thereon dated January 20, 2022. Professional standards require that we communicate to you the following information related to our audit.

Our Responsibility under U.S. Generally Accepted Auditing Standards, *Government Auditing Standards*, and Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance)

As stated in our engagement letter dated June 10, 2021, our responsibility, as described by professional standards, is to express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles (U.S. GAAP). Our audit of the financial statements does not relieve you or management of your responsibilities.

In planning and performing our audit, we considered the College's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control over financial reporting. We also considered internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with the Uniform Guidance.

As part of obtaining reasonable assurance about whether the College's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also in accordance with the Uniform Guidance, we examined, on a test basis, evidence about the College's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that are applicable to its major federal program for the purpose of expressing an opinion on the College's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on the College's compliance with those requirements.

Other Information in Documents Containing Audited Financial Statements

Our responsibility for the supplementary information accompanying the financial statements, as described by professional standards, is to evaluate the presentation of the supplementary information in relation to the financial statements as a whole and to report on whether the supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with U.S. GAAP, the method of preparing it has not changed from the prior period where applicable, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the College are described in Note 1 to the financial statements. As described in Note 1, the College changed accounting policies related to revenue recognition by adopting Financial Accounting Standards Board (FASB) Accounting Standards Update (ASU) No. 2014-09, *Revenue from Contracts with Customers* (Topic 606) and related guidance. This change was applied retrospectively.

No additional new accounting policies were adopted and the application of existing policies was not changed during 2021. We noted no transactions entered into by the College during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Management Judgements and Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were:

- Allocations of expenses to various functions – based on estimated utilization of support services by functional cost centers, using the methodology disclosed in Note 1.
- Interest rate swaps – based on the bank's valuation using the income approach.
- Depreciation expense – based on management's estimation of the useful lives of property and equipment.
- Allowance for doubtful accounts receivable – based on prior years' experience and management's analysis of the accounts receivable aging.

We evaluated the key factors and assumptions used to develop the estimates in determining that they are reasonable in relation to the financial statements taken as a whole.

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the financial statements were:

- Note 1 – Uncertainties
- Note 5 – Borrowings
- Note 13 – Leases
- Note 14 – Available Resources and Liquidity

The financial statement disclosures are neutral, consistent, and clear.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated January 20, 2022. A certain representation specific to the current audit was as follows:

- Other than as disclosed in Note 10, the College has no expectations of plans for renovations or sale of any buildings containing asbestos.

Difficulties Encountered in Performing the Audit

We encountered delays in the audit due to turnover and open positions in completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, a disagreement with management is a disagreement on a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the College's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the College's auditor. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Internal Control Matters

In planning and performing our audit of the financial statements of the College, as of and for the year ended June 30, 2021, in accordance with U.S. generally accepted auditing standards, we considered the College's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of the College's internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses and, therefore, material weaknesses may exist that were not identified. However, as discussed below, we identified certain deficiencies in internal control that we consider to be material weaknesses.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the College's financial statements will not be prevented, or detected and corrected, on a timely basis. We consider the following deficiencies in the College's internal control to be material weaknesses:

Timely Reconciliation

During the year, certain general ledger accounts were not analyzed and reconciled with subsidiary information on a monthly basis. The bank statements, accounts receivable, deferred tuition, and fixed assets were not timely reconciled, or reconciliations were not reviewed regularly during the year. Absence of timely monthly reconciliations, together with the posting of correcting journal entries, increases the risk of inaccurate interim financial information, thus inhibiting management's and the Board of Trustees' ability to effectively monitor and control operations. In addition, timely reconciliation of accounts is most cost efficient since reconciliation at a later date is often more difficult and time consuming.

A key accounting system goal should be to provide timely, accurate financial information for management. We recommend the College adopt procedures to ensure the monthly reconciliation and analysis of general ledger accounts becomes a routine procedure. The reconciliation and analysis should include documented notation of the preparer and reviewer of the work performed.

We recommend significant balance sheet accounts be reconciled on a monthly basis. Timely reconciliations should be assured by establishing a realistic schedule and having completion monitored by a designated individual. A staff accounting person (rather than a supervisor) should be assigned to reconcile account balances on a routine basis. This would allow supervisors to perform review activities, thereby improving the control system in the accounting department. In addition, all reconciliations should

be reviewed by a designated individual to ensure accuracy and completeness, and to verify that reconciled items have been properly handled.

Management's Response

Unity College is actively addressing staffing challenges within the Business Office that have occurred over the past year. The Business Office Director will develop a process for reconciling significant balance sheet accounts. The process will ensure that reconciliations are performed on a timely basis and reviewed by a designated individual to ensure accuracy and completeness and to verify that reconciling items have been addressed.

Journal Entry Review

The College did not have consistent review of manual journal entries during the fiscal year. This could lead to inaccurate financial reporting or loss of College assets. Because a journal entry adjusts the College's accounts, particular care should be exercised over their preparation and recording in the financial records. We recommend that review responsibility be assigned to an individual that is not responsible for posting journal entries, and that appropriate supporting documentation be retained. The support for review of manual journal entries should be documented by the reviewer.

Management's Response

Beginning in Spring 2021, the Business Office implemented journal entry review procedures that ensure every manual journal entry is reviewed by an individual that is not responsible for posting journal entries, supporting documentation is provided, and the reviewer documents approval of the journal entry.

Management's written responses to the material weaknesses identified in our audit have not been subjected to the audit procedures applied in the audit of the financial statements and, accordingly, we express no opinion on the responses.

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This information is intended solely for the use of the Audit Subcommittee of the Finance Committee and management of Unity College and is not intended to be, and should not be, used by anyone other than these specified parties.

Berry Dunn McNeil & Parker, LLC

Bangor, Maine
January 20, 2022

APPENDIX D: E3 FORMS

DISTANCE EDUCATION UNDERGRADUATE PROGRAMS

OPTION E3. INSTITUTIONAL CLAIMS FOR STUDENT ACHIEVEMENT, WITH VALIDATING EVIDENCE

This form is available in the NECHE Workroom.

CATEGORY	(1) What are the claims for student achievement or student success? **Graduates will be able to …**	(2) Where are the claims published? Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, the claims, or the evidence?
SEBU*-Level Outcomes Undergraduate General Education [DE] *SEBU – Strategic Educational Business Unit	**GE1**. Identify and use strategies for expanding knowledge through research, data analysis, and reflection. **GE2**. Develop and share observations using appropriate modes of expression. **GE3.** Analyze complex environmental issues from multiple perspectives. **GE4**. Assert an ethical framework to guide personal, civic, and professional life. **GE5.** Develop a leadership plan to guide career success.	Course Catalog, p. 32	Performance on course projects and assignments that are aligned to specific outcomes. See *PAT 1.General Education. **Program Assessment Tool*	Beginning in 2021, Unity College adopted the following revised process for regular program review: Artifacts (student work products, field supervisor reports, etc.) aligned to outcomes are gathered over a three-year period according to the schedule described in the Program Assessment Tools (PAT) document. This is coordinated by an academic faculty or staff member appointed by the Vice President of the SEBU and overseen by the SEBU Curriculum and Assessment Task Group (CATG). Artifacts are evaluated by course instructors and/or content experts (such as faculty) using rubrics. Results are summarized each year using the PAT2 and all assessment data for the three-year cycle is synthesized using the PAT3. Each completed PAT2 form (yearly) and PAT3 form (at the end of the three-year cycle) is reviewed by the SEBU CATG. The final (synthesized) program assessment report is sent out for review by external experts and evaluated by an Enterprise-level team (led by the President of Unity College Enterprise/CAO and including the Dean of Curricular Innovation and Assessment).	In winter 2021, we completed a comprehensive review and update of program-level Learning Outcomes. This work was led by the Dean of Curricular Innovation and Assessment (DCIA), the Dean of General Education and Environmental Studies (DGE), and the Dean of Environmental Conservation and Research (DECR) with input from subject matter experts and members of the Distance Education Curriculum and Assessment Task Group (CAG). This document summarizes the changes made. In spring 2022, the DCIA and DGE reviewed the General Education learning outcomes and mapped them to both the required Environmental Professional Core and General Education courses. On the basis of this mapping, we recommended the following: • Standardize requirements for the Environmental Professional Core across all undergraduate programs. All students must complete EVPC 101, EVPC 201 or EVPC 202, EVPC 301 or EVPC 305, EVPC 401, and EVPC 490. • Require all students to take COMM 101 or COMM 201 ***and*** COMM 303 or COMM 403 to ensure that all students have adequate opportunities to develop college-level writing skills. These suggestions were reviewed by the DE Curriculum & Assessment Task Group and adopted with approval of the DE Vice President, President of Unity College Enterprise/CAO, and President of Unity College. See this Policy Tech document. Course Refresh (refreshes include minor changes to assignments, instructions, rubrics or material to ensure clarity of the requirements): ARTS 101 BIOL 105

					COMM 201 ENVS 201
*NOTE: All degree program pages include a section titled "Degree Requirements and Courses" (see screen capture image below). Within this section are **links** to the current course **catalog** and the specific **degree checksheet**. Program outcomes can be found in either of these documents. Because catalog and degree checksheets are updated quarterly, we have listed the degree program home pages in the table below (column 2) to ensure that you are being directed to the most updated versions of these documents.* **Degree Requirements and Courses** The animal health and behavior degree requires 120 credits. You may transfer in up to 90 credits from outside institutions. For more requirements, browse our degree checklist. View our full course catalog for a better look into your program. Then apply online for free to get started.					
Animal Health & Behavior [AHB] *Bachelor's of Science*	**AHB1**. Explain biological, ethical, psychological, medical, legal, and social concepts underlying the care and maintenance of wild and captive animals. **AHB2**. Choose and demonstrate appropriate laboratory techniques used in the care of animals in both wild and captive settings. **AHB3.** Identify and explain the training, health, and habitat needs for optimal wild or captive animal health. **AHB4.** Critically evaluate information using scientific and quantitative reasoning skills.	Animal Health and Behavior page *NOTE – the catalog and degree checklists are updated quarterly throughout the year. You can find the catalogs here.*	Performance on course projects and assignments that are aligned to specific outcomes. See PAT1.AHB.	See description in Row 1.	See Row 1 for a description of changes to program learning outcomes (claims). Changed PLO AHB2 Change the course description and learning outcomes for ANIM 301. https://unity.sharepoint.com/:b:/r/Neche2021/Standard%208/BIOL%20301%20changes.pdf?csf=1&web=1&e=5upAyh
Animal Science [AS] *Bachelor's of Science*	**AS1.** Describe basic principles of animal genetics, nutrition, reproduction, and physiology, and explain how they inform best practices in animal husbandry. **AS2.** Apply knowledge of animal husbandry, behavior and handling techniques to effectively interact with animals in a safe and humane manner.	Animal Science page *NOTE – the catalog and degree checklists are updated quarterly throughout the year. You can*	Performance on course projects and assignments that are aligned to specific outcomes. See PAT1.AS.	See description in Row 1.	See Row 1 for a description of changes to program learning outcomes (claims). Curricular changes to the Animal Science Program, The First Degree Animal Science Program Curriculum include the following changes: - General Education Core Requirement – Math requirement changed from "MATH 201 or MATH 215" to "MATH 101" - Program Core Requirements – Add MATH 105, MATH 201, and

	AS3. Describe the breadth of animal sciences in terms of the variety of career paths, the diversity of the animal industries, and the many roles of animals in society. **AS4.** Use scientific methods in solving 'real-world' problems including collecting and evaluating information, forming predictions, collecting and interpreting data, and implementing action. **AS5.** Effectively use communication skills (both oral and written) to build and sustain professional relationships and engage in productive discourse and/or work related to challenging issues with animals at local, national, and/or international levels.	*find the catalogs here.*			ANIM 103 - Remove tracks The Second Degree Animal Science Program Curriculum should include the following changes: - Program Core Requirements – Add MATH 105, MATH 201, and ANIM 103 -Remove tracks Curricular Changes to the Animal Science Program CRS (624 -1).docx
Environmental Emergency Management & Law Enforcement [EEMLE] *Bachelor's of Science* NOTE: This program was retired in spring 2021. No new students have been admitted since this date.	**EEMLE1.** Demonstrate proficiency in core environmental emergency management and law enforcement fields. **EEMLE2.** Demonstrate proficiency in written, oral, and interpersonal communication to diverse stakeholders in law enforcement and emergency management. **EEMLE3.** Evaluate ethical issues related to environmental justice and community disaster preparedness. **EEMLE4.** Understand policy and planning around environmental emergency management and law. **EEMLE5.** Apply leadership strategies to the management and the law enforcement of a variety of environmental threats.	When this program was retired in spring 2021, the link was removed from the Distance Education Undergraduate Degree page. Current students can find the program outcomes listed in the Distance Education Course Catalog, which is accessible from the Academic and Career Support page of	The program was never reviewed, as it was offered for only a short time before being discontinued.	See description in Row 1.	See Row 1 for a description of changes to program learning outcomes (claims).

	EEMLE6. Be proficient in developing and assessing emergency management plans.	the Distance Education website.			
Environmental Geospatial Technologies [EGT] *Bachelor's of Science*	**EGT1.** Create, organize, interpret, and analyze geospatial data. **EGT2.** Identify and quantify environmental geospatial patterns. **EGT3.** Use geospatial technology to help address local, regional, and global environmental problems. **EGT4**. Develop GIS workflows and solutions based on the environmental needs. **EGT5.** Collect and analyze data from various geospatial sources.	Environmental Geospatial Technologies page *NOTE – the catalog and degree checklists are updated quarterly throughout the year. You can find the catalogs here.*	Performance on course projects and assignments that are aligned to specific outcomes. See PAT1.EGT.	See description in Row 1.	See Row 1 for a description of changes to program learning outcomes (claims). Course Refresh - GISC 201 2021-SU1A-5W Update-20220821T190725Z-001.zip
Environmental Health & Safety [EHS] Bachelor's of Science	**EHS 1**. Identify common sources of environmental pollutants and describe the natural processes that impact their dispersal, interactions, and degradation in various environments. **EHS2**. Apply health and safety principles and practices to promote environmental sustainability. **EHS3.** Develop a professional development plan to pursue additional education and/or attain professional certification (examples: CHMM, CSP, QEP, etc.). **EHS4.** Assess the political, legal, economic, and social dynamics associated with environment issues and the management of environmental health and safety. **EHS5**. Evaluate information using scientific and quantitative reasoning skills.	Environmental Health and Safety page *NOTE – the catalog and degree checklists are updated quarterly throughout the year. You can find the catalogs here.*	Performance on course projects and assignments that are aligned to specific outcomes. See PAT1.EHS.	See description in Row 1.	See Row 1 for a description of changes to program learning outcomes (claims).

Environmental Health & Wellness Management [EHWM] Bachelor's of Science	**EHWM1.** Draw on fundamental knowledge of human health (at individual and population levels) and behavior change to critique and design health and wellness programs. **EHWM2.** Propose appropriate policies to promote healthy lifestyles and wellbeing. **EHWM3**. Apply marketing and communications strategies to promote wellness programs. **EHWM4.** Use technology such as social media, digital health coaching, mobile applications, and wearables to support wellness program goals. **EHWM5**. Develop a compliant, strategic plan for a comprehensive wellness program for a community, a business, a non-profit, or government organization.	Environmental Health and Wellness page *NOTE – the catalog and degree checklists are updated quarterly throughout the year. You can find the catalogs here.*	Performance on course projects and assignments that are aligned to specific outcomes. See PAT1.EHWM.	See description in Row 1.	See Row 1 for a description of changes to program learning outcomes (claims).
Environmental Justice & Social Change [EJSC] Bachelor's of Science	**EJSC1.** Describe how globalization impacts socioecological systems. **EJSC2**. Assess the role of environmental sustainability in the promotion of intersectional justice and equity. **EJSC3.** Interpret environmental laws and policy and their impact on environmental justice issues. **EJSC4.** Analyze specific research questions and real-world issues using data-driven practices.	Environmental Justice and Social Change page *NOTE – the catalog and degree checklists are updated quarterly throughout the year. You can find the catalogs here.*	Performance on course projects and assignments that are aligned to specific outcomes. See PAT1.EJSC.	See description in Row 1.	See Row 1 for a description of changes to program learning outcomes (claims).
Environmental Science & Climate Change [ESCC]	**ESCC1.** Assess the political, legal, economic, and social dynamics associated with environmental issues and the management of environmental issues.	Environmental Science and Climate Change page	Performance on course projects and assignments that are aligned to specific outcomes. See PAT1.ESCC.	See description in Row 1.	See Row 1 for a description of changes to program learning outcomes (claims).

Bachelor's of Science	**ESCC2**.Draw on cross-disciplinary knowledge in the biological, physical, and social sciences to propose, evaluate, and explain management solutions to environmental problems. **ESCC3.** Explain pressing environmental issues through the lens of climate change. **ESCC4**. Choose and implement appropriate laboratory techniques for environmental analysis. **ESCC5.** Evaluate information using scientific and quantitative reasoning skills.	*NOTE – the catalog and degree checklists are updated quarterly throughout the year. You can find the catalogs here.*			
Environmental Studies [ES] *Bachelor's of Science*	**ES1.** Explain their role as environmental actors and citizens in a global context. **ES2.** Describe and explain core environmental concepts from the perspective of multiple disciplines. **ES3**. Consider the perspectives of multiple stakeholders and draw on knowledge of society, ecology, and the economy to propose and/or evaluate solutions to environmental problems. **ES4.** Explain the importance of, and process for, consensus building and working with groups to solve environmental problems.	Environmental Studies page *NOTE – the catalog and degree checklists are updated quarterly throughout the year. You can find the catalogs here.*	Performance on course projects and assignments that are aligned to specific outcomes. See PAT1.ES.	See description in Row 1.	See Row 1 for a description of changes to program learning outcomes (claims).
Marine Biology & Sustainable Agriculture [MBSA] *Bachelor's of Science*	**MBSA1.** Explain the underlying biological principles and functioning of marine and aquatic organisms at structural levels ranging from molecular to ecosystem. **MBSA2**. Choose and implement appropriate laboratory and field techniques used in marine organismal observation, research, management, and care, including	Marine Biology and Sustainable Aquaculture page *NOTE – the catalog and degree checklists are updated quarterly throughout the*	Performance on course projects and assignments that are aligned to specific outcomes. See PAT1.MBSA.	See description in Row 1.	See Row 1 for a description of changes to program learning outcomes (claims).

	those in wild, cultured, and farmed settings. **MBSA3.** Compare and contrast the major types and components of aquaculture systems, species, and factors as they relate to both environmental and systematics sustainability. **MBSA4.** Create local, regional, and global solutions to environmental problems in marine biology and aquaculture. **MBSA5**. Critically evaluate information using scientific and quantitative reasoning skills.	*year. You can find the catalogs here.*			
Sustainable Business Management [SBM] *Bachelor's of Science*	**SBM1.** Identify and evaluate sustainable solutions to challenges related to business practices and/or products. **SBM2.** Apply ethical approaches to decision making. **SBM3.** Apply business concepts and approaches for managing organizational change and managing and leading people. **SBM4.** Work effectively individually and in groups.	Sustainable Business Management page *NOTE – the catalog and degree checklists are updated quarterly throughout the year. You can find the catalogs here.*	Performance on course projects and assignments that are aligned to specific outcomes.	See description in Row 1.	See Row 1 for a description of changes to program learning outcomes (claims).
Sustainable Business Management: Adventure Ecotourism [SBM.AE] *Bachelor's of Science*	**SBM1.** Identify and evaluate sustainable solutions to challenges related to business practices and/or products. **SBM2.** Apply ethical approaches to decision making. **SBM3.** Apply business concepts and approaches for managing organizational change and managing and leading people. **SBM4.** Work effectively individually and in groups.	Sustainable Business Management – Adventure Ecotourism page *NOTE – the catalog and degree checklists are updated quarterly throughout the year. You can*	Performance on course projects and assignments that are aligned to specific outcomes.	See description in Row 1.	See Row 1 for a description of changes to program learning outcomes (claims).

	SBM.AE1 Identify sustainable solutions to challenges associated with the adventure industry business practices and products. **SBM.AE2** Apply knowledge of best practices and regulations in the adventure tourism industry to address challenges, solve problems, or develop innovations.	*find the catalogs here.*			
Sustainable Business Management: Hemp Industry & Science [SBM.HS] *Bachelor's of Science*	**SBM1.** Identify and evaluate sustainable solutions to challenges related to business practices and/or products. **SBM2.** Apply ethical approaches to decision making. **SBM3.** Apply business concepts and approaches for managing organizational change and managing and leading people. **SBM4.** Work effectively individually and in groups. **SBM.HS1** Identify sustainable solutions to challenges related to hemp industry business practices and products. **SBM.HS2** Apply knowledge of the hemp, CBD, and Cannabis science and related industry regulations and practices to address challenges, solve problems, or develop innovations.	Sustainable Business Management – Hemp Industry and Science page *NOTE – the catalog and degree checklists are updated quarterly throughout the year. You can find the catalogs here.*	Performance on course projects and assignments that are aligned to specific outcomes.	See description in Row 1.	See Row 1 for a description of changes to program learning outcomes (claims).
Sustainable Business Management: Renewable Energy [SBM.RE] *Bachelor's of Science*	**SBM1.** Identify and evaluate sustainable solutions to challenges related to business practices and/or products. **SBM2.** Apply ethical approaches to decision making. **SBM3.** Apply business concepts and approaches for managing organizational change and managing and leading people. **SBM4.** Work effectively individually and in groups.	Sustainable Business Management – Renewable Energy page *NOTE – the catalog and degree checklists are updated quarterly*	Performance on course projects and assignments that are aligned to specific outcomes.	See description in Row 1.	See Row 1 for a description of changes to program learning outcomes (claims).

	SBM.RE1 Describe how renewable energy approaches and technologies can address current sustainability challenges in the energy industry. **SBM.RE2** Apply knowledge of the science, technologies, and regulations of the renewable energy industry to address challenges, solve problems, or develop innovations.	*throughout the year. You can find the catalogs here.*			
Sustainable Business Management: Sustainable Food & Farming [SBM.SFF] *Bachelor's of Science*	**SBM1.** Identify and evaluate sustainable solutions to challenges related to business practices and/or products. **SBM2.** Apply ethical approaches to decision making. **SBM3.** Apply business concepts and approaches for managing organizational change and managing and leading people. **SBM4.** Work effectively individually and in groups. **SBM.SFF1** Analyze sustainable food production systems to make healthy food more accessible. **SBM.SFF2** Identify best practices in small sustainable farm management, including those related to financing, marketing, and compliance with regulations.	Sustainable Business Management – Sustainable Food and Farming page *NOTE – the catalog and degree checklists are updated quarterly throughout the year. You can find the catalogs here.*	Performance on course projects and assignments that are aligned to specific outcomes.	See description in Row 1.	See Row 1 for a description of changes to program learning outcomes (claims).
Wildlife Conservation [WC] *Bachelor's of Science*	**WC1.** Describe fundamental ecological, social, legal, and economic concepts underlying effective wildlife management. **WC2.** Identify species of plants, birds and mammals of management concerns. **WC3.** Describe significant life history traits of plants and animals that influence wildlife habitat management.	Wildlife Conservation page *NOTE – the catalog and degree checklists are updated quarterly throughout the year. You can find the catalogs here.*	Performance on course projects and assignments that are aligned to specific outcomes. See PAT1.WC.	See description in Row 1.	See Row 1 for a description of changes to program learning outcomes (claims).

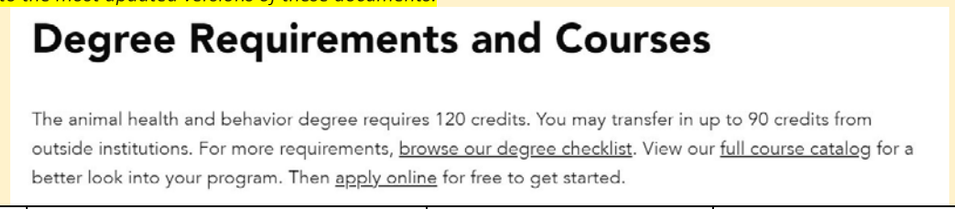
	WC4. Identify management strategies for disease control in wildlife populations. **WC5**. Demonstrate ability to choose and implement appropriate field techniques used in wildlife management. **WC6**. Design a habitat management plan that applies common habitat management methods and principles. **WC7**. Apply common modeling and statistical techniques of estimating populations.				

DISTANCE EDUCATION GRADUATE PROGRAMS

OPTION E3. INSTITUTIONAL CLAIMS FOR STUDENT ACHIEVEMENT, WITH VALIDATING EVIDENCE

This form is available in the NECHE workroom.

CATEGORY	(1) What are the claims for student achievement or student success? **Graduates will be able to …**	(2) Where are the claims published? Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, the claims, or the evidence?
Professional Master's Outcomes (all degree programs)	**PM1.** Use leadership and management skills to accomplish goals in a professional context. **PM2**. Use appropriate modes of communication when engaging with diverse stakeholders. **PM3.** Recognize and consider ethical implications of decisions and actions in professional settings. **PM 4**. Identify, network, and become involved in a professional organization that connects with disciplinary professionals. **PM5**. Apply knowledge from courses taken and research conducted to produce a capstone research project that aligns with professional career goals.	Course Catalog p. 59.	Performance on course projects and assignments that are aligned to specific outcomes: See PAT*1.Professional Masters Outcomes. **Program Assessment Tool*	Beginning in 2021, Unity College adopted the following revised process for regular program review: Artifacts (student work products, field supervisor reports, etc.) aligned to outcomes are gathered over a three-year period according to the schedule described in the Program Assessment Tools (PAT) document. This is coordinated by an academic faculty or staff member appointed by the Vice President of the SEBU* and overseen by the SEBU Curriculum and Assessment Task Group (CATG). Artifacts are evaluated by course instructors and/or content experts (such as faculty) using rubrics. Results are summarized each year using the PAT2 and all assessment data for the three-year cycle is synthesized using the PAT3. Each completed PAT2 form (yearly) and PAT3 form (at the end of the three-year cycle) is reviewed by the SEBU CATG. The final (synthesized) program assessment report is sent out for review by external experts and evaluated by an Enterprise-level team (led by the Chief Learning Officer and including the Dean of Curricular Innovation and Assessment).	In winter 2021, we completed a comprehensive review and update of program-level Learning Outcomes. This work was led by the Dean of Curricular Innovation and Assessment, the Dean of General Education and Environmental Studies, and the Dean of Environmental Conservation and Research with input from subject matter experts and members of the Distance Education Curriculum and Assessment Task Group (CATG). This document summarizes the changes made. Significantly, we identified outcomes that were common to all of the Professional Master's degree programs, courses within the Master's core in which students will demonstrate achievement of these outcomes, and specific work products (artifacts) within each course that would be used to provide evidence of achievement (listed in column (3)). Course Refresh (refreshes include minor changes to assignments, instructions, rubrics or material to ensure clarity of the requirements): PROF 590 PROF 690

				*SEBU – Strategic Educational Business Unit	
*NOTE: All degree program pages include a section titled "Degree Requirements and Courses" (see screen capture image below). Within this section are **links** to the current course **catalog** and the specific **degree checksheet**. Program outcomes can be found in either of these documents. Because catalog and degree checksheets are updated quarterly, we have listed the degree program home pages in the table below (column 2) to ensure that you are being directed to the most updated versions of these documents.*  **Degree Requirements and Courses** The animal health and behavior degree requires 120 credits. You may transfer in up to 90 credits from outside institutions. For more requirements, browse our degree checklist. View our full course catalog for a better look into your program. Then apply online for free to get started.					
Sustainable Business [SMBA] *Master's of Business Administration*	**SMBA1.** Use knowledge of sustainability science to identify and critically analyze sustainability challenges in business contexts. **SMBA2.** Work effectively in collaborative teams. **SMBA3.** Use management skills to implement and/or support innovation. **SMBA4.** Make decisions and/or recommend courses of action that are ethical, informed, and balance the interests of business, ecology, and society. **SMBA5.** Develop an environmentally-focused business plan, innovation, or enterprise that incorporates knowledge of sustainability science and best practices and tools for sustainable business.	Sustainable Business MBA page *NOTE – the catalog and degree checklists are updated quarterly throughout the year. You can find the catalogs here.*	Performance on course projects and assignments that are aligned to specific outcomes.	See description in Row 1.	See Row 1 for a description of changes to program learning outcomes (claims).
Animal Science & Behavior [ASB] *Master's of Professional Science*	**ASB1.** Identify sources of risk to humans and animals in their interactions, as well as processes to minimize risk or harm. **ASB2**. Identify and describe positive/fear-free training techniques for animals. **ASB3.** Compare and contrast companion, service, emotional support and therapy animals and the rules, regulations, laws and training encompassed by each group	Master's in Animal Science & Behavior page *NOTE – the catalog and degree checklists are updated quarterly throughout the year. You can find the catalogs here.*	Performance on course projects and assignments that are aligned to specific outcomes. See PAT1.AS.	See description in Row 1.	See Row 1 for a description of changes to program learning outcomes (claims).
Conservation Law Enforcement	**CLE1**. Identify key organizations and issues at the interface between natural resource enforcement, and public policy.	When this program was retired in spring 2021, the link was removed from the	The program was never reviewed, as it was offered for	See description in Row 1.	See Row 1 for a description of changes to program learning outcomes (claims).

[CLE] *Master's of Professional Science*	**CLE2.** Propose and evaluate natural resource law enforcement approaches that reflect a global perspective. **CLE3**. Identify best practices and develop related operational policies and procedures for organizing and leading a natural resource enforcement agency. **CLE4.** Identify and analyze human resource issues and diversity challenges in natural resource enforcement. **CLE5**. Use progressive strategies for solving complex wildlife crimes.	Distance Education Graduate Degree page. Current students can find the program outcomes listed in the Distance Education Course Catalog, which is accessible from the Academic and Career Support page of the Distance Education website.	only a short time before being discontinued.		
Environmental Geographic Information Science [EGIS] *Master's of Professional Science*	**EGIS1.** Identify and gather many different types of environmental data produced by government agencies, industry, academia, and popular media. **EGIS2.** Quality check, analyze, and process spatial data related to real-world environmental issues. **EGIS3**. Critically analyze course project and capstone research results. **EGIS4.** Use environmental GIS data and information produced by government agencies, industry, academia, and popular media effectively and with discernment. **EGIS5.** Identify potential funding sources for research projects and prepare competitive responses to RFPs. **EGIS6.** identify and discuss the ethical dimensions and policy issues related to environmental research.	Master's in Environmental Geographic Information Science page *NOTE – the catalog and degree checklists are updated quarterly throughout the year. You can find the catalogs here.*	Performance on course projects and assignments that are aligned to specific outcomes. See PAT1.EGIS.	See description in Row 1.	See Row 1 for a description of changes to program learning outcomes (claims).
Environmental Science [ESCI] *Master's of Professional Science*	**ESCI1.** Analyze and describe the environment using the physical and natural sciences and associated techniques. **ESCI2.** Describe the ethical, scientific, and policy strengths and weaknesses of current and proposed environmental solutions. **ESCI3.** Identify, analyze, synthesize, and communicate scientific information and uncertainties for public and professional audiences.	Master's in Environmental Science page *NOTE – the catalog and degree checklists are updated quarterly throughout the year. You can find the catalogs here.*	Performance on course projects and assignments that are aligned to specific outcomes. See PAT1.ESCI.	See description in Row 1.	See Row 1 for a description of changes to program learning outcomes (claims).

	ESCI4. Assess Earth's natural processes using quantitative methods. **ESCI5.** Apply professional skills to design and conduct a research/capstone project that addresses issues important within the growing environmental science industry. **ESCI6.** Connect locally-scaled case studies to a global environmental context.				
Environmental Studies & Sustainability [ESS] *Master's of Professional Science*	**ESS1**. Identify and describe root causes of unsustainability and their impact on current environmental or sustainability challenges. **ESS2.** Evaluate sustainability problems and potential solutions from diverse perspectives. **ESS3.** Integrate concepts and approaches from social sciences and natural sciences to address environmental problems. **ESS4.** Design and conduct a project addressing a sustainability issue using transdisciplinary approaches that engage diverse stakeholders.	Master's in Environmental Studies & Sustainability page *NOTE – the catalog and degree checklists are updated quarterly throughout the year. You can find the catalogs here.*	Performance on course projects and assignments that are aligned to specific outcomes. This is summarized in the PAT1.ESS, which was modified to enable full program review in a single academic year rather than on a three-year cycle.	See description in Row 1.	See Row 1 for a description of changes to program learning outcomes (claims). Course Refresh completed to SUST 520 (refreshes include minor changes to assignments, instructions, rubrics or material to ensure clarity of the requirements)
Marine Science [MS] *Master's of Professional Science*	**MS1.** Explain the underlying ecological principles and functioning of marine ecosystems. **MS2**. Create local, regional, and global solutions to environmental problems facing marine predators and their habitats. **MS3**. Analyze the success and failures of sustainable resource management strategies by reviewing federal and state laws and case studies. **MS4.** Demonstrate an understanding of common statistical procedures used in marine science data management and analysis. **MS5**. Demonstrate the ability to interpret quantitative results from scientific literature and other sources, and clearly communicate these results to others.	Master's in Marine Science page *NOTE – the catalog and degree checklists are updated quarterly throughout the year. You can find the catalogs here.*	Performance on course projects and assignments that are aligned to specific outcomes. See PAT1.MS.	See description in Row 1.	See Row 1 for a description of changes to program learning outcomes (claims).

Urban Ecology & Sustainable Planning [UESP] *Master's of Professional Science*	**UESP1**. Analyze spatial, qualitative, and quantitative data to address environmental problems. **UESP2.** Explain the relationships among social, environmental, and economic systems and assess their role in shaping and managing human behavior. **UESP3.** Describe the ethical, scientific, and policy strengths and weaknesses of current and proposed environmental urban ecology and planning solutions. **UESP4.** Apply sustainable design principles to effectively collaborate across multiple professions to design sustainable communities.	Master's in Urban Ecology and Sustainable Planning page *NOTE – the catalog and degree checklists are updated quarterly throughout the year. You can find the catalogs here.*	Performance on course projects and assignments that are aligned to specific outcomes. See PAT1.UESP.	See description in Row 1.	See Row 1 for a description of changes to program learning outcomes (claims).
Wildlife Conservation & Management [WCM] *Master's of Professional Science*	**WCM1.** Describe and explain central ideas and foundational assumptions of managing the natural world. **WCM2**. Identify and explain fundamental factors and/or processes (including climate change) that impact natural communities, including climate change. **WCM3.** Use systems thinking and transdisciplinary strategies to describe and explain natural resource management challenges and approaches. **WCM4.** Design and carry out a project that uses a transdisciplinary approach to address a natural resource management or conservation challenge.	Master's in Wildlife Conservation and Management page *NOTE – the catalog and degree checklists are updated quarterly throughout the year. You can find the catalogs here.*	Performance on course projects and assignments that are aligned to specific outcomes. This is summarized in the PAT1.WCM form, which was modified to enable full program review in a single academic year rather than on a three-year cycle.	See description in Row 1.	See Row 1 for a description of changes to program learning outcomes (claims). Course Refresh - MATH 520 https://drive.google.com/drive/folders/113iXI8vWDJvXBxGih3BY9-_prBrm8XIR?usp=sharing Revised the Wildlife Conservation Management Program Outcome to Clarify the Focus on Wildlife: Wildlife Conservation & Management Program Learning Outcomes (discipline-specific) - Describe and explain central ideas and foundational assumptions of managing wildlife (previously "the natural world"). - Identify and explain fundamental factors and/or processes (including climate change) that impact wildlife (previously "natural communities"), including climate change. - Use systems thinking and transdisciplinary strategies to describe and explain wildlife (previously "natural resource") management challenges and approaches. - Design and carry out a project that uses a transdisciplinary approach to address a wildlife (previously "natural resource") management or conservation challenge. https://unitycollege.policytech.com/dotNet/documents/?docid=648

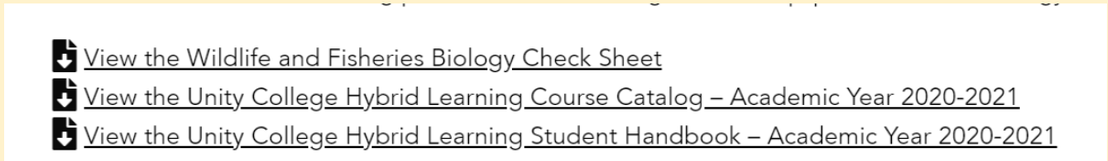
HYBRID LEARNING

OPTION E3. INSTITUTIONAL CLAIMS FOR STUDENT ACHIEVEMENT, WITH VALIDATING EVIDENCE

This form is available in the NECHE Workroom.

CATEGORY	(1) What are the claims for student achievement or student success? **Graduates will be able to …**	(2) Where are the claims published? Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, the claims, or the evidence?
SEBU*-Level Outcomes Undergraduate General Education [HL] *SEBU – Strategic Educational Business Unit	**HL1.** Apply various forms of communication effectively. **HL2.** Describe uses and limitations of – and recognize bias within – various data and information sources. **HL3.** Develop and critique logical and evidence-based arguments. **HL4.** Analyze environmental sustainability problems and potential solutions using natural and social scientific, quantitative, and humanistic perspectives. **HL5**. Collaborate with people of diverse backgrounds, cultures, and perspectives to solve problems or accomplish goals. NOTE: General education courses for HL students are provided by Unity College Distance Education. DE assesses the efficacy of the general education curriculum with respect to its specific goals, Among these are: **GE2.** Develop and share observations using appropriate modes of expression. – ***Aligned to HL1.*** **GE3.** Analyze complex environmental issues from multiple perspectives. – ***Aligned to HL 4.*** Thus, Hybrid Learning assesses only those HL-specific outcomes that are unique (and do not align with DE general education): **HL 2, HL3, and HL5.**	Hybrid Learning outcomes are published in the Academic Programs section of the Hybrid Learning Course Catalog. (e.g., see p. 29 of the 2020-2021 catalog)	Performance on course projects and assignments that are aligned to specific outcomes. See the PAT* 1 form for Hybrid Learning General Education. **Program Assessment Tool*	Beginning in 2021, Unity College adopted the following revised process for regular program review: Artifacts (student work products, field supervisor reports, etc.) aligned to outcomes are gathered over a three-year period according to the schedule described in the Program Assessment Tools (PAT) document. This is coordinated by an academic faculty or staff member appointed by the Vice President of the SEBU and overseen by the SEBU Curriculum and Assessment Task Group (CATG). Artifacts are evaluated by course instructors and/or content experts (such as faculty) using rubrics. Results are summarized each year using the PAT2 and all assessment data for the three-year cycle is synthesized using the PAT3. Each completed PAT2 form (yearly) and PAT3 form (at the end of the three-year cycle) is reviewed by the SEBU CATG. The final (synthesized) program assessment report is sent out for review by external experts and evaluated by an Enterprise-level team (led by the Chief Learning Officer and including the Dean of Curricular Innovation and Assessment).	2.24.2022 We replaced a geology course (selected to represent the physical sciences in the general education program) with Chemistry I. https://unitycollege.policytech.com/dotNet/documents/?docid=626

*NOTE: All degree program pages include a section titled "What Students Study" (see screen capture image below). Within this section are **links** to the current course **catalog** and the specific **degree checksheet**. Program outcomes can be found in either of these documents. Because catalog and degree checksheets are updated quarterly, we have listed the degree program home pages in the table below (column 2) to ensure that you are being directed to the most updated versions of these documents.*



Captive Wildlife Care [CWC] *Bachelor's of Science*	**CW1:** Describe how a variety of animals reproduce and develop, how they sense and respond to external stimuli, how their anatomical structures support function in specific habitats/conditions, and how their physiological processes enable them to maintain homeostasis. **CW2:** Design, implement, and evaluate systems to meet behavior management goals and animal welfare needs. **CW3:** Critique or design animal husbandry practices based on an understanding of the connection between these practices and animal health. **CW4**: Identify and use strategies for pursuing employment or further education and practicing self-care necessary to thrive in the field of captive wildlife care. **CW5**: Create research opportunities, education outreach programming, and advocacy materials that effectively employ ex situ animals to benefit in situ wildlife conservation efforts.	Captive Wildlife Care page NOTE – the catalog and degree checklists are updated quarterly through the year. The most updated versions are linked on the degree page as noted in the highlighted row above. You can find the current and archived catalogs here.	Performance on course projects and assignments that are aligned to specific outcomes. See the PAT1 form for CWC.	See description in Row 1.	3.16.2021 We added a learning outcome and edited another. In discussion with several other degree programs, we edited six course descriptions. The details can be found in the Curriculum Routing Sheet here: https://unitycollege.policytech.com/dotNet/documents/?docid=380 2.24.2022 We removed Chemistry I (now in Gen Ed), added an introductory course, Care of Captive Wildlife), and made a slight change to a course name for clarity. https://unitycollege.policytech.com/dotNet/documents/?docid=626
Conservation Law Enforcement [CLE] *Bachelor's of Science*	**CLE1.** Identify the roles and responsibilities of conservation law enforcement officers in the broader context of the criminal justice system within the American form of government. **CLE2.** Demonstrate the field-based knowledge and skills necessary to work in the natural environment. **CLE3.** Communicate factual information clearly and accurately in writing and orally. **CLE4.** Communicate effectively with varied audiences, including members of groups (e.g., biologists, conservation groups, outdoor sports	Conservation Law Enforcement page NOTE – the catalog and degree checklists are updated quarterly through the year. The most updated versions are linked on the degree page as noted in the highlighted row above.	Performance on course projects and assignments that are aligned to specific outcomes. See the PAT1 form for CLE.	See description in Row 1.	2.24.2022 We moved Report Writing from the 300-level to the 200-level, and we slightly changed the name of the CSI course to Wildlife CSI to better reflect the content of the course. https://unitycollege.policytech.com/dotNet/documents/?docid=626

	clubs, etc.) encountered in the course of carrying out conservation law enforcement duties. **CLE5.** Identify and describe ethical responsibilities of law enforcement officers with emphasis on identifying and countering sources and impacts of systemic racism and cultural bias. **CLE6.** Describe special challenges in the field of conservation law enforcement, identify resources for addressing these challenges, and develop strategies for promoting resilience and practicing self-care within the profession.	You can find the current and archived catalogs here.			
Environmental Science [ESC] *Bachelor's of Science*		Environmental Science page NOTE – the catalog and degree checklists are updated quarterly through the year. The most updated versions are linked on the degree page as noted in the highlighted row above. You can find the current and archived catalogs here.	Performance on course projects and assignments that are aligned to specific outcomes. See the PAT1 form for ESC.	See description in Row 1.	2.24.2022 We substantially overhauled this program, narrowing its focus to what the college can best deliver. The program description, the program outcomes, and the course requirements were all revised. https://unitycollege.policytech.com/dotNet/documents/?docid=626
Environmental Studies [EST] *Bachelor's of Science*		Environmental Studies page NOTE – the catalog and degree checklists are updated quarterly through the year. The most updated versions are linked on the degree page as noted in the highlighted row above.	Performance on course projects and assignments that are aligned to specific outcomes. See the PAT1 form for EST.	See description in Row 1.	2.24.2022 We substantially overhauled this program. The program description, the program outcomes, and the course requirements were all revised. https://unitycollege.policytech.com/dotNet/documents/?docid=626

		You can find the current and archived catalogs here.			
Wildlife and Fisheries Biology [WFB] *Bachelor's of Science*	**WFB1:** Identify species, and where appropriate, sex, age class, and natural sign of common fish, wildlife, and plants, with emphasis on species of the Northeast region. **WFB2:** Draw on knowledge of research and policy to make sound scientifically based recommendations for future management and conservation practices. **WFB3:** Use appropriate tools and techniques to conduct common fish and wildlife research and management fieldwork. **WFB4:** Perform basic habitat and population assessments using standard analytical techniques. **WFB5:** Develop testable hypotheses based on scientific questions, use the primary literature to write proposals, design field- and/or lab-based experiments, conduct basic quantitative analyses, and write scientific reports.	Wildlife and Fisheries Biology page NOTE – the catalog and degree checklists are updated quarterly through the year. The most updated versions are linked on the degree page as noted in the highlighted row above. You can find the current and archived catalogs here.	Performance on course projects and assignments that are aligned to specific outcomes. See the PAT1 form for WFB.	See description in Row 1.	02/02/2021 Small changes were made to the wording of two outcomes to make them clearer. We replaced Dendrology with GIS, dropped North American Wildlife from a 300-level to 200-level, and edited a course title. We revised seven course descriptions. The Curriculum Routing Sheet with details is here: https://unitycollege.policytech.com/dotNet/documents/?docid=381 2.24.2022 We Added an introductory wildlife course, replaced a plant biology course with a new course, and removed General Chemistry I (now in Gen Ed). https://unitycollege.policytech.com/dotNet/documents/?docid=626

TECHNICAL INSTITUTE FOR ENVIRONMENTAL PROFESSIONS

OPTION E3. INSTITUTIONAL CLAIMS FOR STUDENT ACHIEVEMENT, WITH VALIDATING EVIDENCE

This form is available in the NECHE Workroom.

CATEGORY	(1) What are the claims for student achievement or student success? **Graduates will be able to …**	(2) Where are the claims published? Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, the claims, or the evidence?
SEBU*-Level Outcomes Undergraduate General Education [TI] *SEBU – Strategic Educational Business Unit	**TIEP1.** Communicate effectively within professional contexts. **TIEP2.** Collaborate effectively with diverse colleagues and clients. **TIEP3.** Identify and use reliable sources to acquire new information and inform decisions related to sustainability. **TIEP4.** Interpret and accurately summarize quantitative information. **TIEP5.** Recognize and consider social, economic, environmental, and ethical dimensions of decisions in professional and/or civic contexts.				
Data Analytics *Associate of Applied Science*	**DA1.** Articulate the connection between data and the environmental professions and the importance of data in the field. **DA2**. Demonstrate the ability to think critically in making decisions based on data and deep analytics. **DA3**. Demonstrate the ability to use data analysis tools such as Microsoft Excel, Python, APIs, JSON, Numpy, MathPlotLib, Beautiful Soup, and more. **DA4.** Use graphics to visualize and represent data using packages such as Tableau and PowerBI. **DA5**. Demonstrate the ability to communicate the result of the data analysis to relevant stakeholders. **DA6**. Organize and retrieve data using tools such as MongoDB and SQL. **DA7.** Create and manipulate web data using HTML, JavaScript, CSS, Leaflet, and more. **DA8.** Discuss the use of AI and machine learning in data analytics. **DA9.** Identify and discuss security and ethical issues in dealing with data.	Claims are published in the TIEP Catalog. The Data Analytics webpage also includes a link to the program flyer, on which all competencies are listed.			
Information Technology *Associate of Applied Science*	**IT1.** Apply a problem-solving process to solve hardware and software problems. **IT2.** Demonstrate an understanding of program logic by creating flowcharts and structure charts.	Claims are published in the TIEP Catalog. The Information Technology webpage also includes a link to the program flyer, on which all competencies are listed.			

TIEP is launching its first class in August 2022. Development of Data Collection plans for program assessment (PAT 1 forms) is a priority for the coming year.

	IT3. Demonstrate an understand and an application of the Open Systems Interconnection (OSI) Model, layers, and functions as well as operating systems and sub-systems. **IT4.** Design and code syntactically and logically correct operational programs using an assigned programming language. **IT5.** Manage code and code versions using a software repository. **IT6.** Implement solutions in a programming language using object-oriented design principles. **IT7.** Write static and interactive code in a scripting language. **IT8.** Discuss the ethical and societal issues related to information technology. **IT9**. Demonstrate an understanding of the basic data science concepts, data manipulations techniques, and data integrity concerns. **IT10**. Demonstrate an understanding of personal computer software. **IT11**. Demonstrate an understanding of the software development process and software process management.				
Renewable Energy *Associate of Applied Science*	**RE1.** Demonstrate an understanding of creating and maintaining safe working environments in the renewable energy field. **RE2.** Explain the function and design of sustainable energy systems such as solar, wind, hydroelectric, and geothermal technologies. **RE3.** Discuss sustainable alternatives (including smart grid) to unhealthy environmental practices. **RE4.** Describe basic energy concepts and laws of energy. **RE5**. Describe the challenges and benefits of implementing sustainable practices in business and society. **RE6**. Analyze circuits' voltage and currents and troubleshoot control systems. **RE7.** Explain how motors, generators, and battery technologies function in the renewable energy field. **RE8.** Demonstrate an understanding of digital circuits, basic information technology, and Boolean logic.	Claims are published in the TIEP Catalog. The Renewable Energy webpage also includes a link to the program flyer, on which all competencies are listed.			
Veterinary Technology *Associate of Applied Science*	**VT1.** Demonstrate oral, non-verbal, and written communication and critical problem-solving skills within a veterinary medical setting. **VT2.** Perform patient assessment techniques on a variety of animal species. **VT3**. Integrate all aspects of animal patient management for common surgical procedures in a variety of animal species. **VT4.** List applicable veterinary profession laws, cite ethical codes in humane animal patient care, and best practices for handling animals in the clinical setting. **VT5.** Administer medication and treatments to animal patients while following safety guidelines. **VT6.** Demonstrate proper techniques for sample collection, handling, storage, and analyzation of various laboratory samples and specimens. **VT7.** Capture diagnostic radiographic images with accuracy.	Claims are published in the TIEP Catalog. The Veterinary Technology webpage also includes a link to the program flyer, on which all competencies are listed.			

	VT8. Apply the clinical knowledge and skills necessary to function within the scope of practice of a Licensed Veterinary Technician. **VT9.** Execute the Essential Skills dictated by the American Veterinary Medical Association's Committee on Veterinary Technician Education and Activities (AVMA-CVTEA).				

APPENDIX E: AFFIRMATION OF COMPLIANCE

NECHE

New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514
Tel: 781-425-7785 | Fax: 781-425-1001 | www.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://unity.edu/about/leadership/administrative-units/registrars-office/course-catalogs/
Print Publications	DE Catalog (pp. 11-13); HL Catalog (pp. 8-9; pp. 16-17), TIEP Catalog (pp. 7-9)
Self-study/Fifth-year Report Page Reference	pp. 45-46

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://unity.edu/about/leadership/administrative-units/registrars-office/course-catalogs/ https://unity.edu/unity-college-handbooks/
Print Publications	DE Catalog (pp. 25-29; pp. 128-131); HL Catalog (p. 25; pp. 27-28; pp. 60-62); TIEP Catalog (pp. 17-18; pp. 48-50) DE Student Handbook ; HL Student Handbook; TIEP Student Handbook
Self-study/Fifth-year Report Page Reference	pp. 47-48

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	Secure login through students' individual portals; personal information used for verification of identity may include: Student ID number, last four digits of SSN, at least two other pieces of information such as students' email address on file, date of birth, address, or username.
Self-study/Fifth-year Report Page Reference	p. 48 also in College Catalogs under "College Policies" (HL Catalog p. 62; DE Catalog p.131; TIEP Catalog p.50-51)

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	https://unity.edu/unity-college-news/open-comment-349/
Print Publications	Portland Press Herald, Friday, September 2, 2022
Self-study Page Reference	Discussed in Chapter 9

The undersigned affirms that Unity College (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: _____ Date: August 19, 2022

March, 2016, June 2020, August 2021

APPENDIX G: WORKROOM INDEX

The Home Page for the NECHE workroom includes links to the E3 forms, Data First form, Self-study, and Workroom Index, and artifacts and links associated with individual Standards.

NOTE: *You will be prompted to sign in with your Unity College credential when accessing the workroom.*

Scan this QR code with your phone or tablet to open https://unity.sharepoint.com/:w:/g/Neche2021/EWNtKeOKqIBDhgV8qGrK1yIBJiz-rjoXB97Nwgamv8uxvg