Dartmouth

HANOVER, NEW HAMPSHIRE

Interim Fifth-Year Report to the New England Association of Schools and Colleges Commission on Institutions of Higher Education

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Dartmouth College
Interim Fifth-Year Report
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INTRODUCTION

Dartmouth's 2015 Interim Fifth-Year NEASC Report was prepared during an important period for the institution. Since the 2010 comprehensive evaluation, we have new members of the senior leadership and examined our institutional strengths, challenges, and opportunities at the broadest of levels. Our Interim Report reflects this introspection.

This report addresses the four areas identified for special emphasis by the Commission on Institutions of Higher Education and the eleven CIHE Standards. Our examination of the special emphasis areas offers candid reflection, assessment, and data-driven projections for the future. In reviewing the eleven Standards, we discuss significant changes since the 2010 Self Study, and demonstrate how Dartmouth continues to meet the Standards.

In late 2013, a steering committee was formed to oversee this report. The steering committee comprises Martin Wybourne, Senior Vice Provost for Research and former Interim Provost (Chair), Richard Mills, Executive Vice President, Jon Kull, Dean of Graduate Studies, Alicia Betsinger, Associate Provost for Institutional Research and Dartmouth's NEASC liaison, and Martha Austin, Associate Provost and Executive Officer/Provost Division.

Institutional leaders who have contributed to the report include:

- Elizabeth Agosto, Associate Dean of the College
- Alicia Betsinger, Associate Provost for Institutional Research and Dartmouth's NEASC liaison
- Carolyn Dever, Provost
- Christiane Donahue, Director of the Institute of Writing and Rhetoric
- Robert Donin, General Counsel
- Philip J. Hanlon, President
- Robert Hansen, Senior Associate Dean
- Lynn Higgins, Associate Dean of the Faculty for International and Interdisciplinary Studies
- Jeffrey Horrell, Dean of Libraries
- Katy Milligan, Director of the Master of Health Care Delivery Science Program
- Richard G. Mills, Executive Vice President
- Adrian Randolph, Associate Dean of the Faculty for the Arts and Humanities
- Roger Sloboda, Professor of Biology
- Michael F. Wagner, Vice President for Finance

The Office of Institutional Research collected information for the Interim Report and Success (S) Forms. Staff in the Office of the President and Office of the Provost provided valuable contributions and insight.

INSTITUTIONAL OVERVIEW

Dartmouth College ("the College") was founded in 1769 by Reverend Eleazar Wheelock for the "education and instruction of Youth and the Indian Tribes in this Land…and also of the English Youth and any others." The Supreme Court decision in the famous "Dartmouth College Case" of 1819, argued by Daniel Webster (Class of 1801), is considered to be one of the most important and formative documents in United States constitutional history. The case strengthened the contract clause of the Constitution and thereby paved the way for all American private institutions to conduct their affairs in accordance with their charters and without interference from the state.

Dartmouth's stated mission is to "educate the most promising students and prepare them for a lifetime of learning and of responsible leadership, through a faculty dedicated to teaching and the creation of knowledge." Dartmouth is deeply committed to the teacher-scholar model, and has historically been one of the country's top-ranked institutions for undergraduate teaching.

In addition to its outstanding undergraduate liberal arts education, Dartmouth also has a long and distinguished history in graduate and professional education. Arts and Sciences conferred its first graduate degrees at Dartmouth in the early 1800s, and Graduate Studies currently offers 19 programs leading to the PhD, and 11 to the Master's degree. Dartmouth's medical school, the Geisel School of Medicine, is the fourth oldest in the country (founded in 1797), the Thayer School is the oldest professional engineering school in the country (founded in 1871), and the Tuck School is the oldest graduate school of business education in the country (established in 1900).

While Dartmouth is proud of its history and traditions, we cannot become complacent, nor rest on our institutional laurels. President Philip Hanlon, in his inaugural address, explained his aspirations for our students:

> *I want Dartmouth students to engage in the great debates of our time, and indeed to lead these debates; to communicate powerfully, and think critically; to engage the arts and humanities while also being adept at numeracy and quantitative reasoning; and have the confidence to innovate and take risks.*

The charge is bold, but so too is the institutional response. New leaders and initiatives, coupled with an increased focus on assessment, are positioning Dartmouth as a highly innovative and proactive institution: we strive to shape the future of higher education, rather than merely be shaped by it. By the 2019 NEASC Self Study, many of our ongoing efforts will have had ample time for internal and external evaluation. Although we cannot foresee all of our challenges, we will continue to assess our strategies, and adapt and adjust accordingly.

We hope that this report emphasizes that our institutional ambitions are, in many ways, the same ambitions that President Hanlon voiced to our students: for Dartmouth to lead, engage in the great issues, think critically, and have the confidence to innovate.

AREAS IDENTIFIED FOR SPECIAL EMPHASIS

1. Aligning the Anticipated Growth in Operating Expenses with the Projected Resources

Since 2010, Dartmouth has successfully aligned increases in operating expense with growth in revenues, demonstrating that Dartmouth "preserves and enhances available financial resources sufficient to support its academic and other activities. It manages its financial resources and allocates them in a way that reflects its mission and purposes" (NEASC Standard 9.1)

Fiscal Overview

Dartmouth remains in strong fiscal health. As implications of the 2008 - 2009 global economic crisis were being realized, and mitigation plans implemented, Dartmouth reported a $16 million surplus from operating activities in fiscal 2010 compared to $34 million deficit in 2009. From fiscal 2009 to 2010, operating expenditures decreased by $18 million, or 2.4%, to $717 million; operating revenues increased $32 million, or 4.6%, to $733 million. Full time equivalent (FTE) employees declined by 154, or 3.7%, in fiscal 2010.

From fiscal 2010-2014, Dartmouth reported a $79.8 million aggregate increase in net assets from operating activities and an aggregate increase in total net assets of $1.7 billion. Over this period, operating revenues and expenses grew at approximately the same rate, 4.3% and 4.4%, respectively. This was accomplished while the endowment distribution rate declined from its peak of $230 million in fiscal 2009, to an unsustainable rate of 7.2% in fiscal 2010, to a distribution of $189 million and more sustainable rate of 5.0% in fiscal 2014. [Targeted growth in FTE employees to 4,249 in fiscal 2014 has occurred in key areas of investments and new initiatives, including an increase of 55 faculty FTE and 180 staff FTE in areas such as student and faculty support, information technology, research support, executive education, and health science initiatives.]

In fiscal 2014 alone, operating activities generated a $13.6 million increase in net assets while total net assets increased by $680 million to more than $5 billion, principally due to investment returns and record breaking philanthropy. Included was the largest single gift in Dartmouth's history: a $100 million anonymous endowment gift to support Dartmouth's academic enterprise. In fiscal 2014, total operating revenue increased 4% to $867 million while operating expenditures increased by 2% to $853 million compared to the prior year.

Looking Forward

The financial model for higher education is stressed. Dartmouth, like virtually every other higher education institution in America, continues to review its budget model to meet the ongoing challenges presented by relatively slow projected growth in major revenue sources and pressures to increase expenditures for academic and student programs. Since President Hanlon took office in June 2013, and

was joined by new Executive Vice President (EVP) Richard G. Mills in September 2013 and new Provost Carolyn Dever in July 2014, the principles below have guided the senior administration and Board of Trustees in their planning for fiscal 2015, and for fiscal 2016 and beyond**.**

- *Invest in Innovation and Excellence*. The fiscal 2015 planning process led to $41.3 million of "new initiatives" proposed by divisions and schools to be funded by reallocation of existing budget resources, use of reserves, and new revenue sources.

- *Slow the Growth in "Sticker Price."* The fiscal 2015 increase in tuition, mandatory fees, room and board was 2.9%, the lowest rate of growth at Dartmouth since at least 1977. Future growth is targeted at one percentage point greater than employment cost indices.

- *Prepare Dartmouth for the Next Economic Downturn.* In 2013 Dartmouth established a revenue stabilization reserve, the balance of which was $44 million as of June 30, 2014. The reserve has been funded by excess investment income and annual giving in fiscal 2013-2014, and is intended to provide short term funding for operations during years when certain revenue sources are under budget, including investment income, unrestricted philanthropy, and research revenue.

- *Protect the Buying Power of the Endowment.* For financial planning and modeling purposes, the long term endowment return assumption has been lowered to 7.0% from 8.0% to recognize the likelihood of returns in this range for the foreseeable future. We also continued to decrease the endowment distribution rate to a more sustainable level, reaching 5.0% in fiscal 2014, and anticipating 4.8% in fiscal 2015 after reaching as high as 7.2% in fiscal 2010.

- *Implement a Disciplined Annual Budget Process Linking Academic Priorities to Financial Plans.* The annual process is led by the Provost as Chief Budget Officer, the Executive Vice President, and the Chief Financial Officer, and is overseen by the President and Board of Trustees. The process focuses on reallocation of 1.5% of each school/division operating resources to new initiatives. New initiatives are reviewed with the President, Provost, and Executive Vice President, and are intended to address the following criteria: advancing Dartmouth's academic mission, addressing compliance needs (regulatory, health and safety), having cross-institutional impact, or resulting in cost savings or efficiency gains.

- *Establish a Budget Executive Committee (BEC).* The new BEC is led by the Provost and EVP, and is comprised of the deans of Arts and Sciences and the graduate and professional schools, and the Senior Vice President for Advancement. The charge of the BEC includes: making recommendations on the budget for the upcoming fiscal year; providing guidance on the resource needs and priorities for long-range planning; providing a cross-campus perspective on the resource needs and priorities for newly proposed institutional commitments; considering budget implications of internal and external financial risks; and communicating with the faculty, staff and the broader Dartmouth community.

- *Incorporate Resource Allocation Incentives.* Planning in this area continues in 2015. Current ideas include sharing with divisions any savings derived from reductions in spending of central budget allocations, reductions in space utilization, and increases in division revenue sources.

- *Reserve Planning.* Planning in this area continues in 2015, but includes clarification of policies around the accumulation and use of division/school operating reserves.

- *Limit Growth in School/Division and Institutional Support Costs.* Planning in this area continues in fiscal 2015. Current ideas include establishing a target support cost percentage, planning for intentional growth in functions that more directly support students and faculty and slower growth in other functions.

- *Improve Transparency and Communications:* In an effort to increase transparency around financial matters, the President, EVP, and Chief Financial Officer developed the "Inside Dartmouth's Budget" course. More than 150 faculty, students, and staff attended the course of seven two-hour sessions held in the spring and fall of 2014. The course was offered again in Spring 2015. In addition, the EVP has hosted a series of "Town Meeting" discussions on topics including employee health benefits and the budget reallocation principles. Provost Dever has joined EVP Mills for several of the Town Meetings.

Despite Dartmouth's successes, challenges remain. We have made much progress in response to the fiscal crisis of 2008-09 and during the current period of slow revenue growth. However, we cannot become complacent. In order for Dartmouth to continue to be a proactive institution, we are particularly focused on several areas:

- *Maintaining a Structurally Balanced Operating Budget*. Since FY 2010-2014, Dartmouth's operating results benefitted from better than expected investment returns and record-breaking philanthropic support from loyal alumni and friends of Dartmouth, while also stabilizing expense growth in line with revenues. As Dartmouth prepares for its 250th anniversary in 2019, it will be particularly important to maintain disciplined financial planning that aligns realistic revenue expectations with program expense growth. Operating deficits are expected for fiscal 2015 due to revenue shortfall in the Geisel School (described below), and accrual basis accounting for postretirement health benefits and depreciation which are funded on a cash basis. Dartmouth has significantly underfunded deferred maintenance needs for its facilities and computing environment that are being worked into funding projections.

- *Geisel School and Research Operations.* The Geisel School of Medicine, along with most other U.S. medical schools, experienced significant operating deficits in 2014. These are projected to continue over the next several years. Dartmouth has sufficient operating reserves to cash-fund the projected deficits, and the Dartmouth Board of Trustees, President Hanlon, the senior leadership team, together with Geisel's clinical partner, Dartmouth-Hitchcock Medical Center, are actively engaged in stabilizing Geisel's operating losses, developing new operating models for the future of the medical school, and identifying new revenue sources to address the trend.

- *Creating a Culture of Reallocation.* Dartmouth's experience in fiscal 2015 and 2016 planning indicates that the reallocation of existing resources to higher priority initiatives will continue to be an important tool for our future. There are challenges to this, however, and embedding this mindset in the culture remains a high priority.

2. Strategic Planning, Undergraduate Curriculum and Student Learning Outcomes

3. Learning Assessment within the Faculty of Arts and Sciences

Responses to questions raised in connection with these Special Emphasis areas are incorporated into the Assessment, Retention and Student Success essay.

4. Launching a Hybrid Program in Health Care Delivery with a Distance Learning Component

Program Overview

The Master of Health Care Delivery Science (MHCDS) program matriculated its first class of students in July 2011. The program leads to a Master's of Science degree granted by Dartmouth's School of Arts and Sciences. The mission of the MHCDS program is to "equip leaders and emerging leaders to bring transformative change to health care." The curriculum consists of 14 required course units. There are no electives, although an independent study option is available if a student has considerable pre-existing expertise in the subject matter of a given course. The program follows a "low-residency" model, in which students spend approximately six weeks on site on Dartmouth's campus and complete the remaining 18 months of study online. Each course has both residential and online components. After the first year of operation, tuition revenues have allowed the program to cover its own costs.

MHCDS Enrollment

The MHCDS program has a target class size of 45-50 students, and enrollment in the first four classes has ranged from 42-52 students. The program is aimed at mid-career professionals from the health care delivery sector. Organizations represented in the first four cohorts include hospitals and health systems, private practice, state and national governments, health insurance, health consultants, foundations, and medical device manufacturing. The average student age is 47 years old. Students in the first four cohorts have come from 32 U.S. states, plus South America (2), Europe (4), Asia (4), and Africa (3). About half the class attend as sponsored teams, with employers sending 2-6 high-potential employees to go through the program together.

Student satisfaction with the program is very high, with over 90% of the first four cohorts responding that their "evaluation of the program to date" is very good or excellent. Because the program is so new, we have not yet been able to implement some of the longer-term assessments

that we have planned. However, early indications are positive. Over one-third of 2013 and 2014 MHCDS graduates have taken new jobs or received promotions since graduation. Several of the largest organizational partners are repeat sponsors, having sent teams in each of the four cohorts. Finally, class gift participation has been 98% for the first two graduating classes.

Faculty

Faculty for the MHCDS program come from the Tuck School of Business and the Dartmouth Institute for Health Policy and Clinical Practice (TDI). As part of program development, faculty members from the two schools were brought together for a six-month, bi-weekly seminar series. The seminars created a sense of community and shared purpose, and educated faculty members about each other's areas of expertise. This series continues with both internal and external speakers.

All MHCDS courses are designed expressly for this curriculum, these students, and this mode of delivery. To assist in this, MHCDS has instructional staff with advanced degrees in either business or health care and a deep familiarity with the students and the curriculum. These Curriculum Specialists work with faculty subject-matter experts to integrate their material with the rest of the curriculum and to deliver it according to best practices for adult and online learning. Faculty members are highly satisfied with the MHCDS teaching experience, reporting that they particularly appreciate the model of "teaching as a team sport," and enjoy the engagement of the executive-level students and their ability to apply immediately what they are learning in class.

Learning and Technology

MHCDS learning design is student-centered. As the majority of our students are executive-level adults, accessibility and predictability are crucial in our curriculum design. The curriculum is organized so that students take one intensive course at a time, and courses are organized into week-long learning units designed around specific learning objectives. Within each week, all components—readings, pre-recorded lectures, video-conference "live meetings," asynchronous discussions, and individual and group assignments—are organized according to a predictable schedule, so that students can easily manage their time.

The technology for the program is also kept deliberately simple, to make it easy for students to learn and use. The primary technologies are Canvas (learning management system), Adobe Connect (video conferencing), Kaltura (media management), iTunesU (content delivery), and Google Drive (document sharing). While MHCDS students use their own computers, the program provides students with an iPad mini upon matriculation. The iPad provides mobile access to all curricular videos, readings, and course discussions. Student study groups also have access to a dedicated Adobe Connect room so that they can have group meetings via video conference.

Assessment of Student Learning

The MHCDS curriculum is based on three over-arching learning goals. Upon completion, graduates will be able to:

- Envision and design efficient organizational responses to improve health care delivery, especially in the face of a changing environment;
- Lead the resulting organizational change; and
- Achieve personal goals for professional development.

The program assesses success in reaching these goals via a three-part process. We designate what and how students will learn with course-based learning objectives and other program educational philosophy. We use a portfolio of approaches to identify what impact they are able to achieve with what they learn. And we have processes ranging from just-in-time to annual assessments that allow us to make changes to courses, curriculum, and teaching methodology in response to what we learn. A curriculum committee made up of Tuck and TDI faculty provides guidance and oversight for all curriculum assessment and revision.

Changes to the Action-Learning Project (ALP) and Strategy courses can serve as examples of the kind of adjustment that results from this assessment process. Based on course evaluations, faculty observations, and feedback from external evaluators, the ALP has evolved from an eighteen-month course with no dedicated online component to a twelve-month course with three dedicated online weeks. Likewise, the content has evolved to better incorporate project management and communications. Based on course evaluations, exit interviews, and environmental scans, the Strategy course has also expanded its dedicated online time and will be complemented in the coming year with a separate 0.5 course-unit mini-course on Leading Innovation.

STANDARDS

1: Mission and Purpose

Our Mission:

Dartmouth College educates the most promising students and prepares them for a lifetime of learning and of responsible leadership, through a faculty dedicated to teaching and the creation of knowledge.

Dartmouth has not made any changes to its mission statements since the 2010 reaccreditation process. As President Hanlon is only in the second year of his presidency—and Provost Dever and other members of the senior leadership team are even newer—it is too early to tell whether or when a reconsideration of Dartmouth's mission statements might be appropriate. Nevertheless, the new administration has already taken a number of significant steps to develop programs and initiatives that strengthen the College's identity as a powerful fusion of a liberal arts college and research university. These developments will be described in the forthcoming Standards and Reflective Essay.

The professional schools also have not made changes of note to their mission statements since 2010. Increasingly global and international components in the professional schools' curricula, however, may soon necessitate discussions about the proper scope and language of the statements. If changes are made, the next Self-Study Report will catalogue this process.

As a task force has been convened to investigate a graduate school administratively independent of the Faculty of Arts and Sciences (see Standard 4: Academic Programs and Instruction), our graduate programs, pending the task force's recommendations, may well have new mission statements before the next reaccreditation. The fundamental tenets of our graduate programs are expected to remain the same: recruit the most highly qualified graduate students; provide outstanding training opportunities; and enrich Dartmouth's academic community through the promotion of learning, scholarship, and professionalism.

Looking ahead, our commitment to an active teacher-scholar model, academic excellence, and a diverse, engaged community will be further affirmed with our new programs and initiatives. A heightened emphasis on assessment, moreover, will allow us to continuously evaluate our academic enterprise using data-driven strategies. These actions will ensure that we continue to meet and exceed the charges put forth in our mission statements.

2. Planning and Evaluation

College Strategic Planning

As noted in the 2010 self-study, *Dartmouth College: Forever New—A Strategic Vision for Tomorrow,* was implemented and evaluated between 2002 and 2009. With the appointment of President Jim Yong Kim in 2009, Dartmouth began a new strategic planning process in the fall of 2010. The main goal was to articulate a compelling and aspirational vision for Dartmouth at its 250th anniversary in 2019. The process employed three core committees, as well as a number of working groups. The process took two years to complete, 2011-2013.

Strategic opportunities noted in the 2013 Synthesis included:

- Transformative Learning
- Engines of Innovation and Creativity
- Deep Global Engagement
- Powerful Student Experiences

Strategic Planning will be discussed in greater detail in Special Emphasis Area #2: Strategic Planning, Undergraduate Curriculum and Student Learning Outcomes.

Facilities, Budget, and Resource Planning

The proposed expansion to the Hood Museum of Art follows a series of concentrated studies that explored synergetic opportunities for programs within the Arts District at Dartmouth. The Arts District is composed of the Black Family Visual Arts Center, Hallgarten Hall, Hopkins Center for the Arts, Wilson Hall, and the Hood Museum of Art. The Hood Museum of Art project involves a substantial renewal and expansion of the museum, with a primary focus on improvements to galleries and teaching spaces. Components of the project include the following:

- 60% increase of gallery space (currently less than 1% of the Hood's collection can be displayed);
- three-fold increase in teaching spaces; and
- the replacement of HVAC systems and repairs to building envelope to provide museum-quality environmental controls.

Meanwhile, the new Residential House Program at Dartmouth will engage students, faculty, and staff in a dynamic and vibrant residential experience that integrates opportunities for living, learning, leadership, and service. The overall goal is to transform the student residential experience through:

1) Academic Engagement—Integrating Dartmouth's excellence in teaching into residential life to promote student development;
2) Community—Enriching the residential experience through a sense of place and house identity; and

3) Continuity—Ensuring every Dartmouth undergraduate has a home to which they can always return.

The budget and resource planning efforts over the last five years are detailed under Special Emphasis Area #1 and Standard 9.

Division and Department-Based Planning and Evaluation

Administrative

The President and Provost hold team and individual meetings with executive leadership. These meetings ensure that the senior leadership team is focused on institutional strategy, aligned with Presidential and Provostial objectives, and up to date on current institutional events and issues. Department directors generally submit an annual report listing accomplishments and challenges to divisional leadership. Division leaders regularly meet with department directors within their division to accomplish planning and review, including annual performance evaluations and individual goal setting.

Administrative evaluations in the form of external reviews are required for some administrative departments. The Provost and the Dean of the College divisions have multi-year review schedules and standard review templates for their departments. An external visiting team consisting of experts suitable to each department conducts a review of the department and provides recommendations to the relevant senior administrator. Feedback from the review is shared with the department.

Academic and Instructional

Academic and instructional planning continues to occur in many ways: Standing faculty committees in Arts and Sciences are charged to address issues related to academics and instruction at Dartmouth (http://www.dartmouth.edu/~dof/committees/), and division-wide faculty meetings occur at least once a term. Within each of four Arts and Sciences discipline areas (Sciences, Social Sciences, Arts and Humanities, and International and Interdisciplinary Studies), an Associate Dean is responsible for oversight and management of academics and instruction. Associate Deans and the Dean of Graduate Studies meet regularly with the Dean of the Faculty to discuss academic and instructional issues, course evaluations, and curricular changes.

External reviews are required for each of the academic programs/departments in Arts and Sciences, including off-campus and graduate programs. The reviews provide insight into more effective ways to make course content or pedagogy achieve learning goals and address each department's own strategic directions for both curriculum and research. Appendix C, containing the Effectiveness (E) forms for both undergraduate and graduate Arts and Sciences, highlights how information from these external reviews has been incorporated into various departmental strategic plans.

The professional schools are required to demonstrate effective planning and evaluation processes to their respective accrediting agencies. In 2013, the Geisel School of Medicine received its reaccreditation from the Liaison Committee on Medical Education (LCME), as did the Tuck

School of Business from the Association to Advance Collegiate Schools of Business (AACSB). The B.E. degree program of Thayer School of Engineering was reaccredited by the Accreditation Board for Engineering and Technology (ABET, Inc.) in 2010 and their next review is scheduled for 2015. Dartmouth was slated for NCAA re-Certification in 2012, but it was postponed because the NCAA eliminated the process in favor of a new annual dashboard planned for 2015.

Annual reviews and the tenure/promotion process are viewed as essential for faculty success. Arts and Sciences' tenure-track faculty without tenure and non-tenure track faculty are reviewed annually and receive written and verbal feedback. Dartmouth regularly conducts additional surveys of faculty to better understand issues and concerns. In spring 2015, Dartmouth once again participated in the Harvard administered COACHE (Collaborative on Academic Careers in Higher Education) survey. The survey, first launched in 2003, is designed to determine current job satisfaction levels compared to faculty at peer institutions. A number of themes are addressed in the survey, including: Nature of the Work, Resources & Support, Interdisciplinary Work, Work & Personal Life Balance, and Collaboration.

Faculty planning is a priority for Dartmouth, particularly in the areas of growth, retention, and compensation. New initiatives in this area will be discussed in Standards 4, 5, and 6.

3. Organization and Governance

The Board of Trustees

At the time of the 2010 self-study, Dartmouth was implementing significant changes resulting from a governance study conducted by the Board of Trustees in 2007. Chief among these changes was an increase in the number of "Charter" Trustee positions (Trustees nominated and elected by the Board) bringing the total composition of the Board to sixteen Charter Trustees, eight "Alumni" Trustees (Trustees nominated by the Association of Alumni and elected by the Board), the President, and the Governor of New Hampshire. By the end of 2010, six of the eight new Charter Trustee positions had been filled. In June of 2011, the remaining new Charter positions were filled. The Board currently has a full complement of twenty-six members. A list of current Trustees and their biographical information may be found at http://www.dartmouth.edu/~trustees/biographies/ .

Other significant governance changes include:

- *Bylaws* – As recommended in the 2007 Board governance study, the Board of Trustees adopted bylaws in 2013, covering customary subjects such as Board authority and responsibilities, conduct of Board meetings, officer positions and responsibilities, committees, and indemnification.

- *Board Committee Charters* – As required by the bylaws, the Board adopted a committee charter for each standing committee other than the Executive Committee, describing the committee's composition and responsibilities. Committee charters are reviewed and updated annually.

- *Board Task Forces* – Over the past few years, the Board of Trustees has established several limited-duration task forces to study and develop recommendations

concerning specific issues. These task forces have concerned information technology, marketing/communications, the Geisel School of Medicine, and Strategic Risk Management. Administrators with relevant responsibilities participate along with Trustees in these task forces.

The experience during the past five years appears to confirm the evaluation team's observation in 2010 that, as a result of the governance changes, "the board is functioning at a high level." The expansion of the Board has resulted in greater diversity of backgrounds, skills, and other variables. The distribution of more detailed financial information has resulted in greater transparency and has improved the quality of communication between the Board and the Administration. A recent effort to "flip" the Board room—sending out meeting materials farther in advance of meetings to facilitate Trustees' meeting preparation—has improved the overall quality of Board meetings. This process enables Trustees to devote more time to in-depth discussion of the most challenging issues.

The Administration

Appointment of Philip J. Hanlon as President

In July 2012, upon his selection as President of the World Bank, Dr. Jim Yong Kim stepped down as President of Dartmouth. The Board of Trustees appointed Provost Carol Folt to serve as Interim President while the College undertook a search for Dr. Kim's successor. In November 2012, the Board of Trustees elected Philip J. Hanlon as Dartmouth's 18th President, effective July 1, 2013. President Hanlon previously served as the Provost and Donald J. Lewis Professor of Mathematics at the University of Michigan.

Major Administrative Appointments

While the structure of the Dartmouth administration and academic leadership remains essentially unchanged from 2010, President Hanlon moved quickly to make major administrative appointments, including: Carolyn Dever, Provost; Richard G. Mills, Executive Vice President; and Robert Lasher, Senior Vice President for Advancement. In September 2014, Michael F. Wagner was appointed Chief Financial Officer. Previously, Mills served as both Executive Vice President (EVP) and Chief Financial Officer (CFO). The separation of the positions allows the EVP to focus on the most important strategic initiatives of the College, while the CFO focuses on the management of the College's finances.

Naming of Geisel School of Medicine

In April 2012, Dartmouth named its medical school in honor of Audrey and Theodor Geisel in recognition of their generosity during their lifetimes. Theodor "Ted" Geisel, known worldwide as the author and illustrator "Dr. Seuss," was a Dartmouth graduate of the Class of 1925. The Geisel family has been the most significant philanthropist in Dartmouth's history.

Tuck School Dean Search

In March 2014, Tuck School of Business Dean Paul Danos announced that he would step down in June 2015, following 19 years as Dean. Danos was the school's longest-serving dean, and his deanship saw major programmatic advances including the introduction of research-to-practice

seminars, which offer students the opportunity to collaborate closely with faculty, a major curriculum revision, and an increase in full-time faculty size from 36 to 51.

In January 2015, following an extensive, international search, Matthew J. Slaughter, the Tuck School's Signals' Companies Professor of Management and a scholar of international economics, was named the new Dean of the Tuck School. Slaughter previously served as Tuck's Associate Dean of the Faculty.

THE FACULTY

The Handbook of the Faculty of Arts and Sciences describes the overall organization of the College and identifies operating policies and procedures as well as available resources. The Organization of the Faculty of Arts and Sciences of Dartmouth College (OFDC), describes functions and membership of the seven Councils of the General Faculty and the 14 Standing Committees of the Faculty of Arts and Sciences, as well as of other committees and councils. Dartmouth Medical School, the Thayer School, and the Tuck School maintain their own practices.

STUDENTS

Dartmouth students participate in governance of student activities and College governance activities generally. The Student Assembly (SA), an undergraduate student organization, and the Graduate Student Council (GSC), which includes representatives from the three professional schools and the graduate programs, are student-run governing bodies dedicated to improving the quality of life for students. Both groups foster a sense of community by sponsoring social and informational events and financially supporting student organizations. The GSC also acts as a liaison between graduate students and the College administration, advocating on behalf of graduate students with regard to areas such as academic programs, housing, transportation, insurance and family-oriented services. Each of the three professional schools also has its own individual student government organization, and the graduate students have recently established a student senate, which allows for coordination among the students of the various graduate and professional school programs.

4. The Academic Program

Undergraduate Curriculum Review

In 2012, a 14-member committee, the Curriculum Review Committee (CRC), was appointed to review the undergraduate curriculum. The CRC's recommendations are currently under discussion in the committees of the faculty, which will undoubtedly generate feedback resulting in modifications of the proposals. It is hoped that the review process will be concluded by the end of the 2015 academic year and implementation can begin in the fall of 2016, or soon thereafter. The CRC, and its proposed recommendations, are discussed in detail in Special Emphasis Area #2: Strategic Planning, Undergraduate Curriculum and Student Learning Outcomes.

Credit Hours

Dartmouth continues to award course credit in a manner consistent with federal requirements. The vast majority of Undergraduate, Graduate Arts and Sciences, and Thayer School of Engineering courses are internally each worth one course credit. These course units are the equivalent of a semester course worth 3.3 credit hours (4.5 if a laboratory course) or 5 quarter hours (6.7 if a laboratory course). Courses in the Geisel School of Medicine, Tuck School of Business, and the Masters of Public Health program are reported in credit hours (3.0).

In the coming years, credit hours will continue to be closely monitored as the College discusses the D-Plan—Dartmouth's distinctive 10-week "quarter system"—and other curricular matters. Undergraduate transfer students are allowed a maximum credit of 17 courses and advanced placement credits. No further transfer credits are allowed after matriculation. See Appendix D for credit transfer policies at the professional schools.

Expanded Role of the Dartmouth Center for the Advancement of Learning

As discussed in the 2010 report, the Dartmouth Center for the Advancement of Learning (DCAL), founded in 2004, plays a key role in facilitating professional development for Dartmouth's teachers and cultivates a community of conversation about how people learn. In early 2015, Provost Dever announced the appointment of Lisa Baldez, Professor of Government and chair of the Latin American, Latino, and Caribbean Studies program, as the new director of DCAL. In the coming years, DCAL plans to provide new resources that will allow faculty to enhance existing courses by conducting research on teaching and learning, and by designing and implementing a variety of digital learning initiatives (DLI).

Digital Learning Initiatives

Three Digital Learning Initiatives (DLI) are coordinated by the Dartmouth Center for the Advancement of Learning (DCAL), in close collaboration with Information Technology Services (ITS), the Library, the Office of Institutional Research (OIR), and the professional schools and academic departments at the College. They include: 1) The Gateway Initiative; 2) DartmouthX; and 3) the Canvas learning management system.

The Gateway Initiative

Faculty are invited to submit a proposal to participate in the Gateway program, with the initial plan of redesigning 12 gateway classes—those courses necessary to major in a discipline—over the next three years. At the time of this report, five courses have been redesigned: Introduction to Calculus (Fall 2014); Genetic Expression & Inheritance as well as Introduction to Classical Studies (Winter 2015); Vampires, Witches & Firebirds (Spring 2015); and Introduction-Cultural Anthropology (Summer 2015).

Courses selected for the Gateway Initiative receive a dedicated instructional designer and a separate budget for any investments necessary to improve the learning environment. These investments may take the form of the hiring of additional teaching assistants, the recruitment and training of undergraduate learning assistants, or the rapid and flexible provision of learning and classroom technologies in the course.

The key objectives are:

- *Develop Active Learning Techniques in Larger-Enrollment Courses*: The goal of this initiative is to have large classes "feel" like smaller classes. One advantage of smaller courses include the ability for faculty and students to get to know each other, forming the relationships that underpin authentic learning.

- *Introduce Data-Driven Improvement Techniques to the Classes*: Participating faculty also work with a dedicated DCAL-led Assessment Team to evaluate the effectiveness of course redesign. This team works with both individual faculty and across the Gateway Initiative to discover those techniques and interventions most effective in supporting student learning outcomes.

- *Uncover and Address Gaps in Variation in Student Learning Outcomes*: A hypothesis of the leadership of the Digital Learning Initiatives is that Dartmouth has differential and unequal educational outcomes by student social class, race, and gender. These unequal outcomes are often hidden in high graduation rates, as switching majors (for instance out of STEM fields) is often invisible. The Gateway Initiative provides an opportunity to analyze the baseline data around educational outcomes for larger introductory courses and assess the effects of the program.

DartmouthX - Open Online Learning

DartmouthX is the College's effort in the edX open online learning consortium. The initial four courses in the DartmouthX program are: *Introduction to Environmental Studies*; *The Engineering of Structures Around Us*; *Introduction to Opera*; and *The American Renaissance*. Dartmouth has three goals for developing and running open online learning courses at scale:

- *Expand Access to Learning for Everyone, Including Dartmouth Lifelong Learners*: Teaching is core to the mission of Dartmouth. Open online learning at scale enables the College to extend that mission beyond the small privileged few able to matriculate at the institution.

- *Enhance the Dartmouth Liberal Arts Model of Teaching and Learning:* At each stage of the DartmouthX process we have tried to make decisions and investments that most directly benefit our residential learners. The goal is that the relationships, materials, and methods developed for the DartmouthX courses will easily carry over and be applicable to on-ground courses.

- *Advance Teaching and Learning through Research, Experimentation and Collaboration*: We view the college's participation in online learning at scale through DartmouthX as a disciplined experiment. As part of this experiment, we hope to learn new techniques to measure the effectiveness of our pedagogical choices, and develop new techniques and approaches based on evidence around student learning outcomes.

Transition to Canvas Learning Management System

In 2012, the College began to reevaluate Blackboard, its campus-wide learning management system. A steering committee of faculty, students, and staff was formed to assess potential learning management systems. After testing five systems, weighing factors such as cost, ease of implementation, and management systems at peer institutions, Canvas was deemed the best choice. Pilot programs began in 2013, and, by February 2015, Canvas was fully implemented across campus. The system is used by 453 courses.

As part of the Canvas transition, the Instructional Design staff has scaled from 2 to 8 professionals. Instructional designers work directly with faculty to develop learning outcomes for each course, and to apply research validated pedagogical methods and appropriate technologies to course design and delivery practices. The majority of the budget allocated for the transition from Blackboard to Canvas has been to grow the College's instructional design capabilities in the College's Educational Technologies group. https://sites.dartmouth.edu/edtech/people/

Reactions to Canvas have been positive. According to winter term 2015 focus groups, Canvas is more efficient, more intuitive, and simpler than its predecessor. Moreover, a campus-wide survey found that students preferred Canvas to Blackboard five-to-one. In order to ensure that Canvas continues to be a successful management system, Academic and Campus Technology Services and Educational Technologies staff will continue to monitor the user experience.

Experiential Learning

Fundamental to President Hanlon’s academic vision is experiential, or action-based learning. Experiential learning offers students the chance to develop the skills they need to operate effectively through active, rather than passive, learning. President Hanlon has identified the following criteria for experiential learning: it is intentional; it addresses a real-world problem or challenge; it incorporates the student’s academic work and preparation into their ability to find a solution; there is a real prospect of failure and some measure of accountability; and there is an opportunity for students to reflect, assess, and learn from the experience. DCAL is spearheading the initiative under the direction of the Office of the Provost.

The Class of 1978 Life Sciences Center

In 2011, following three years of construction, the Class of 1978 Life Sciences Center (LSC) formally opened its doors. Containing 30 new faculty labs, six state-of-the-art teaching labs, and 30- and 80-seat classrooms, the LSC adds 174,500 gross square feet of research and teaching infrastructure to campus. Academically, the LSC houses the Department of Biological Sciences and provides students numerous labs and study spaces to encourage collaboration and interdisciplinarity in the life sciences. The LSC holds a Platinum Leadership in Energy and Environmental Design (LEED) certification, the highest level of recognition for energy efficient and sustainable building practices.

Academic Advising

Since the 2010 evaluation, Dartmouth has worked on improving advising and, in particular, pre-major advising.

The ongoing trial project Advising 360 is a coordinated team advising system that incorporates faculty, administrative, and peer components. It is based on the principle that good advising is an ongoing relationship and dialogue between advisors and advisees. The program, which started in 2012, matches a number of new Dartmouth students with an adviser for their first two years until the declaration of their major, when they connect with an adviser in their major program. Advising 360 has recruited 10 faculty members, each of whom is committed to taking 10 first-year students as advisees over two years. These faculty are regularly trained and compensated for their advising efforts.

For the rest of Dartmouth's students, the existing advising program welcomes first-year students and offers advice from many quarters upon arrival to campus. They hear from faculty, deans, and peer mentors in formal and informal settings. During sophomore year, when students begin thinking about a field of study and consider options such as foreign study programs (FSP) and language study abroad (LSA) programs, their undergraduate dean is designated their assigned adviser. Dartmouth expects to use the results from Advising 360 to continue strengthening the advising program, particularly as the institution moves towards a new and improved residential system. Advising 360 has been continually assessed against "standard" advising, and the results have been consistently positive. The Reflective Essay examines the evaluative results of Advising 360.

Career Advising

Dartmouth has made several steps to bolster its career advising and professional development programs. Along with implementing changes in personnel and programming, the Center for Professional Development (CPD) has revamped its guiding principles and mission statement to better support undergraduate students, graduate students, and alumni. In the competitive, post-financial-crash job market, Dartmouth seeks to ensure that the student body is well-prepared, well-informed, and well-connected. Given this, the CPD now stresses an "open door" policy for services such as mock-interviewing, resume and cover letter writing, and graduate and professional school advising. Moreover, the CPD has hired personnel with expertise in a range of social media tools and services.

The CPD has also increased its online presence. Resume and cover letter templates, workshop, event, and fair schedules, and DartBoard—a professional networking tool—are available online for all Dartmouth students and alumni. Additionally, the Dartmouth Career Network provides access to a vast network of alumni profiles. As the trends of recruiting, networking, and hiring continue to evolve, so too will Dartmouth's career advising systems.

Dartmouth Entrepreneurial Network (DEN) Innovation Center and New Venture Incubator

In 2012, Dartmouth formed the Office of Entrepreneurship and Technology Transfer (OETT) to unify campus-wide efforts in entrepreneurism and technology. Tillman Gerngross, Professor of Engineering and entrepreneur, was named Associate Provost of OETT.

In September 2013, President Hanlon announced the founding of a Dartmouth Innovation Center and New Venture Incubator (the DEN), under the auspices of the OETT and the Office of the Provost. Fundraising began promptly to establish a well-equipped, freestanding innovation center. Within nine months, $4.3 million was raised, greatly exceeding the initial expectations. In

June 2014 the DEN formally launched and opened its doors to the community. The DEN now serves as Dartmouth's physical and intellectual hub for entrepreneurial activities. In addition to physical space, the DEN provides programming and support services such as lecture series, workshops, networking events, as well as visiting residencies for executives, faculty, and investors. The DEN also offers support services critical for early-stage venture development—financial, legal, marketing, and technical resources.

The DEN is managed by Professor Gerngross and two other experienced entrepreneurs.

Graduate Education

Developments in the Professional Schools and Graduate Studies

Geisel School of Medicine

In 2013, The Geisel School of Medicine modified its curriculum to better address several key areas: the rapidly evolving and complex environment of medicine, new evidence in effective medical education practices, and emerging standards for medical education from regulatory bodies such as the Liaison Committee for Medical Education. The redesigned curriculum is being tracked by metrics such as board scores, student acceptance into high-quality residency programs, student satisfaction, and performance on OSCE examinations.

Additionally, beginning with the Class of 2016, Geisel became the country's first medical school to issue iPads to all first-year students. The iPads are preloaded with software to facilitate response polling, 3D visualizations of human anatomy, and collaborative electronic whiteboards for class discussions.

Tuck School of Business

As of fall 2015, all Tuck students are required to complete an immersive global experience, the Global Insight Requirement, as part of their MBA education. To satisfy the requirement, students can choose from an array of carefully-designed, credit-bearing immersive courses that will provide them the skills and knowledge required to solve problems effectively across cultures and manage in diverse business environments. Qualifying options include OnSite Global Consulting, Global Insight Expeditions, or a global First-Year Project.

The Global Insight Requirement was based on a recommendation from Tuck's 2014 strategic review and the requirement was reviewed and approved by faculty vote in June 2014.

Thayer School of Engineering

Since NEASC's last visit to Dartmouth, the number of students declaring an engineering major has increased each year. This increase in demand, coupled with President Hanlon's focus on experiential learning and innovation in the classroom, has led to a proposed expansion of Thayer School. Over the next decade, Thayer and its programs are projected to expand by 50 percent. The proposed expansion would involve significant increases in faculty, research opportunities, course offerings for non-engineering majors, as well as a growth of Thayer's entrepreneurship-related programs. Alumni, corporations, and foundations are slated to fund the bulk of the expansion process.

Graduate Studies

In addition to the Master of Health Care Delivery Science program (Special Emphasis Area #4), Dartmouth has recently approved or reopened four graduate programs: the PhD in Quantitative Biomedical Sciences (2011-12), The Dartmouth Institute for Health Care Delivery Science (TDI) (reopened its PhD program 2012-13), the MS in Clinical Translation Research (2012-2013), and the MS in Quantitative Biomedical Sciences (2013-2014).

School of Graduate and Advanced Studies Task Force

In fall 2014, Provost Dever selected F. Jon Kull, Rodgers Professor of Chemistry and Dean of Graduate Studies, to chair a School of Graduate and Advanced Studies Task Force. The Task Force is charged with providing a vision of an administratively independent School of Graduate and Advanced Studies. (The Office of Graduate Studies is currently housed in Arts and Sciences.) This charge does not presume an expansion of the size or scope of graduate programs.

Limitations of the current structure include: (1) the difficulty to support programs spanning departments, divisions, and school; (2) Graduate Studies' lack of control over budget-related matters; (3) limited external profile of many graduate programs; (4) lack of central resources to support needed core programming (e.g. career development, TA training, writing); (5) complications of fundraising without a central office for graduate and advanced studies.

The Task Force comprises twelve members from Dartmouth's various constituencies: Arts and Sciences, Tuck School of Business, Thayer School of Engineering, Geisel School of Medicine, Graduate Studies, and Dartmouth Hitchcock.

In early 2015, the Task Force was divided into four subgroups: finance and budget, administration and governance, the role of postdoctoral schools and advanced studies, and the mission and vision. The Task Force's report was completed in April, 2015 with input from the subgroups and senior administrators, and presented to the Provost. The next step, which is set to occur over the summer and fall, will be to present the report to the faculties for discussion and consideration. Following any revisions, the final recommendations must be approved by the general faculty, Provost, President, and the Board of Trustees.

5. Faculty

Overview

Members of the Dartmouth faculty continue to hold themselves to the highest academic standards and compete with the best universities and colleges in terms of teaching and scholarship. These core qualities have not changed since the time of our last NEASC reaccreditation. While there have been some minor changes in the constitution of the faculty, the information submitted in the Standard Five section of Dartmouth's 2010 Reaccreditation Report is largely correct today. We continue to track our progress both at the department level and institutionally. In addition, several innovations seem likely to substantially advance our mission.

In the years since our 2010 NEASC evaluation and reaccreditation, we have continued to grow the faculty as well as the resources necessary for faculty to excel as teachers and scholars. In 2014–15 there are about 871 tenured and tenure-track faculty members, an increase from 813 in 2011; this represents a 7.1% growth in the number of faculty members across the institution. This growth has largely taken place in the faculty of the Tuck School of Business (growing 31.5%), of the Geisel School of Medicine (growing 8.5%). The number of faculty at Thayer School of Engineering has remained steady, rising modestly from 31 to 34 faculty members. Arts and Sciences has 453 appointed faculty members. In the coming years, we expect these numbers to continue to grow gradually, in line with our goals of maintaining and improving our healthy faculty/student ratio and, therefore, our commitment to the highest standards of teaching. We are happy to report the stability and consistent growth in our faculty numbers in a period when financial pressures have been high across all institutions of higher education.

The Cluster Hiring Initiative, led by President Hanlon and Provost Dever, will strategically increase the size of the faculty. The Clusters promise to expand the faculty across all schools through targeted investment in new faculty lines in related areas. The Clusters are chosen through a competitive process, with proposals emerging from faculty members working together across disciplinary boundaries. This process is underway, and will contribute significantly to the development of Dartmouth's faculty in coming years.

Recruitment and Retention

We have continued to achieve success in recruitment and retention. Candidates accept our offers in high numbers, and the number of faculty members leaving Dartmouth for other positions has either remained steady or fallen. Regarding diversity, Dartmouth's faculty has made steady improvements. Our 2013–14 Affirmative Action Plan shows that we have added more than 40 women to the faculty, increasing the ratio of women on the faculty to about 35%. Similarly, the proportion of minority faculty has grown—steadily, if modestly—to 12.4%. Dartmouth is committed to increasing the diversity of its faculty and, while we are encouraged by gradual gains we also aim to do far better. Provost Dever, as well as the new Vice Provost for Academic Affairs, Denise Anthony, have made increasing the diversity of the faculty a clear priority.

As reported in 2009–10, the professional schools maintain their own specific practices relating to faculty recruitment, tenure, and promotion. These, as well as the practices codified in the Arts and Sciences *Faculty Handbook*, have not changed substantially over the past five years.

In the Arts and Sciences, a number of initiatives are worthy of note. Acknowledging the desire of many incoming faculty members for increased orientation and continuing mentoring, we have strengthened our new faculty orientation programs. New faculty members are invited to programs at the Dartmouth Center for the Advancement of Learning for discussions about success relating to teaching. The Dean of the Faculty also convenes a new faculty orientation session, seeking to help new colleagues learn more about Dartmouth. In addition to these programs, a newly invigorated Faculty Mentoring Network appoints faculty mentors to new pre-tenure hires. These structures, along with our robust practices of pre-tenure faculty evaluations and annual meetings with chairs and associate deans, provide a strong foundation for mentoring and growth. Under the leadership of Dean of the Faculty Michael Mastanduno, we have also sought to produce a more inclusive community for faculty members in general, but faculty members from under-represented minorities in particular. Dartmouth joined the National Center

for Faculty Diversity and Development, which has proved to be an invaluable resource for faculty and administrators, particularly when it comes to producing an inclusive intellectual community. We have also produced a questionnaire for faculty who choose to leave Dartmouth; information from this will help us develop a clearer, data-driven analysis of any problems that might exist, and potential solutions.

Research

Several continuing and new programs sustain research at Dartmouth. In the Arts and Sciences, we have safeguarded our excellent Junior Faculty Fellowships and Senior Faculty Grants, which competitively grant support to faculty for research. In tandem with our strong system of sabbatical leaves, these grants open up faculty time to engage in high-level research. Several other programs complement these. In the Arts and Sciences, the Dean's Scholarly Innovation Fund ensures faculty are challenged to propose novel research and teaching projects. Similarly, institution-wide, new grants from the Provost's Office (seed funding and support for international travel) expand the pool of resources available to faculty. Finally, many competitive grants run through our research centers, including the Dickey Center for International Understanding, the Rockefeller Center for Public Policy, and the Leslie Center for the Humanities.

Looking Ahead

Faculty members are also the beneficiaries of a meaningful investment in the new Society of Fellows. Recognizing Dartmouth's distinctive mix of undergraduate and graduate study, the Society aims to bridge these worlds, bringing bright individuals who have recently earned their doctorates to campus, both to work with departments and programs, but also to form their own society along with select faculty fellows. The Society will be a turbine for change and innovation, with benefits for undergraduates and undergraduate instruction, in addition to fueling the research environment. With significant new investments in postdoctoral fellowship programs in international relations, computational science, and the humanities and humanistic social sciences, the Society will enliven campus intellectual life with an injection of vitality.

The Society of Fellows, and the College's Task Force on Graduate and Advanced Studies will contribute to the continued development and enrichment of graduate studies at Dartmouth. Moreover, we expect these developments will have a profound effect on Dartmouth's self-image and reputation, and therefore on the composition and nature of the faculty.

We continue to collect data and analyze our progress. In particular, we regularly perform serious reviews of academic departments, which offer departments, programs, and deans the opportunity to reflect on curricular, co-curricular, and scholarly changes and challenges. These reviews reveal a faculty devoted to undergraduate and graduate instruction, a culture that values research, and a community ambitious for intellectual dynamism.

6. Students

Overview

In the last five years, there have been significant developments in admissions and student support services. President Hanlon has defined and prioritized a series of initiatives that will advance the College's deep commitment to student success and transform the undergraduate experience. As the President declared in his Moving Dartmouth Forward (MDF) community address in January 2015:

> *…We envision a campus that is more inclusive, where faculty and grad students play more influential roles in the lives of undergraduates, where students learn and grow outside the classroom, and where we have more options for social life and community interaction…*

This section will review past developments and preview advances we expect to emerge from the course President Hanlon has set for Moving Dartmouth Forward.

Undergraduate Admissions

The mission of the Admissions and Financial Aid Offices is to enroll and support the retention of an undergraduate student population which meets the College's highest institutional aspirations. The work of these offices is grounded in the following functions: 1) recruitment, 2) selection and matriculation of the entering class, 3) determination of financial need and packaging of financial aid awards, and 4) financial counseling of undergraduate students. Since our last accreditation, several items, in particular, merit consideration:

- Applications for undergraduate admission exceed 20,000, a 13% increase.
- Measures of academic strength and diversity of background among the undergraduate population are consistent with or exceed previous measures.
- Need-based scholarship expenditures and loan disbursements were $83mm and $5.2mm respectively in FY14, reflecting increases of 18 and 16 percent.
- Need-based scholarship expenditures and loan disbursements are expected to reach $86mm and $6.7mm respectively in FY15.

Graduate and Professional School Admissions

Graduate Arts and Sciences

Since 2010, applications have increased for all master's level programs in the Arts and Sciences. Master of Science applicants have more than doubled, with a gradual increase in applicants enrolled. There has also been a gradual increase in enrolled Master of Arts in Liberal Studies candidates, while MA enrollment has remained fairly steady. Likewise, PhD application numbers have remained fairly constant, with an average of 1,250 applicants a year, ranging from a high of 1,345 in 2011-2012 to 1,173 in 2014-2015.

The Graduate Student Council and a new Graduate Student Leaders advisory group are working to enhance a sense of community for our graduate students. The Office of Graduate Studies has expanded professional development credit for PhD candidates and conducted annual and biennial surveys to identify departmental and programmatic needs. Finally, as noted in Standard 4, the ongoing Graduate and Advanced Studies Task Force is exploring ways to strengthen and support Dartmouth's graduate academic enterprise.

Thayer School of Engineering

Engineering enrollment continues to grow steadily at both the undergraduate and graduate level. For the past two years, Thayer has partnered with Undergraduate Admissions to host Dartmouth Bound STEM Exploration recruiting events and to provide engineering specific communications for prospective students. Declared Engineering Sciences majors (2016s and 2017s) currently include a record-high 45% of women.

Tuck School of Business

During the past five years, Tuck's MBA program has continued to boast strong admission and employment numbers. Furthermore, as discussed in Special Emphasis Area #4, Tuck partnered with the Dartmouth Institute for Health Policy and Clinical Practice to launch the hybrid Master of Health Care Delivery Science degree program. Tuck has also recently expanded the reach of its popular one-month Bridge Business program with a December program geared mainly to Dartmouth undergraduates, expanded experiential learning and global immersion opportunities, and launched three new initiatives to serve the interests of faculty, students and alumni interested in entrepreneurship, energy and women in business.

Geisel School of Medicine

Geisel continues to have a highly-competitive admissions process. Over the last two years, applications have increased over 35%. This is due in part to a greater recognition of the importance of a Global Health component in medical education. Geisel offers many well-respected global health experiences and, in 2013, created the Global Health Scholar Program. This program allows students more opportunities to study medicine across cultures and borders.

Geisel's Careers in Medicine program has also grown since our most recent self-study. The program exposes students early in their medical school career to the variety of potential career paths and offers events 15 times over the academic year. These activities introduce students to medical specialties, sub-specialties, and life in academic medicine.

Undergraduate Student Success

Over the last five years, four-year undergraduate graduation rates continue in the 86-88% range, with six-year rates ranging from 95-96%. To promote student success and early intervention, we restructured student services to enhance the support provided by our undergraduate deans, the Office of Pluralism and Leadership, Student Accessibility Services, Pre-health Advising, and career/professional development staff. We also introduced a case management model to

coordinate services for students of concern, and have diversified and expanded Health Service Counseling staff.

The First Year Student Enrichment Program (FYSEP), first piloted in 2010, is now a well-established orientation and mentoring program offered to incoming first generation students.[1] FYSEP academic performance data have reflected a clear impact on student success compared to eligible first generation students who elected not to participate. Our first four-year FYSEP cohort graduated in June 2014, and this year the incoming FYSEP class nearly doubled to more than 50 students. To enhance our ability to serve these students, we have joined with Stanford, the University of Texas at Austin, and other schools in the College Transition Collaborative research partnership to examine conditions and strategies that promote student success. The Office of Graduate Studies is also extending support to first generation graduate degree candidates, and under the Director of the Center for the Advancement of Learning, Lisa Baldez, our faculty are examining teaching strategies that enhance student success across all levels.

Student Safety and Accountability

A number of developments have been made in the area of student safety. We have extended the use of the evidence-based BASICS motivational interviewing program to reduce high risk drinking, revised our Hazing Policy, and created a new Dartmouth-specific bystander intervention program. The program has been incorporated in Orientation, Greek Letter Organization membership expectations, athletic team educational programming, and other undergraduate training opportunities.

The College has taken a multi-faceted approach to address sexual assault. We created and filled a new institutional Title IX Coordinator/Clery Act Compliance Officer position, reviewed our undergraduate disciplinary process, and hired a new Director of Judicial Affairs. We also implemented a new sexual misconduct policy—applicable to all undergraduate, graduate and professional students—grounded in emerging best practices using external investigators to evaluate and determine responsibility in sexual misconduct disciplinary cases. Like dozens of institutions across the country, Dartmouth has also undergone Title IX and Clery Act compliance reviews. We are currently awaiting the results.

In President Hanlon's Moving Dartmouth Forward address, he focused on the link between our educational aspirations and the broader quality of the students' living and learning environment. To advance our commitment to enabling all students to thrive and achieve their educational goals, the President set forth a plan to promote an environment in which:

- students are free of extreme behaviors and part of a safe and healthy environment;
- faculty, staff, and postgraduates foster inclusivity through a variety of options for community building and social interaction;
- students are 24/7/365 learners; and
- students continue the tradition of independently organizing and defining the social scene—but with far greater accountability and engagement with the faculty.

[1] First generation students comprise about 10% of each class.

To implement his vision, we will be transforming the residential experience on campus by establishing a new House Program, led by House Faculty, in the fall of 2016. We will also extend student-initiated programming for the entire campus community, introduce a new advising and annual review process for Greek Letter Organizations and Societies, develop a four-year sexual assault prevention curriculum, and prohibit undergraduates from possessing or consuming hard alcohol on campus and at student organization events. President Hanlon has also called for changes in academic scheduling and enhanced academic rigor as part of the MDF initiative. A review panel, chaired by Tufts University President Emeritus Larry Bacow, will conduct annual assessments of institutional progress towards achieving President Hanlon's goals.

7. Library and Information Resources

LIBRARY

Planning and Financial Support

The Library has an active, formal strategic planning process to identify goals and objectives that are responsive to the institutional mission and priorities. The process includes identification of timelines, assignments of responsibility, and identification of employee resources needed. Robust planning enables the Library to select the most impactful actions and areas of staff and financial investment from an ever-growing roster of needs. Between FY11 and FY15, the Library's budget increased approximately 10% from modest wage and information resources increases, and decreases in operating budgets. The FY15 Library budget is $25,066,693. Increases in information resources funding lagged behind the 5-8% annual increases in serials prices, reducing the Library's ability to maintain balance in its serial and monographic spending.

Technology and Physical Environment

The Dartmouth College Library has a strong technological and physical infrastructure. Current renovations include a redesign of the Jones Media Center in Berry Library, and a more modest renovation of Paddock Music Library. Campus networking, both wireless and wired, is strong and consistent, and the Library is partnering with Information Technology Services to develop new online storage and repository services. The integrated library system is up to date, and we worked as a development partner with ProQuest on the Summon Discovery Service, which we continue to use. Most recently, the Library transitioned to Innovative Interfaces Inc. Sierra as part of its ongoing integrated library systems development. Nationally, we are participants in digital preservation endeavors such as Portico and the Digital Preservation Network (DPN), access services such as BorrowDirect and HathiTrust, and community building endeavors such as the Library Publishing Coalition and OCLC Research. Our physical and technology infrastructures are built to underpin our service and collaboration ambitions.

Outreach & Instruction

The Library's established user-orientation program includes instructional support at key points in undergraduate, graduate, and professional courses of study. Since its inception in 2002, the Library's Education & Outreach Program has been programmatically integrated into the

Dartmouth Center for the Advancement of Learning and the Institute for Writing and Rhetoric (IWR). Library staff partner with faculty to provide critical information resources, assistance in the design of research assignments, and instruction on the ethical use of information at key points in the undergraduate curriculum. E&O efforts are broadened by teaching programs in both Special Collections and the Jones Media Center. The Library also partners in the education of professional school students. Librarians accompany Geisel School of Medicine students on clinical rounds and work closely with the Action Learning Project teams in the Master of Health Care Delivery Science program. Finally, the Library is also a partner in the creation and support of Digital Learning Initiatives at Dartmouth, such as the development of DartmouthX courses where librarians are active members of the course teams.

Staffing

The Library continues to review open positions and future expertise needs in order to best utilize the compensation budget. A key recommendation from the 2008 Provost's External Review of the Library was, "To expand the number of professional library staff, especially in: collection development; the Library's teaching and outreach programs; and development." In addition, from the November 2010 NEASC report, "The decline in staffing by 10 FTEs (six percent) has made it challenging to support the required development of digital and education programs given Dartmouth's ambitions." As a result, some open and occupied positions have been strategically converted to professional positions. However, following these conversions and additional budget cuts, there has been an 11.5 hard-funded FTE drop over the last 10 years. While the Library has a talented staff, the ongoing development of skills and expertise is an important priority; we continue to preserve budgetary dollars as much as possible.

Information Resources & Access

The Library's collections focus on the research, educational, professional, and personal goals of the Dartmouth community. Selection decisions are guided by disciplinary and interdisciplinary emphases, languages of instruction, and research within Dartmouth's academic departments and centers. The Library supplements its 3.38 million locally held print and electronic volumes with resources from the Center for Research Libraries, the Ivy Plus library partnership—which provides access to over 50 million volumes via the BorrowDirect resource sharing network—and membership in the HathiTrust. Financial constraints and serials inflation, however, continue to place downward pressure on monographic spending. As a result, Provost Dever has convened a faculty task force to recommend appropriate collections funding levels that will support our ongoing and emerging needs.

The Library has a formal assessment program that supports decision-making and strategic planning. Careful examination of existing workflows and processes is ongoing in order to identify and eliminate activities that are no longer relevant to our users. Close assessment of resources and user needs supports the Library's development of shared print archiving services with Brown University Library, the re-envisioning of the Jones Media Center to support media-rich education, the redeployment of staffing lines to bring new skill sets into the Library, and the development of new services within existing departments to address learning and research in a networked environment. All of the Library's planning and assessment is tied to Dartmouth's

current and emerging institutional goals and aspirations to enhance the Library's ability to serve the College in the 21st century.

INFORMATION TECHNOLOGY SERVICES

Highlights of Major Changes, 2010-2014

Organization and Governance

Information Technology Services (ITS) continued to evolve its organization with the goals of improving services, system reliability and efficiency. All user support teams were brought together in the Academic and Campus Technology Services group (formerly called Academic Computing). Within the Institutional Information Systems and Services group, four new teams also emerged to support specific applications: research administration; content management; IT service management; and mobile and web applications.

Formal governance processes which review requests for new capabilities and related projects continued to mature. We increased the involvement of the members of the Council on Computing; established a senior leaders' advisory group on IT (Executive Working group on IT or EWIT); and formed a new faculty advisory group on research computing. Starting in 2014, the selection/funding process for major IT projects has been further refined with the EVP and the Provost participating in the final project review and approval process to insure alignment of IT project priorities with the institutional vision and priorities.

Services and Support

Research

Dartmouth has increased its central support for research computing, including: 1) a research computing specialist position was added in FY14; 2) due to internal reallocation of positions in ITS, 2 additional FTE added in FY15; 3) a faculty co-director appointed in FY14 (.25FTE); and 4) a faculty sub-committee focused on research computing reinvigorated in FY14. A new Director of Research Computing, George Morris, joined ITS in January 2015. The sub-committee met regularly and focused on two issues: storage/backup needs of research faculty and recruitment of the director and new FTEs. In FY15, ITS' Research Computing group will also be responsible for running the Discovery cluster, a 2400 core cluster that is used primarily by faculty in the STEM fields.

Changes in Dartmouth's Business Systems

Major applications that have been implemented since 2010 include Huron's Click Commerce for research administration (2011), OnBase for records management (2011), Oracle Identity Management Suite for identity and access management (2011), and FAMIS software for facilities management (2011). Starting in 2011, ITS stood up data warehouses and reporting environments for human resources, financial, and advancement data. (The student data warehouse went live in February 2015.) ITS continues to work with the Registrar, Admissions, Financial Aid and the Controller to improve student system capabilities.

In 2010, a change that affected every Dartmouth faculty, staff and student was the changeover to Office365. The beloved, 25+year old, Dartmouth-developed Blitz email system was retired and Dartmouth was one of the first universities to adopt Microsoft's Office365 (a cloud solution) for its mail, calendar, and collaboration suite.

Web accessibility emerged as an important goal for Dartmouth and an additional web professional was added to the Web Services group to further the goal of having an accessible Web site.

Staffing

ITS currently has 166 allocated positions, which is 20 more than the 2009 count. The growth in FTE has been driven by additional services and applications added to the ITS portfolio, and the increase in FTE which support faculty. ITS has been able to hold FTE steady in Server Administration and Data Center maintenance areas although the number of servers supported has doubled since 2009.

Dartmouth has continued to invest in its information technology environment to improve services that meet Dartmouth's academic and research mission, while improving its business systems and reporting capabilities. The most recent external review of Information Technology Services took place in 2014. ITS is also audited annually as part of Dartmouth's Financial Audit and procedural changes have been made as a result of these audits.

8. Physical and Technological Resources

Physical Resources, 2010-2014

Significant physical resource planning and assessment work has been undertaken during the past five years. Dartmouth has produced a new campus map; a draft campus plan and draft precinct plans for its riverfront properties, organic farm, and a proposed expansion plan for Thayer School of Engineering. Campus Planning and Facilities continues to work on the capital renewal program, energy planning, and a new space management database has been implemented.

In addition to planning and managing Dartmouth's physical resources, Campus Planning and Facilities developed its strategic plan. The 2013 Strategic Plan outlines the mission, vision, goals, and guiding principles for the division.

Campus Plan

In 2012, Dartmouth engaged with Beyer Blinder Belle to develop a campus plan to provide a framework for long-term development of the campus. With the change in the senior leadership, the draft serves as an "opportunities plan"—not a prescription for growth. The draft may be used to guide short-term decisions to ensure compatibility with the long-term vision. The draft identifies landscape and infrastructure improvements to unify the campus and enhance circulation, and establishes broad guidelines for the quality of the built environment. The guiding principles are to:

- maintain walkability and a sense of openness on campus;
- promote cross-disciplinary interaction among faculty, undergraduates, and graduate students;
- integrate intellectual pursuits into the residential and social experience of students;
- use renovations and growth as an opportunity to improve the campus character and its systems;
- allow for changing technologies; and
- support Dartmouth as a global institution.

Capital Renewal Program

The overarching goal of Dartmouth's Capital Renewal Strategy is to provide wise stewardship of the College's physical assets. Specific objectives of the capital renewal program are to:

- determine the annual reinvestment rate needed to address the College's deferred maintenance needs;
- prioritize critical deferred maintenance and develop a 5-year capital renewal plan; and
- coordinate building infrastructure needs with the programmatic requirements.

The first step in the process was to complete a Facilities Condition Assessment of all Dartmouth buildings. The College is currently reviewing the data regarding noted deficiencies in buildings for the professional schools, residential life, academic and athletic facilities. The assessment includes a review of the building systems and components, their present condition, and anticipated lifespan. The work is categorized as follows: life safety, building code, roof, exterior envelope, mechanical, electrical and plumbing (MEP), elevators, interior construction and structure, fire protection, fixtures and equipment, and 'other.' The data do not include desired programmatic changes such as space reconfiguration or significant ADA upgrades.

Estimates are used to develop a Facility Condition Index (FCI) for individual buildings and for the entire facilities portfolio. The FCI is the ratio of deferred maintenance needs divided by the replacement value of the building, and serves as an excellent indicator of the overall facility condition. The preliminary data for the entire campus indicate a FCI of .18, which signals that the campus is in overall good condition. The Real Estate portfolio has identified a FCI of .05, which indicates facilities overall are in very good condition.

After the data are reviewed, maintenance priorities will be established and compared with the academic program's facility needs to aid in determining a multi-year funding strategy. Different funding levels will be modeled to determine their impact on the overall FCI and to determine the annual Reinvestment Rate needed to maintain the campus in a decided upon condition. Historically, the College has used annual reserve contributions to address deferred maintenance needs supplemented by individual funding for specific building projects.

Energy Planning

Dartmouth continues to develop its energy strategic plan to replace #6 oil as its primary fuel source. The current effort is to develop a liquid natural gas (LNG) fuel handling facility. The recommended project consists of three primary elements:

- modifications to the boilers and existing oil tanks at the College' s Power Plant in Hanover;
- the development of an LNG fuel storage and handling facility on a parcel of land along Route 120; and
- an approximate 2-mile long gas pipeline that will connect the two locations.

Space and Management Database

Dartmouth has implemented a new cloud-base software system to accurately manage space data. The new system provides data for improved reporting. It supports the space survey for sponsored research and feeds space data to other satellite systems such as procurement, fixed assets and human resources. It will also be the system of record for Dartmouth's space information.

Technological Resources

Classrooms and Supports

Information Technology Services has continued to upgrade classrooms across campus. Two new buildings came online, the Life Sciences Building and the Black Visual Arts Center, which added to the inventory of support classrooms. Classroom Technology Services supports all rooms that are centrally scheduled; departments are responsible for supporting departmentally controlled spaces.

The Black Family Visual Arts Center added 25 technology-equipped facilities which are mainly department-controlled. The Loew auditorium is the only centrally-scheduled classroom. There are two centrally-scheduled non-classroom events venues: a conference room and arts forum. The building has 23 department-scheduled spaces, including a screening room, a television studio, a digital lab, studios, classrooms and labs for sculpture, animation, photography, print studio, architecture, drawing and painting. Post occupancy, the departments hired a full time digital lab manager, and Studio Arts hired a full time lab prep person.

System Reliability, Data Integrity, and Security

Solid, Secure and Robust Infrastructure

One of the most significant issues addressed by ITS is increasing the reliability of the infrastructure and reducing system outages. Dartmouth made major investments in its two data centers, brought in external expertise, and undertook a multi-year effort to bring industry standards to our server administration, backup and storage, and data center operations. Since 2013, ITS has developed “run books” for all critical systems; the run books are tested annually. Dartmouth also implemented Zenoss, a robust system monitoring software which provides proactive notification of infrastructure issues and assists with gathering information to support

root cause analysis when issues arise. Our improved operating methods, platforms, and data centers have resulted in consistently solid performance.

Security

In FY2012, ITS' Security and Infrastructure Teams stood up a FISMA/NIST 800-53 compliant service that allows Dartmouth to accept research initiatives where high security of data are required, most specifically with respect to health care data. Information Security also launched PGP whole disc encryption for high risk laptops and deployed Identity Finder to groups campus-wide, based upon risk.

To reduce compromised accounts, Information Security promoted the implementation of knowledge based authentication, which resulted in a dramatic drop in the hijacking of library subscription services which had been a significant problem for Dartmouth's libraries.

The Cloud

A major change since the last review is the number of applications that now reside in cloud services, rather than in Dartmouth's infrastructure. These include: email/calendaring, Dartmouth's web presence, the learning management system, benefits enrollment, undergraduate admissions, personnel recruitment for staff and faculty, course catalog, transcript provider, tuition bill presentment and payment. Planning is underway to move personal file and share services and desktop backup and recovery to the cloud in 2015-2016. Cloud providers have proven to be an important element in Dartmouth's system and services.

Network

Dartmouth's network has continued to evolve and grow. In 2013, Dartmouth was awarded a NSF infrastructure grant to develop a high speed research network at Dartmouth. This "Science DMZ" will allow research data to flow more easily within Dartmouth and to partner institutions.

Dartmouth implemented "Eduroam," a secure, world-wide roaming service developed for international research and education community. It allows students, researchers and staff from participating institutions to obtain Internet connectivity when visiting other participating institutions by connecting to the Eduroam wireless network that is now available at many institutions.

Dartmouth contracted with the Gartner Group to do a review of its infrastructure services, the network and its architecture and information security. While the review was primarily positive in its findings, Gartner made recommendations concerning the network architecture which are being implemented.

9. Financial Resources

Overview

Dartmouth's financial condition has improved since FY 2009 due to a combination of strong investment return, modest growth in expenses, and implementation of budget and financial planning practices designed to protect Dartmouth against downturns in its more volatile revenue sources.

Dartmouth's endowment has grown from $3.0 billion at June 30, 2010, to $4.5 billion at June 30, 2014—an annual growth rate of 10.5% over this period, after distributing $936 million during the five fiscal years to support academic, research, and other operating activities. Endowment per student has likewise grown, from $509,000 at June 30, 2010 to $716,000 at June 30, 2014, an annual growth rate of 8.9%. As of June 30, 2014, Dartmouth ranked #15 among private institutions with more than 1,000 students on this important measure of financial resources.

From FY 2010-2014, Dartmouth's GAAP basis financial statements reported a $79.8 million aggregate increase in net assets from operating activities and aggregate increase in total net assets of $1.7 billion. In FY 2014 alone, operating activities generated a $13.6 million increase in net assets while total net assets increased $680 million, to more than $5 billion, principally due to investment returns and record breaking philanthropy, including a $100 million anonymous endowment gift to support Dartmouth's academic enterprise.

Balance Sheet Strength

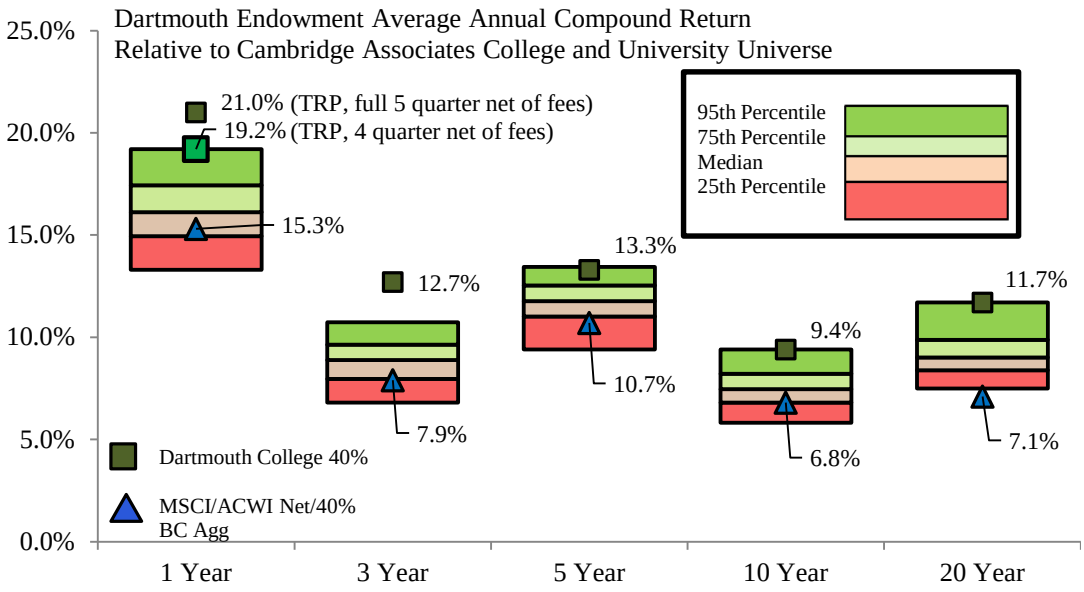
Dartmouth continues to have a strong balance sheet position as of June 30, 2014, with assets of $7 billion, liabilities of $2 billion, and net assets of $5 billion. Comparatively, as of June 30, 2010, Dartmouth's balance sheet was comprised of assets of $5.2 billion, liabilities of $1.7 billion, and net assets of $3.5 billion. Since 2010, assets have grown at an annual rate of 7.7% compared to growth in liabilities of 3.0%. Unrestricted net assets have grown to more than $1.1 billion at June 30, 2014, an annual rate of 11.8% compared to growth in total net assets of 9.7%.

The value of Dartmouth's investments at $5.5 billion represents 80% of Dartmouth's assets as of June 30, 2014. Land, buildings, equipment, and construction in process (CIP) of $390 million (on the balance sheet at cost, net of accumulated depreciation) represent 14% of assets as of June 30, 2014. Significant liabilities as of June 30, 2014 include $1.1 billion of debt, $390 million of pension and other employment-related obligations, and $121 million unrealized loss on interest rate swaps. Net assets include $44 million in a "revenue stabilization reserve" that was established at the end of fiscal 2013 in order to provide short term funding for operations during years when certain revenue sources are under budget, including investment income and unrestricted philanthropy.

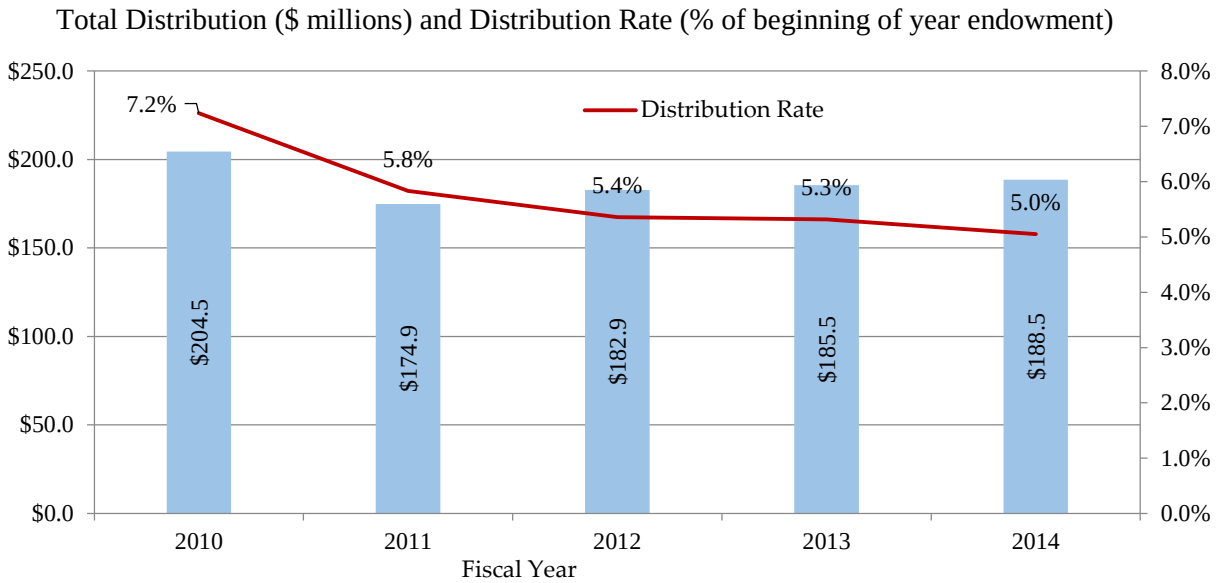
Dartmouth's Aa1/AA+ long term credit ratings with Moody's Investors Services and Standard & Poor's Ratings Services were re-affirmed in FY 2014.

Endowment and Operating Results

The endowment total return pool (TRP) has met the primary objective of 8-9% absolute return over all time periods tracked (1, 3, 5, 10, and 20 years). The TRP return places Dartmouth in the top decile of the Cambridge Associates college and university universe over these time periods, as shown in the chart below.



Dartmouth has reduced the planned endowment distribution rate to preserve the long term growth of the endowment. The distribution rate has decreased from 7.2% in 2010 to 5% in 2014. The chart below shows the total distribution and the distribution rate for 2010- 2014.



Fiscal year 2014 operating results of $13.6 million represents an improvement over a fiscal year 2013 operating loss of $1.8 million. Total operating revenue of $867 million increased $33 million or 4%, while operating expenses of $853 million increased $18 million or 2% compared to the prior year. Over the five years from fiscal 2010 to 2014, operating revenues and expenses grew at approximately the same rate, 4.3% and 4.4%, respectively. Fiscal year 2014 marked a historic point in Dartmouth philanthropy with a record breaking year. Total gifts for 2014 of $257 million increased by $101 million or 65% compared to 2013, largely due to the receipt of the anonymous endowment gift of $100 million.

In FY 2014, Dartmouth endowment distribution provided 22% of operating revenue, down from 28% in 2010. During that same time period, sponsored revenue decreased from supporting 23% to 21% of revenue. All revenue sources have been growing slowly during this time period. The investment income component of auxiliaries and other has contributed to some growth in that source of funding. Net tuition has grown from providing 19% of revenue in 2010 to 22% in 2014 (see table on next page).

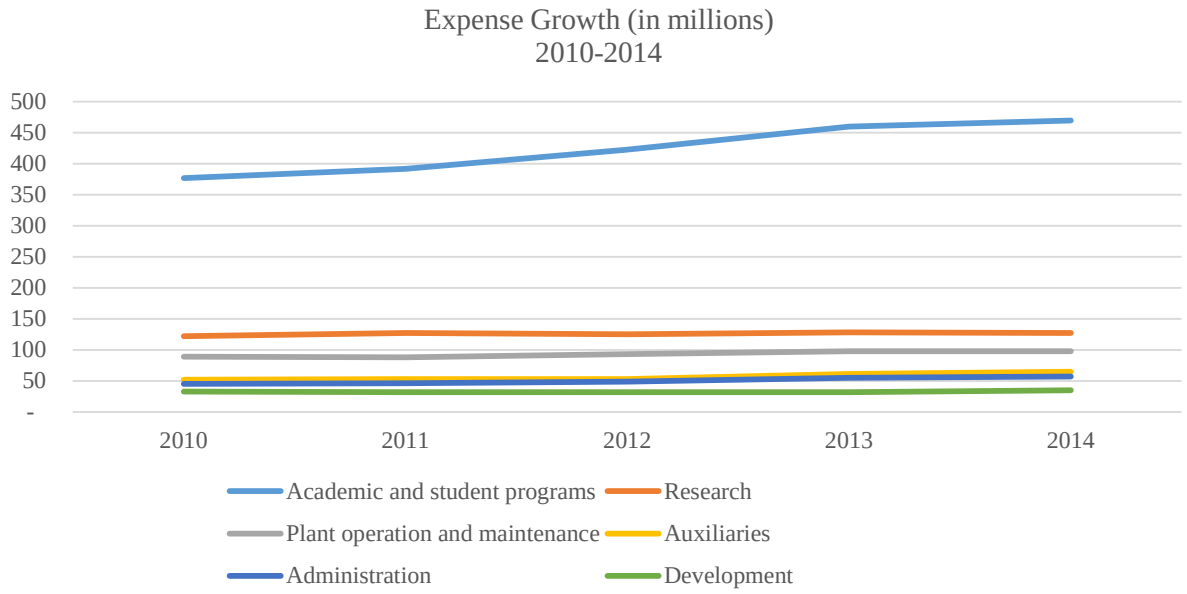
Revenue Sources (%)

	2010	**2011**	**2012**	**2013**	**2014**
Net Tuition	19%	20%	21%	22%	22%
Endowment distribution	28%	23%	23%	22%	22%
Sponsored research	23%	24%	22%	22%	21%
Current use gifts	8%	10%	10%	11%	10%
Auxiliaries and other	22%	24%	24%	24%	26%
Total Revenue	100%	100%	100%	100%	100%

Growth in Net Tuition

	2010	**2011**	**2012**	**2013**	**2014**
Net Tuition (millions)	$ 140	$ 152	$ 168	$ 181	$ 192
Growth in net tuition	5%	9%	11%	7%	6%

Dartmouth has made a significant effort to slow the growth of expenses over the last few years. The graph below shows the growth in expense over the past five years by category. Growth in all functional categories of expenses is relatively flat except for spending supporting academic and student programs.



Financial Management and Governance

Beyond the changes noted under Special Emphasis Area #1 (pg. 2), the following are also of note:

- Five Finance Centers embedded in schools and divisions—but closely coordinated with central departments—were established to improve efficiency, accuracy, and consistent application of policies and procedures to financial activities, as well as to improve the use of automated tools and improve staff training and retention.
- A Strategic Risk Task Force of the Board has been established to consider areas of strategic risk to Dartmouth. The Provost and EVP are leading the discussions of this Task Force and the senior management group that will consider the topics.
- The Board Audit Committee requested a summary of key compliance requirements and financial policies, including establishment of periodic review by responsible Board committees and responsible members of management.
- Overseen by the Audit Committee, Dartmouth competitively bid the independent auditor services and switched auditors from KPMG LLP to PwC LLP beginning with the audit of the 2014 financial statements.

Looking Ahead

Dartmouth remains focused on ensuring operating effectiveness and efficiency to protect Dartmouth's future financial health and commitment to the highest priorities. Operating deficits on a GAAP basis are expected in FY 2015 and beyond due to operating revenue shortfalls at Geisel School of Medicine and because our operating budget model does not fully fund

depreciation and postretirement health benefit expense on an accrual basis of accounting. Areas of focus for financial planning in the coming years include:

- Institution-wide commitment to reallocation of resources to support institutional initiatives that will advance the academic mission, address compliance needs (regulatory, health and safety), have cross-institutional impact, or result in cost savings or efficiency gains.

- Long-term capital planning and funding for facilities and information technology, providing for upkeep, renewal, and replacement of important operating assets.

- Administrative reform with technology and process redesign to optimize academic and administrative support costs.

- Supporting the financial planning for the proposed Thayer School of Engineering expansion.

- Developing a sustainable financial model for the Geisel School of Medicine.

- Planning for strategic capital priorities and funding sources.

- Continued work on coordinated institution-wide risk management processes.

10. Public Disclosure

Digital Media

Since 2012, Dartmouth has made substantial developments in its digital presence. As the primary audience for our main page, dartmouth.edu, is external, we transitioned our content management system from OmniUpdate to Drupal, which has a cleaner, more user-friendly layout. Several other key developments were made: research has a higher, more visible position in the site hierarchy; department sites were given a common template; and web hosting was transitioned from Dartmouth to Amazon Web Services. Dartmouth has also increased its presence on social media, posting on Twitter, Facebook, and Flickr.

Other digital advancements include:

- the 2013 upgrade of The Vox, our daily internal update service;
- Vox Weekly (an aggregate of The Vox Daily);
- Speaking of Dartmouth—a digital newsletter for alumni and parents;
- a new mobile site (m.dartmouth.edu); and
- a restructured campus events calendar.

Print Media

Dartmouth still maintains an active print media presence, with publications including Dartmouth Life, a quarterly newsletter for alumni and parents, The Dartmouth, America's oldest campus

newspaper, and Dartmouth Alumni Magazine, published six times a year and mailed to more than 50,000 alumni. Tuck, Geisel, and Thayer continue to produce high-quality publications geared towards their respective alumni, as well.

Admissions

Dartmouth employs a multi-channel communications effort, informed by extensive quantitative and qualitative research with prospective applicants, admitted students and feeder-school college counselors. Primary communication themes include: academic reputation, commitment to undergraduate education, research and scholarship, opportunities for experiential learning, distinctive calendar, cost and affordability, strong alumni network, and the outcomes of a Dartmouth education.

During the past 18 months, our Office of Admissions has undertaken three major communications initiatives: an upgrade of the Admissions and Financial Aid web pages, the development of a new series of print publications, and the launch of a robust virtual campus tour.

International Travel

In addition to a revised Travel Risk Management Policy in 2012, there is now a "Global Dartmouth" (global.dartmouth.edu) section of our web presence. Global Dartmouth lists our international programs and events, and hosts international-oriented Dartmouth news. Global Dartmouth also features a "Travel Resources" portion, containing a link to Travisa, a company that can be used to obtain visas and pre-departure information.

D2I and Print to Digital

The D2I process resulted in a new governance structure that will aid shared decision-making at the highest levels and with broad representation. We are now planning an institutional repository for faculty scholarship at Dartmouth, and related research information management services.

11. Integrity

Academic Honor Principle

Our commitment to the Academic Honor principle remains the same (http://www.dartmouth.edu/judicialaffairs/honor/index.html): students are expected to uphold the highest standards of honesty and integrity in the performance of academic assignments, both in and out of the classroom. Students are made aware of this charge upon their arrival to campus. Moreover, students must attend a session about the honor code during Orientation, and first-year faculty advisors cover the details of the honor code during advisor sessions. Finally, faculty are encouraged to discuss how the Principle relates to student conduct in their courses at the start of each term. Potential sanctions are published and enforced through the Undergraduate Judicial Affairs Office (http://www.dartmouth.edu/judicialaffairs/).

Freedom of Expression and Dissent

Dartmouth's Principle of Freedom of Expression and Dissent (http://www.dartmouth.edu/~upperde/principles/index.html) prizes and defends the right of free speech and the freedom of the individual to make his or her own disclosures, while at the same time recognizing that such freedom exists in the context of the law and in responsibility for one's actions. The College therefore both fosters and protects the rights of individuals to express dissent. No changes have been made to this principle.

Principles of Community

In recent years, new policies for sexual assault and hazing were implemented to best address the health and safety of our students. Dartmouth's resources for sexual assault, harassment, and misconduct, are now organized through a single "Sexual Respect" hub (http://www.dartmouth.edu/sexualrespect/). The page hosts reporting tools, resources and definitions, and is curated by Heather Lindkvist, Dartmouth's new Title IX Coordinator and Clery Act Compliance Officer. New hazing policies have eliminated the "pledge term," the period in which new members could not enjoy the full rights and privileges of current members, and organizations are now barred from subjecting members to public stunts and/or wearing clothing or other items that are intended to subject the wearer to embarrassment, ridicule, or harm.

Equal Opportunity

Equal opportunity is of paramount value to Dartmouth. The College does not discriminate on the basis of race, color, religion, sex, age, sexual orientation, gender identity or expression, marital status, national origin, disability, military or veteran status in access to its programs and activities, and in conditions of admission and employment (including hiring, promotion, discharge, pay, and fringe benefits).

Integrity in Research

The senior vice provost for research (SVPR) is responsible for the offices that oversee faculty research support, compliance, and integrity. There is an ongoing process of policy review and development that involves faculty and staff on the Council on Sponsored Activities (CSA).

In response to the 2011 Department of Health and Human Services regulatory reform, the research related conflict of interest policy and procedures were revised. A faculty led task force worked with the CSA and SVPR on the revisions. As a result, a revised Conflict of Interest of policy was developed and approved, allowing for a comprehensive review of faculty financial interests related to their institutional responsibilities. A Conflict of Interest Officer was appointed, and an electronic Conflict of Interest system for faculty reporting and management plans was implemented.

The policy on acceptance of sponsored awards on which there are disclosure restrictions was also reviewed and modified. Criteria for the consideration of disclosure restrictions were developed by the CSA and were adopted by the Academic Planning Committee and Provost in 2013.

Intellectual Property

In 2013, Dartmouth formed the Office of Entrepreneurship & Technology Transfer (OETT) in the Provost's Division. The OETT is responsible for the coordination of entrepreneurship programs and spaces as well as technology transfer policies and practices, including the management of the Dartmouth Entrepreneurial Network (DEN), Dartmouth Regional Technology Center (DRTC), the DEN Innovation Center & New Venture Incubator, and the Technology Transfer Office (TTO). The TTO protects and promotes Dartmouth's intellectual property in accordance with federal law and Dartmouth's policies. It also administers all material transfer agreements. The Dartmouth Entrepreneurial Network (DEN) raises awareness of research outcomes and intellectual property with alumni, faculty, students, investors and commercial partners.

Student Resources and Policies

In order to provide up-to-date, relevant information to the undergraduate population, the Undergraduate Student Handbook is updated annually. Graduate and Professional programs publish their own handbooks each year, as well. These are in addition to 16 student publications currently supported by the undergraduate council on student organizations.

Student Complaints Policies and Procedures

The Office of Institutional Equity and Diversity and the Dean of the College articulate policies on student rights and responsibilities. Any student of Dartmouth College who believes that he or she has been subjected to a violation of the Policy may bring a grievance under the Equal Opportunity Grievance Procedure. A grievant must register his/her concerns within two academic terms (six months) of the alleged violation in order to have access to the entire Equal Opportunity Grievance Procedure.

Faculty Policies

There have been three changes of note since 2010: a new maternity leave policy which more closely aligns us to our peers; a new paternal leave policy for a faculty member who is the primary care provider for one or more children under six; and a change in the sabbatical policy—credit is now earned in the year a one or two term sabbatical is taken. Prior to this, credit was not earned.

ASSESSMENT, RETENTION, AND STUDENT SUCCESS

Following Dartmouth's 2010 self-study, the NEASC Commission on Institutions of Higher Education required that our fifth-year report give emphasis to the two areas noted below relating directly to the measurement of student learning and success. Therefore, with CIHE president's Barbara Brittingham's approval, we are including responses to two of our four special emphasis areas within this essay. Special Emphasis Areas #1 and #4 may be found on pages 1 and 4, respectively.

Special Emphasis Area #2: Strategic Planning, Undergraduate Curriculum and Student Learning Outcomes

Strategic Planning

Beginning in 2011, Dartmouth engaged in institution-wide strategic planning that extended over two years, culminating in the winter of 2013. Through working groups and public forums, the process engaged the broader Dartmouth community in wide-ranging brainstorming and in-depth study on a number of fronts. There were nine working groups, each composed of about 20 members, including faculty, administrators, and staff, and in some cases, alumni and/or student representatives.

Working separately during the 2011-12 academic year, the groups collected input locally through interviews and focus groups and also surveyed current trends, peer institutions, and other comparators. Beginning in September 2011, additional inspiration was provided by a "Leading Voices" speaker series. The series brought creative and innovative thinkers to campus to share their perspectives on the future of higher education, and to engage the broader Dartmouth community in the strategic planning discussion.

Looking toward Dartmouth's future, each working group identified current strengths and strategic opportunities. They subsequently submitted a report containing recommendations and strategic possibilities to consider. A few highlights from those reports included recommendations that Dartmouth should:

- strategically grow the faculty and enhance research infrastructure in order to markedly increase research, scholarship, and creativity competitiveness and impact;
- develop more opportunities for students to engage in research with faculty;
- provide more venues for team teaching and support for greater use of technology in teaching;
- recognize that scholarship, research, and creativity now unfold on an international stage and provide institutional support for excelling on that stage;
- strengthen an integrated, holistic approach to learning that embraces curricular and co- curricular activities;
- organize graduate studies in a way that would support a core of postdoctoral fellows.

Curriculum Review Committee

In early 2012, a committee was appointed to review the undergraduate curriculum. The committee comprised 14 members of the Arts and Sciences faculty representing all the divisions and also included the Registrar and the Dean of the Faculty, who chaired the committee. The Curricular Review Committee (CRC) met regularly through 2013-14 and into the fall of 2014 to integrate input and ideas gathered from the ongoing strategic planning process, information about peer institutions, research by a consultant, input from focus groups, and, beginning in the summer of 2013, to incorporate the vision of President Hanlon. The committee's recommendations are currently under discussion in the committees of the faculty, which will undoubtedly generate feedback resulting in modifications of the proposals.

The CRC agreed on a set of basic principles and shared assumptions that define Dartmouth's approach to undergraduate education, including the expectations that:

- students will take ownership of their educational program with the guidance of faculty advisors and mentors;
- students will take intellectual initiative and engage directly in the process of knowledge creation;
- faculty members will provide as rigorous an education as possible, challenging students intellectually and holding high standards for their performance;
- faculty will improve curricular programs and initiate new ones in response to intellectual opportunities and student interest and will ensure that pedagogical techniques maximize student potential for learning; and
- Dartmouth professors will develop scholarly profiles so that their teaching is informed by their own passion for knowledge creation.

These principles stem from Dartmouth's distinctive identity and aspirations. The College offers students and faculty the advantages of a research university along with the student-centered interactive culture of a liberal arts college. The CRC report affirms the notion that "Dartmouth is a research university with a liberal arts college at its core."

Breadth: Distributive Requirements

Although the advantages and disadvantages of a core curriculum and of eliminating requirements entirely were considered, the Committee's ultimate recommendations fell between those extremes. Its report recommends simplifying the distributive requirements and making them more intuitive. Students should be invited to make intentional choices from within a flexible array of options, to sample before selecting a major, and to assess and reflect upon their program of study as an integrated intellectual whole.

Accordingly, the CRC recommended the following distributive requirements: three courses in "Humanistic and Aesthetic Inquiry" (including at least one in critical analysis and one in production); three courses in "Natural Scientific Inquiry" (including at least one with a laboratory or fieldwork component); three courses in "Social Scientific Inquiry"; and one course focusing on "Interdisciplinary Inquiry." Although these requirements resemble the established divisions (Sciences, Social Sciences, Arts & Humanities, Interdisciplinary Programs), it is understood that individual courses will be assigned to categories depending on their content and methodologies, not their location in the department/program structure. In addition, the CRC

recommended that students be required to take one course in which they would engage with questions relating to difference; whether about culture, race, ethnicity, socioeconomic status, gender, religion, or sexual preference, courses designated for this category should teach students *how* to think about complex issues, rather than *what* to think about them.

The CRC proposals leave writing and foreign language requirements largely unchanged. Beginning in 2013-14, exemptions were eliminated for the 1st-year writing requirement (WRIT 5), making it mandatory that all incoming students take both WRIT 5 and a first-year seminar. The CRC recommended eliminating exemptions in foreign languages as well, while tailoring the requirement to the level of each student's prior experience. The desired outcome of these modifications of existing requirements is to make the study of writing and of foreign language part of the overall undergraduate college experience.

In order to foster reflection and integration of distributive requirements, the Committee also recommended the establishment of a "reflective document" requirement. Less extensive than a full-fledged portfolio, this requirement would nevertheless allow each student the opportunity to reflect, in communication with advisors and mentors, about factors that traverse and unify their education.

Depth: the Major

The Committee did not radically revise the depth component of the curriculum, but it did make several recommendations for strengthening existing requirements. In particular, it affirmed the importance of involving undergraduates in research and knowledge production, and accordingly charged the faculty Committee on Instruction with overseeing department/program efforts to strengthen and articulate rationales for the students' culminating (capstone) courses.

- The CRC recommended that Dartmouth commit the resources and develop infrastructure that will enhance the use of technology in the classroom.

- The Committee also addressed the "advising gap" during the crucial sophomore year, between first-year advising and the major, where advising lies within departments and programs. The importance of enhancing advising was affirmed, and several possibilities were considered, including developing and training a core group of faculty charged with (and compensated for) intensive involvement in advising. The "reflective document" requirement, if adopted, will require additional involvement of faculty/advisors during the crucial sophomore year. It was finally decided that a broader discussion is needed before a new model can be recommended.

Finally, with the help of an external consultant, the CRC studied the current weekly class schedule and recommended several changes. It recognized that with the expanding footprint of the campus, there is need for more than the current 10-minute passing time between classes. The committee also considered ways to make better use of prime class time, between 9am and 4pm. The suggestion that "x-hours" be moved to evenings met with considerable resistance from committees and faculty, hence x-hours are retained in the final proposal.[2] A revised class

[2] Every course regularly scheduled by Dartmouth's Registrar has, in addition to its regularly scheduled class times, a scheduled "x-period." This is one period each week reserved for that course in its regularly assigned classroom at a

schedule maintains the variety of class time options and incorporates a 15-minute passing time, while adding a longer (3-hour) class slot and the possibility of evening classes.

Impact of the Quarter System

The Curricular Review Committee did not address questions relating to Dartmouth's quarter system, the "D-Plan." However, while considering modifications to the class schedule, the committee did discover that yearly classroom contact hours did not fall short of those at comparison schools. Indeed, with the use of x-hours, Dartmouth class contact hours currently exceed those in comparison schools, even those using a semester schedule. The proposed class schedule changes, if approved, will open up new possibilities without reducing contact hours.

The quarter system poses particular challenges. As compared to a semester system, the quarter system requires additional energy and planning, both on the part of individual faculty members and by academic and administrative support personnel such as the Library and the Registrar's office. Consequently, a certain fragmentation is felt by students and by faculty.

However, there are important trade-offs. The quarter system offers benefits that are recognized each time the faculty reconsiders its advisability. Greater flexibility in scheduling the configuration of teaching and research terms is important to departments and to individual faculty. Students, moreover, enjoy a broader array of internships and employment opportunities when they have flexibility in scheduling their time away from campus. This flexibility offers the additional advantage of allowing students more options for participation in Dartmouth's signature off-campus and study-abroad opportunities. An off-campus term on a quarter system represents only one-twelfth of a student's undergraduate career, whereas on a semester system, a term away represents one eighth of the overall total. Finally, with Dartmouth's recent calendar shift, the fall quarter ends before Thanksgiving. Proposals and plans are already under development for December "extensions" that would add overseas or special opportunity components to existing and new courses.

Special Emphasis Area #3: Learning Assessment within the Faculty of Arts and Sciences

Rationale

As Dartmouth is a premier institution for teaching and research, sustained inquiry into the depth and extent of student learning—assessment—is a natural activity for faculty. That inquiry, faculty-driven and faculty-owned, is an integral part of the learning and instructional process.

A proposal for how Dartmouth will put in place faculty-invested assessment is detailed below. It calls for recognizing what is currently occurring and building on these initial activities, moving us forward to a systematic institution-wide assessment approach that allows us to identify, via appropriate supporting data, both outstanding teaching and areas for growth.

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time different from the standard hour. Instructors use x-hours in a variety of ways: discussion sections, special tutoring session, or make-up classes.

The proposed plan is based on the following assumptions:

- We understand assessment to go beyond broad measures like "grading" in order to get at specific questions, such as: What are students learning? What patterns are there in the problems they encounter? How do students learn? What do they experience when building new information learned in our courses? How do they make connections between material learned in different courses?

- We already have available several tools and processes that can support different kinds of inquiry (at the classroom, program/department, and institutional levels), such as Banner, Canvas, and the departmental review process.

- Assessment can have some components that are consistent across the institution while providing freedom to design methods of inquiry that are appropriate for disciplines and contexts.

- Students, as key stakeholders in their own learning, can be fruitfully involved in the development of assessment at Dartmouth.

Leadership Team

In fall 2014, Provost Dever, in discussion with the Dean of the Faculty, solicited nominations for a faculty assessment leadership team. In the winter term of 2015, Vice Provost for Academic Initiatives, Denise Anthony, appointed Lisa Baldez, Director for Dartmouth's Center for the Advancement of Learning (DCAL), as the chairperson of this working group.

The team's term will be limited to two years and members will be asked to commit to the full two-year term. In recognition of the time involved, the administration will provide a stipend for the chair and the team members, as has been done in the past with other special committees. The team will: report on a regular schedule to the Provost, with the Dean of the Faculty kept fully informed; meet frequently with student representatives and other stakeholders; and make every effort to be transparent to the Arts and Sciences community.

The leadership team includes:

- Lisa Baldez, Chairperson and Director of DCAL
- Robert L. (Scot) Drysdale, III, Professor of Computer Science (Sciences)
- Andrew Friedland, Professor of Environmental Studies (Interdisciplinary Programs)
- Michele Tine, Assistant Professor Department of Education (Social Sciences)
- Alexandra Halasz, Associate Professor of English (Arts & Humanities)
- Alicia Betsinger, Associate Provost of Institutional Research

The team will utilize resources for an external review of Dartmouth Arts and Sciences assessment practices and exploratory visits to other institutions known for strong practices. It will look at what structural changes are needed that would enable initiatives, innovation, and assessment activities to be sustainable, once pilot efforts are over. It should ultimately recommend where assessment should "sit" at the College, under whose direction, and whether

assessment is best left decentralized or should be directed by a faculty or non-faculty director or office.

Phase One

The team will begin by defining what we need to learn about our students' learning (at the classroom, program/department, and institution-wide levels) and identifying current activities and available resources.

A. Define what we are trying to learn about learning at Dartmouth

The team will do selected reading of essential assessment literature. Then, in consultation with other faculty, the team will identify the kinds of learning we want to study. For example, the following are aspects various faculty have already expressed interest in assessing:

- student learning, short-term and long-term, in a given course, in a major, or in "general education" (Dartmouth's requirements outside the major);
- effectiveness of special initiatives (Gateway courses, Dartmouth X, First-Year Student Enrichment Program, and so on);
- effects of technology in the classroom; and
- influence or results of experiential learning.

The team will organize these different types into manageable, related clusters: 1) course/student assessment, 2) curricular/program assessment, or 3) institutional assessment.

B. Identify existing faculty efforts, identifying their essential aspects and features.

A necessary part of gaining faculty investment in this kind of initiative is to identify and acknowledge what "early adopters" have done and use it as a foundation for new work. This kind of mapping needs to be done comprehensively by the team, as an essential early step. Seeking out existing assessment activities—and learning from the faculty leading them both how the assessments have worked and how they haven't—is a coalition-building exercise. There has been preliminary work within Arts and Sciences related to assessment initiatives in courses, departments/programs, a general education program, and graduate studies. The reader is referred to latter sections of this essay for a more complete examination.

C. Identify existing resources for inquiry into student learning.

Arts and Sciences faculty could assess much of student learning using existing knowledge resources, tools, and opportunities, if these resources were coordinated, made more widely known, and complemented with financial support. Many faculty neither know that these tools exist nor how to access them.

Existing knowledge resources include: faculty already invested in inquiry into learning or questions of testing; faculty whose research or public policy work focuses on education; staff whose expertise is in developing learning outcomes and ways to trace them in student learning. Existing tools include: options in our Canvas Learning Management System: rubric tools, analytics, the not-yet-in-use e-portfolio tool, as well as other technologies like LectureTools and Echo 360.

Current opportunities include the existing department/program external review cycle and existing curricular components such as the Capstone experience.

Phase Two

The team's key role will be to articulate a five-year strategy for broadly engaging Arts and Sciences in sustained inquiry into student learning, in three key distinct areas:

- the major: courses, curriculum, departments/programs;
- general education (i.e. Pre-major): distributives, writing requirement, and language requirement at the course, curriculum, and institution levels; and
- graduate programs: courses, curriculum, programs.

The team will outline the steps required, provide a timeline, and identify necessary resources (both currently available and new resources that must be acquired). Moreover, they will propose the most effective form of leadership or institutional structure for implementation of the strategies.

Finally, the team will consult broadly, learn from co-curricular initiatives, collaborate with faculty and student stakeholders, and look at what structural changes are needed to enable initiatives, innovation, and assessment activities to be sustainable.

Reflective Essay

Description

As described above, Dartmouth has been engaged in various efforts to understand and measure student learning since our 2010 NEASC self-study. While many of these efforts are sustained and utilize both direct and indirect measures of student learning, much work remains. While this interim report will highlight "pockets" of innovation in teaching, learning, and evaluation, we anticipate a more comprehensive approach will be well underway by our next decennial review in 2019.

The remaining portion of the essay will be dedicated to various efforts taking place across Dartmouth at the College, school, department, and course/student levels.

College-Wide Inquiry

The Gateway Initiative

As discussed in Standard 4: The Academic Program, Dartmouth has embarked on three Digital Learning Initiatives (DLI) which are coordinated by the Dartmouth Center for the Advancement of Learning, in close collaboration with Information Technology Services (ITS), the Library, the Office of Institutional Research (OIR), and the professional schools and academic departments at the College.

The Gateway Initiative is highlighted since its assessment efforts are the most developed to-date. As a reminder, the Gateway Initiative was designed as a 3-year initiative in which 12 total large-format courses would be "flipped."

In summer 2014, a cross-department evaluation team was formed with members from DCAL, Institutional Research, and Educational Technology.

One of the first tasks was to formalize the goals of the Gateway Initiative.

1. Make large courses feel more like small classes
2. Introduce more active learning in the classroom
3. Improve student engagement
4. Better define student learning outcomes
5. Diffuse successful methodology to the department, other faculty and other courses/departments
6. Address other individual faculty and/or departmental goals (e.g., fewer withdrawals, more students enrolling in the major, etc.)

Given the short turnaround time for the team and a general lack of dedicated time and experience – the first Gateway course was beginning in the fall term - the decision was made to treat this first year as a pilot. This decision is allowing DCAL more time to fully explore building capacity to conduct such evaluation efforts by partnering with The Center for Program Design and Evaluation (CPDE) at Dartmouth (http://geiselmed.dartmouth.edu/cpde/).

Other than student course evaluations, the Teaching Practices Inventory is the only instrument currently being used to collect data on all the Gateway courses. The Teaching Practices Inventory (TPI) was created to characterize teaching practices in science and math courses and has been tested with several hundred university instructors.[3] Even though it was developed specifically for STEM courses, the underlying focus on active and collaborative learning techniques is applicable across diverse disciplines.

The Gateway Initiative evaluation team modified the TPI and scoring rubric for Dartmouth's use. The instrument is administered before the course begins (pre-test) and then once final grades have been submitted (post-test). During fall 2014, the evaluation team decided to modify the Dartmouth version of the inventory for use with students. The primary differences between the Dartmouth Faculty TPI and student version are wording changes so the items read properly from the student's perspective, as well as the omission of certain items and sections unrelated to the pilot evaluation efforts.

In ideal situations, the evaluation plan would have been in place before the initiative was implemented and the team is working diligently to complete it as soon as possible. Next steps are detailed below:

- Revise and arrive at consensus on key items/events/conditions on the logic model—does this conceptual model meet the team's needs?
- Determine priorities for levels of evaluation: Institutional/Initiative, program/course, faculty, and student. Is the goal to evaluate program effectiveness as whole? Is there interest in evaluating how the Gateway Initiative is designed, communicated, marketed, supported, etc.?

[3] Wieman, C. & Gilbert, S. (2014). The teaching practices inventory: A new tool for characterizing college and university teaching in mathematics and science. CBE-Life Sciences Education 13, pp 552-569.

- Develop evaluation questions and determine measurable outcomes. Tentative questions and outcomes have been drafted but likely need more work.
- Develop an evaluation design. Besides the TPI and course evaluations, what other data-collection activities (particularly qualitative) are needed to answer the evaluation questions - interviews? focus groups? other instruments? Analysis of data already in the system?
- Ensure resources, time and expertise are in place to implement the design.
- Assign roles and responsibilities, so that all players know who is doing what (leadership, communications, record-keeping, data-collection, analysis, interpretation and reporting, etc.).
- Decide on levels of dissemination and support for those engaged in writing/reporting. This initiative has already provided opportunities for collaboration across many areas. Individuals from all stakeholder groups may want to engage in writing and sharing effective practices in instructional design, teaching, assessment, student learning, and evaluation. How will the college support this scholarship? How will what is learned be disseminated to the wider community?

SCHOOL LEVEL INQUIRY

Faculty of Arts and Sciences

General Education: First-year writing

From 2009-2015, the Institute for Writing and Rhetoric has explored student learning in several meaningful ways. Each approach has been discussed with faculty in order to determine how to modify or refine goals, teaching approaches, and ideal outcomes. Two of the Institute Assessment Projects, both funded by the Davis Educational Foundation, include:

The Davis Study of First-Year Writing

The purpose of the Davis Study of First-Year Writing is to ascertain change in student writing over time, across disciplines, and across course types, via analysis of student writing samples for evidence of course outcomes. The Institute collected a stratified random sample of first year students' first and last essays across four types of first-year experience: 1) First-year Seminar (FYS)-only; 2) Writing 2-3 and FYS; 3) Fall Writing 5 to Winter FYS; 4) Winter Writing 5 to Spring FYS, for three academic years. A set of 50 students from each group was studied, for a total of about 700 essays a year. Faculty scored these essays, compared results across types of experience, and analyzed 25 case studies of individual students across courses. The preliminary results of this work have indicated some striking patterns. For example, our students are predictable in their use of two key organizational patterns in most of their first-year writing, linked to two different kinds of reading material (literary and non-literary); tend to use interpretive evidence and evidence from texts more than anything else and rarely use quantitative data; almost always introduce a guiding claim in the first paragraph or two; and rarely make grammatical mistakes but often struggle with unwieldy sentences. Most interesting of all, many students experience a regression between their first and second required writing courses, slipping

back into less sophisticated strategies at the start of the second course before building back up. These kinds of results have informed faculty discussions and faculty development sessions, targeting specific issues raised in the study and revising course approaches as a result.

The Portfolio Project

The Portfolio Project is designed to identify, via both student self-report and student work, the degree to which students are: consciously experiencing coherence in their first-year writing courses, successfully adapting knowledge from one context into the next, and developing metacognitive writing knowledge. Up to 70 students opt to participate annually. They turn in all work from their first-year writing courses, identify their best work, complete a self-reflection at the end of each course, and meet with the faculty member of their FYS at the start of the second term to share the essay they tagged as their best work. The Institute has studied the students' self-reflections and their writing, and has identified several intriguing patterns that can guide curriculum planning. For example, students identify "good writing" in two different ways, linked either to personal effort and growth or to excellent features in the writing; students' affect with respect to writing affects their ability to adapt writing knowledge from one course to the next; the students who see their writing courses as connected are much more successful in re-using and adapting their writing knowledge. The plan is to move to full portfolio implementation for all first-year students by 2015-16. The full portfolio approach will allow systematic full-scale annual assessment.

The Institute has also engaged in three years of student surveys about their experiences in writing in their first year across all courses (National Survey of Student Engagement). The survey was administered at the end of each academic year and garnered a 50% response rate. The survey results have suggested that our students do not engage as much as we would like in several key writing activities, such as peer review, low-stakes writing assignments, or prewriting (again, across all first-year courses, not just writing courses). On the other hand, they do write much more analysis than narration, an encouraging result. The Institute also participated in the national Citation Project (research designed to ascertain students' existing strategies in source use and citation via systematic, in-depth analysis, and to compare our students' strategies to those of other institutions).

Advising 360

As described in Standard 4: The Academic Program, the goal of this pilot program has been to test a coordinated advising system serving students through their first six terms at Dartmouth.

To help determine whether the program is effective, the Office of Institutional Research (OIR) is surveying students (Pilot and Standard) at three points.

1) First-Year: Fall term – approximately six weeks into students' first semester
2) First-Year: Spring term – near the end of their first year
3) Sophomore Summer – sophomore year, after major declaration

Three cohorts of incoming students are being surveyed, the Classes of 2016, 2017, and 2018. All surveys are being administered online via Qualtrics survey software.

The table below details the term/year in which surveys have been/will be administered.

	FIRST-YEAR: FALL TERM	FIRST-YEAR: SPRING TERM	SOPHOMORE SUMMER
CLASS OF 2016	Fall 2012	Spring 2013	Summer 2014
CLASS OF 2017	Fall 2013	Spring 2014	Summer 2015
CLASS OF 2018	Fall 2014	Spring 2015	Summer 2016

Results of the Pilot

The Class of 2018, the final pilot cohort, was surveyed in the fall of 2014. The Office of Institutional Research created and distributed reports after each survey administration. A trend report on differences between the Pilot (Advising 360) and Standard advising groups was produced in the summer of 2014 and highlights are noted below.

- Pilot advising students communicated with advisors significantly more often than Standard advising students. This trend held between the fall and spring terms.
- Regarding topics discussed with one's faculty advisor, higher percentages of Pilot advising students compared to Standard replied "Yes." Items with the largest spread between Pilot and Standard advising students included:
    - *How to balance my academic and extracurricular commitments.* While 46% of Pilot and 41% of Standard advising students responded "Yes" in the fall, this gap became significant in the spring with 53% of Pilot vs. 31% of Standard advising students responding "Yes."
    - *Referral to other faculty, departments, or administrative resources.* Again, the gap between Pilot vs. Standard in the fall was smaller (40% vs. 36%) and grew markedly in the spring (56% vs. 37%).
    - *My long term goals*. As with the other items, the gap between Pilot vs. Standard in the fall was smaller (49% vs. 44%) but widened to a significant difference in the spring (51% vs. 34%).
- Finally, Pilot advising students were significantly more likely to go to their faculty advisor about academic planning and referrals to other sources in both fall and spring terms. Meanwhile, Standard advising students were significantly more likely to go to their peer residential advisor for these types of questions in both terms and slightly more likely to go to undergraduate deans.

Measuring Undergraduate Success

Dartmouth students graduate at high rates, approximately 95% for each entering undergraduate cohort (see S1 Form). However, an examination of these rates broken out by race/ethnicity, first generation status, and Pell grant recipients shows a troubling downward trend. Six-year graduation rates among American Indian or Alaska Native has steadily declined from a high of 86% for the Class of 2010 to a low of 72% for the most recently completed cohort, the Class of

2012. The same pattern was found among Black and African American students. After a 95% 6-year graduation rate for the Class of 2010, the rate has decreased to 86% for the Class of 2012. Both the First Year Student Enrichment Program (FYSEP) and Dartmouth Peak Performance (DP2) have been enacted to increase support and mentoring for certain target student cohorts. FYSEP, started in 2010, empowers first-generation students through an eight-day pre-Orientation program and ongoing support throughout their first year, including one-to-one mentoring from upperclass students. DP2, started in 2011, is a student-athlete initiative with integration across athletics, academic, and personal-development programs.

Dartmouth's participation in the Consortium on Financing Higher Education (COFHE) suite of surveys allows the College to examine students' progress and satisfaction through their four years (see S2 Forms). Senior satisfaction with undergraduate education remains high with 90% of students indicating positive satisfaction. The results also highlight reported gains in active learning and critical thinking skills with over 80% reporting that Dartmouth helped them acquire new skills and knowledge on their own, think analytically and logically, and evaluate and choose between alternative choices. Finally, more than 90% of Dartmouth seniors were satisfied with the out-of-class availability of faculty (97%), overall quality of instruction (96%), and course availability (92%).

For the last three years, Dartmouth has conducted a Cap and Gown survey to collect data on future plans (see S2 Forms). Results indicate that nearly 50% of our undergraduates pursue employment while approximately 20% further their education after graduation. As our S2 Form data show, between 2010 and 2014, 120 students have received fellowships/scholarship including 41 Fulbright Fellows, Rhodes and Marshall Scholars (7).[4] The most often cited job category of employment includes finance or investment analysts or associates while Teach for America and Dartmouth College are two of the most frequently-cited employers. Data from The National Student Clearinghouse's Student Tracker system confirms that approximately 20% of our graduates pursue further education within one year of graduation. More interestingly, the results also show how this initial percentage steadily increases over time (see S2 Form). Within five years of graduation, over 50% have subsequently enrolled in a graduate or professional program. Aggregate results for the Classes of 2005 through 2013, indicate that the top three institutions in which our graduates enroll include Dartmouth, Harvard, and the University of Pennsylvania. Dartmouth graduates most often receive Master's or Professional degrees in Legal professions or studies, Allied Health, Engineering, and Business and Marketing.

Graduate Studies

GK-12 Fellows

Students involved in the Dartmouth GK-12 Fellows program are learning key communication skills. The GK-12 Project "provides funding and support for Dartmouth graduate students in science, engineering, and mathematics to work with local middle school teachers (grades 6-9) to develop inquiry-based activities designed to increase students' understanding of and interest in science." The 5-year project seeks, among other objectives, to expand the professional

[4] In 2015, three Dartmouth students won Rhodes Scholarships: one member of the class of 2014, and two from the class of 2015.

development of graduate students and to build Dartmouth's capacity to translate research to broad audiences.

Professor Carl Renshaw developed a rubric for the Fellows' speaking and presenting work, which he implements with each student. He then tracks subsequent progress. He has noted, however, that students in the GK-12 program do not appear to be translating what they are learning in their practical experience in middle school classrooms about communicating science to their communication with peers and other audiences.

The Fellows self-assess their understanding of basic pedagogy (how students learn, diversity and student performance, course design, assessment techniques) before and after participating in DCAL's Future Faculty Teaching Series, which includes practice teaching with feedback as a culminating piece before they begin teaching in the middle schools. The Fellows are trained in and practice giving peer feedback during the series on Communicating Your Research to Broad Audiences facilitated by Nancy Serrell and Cindy Tobery, and DCAL Associate Director.

The overall project is assessed through surveys and focus groups or interviews by external evaluators. Funding is from the National Science Foundation.

Professional Schools

Thayer School of Engineering

Thayer School of Engineering offers several post-graduate degrees, including the Bachelor of Engineering (BE). This professional degree program is accredited through ABET, the recognized worldwide leader in accreditation of engineering education. As part of this accreditation process, several student outcomes have been defined that describe what the students are expected to know and be able to do by graduation. These outcomes are:

- apply mathematics, science, engineering science and methods to the analysis of problems;
- synthesize solutions to engineering problems through creative design;
- function effectively in a multidisciplinary professional environment; and
- apply technology as responsible citizens.

A number of instruments have been developed to measure student attainment of these outcomes, such as course evaluations, performance indicators, exit interviews, online surveys, job placement rates, success rates on the examination for state professional certification, and feedback provided by an external advisory group. The data gathered by those various instruments is analyzed, and any element found in need of improvement is then acted upon, resulting in a modification in the program. Validation of the change is obtained by feedback after the next round of measurement. This process insures continuous self-improvement.

Recent examples of this continuous self-improvement process range from improved advising, scheduling courses, adding to course content, and change in instructor allocation to courses.

Tuck School of Business

In 2010, Tuck formed the Assessment of Learning Committee to establish curriculum assessment as an ongoing feature of their educational process. The Committee was motivated by the principle that deep learning occurs over the course of a degree program, not simply within the confines of an individual course. Tuck's assessment of learning is therefore focused on the overall impact of the curriculum on student learning, not just on whether students pass individual courses.

The curriculum assessment involves collecting and synthesizing information on the performance of individual Tuck students, and using that information to improve student learning across the curriculum.

In broad outline, the Committee's assessment process consists of six stages:

- Define curriculum goals: What do we want our students to be?
- Define objectives for each goal: What do we want our students to do?
- Choose methods for observing student performance
- Gather data on student performance
- Evaluate the data
- Use the results to modify the curriculum

There are six overarching curriculum goals:

1) Tuck graduates will be broadly educated business professionals.
2) Tuck graduates will have a global outlook.
3) Tuck graduates will think and behave ethically.
4) Tuck graduates will be capable of leadership.
5) Tuck graduates will be skilled team members.
6) Tuck graduates will be critical thinkers.

In an assessment of integrative learning, faculty set out to discover how Tuck students could apply concepts learned in the Decision Science and Statistics for Managers courses in the context of a Retail Pricing Strategies and Tactics course. One hundred second year MBA students were enrolled in the class and Professor Praveen Kopalle required students to work on a retail pricing group project (1-5 students) during the course. Professor Kopalle read each of the 21 project reports. He categorized each report as either Meeting Professional Standards or Not Meeting Professional Standards. In this case, Meeting Professional Standards indicated that the students correctly applied the statistical principles of regression analysis in estimating price sensitivities or price elasticities, and then using the estimated price coefficients to develop a price optimization problem based on the concepts they learned in the Decision Science class.

According to our standards, all groups correctly applied the statistical estimation procedure of multiple regression analysis and arrived at consumer price sensitivities for different brands of refrigerated orange juice. Furthermore, 20 out of 21 groups correctly applied the optimization model via conducting either a static optimization or a dynamic optimization using the Risk Solver Platform in Excel that is taught in Decision Science.

Geisel School of Medicine

The Geisel School of Medicine at Dartmouth employs a variety of formative and summative assessment methods to assess medical student achievement in the knowledge, skills, behaviors, and attitudes that are defined by the medical school's competency framework. The school's more recent initiatives in assessment are described below:

ExamSoft

Geisel's newest initiative is converting our paper-based exams that use various written question-and-answer formats to assess student learning to a computer-based exam system. ExamSoft gives the school the ability to map exam questions directly to the competencies and course learning objectives, and track student performance in critical content areas, such as pharmacology, pathology, human genetics, ethics, nutrition, etc., areas across courses and across years. ExamSoft gives us an assessment and learning analytic platform to assess learning outcomes at the student and program levels.

Narrative Assessment

Narrative assessment, used in problem-based learning (PBL), small-group conferences, and the required clinical rotations called clerkships, is defined by the instructor's or facilitator's written subjective assessment of a learner's performance or work. In PBL, students are closely observed longitudinally by experienced facilitators who are ultimately responsible for these cumulative assessments from this longitudinal contact. Narrative assessment allows Geisel faculty members to assess students on the competencies that are difficult to assess with traditional multiple-choice exams, such as interpersonal and communication skills, professionalism, and continuous personal learning and improvement. For example, each clerkship uses narrative assessments to evaluate student professional conduct in the patient care setting. Rubrics are developed for many of these narrative assessments, e.g. the first-year On-doctoring course uses rubrics to assess the development of the students' history taking and presentation skills across the first-year of medical school.

Objective Structured Clinical Examination (OSCE)

The OSCE is used in the first, second, and third year of medical school for formative and summative learning assessment. Students move through multiple OSCE stations, performing various clinical tasks at each station. Tasks may include test interpretation, history taking, physical examination, patient education, order writing, or other activities. Most OSCEs rely on standardized patients who are trained to portray a patient with a particular disease or condition, thus affording hands-on testing of students. In addition, faculty observers, short written assignments, and other methods are used to provide a comprehensive assessment of history taking, physical examination, and communication skills.

Peer-to-Peer

The first and second year On-doctoring course includes an assessment method whereby the student's perform a retrospective review of the performance of their fellow learners performing patient interviews with standardized patients and practicing oral presentations. This method provides an opportunity for the students to learn how to give feedback as well.

Measuring Graduate and Professional School Success

Graduate Studies

Time-to-degree data (see Graduate Studies S-Form) indicate that Master's level students, on average, complete their degree in two years while it takes just over five years for PhD students. Closer examination of time-to-degree data by race/ethnicity, across all reported years of data, highlight slight differences for AM degrees – students with two or more races took the longest amount of time to graduate (2.5 years) while Hispanic students took the least (.96 years). Meanwhile, in the MALS program, students with two or more races completed their degree quickest (1.92 years) whereas White (4.46 years) and Black (4.88) students took the longest amount of time to graduate. Race/ethnicity differences among MS and PhD students were relatively small. Over time, approximately 35% of MALS students reported that their future plans included additional education while increasing percentages were employed within industry (18% in AY 08-09 vs, 33% in AY 13-14). For PhD students, over half have participated in a Postdoc and/or additional education (average=55%) while, on average, 12% were employed in academia and 18% in industry.

Job Placement Rates

The Thayer School of Engineering's job placement rates for students in the BE, MEM, MS, and PhD programs, four months after graduation, have been between 90% and 100% (see Professional Schools S-Form). Overall, BE students have a 95% job placement rate over the last three years while their pass rates average 99% during the same timeframe. The Geisel School of Medicine's licensure pass rates were 98% between May 2011 and December 2013. While 100% of the MBA students in the Tuck School of Business graduate, nearly the same percentage (98%) are offered a job within three months of graduation.

DEPARTMENTAL LEVEL INQUIRY

Astronomy, Linguistics/Cognitive Science, Government, and Neuroscience Majors

Over the two-year period 2010-2012, four Dartmouth departments/programs developed outcomes for their majors, supported by a Teagle Foundation grant. These departments and programs saw changes in syllabus construction, use of rubrics, and curriculum sequencing and design, as a result of the work.

- Astronomy collectively developed a set of learning outcomes for the major and mapped the curriculum to identify where various outcomes are addressed. They note that the work among faculty, in particular in various informal conversations, was one of the most productive aspects of the initiative.
- The Linguistics and Cognitive Science program collectively developed a set of learning outcomes for each major and identified gaps in standard assessment of student learning. Faculty noted that the process of learning about learning outcomes and analyzing how students are currently assessed was revelatory. The process has led to a re-evaluation of the Linguistics "culminating experience," active thinking about the curriculum, and a clearer sense of the problems with the Cognitive Science curriculum.

- Government, in conjunction with DCAL and the Office of Institutional Research, carried out a detailed content analysis of Government Department syllabi, doing analyses within each of the four Government subfields. The analysis included how assignments, assessments, and outcomes were articulated in syllabi, how evaluation appeared, what criteria were in use, and so forth. This process jumpstarted a detailed conversation about outcomes. As a result, the syllabi and structure of assignments have changed, and rubrics have been adopted by some faculty.
- Neuroscience collectively developed contemporary learning outcomes for the major, mapped them to the curriculum based on course syllabi, and identified shortcomings based on the mapping project. They also collected survey data from alumni and current majors and did a comparison to peer programs to identify additional shortcoming or criticisms of the current curriculum. The process led to recommended actions to consider and examples of revised curricula to address the identified shortcomings.

Classics: Critical Thinking and Communication

The Classics Department has identified critical thinking and communication abilities as essential to their majors. The faculty wish to ensure students are graduating with these abilities, and want students to be able to report their abilities to future employers and graduate programs using a national measure. The department has experimented with standardized tests for these abilities. By and large, faculty were dissatisfied with the results: most students scored extremely well, suggesting the test is not appropriate for their students' level of ability. They are reconsidering standardized testing and are considering the American Association of Colleges and Universities "VALUE" rubrics for measuring these abilities.

Women's and Gender Studies, Geography, German Studies, and Biology: Writing in the Majors

The Institute for Writing and Rhetoric collaborates with interested departments or programs in identifying their current strengths and needs, if any, in discipline-specific writing and speaking outcomes assessment and curriculum revision. For one term, a small team of two program members, two students from the program, and one or two Institute faculty works together to gather relevant information in the department. The Institute offers an array of choices about what to gather and how to do so, tailored to departmental interests. To date, Women's and Gender Studies, Biology, German Studies, and Geography have participated. These interactions are internally funded by the Institute. Each program identified writing and speaking outcomes and explored these outcomes via syllabus analysis, student focus groups, or a detailed student survey. Each program has redesigned or is currently redesigning part of its curriculum to address some of the needs identified. For example, Geography involved two students in developing, implementing, and analyzing a survey for Geography majors, identifying key experiences and problems they encounter in their writing for the major. The results have been circulated among faculty, engendering a review of syllabi and informal faculty discussions. New faculty and postdoctoral fellows are more specifically initiated into these questions.

STUDENT-AND-COURSE LEVEL INQUIRY

Biology/Chemistry 8 and 9

At the level of studying student learning in a particular course, Professors Jon Kull and Roger Sloboda have focused on learning and student retention in introductory Chemistry and Biology courses. The team identified a problem with student attrition, especially among first-generation students, in the traditional version of Chemistry 5 and Biology 11. Students who indicate an interest, entering Dartmouth, in majoring in the sciences must take a series of required introductory courses, and students were not persisting beyond the initial course requirement in significant numbers. The team introduced a linked co-taught sequence of Biology/Chemistry 8 and 9, replacing the traditional path of Chemistry 5 and Biology 11. The new course sequence was designed to improve student interest and engagement, via an integrated course covering introductory chemistry illustrated with relevant biology in a two-term sequence with an inquiry-based laboratory component. The team tracked student persistence after the traditional path and the new sequence, and noted a significant improvement in retention into the next course in the requirements, Chemistry 6, but not an improvement in retention all the way into selecting a major in the sciences. This inquiry was funded by Howard Hughes Medical Institute in 2010.

Mathematics 3

Professor Scott Pauls has been redesigning his section of Math 3 this summer for his fall 2014 offering, as part of the Gateway Initiative. He's written clear learning objectives that outline the course, and, in collaboration with Educational Technology, has aligned the outcomes with the assessment and activities. The redesign incorporates student-centered activities like in-class problem solving. When the course is implemented, Professor Pauls will be evaluate it on many levels, from student attitudes on “math,” to analytics coming from student interactions with Khan Academy and data from the Outcomes Tool/Learning Mastery Gradebook in Canvas.

Biology 11 Pre- and Post-test

Prior to fall Term 2013, Biology 11 was a required course for enrollment in Biology 12 (Cell Biology), Biology 13 (Genetics) and Biology 15 (Evolution). Beginning in fall 2013, the department made Biology 11 optional. The faculty then implemented a placement/advisory test to help students determine which Biology course may be the most appropriate starting point.

The Biology placement/advisory test is a 30-question multiple-choice test compiled from various vetted—and published—biology concept inventory tests. The result of the placement/advisory test is not binding; the score on the placement test is one of several factors students consider in choosing their first Biology course. More than 400 students have taken the placement/advisory test since spring 2013. Professor Thomas P. Jack taught Biology 11 in winter 2014 to 21 students and asked all students to take the placement test (if they hadn't yet taken it) during the first few days of the term. He had them retake the same test as part of the final exam period. The median score results indicated that 14 students improved their scores, two stayed the same, and none received a lower score on the post-test. (Five students did not complete either the pre- or the post-test.) Professor Jack is continuing to implement this pre- and post-test process with new sections of Biology 11. This is the first time instructors in the Biology Department have been able to demonstrate, using a non-instructor-generated instrument, that the students are actually

grasping the material. Since last winter's results were positive (i.e. the students did seem to demonstrate increased knowledge of important concepts at the end of the course), faculty report no plans to make major changes in the course. If the results had shown little or no improvement, however, the data would have compelled them to revisit the curriculum.[5]

Appraisal and Projection

Dartmouth's commitment to teaching and learning continues to be at the forefront of all campus discussions. This essay clearly demonstrates that Dartmouth is building a culture of evidence given the various positions, taskforces, and initiatives being put into place.

By the next comprehensive evaluation, we anticipate that Arts and Sciences will be firmly in the implementation phase of the above-noted faculty assessment efforts aimed at better understanding student learning. We also anticipate using lessons learned from that experience to proactively put into place a similar structure if the decision is made to transition the Office of Graduate Studies into an independent, stand-alone, School of Graduate Studies.

It is also projected that by the next self-study, the Office of Institutional Research will be implementing many of the recommendations put forward by the National Institute for Learning Outcomes Assessment (NILOA) both academically and administratively[6]. As noted by Blaich and Wise (2011):

> General reports about outcome changes or student experiences that are not embedded into an ongoing campus conversation about student learning are just quickly filed away and forgotten, sometimes without even being read. Implicitly, we are relying on people's curiosity as the mechanism to generate discussion and, ultimately, action about data… To be successful, institutions must stop thinking about assessment as a process that begins with data gathering and ends with a report. (pg. 12)

INSTITUTIONAL PLANS

At the last comprehensive evaluation, Dartmouth was in a similar position—newly-appointed President and senior leadership team—and we are once again poised to effectively tackle our most pressing institutional issues.

In fall 2013, President Hanlon shared an academic vision for Dartmouth where the institution's impact on the world is extended through interdisciplinary faculty teams who collaborate at the leading edge of discovery and where students are given uncommon access to new ideas around the globe through course work and research opportunities.

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[5] Professor Jack also redesigned Biology 11 in winter Term 2014, using a backwards design process, which meant articulating measurable learning outcomes for his course and aligning those outcomes with assessment (formative and summative) and the student-centered learning activities. He did an informal evaluation of his course as part of the redesign, in collaboration with Educational Technology. A peer-reviewed and juried article on this work can be found at: demiccommons.org/2014/07/24/the-professor-and-the-instructional-designer-a-course-design-journey.

[6] Blaich, C. F., & Wise, K. S. (2011, January). ***From gathering to using assessment results: Lessons from the Wabash National Study*** (NILOA Occasional Paper No.8). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment.

He outlined five tactics to advance Dartmouth's strategy to enhance its expertise in teaching while simultaneously enhancing faculty scholarship and increasing our global footprint.

1. Emphasize Experiential Learning

Experiential, or action-based learning, offers students the chance to develop the skills they need to operate effectively through active, rather than passive, learning. Dartmouth already offers hundreds such learning opportunities for students and will offer even more in the years to come.

Thayer School Expansion

The demand for an engineering education is reaching unprecedented levels and Dartmouth is positioning itself to respond. By expanding the engineering faculty we can enhance the liberal arts education for all Dartmouth students. Specifically, more faculty allows for a reduction in the student-faculty ratio, an increase in project and research opportunities for students, and the development of new courses to challenge our students at all levels of the curriculum.

Innovation and New Venture Incubator Center

The new center is designed to provide flexible work space and an environment where students have access to the resources, connections, experiences, and capital to put ideas into action and start business ventures and social entrepreneurial initiatives. The center is student-designed and managed. Guidance and oversight is provided by the recently established Office of Entrepreneurship and Technology Transfer (OETT), which is led by two experienced technology entrepreneurs.

2. Lead in the Use of Learning Technologies

The Digital Learning Initiatives, as noted extensively throughout this report, are efforts to further integrate a premier liberal arts education with new learning technology. The reader is referred to Standard 4: The Academic Program as well as the reflective essay for further details.

3. Grow the Faculty in Clusters

Dartmouth will expand its faculty by establishing cohorts of scholars focused on new intellectual themes or questions that cut across disciplines, departments, and schools. Through faculty collaboration and targeted hiring, clusters will provide the critical mass and spectrum of expertise necessary to shape and advance the understanding of complex problems, emerging issues, and future societal challenges. Faculty hiring will improve the diversity of the faculty and establish cohorts of scholars focused on new intellectual themes or questions that cut across disciplines, departments, and schools. Cluster themes will provide the basis for new courses and curricula as well as new research opportunities. Clusters will draw on existing strengths and emerging areas of discovery to establish points of distinction, invigorating intellectual engagement and enhancing Dartmouth's impact in the world.

4. Increase the Flow of Young Scholars

Founded in 2014, the Society of Fellows—comprising Faculty Fellows, Postdoctoral Fellows, and Visiting Fellows—aims to foster intellectual and interdisciplinary community, and the integration

of research with teaching excellence. The postdoctoral and visiting fellows will bring new energy and ideas to campus while benefitting from time and mentorship to develop their research and learn the art of teaching from Dartmouth's faculty. More than $30 million will be invested in the program.

5. Add Mechanisms to Stimulate Greater Productivity and Risk-Taking

In 2014, The Office of Provost announced two new seed funding programs to initiate and inspire new scholarship, research, and creativity. Pilot Funds encourage new directions of inquiry intended to support the first steps in exploratory and high-impact projects. Cross-Disciplinary Collaboration Funds are larger awards available to support new initiatives that cross institutional and disciplinary boundaries.

As noted in President Hanlon's March 2015 remarks to the Arts and Sciences faculty, Dartmouth needs to embrace risks, change, innovation, and new ideas and be tolerant of failure. Specifically,

> *"In any field of inquiry, you can either push current methods, current thinking further, do it a little better, or you can take a brand new perspective on things. We need to be an institution which, to some significant extent, really relies on the latter, of taking brand new perspectives on things. The reason is because of our scale. If we just incrementally advance things, we're at a scale where we're not going to make a big mark on the world. To make a big mark on the world, we really need the game-changing ideas."*

This academic vision will be supported in the coming years by Moving Dartmouth Forward efforts, also detailed throughout this interim report. The Moving Dartmouth Forward Plan includes a number of measures, some of which are already under way, to put Dartmouth at the forefront in creating higher expectations of college students while strengthening Dartmouth's longstanding commitment to leadership in teaching and learning.

Finally, Dartmouth College is in the process of laying the groundwork for the institution's next comprehensive campaign, to coincide with Dartmouth's 250th anniversary in 2019.

Most of the campaign preparation since November 2013 has been led by the Senior Vice President for Advancement, Robert W. Lasher '88, and his staff in close consultation with President Hanlon and Provost Dever. Specific activities completed or underway include the following:

- Completion of the advancement leadership team with hiring of vice presidents for both development and principal giving and accelerated hiring for remaining staff vacancies.
- Selection of a campaign consultant.
- Close collaboration with the president, provost and deans to articulate plans for early funding priorities such as the Society of Fellows, the Academic Cluster initiative, the Center for the Advancement of Learning, and financial aid.
- Strategic support for the development of mini-campaigns for the expansions of the Thayer School of Engineering and the Hood Museum as well as investments in athletic competitiveness.
- Active engagement of the Board of Trustees and other key volunteers in developing a preliminary marketing framework for Dartmouth and its key audiences.

The work with the campaign consultant will involve both an organizational assessment (May – September 2015) as well as a feasibility study (October 2015 – March 2016). The organizational assessment will consider staff and volunteer resources, as well as intra-Dartmouth resourcing between the Provost, Faculty of Arts and Sciences, and the professional schools. Meanwhile, the feasibility study will be a process to test the case with potential donors through briefing sessions with leadership, surveying and other means, followed by individual interviews. It is fully expected that active fundraising for Dartmouth's priorities will continue throughout the campaign study period.

Dartmouth

Interim Fifth-Year Report to the
New England Association of Schools and Colleges
Commission on Institutions of Higher Education

APPENDIX

AUGUST 2015

Table of Contents

APPENDIX A: Interim Report Forms

INTERIM REPORT FORMS
GENERAL INFORMATION

Institution Name:	Dartmouth College		
OPE ID:	257300		
		Annual Audit	
Financial Results for Year Ending:		Certified: Yes/No	Qualified/ Unqualified
Most Recent Year	2014	Yes	Unqualified
1 Year Prior	2013	Yes	Unqualified
2 Years Prior	2012	Yes	Qualified
Fiscal Year Ends on:	6/30	(month/day)	
Budget / Plans			
Current Year	2015		
Next Year	2016		
Contact Person:	Alicia M. Betsinger		
Title:	Associate Provost for Institutional Research		
Telephone No:	(603) 646-1287		
E-mail address	Alicia.M.Betsinger@Dartmouth.edu		

Standard 1: Mission and Purposes

Document	URL	Date Approved by the Governing Board
Institutional Mission Statement	http://dartmouth.edu/mission-statement	May 2007
Graduate Arts and Sciences	http://graduate.dartmouth.edu/about/	
Dartmouth Medical School	http://geiselmed.dartmouth.edu/who_we_are/mission/	
Thayer School of Engineering	http://engineering.dartmouth.edu/about/facts/	
Tuck School of Business Mission	http://www.tuck.dartmouth.edu/about/mission-strategy	

Dartmouth College Mission Statement

Dartmouth College educates the most promising students and prepares them for a lifetime of learning and of responsible leadership, through a faculty dedicated to teaching and the creation of knowledge.

Graduate Studies Mission Statement

The Graduate Studies programs are an integral part of Dartmouth's mission, interlocking programs in Arts & Sciences with those related in the Engineering and Medical Schools. In this alliance there are two fundamentally related goals: the education of future leaders and the creation of new knowledge at Dartmouth.

Geisel School of Medicine at Dartmouth Mission Statement

To improve the lives of the communities we serve through excellence in learning, discovery, and healing. To foster an inclusive, diverse community that reflects our world and addresses the most challenging issues in health care.

Thayer School of Engineering Mission Statement

"To prepare the most capable and faithful for the most responsible positions and the most difficult service." — Sylvanus Thayer

Tuck School of Business Mission Statement

Tuck’s mission is to provide the world’s best educational preparation for a career of business leadership and to have a faculty of acknowledged thought leaders who are outstanding teachers.

Standard 2: Planning and Evaluation

PLANS	Year of Completion	Effective Dates	URL
Strategic Plans			
Current Strategic Plan	2013		Current Strategic Plan
Next Strategic Plan			
Other institution-wide plans			
Master plan			Master plan
Academic plan			Academic plan
Financial plan			Financial plan
Technology plan			
Enrollment plan			
Development plan			

(Add rows for additional institution-wide plans, as needed.)

EVALUATION	URL
Academic program review	
Program review schedule (e.g., every 5 years)	Departments are reviewed by the Provost's Office approximately every five years.

Standard 3: Organization and Governance

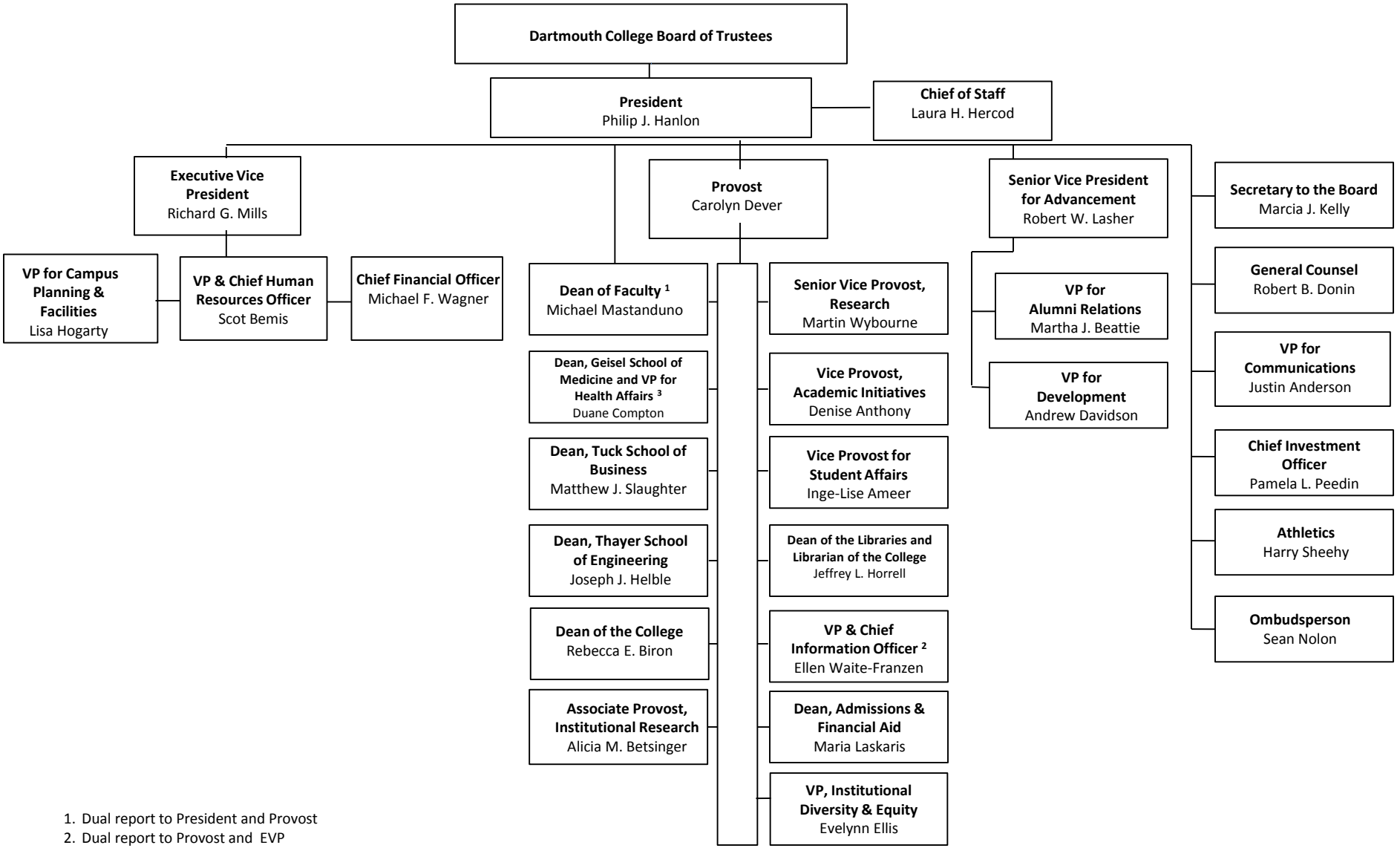
If there is a "related entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the related entity	N/A
URL of documentation of relationship	

Governing Board	**URL**
By-laws	http://www.dartmouth.edu/~trustees/governance/statement.html
Board members' names and affiliations	http://www.dartmouth.edu/~trustees/biographies/

Dartmouth

Senior Administration



1. Dual report to President and Provost
2. Dual report to Provost and EVP
3. Interim appointment

Standard 3: Organization and Governance
(Locations and Modalities)

Campuses, Branches, Locations, and Modalities Currently in Operation (See definitions, below)

(Insert additional rows as appropriate.)

	City	State or Country	Date Initiated	Enrollment*
Main campus	Hanover	NH	1769	6,945
Other principal campuses				
Branch campuses				
Other instructional locations				

Distance Learning, e-learning

	Date Initiated	Enrollment*
First on-line course		
First program 50% or more on-line		
First program 100% on-line		

		Date Initiated	Enrollment*
Distance Learning, other Modality			

		Date Initiated	Enrollment*
Correspondence Education			

		Date Initiated	Enrollment*
Low-Residency Programs			
Program Name			

Definitions

Main campus: primary campus, including the principal office of the chief executive officer.
Other principal campus: a campus away from the main campus that either houses a portion or portions of the institution's academic program (e.g., the medical school) or a permanent location offering 100% of the degree requirements of one or more of the academic programs offered on the main campus and otherwise meets the definition of the branch campus (below).
Branch campus (federal definition): a location of an institution that is geographically apart and independent of the main campus which meets all of the following criteria: a) offers 50% or more of an academic program leading to a degree, certificate, or other recognized credential, or at which a degree may be completed; b) is permanent in nature; c) has its own faculty and administrative or supervisory organization; d) has its own budgetary and hiring authority.
Instructional location: a location away from the main campus where 50% or more of a degree or Title-IV eligible certificate can be completed.
Distance Learning, e-learning: A degree or Title-IV eligible certificate for which 50% or more of the courses can be completed entirely on-line.
Distance Learning, other: A degree or Title IV certificate in which 50% or more of the courses can be completed entirely through a distance learning modality other than e-learning.
Correspondence Education (federal definition): Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education

* Report here the annual unduplicated headcount for the most recently completed year.

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

Fall 2014 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 FTE	0	4,184.0	990.4	0	0	368.0	557.0	6,099.4
Other Campus FTE	0	0	0	0	0	0	0	0
Branches FTE	0	0	0	0	0	0	0	0
Other Locations FTE	0	0	0	0	0	0	0	0
Overseas Locations FTE	0	0	0	0	0	0	0	0
On-Line FTE	0	0	0	0	0	0	0	0
Correspondence FTE	0	0	0	0	0	0	0	0
Low-Residency Programs FTE	0	0	0	0	0	0	0	0
Total FTE	0	4,184.0	990.4	0	0	368.0	557.0	6,099.4
Unduplicated Headcount Total	0	4,184	1,040	0	0	368	557	6,149
Degrees Awarded, Most Recent Year	0	1,116	629	0	0	90	95	1,930

Student Type/ Location & Modality	Student Level	Non-Matriculated Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates
Main Campus FTE	Undergraduate	0	64.1	0
	Graduate	0	38.6	
Other Campus FTE		0	0	0
Branches FTE		0	0	0
Other Locations FTE		0	0	0
Overseas Locations FTE		0	0	0
On-Line FTE		0	0	0
Correspondence FTE		0	0	0
Low-Residency Programs FTE		0	0	0
Total FTE		0	102.8	0
Unduplicated Headcount Total	Undergraduate	0	105	0
	Graduate	0	44	
Certificates Awarded, Most Recent Year		n.a.	n.a.	0

Student Level	Total FTE	Unduplicated Headcount
Undergraduate	4,248.1	4,289
Graduate	1,954.1	2,009
Total	6,202.2	6,298

Notes:
* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.
** Master's Degree Level includes the Thayer School of Engineering Bachelor's of Engineering

Standard 4: The Academic Program

Headcount by UNDERGRADUATE Program Type

For Fall Term, as of Census Date	2011	2012	2013	2014	2015
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
	(FY2012)	(FY2013)	(FY2014)	(FY2015)	(FY2016)
Certificate	0	0	0	0	0
Associate	0	0	0	0	0
Baccalaureate	4,194	4,193	4,276	4,289	4,330
Total Undergraduate	4,194	4,193	4,276	4,289	4,330

Headcount by GRADUATE Program Type

For Fall Term, as of Census Date	2011	2012	2013	2014	2015
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
	(FY2012)	(FY2013)	(FY2014)	(FY2015)	(FY2016)
Master's	918	982	1,004	984	1,027
Doctorate	538	564	574	557	575
First Professional	371	395	367	368	366
Other	123	143	121	100	99
Total Graduate	1,950	2,084	2,066	2,009	2,067

Credit Hours Generated at Undergraduate and Graduate Levels

	AY 2011-2012	AY 2012-2013	AY 2013-2014	AY 2014-2015	AY 2015-2016
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)**
	(FY 2012)	(FY2013)	(FY 2014)	(FY 2015)	(FY 2016)
Undergraduate	38,708	38,949	39,477	12,704	40,198
Graduate	51,890	54,368	53,456	20,810	55,587
Total	90,598	93,317	92,933	33,514	95,785

*"Current Year" refers to the year in which the interim report is submitted to the Commission. FY 2015 values are Fall Term enrollments only (Health Care Delivery Systems Summer enrollment is included as this program only enrolls in Summer for the combined Summer/Fall terms

** FY 2016 values are projections based on FY 2012 to 2014 actuals

** includes professional and medical schools

Student Headcount by Academic Major
(Fall Term, as of Census Date)

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
		3 Years Prior	2 Years Prior	1 Year Prior	Current year	Goal for Next Year
Baccalaureate Division	Major *	(FY 2012)	(FY2013)	(FY 2014)	(FY 2015)	(FY 2016)
Academic Programs	AAAS-African/African Am Studies	11	6	5	4	1
	AMES-Asian/Mid E Studies	17	13	11	8	5
	COLT-Comparative Literature	5	9	5	7	7
	ENVS-Environmental Studies	41	63	54	46	53
	LACS-Latin Am and Caribbean Studies	9	3	2	3	-
	LING-Linguistics & Cognitive Sciences	26	28	32	27	30
	M&SS-Mathematics and Social Sciences	4	5	1	1	-
	NAS-Native American Studies	13	10	9	5	3
	WGST-Women and Gender Studies	11	8	4	5	2
Arts & Humanities	AMEL-Asian/Mideast Lang & Lit	10	11	18	10	14
	ARTH-Art History	19	17	13	7	4
	CLAS-Classics	22	22	21	19	19
	ENGL-English	96	89	93	73	72
	FILM-Film and Media Studies	13	13	14	14	15
	FREN-French and Italian	18	8	13	11	9
	GERM-German Studies	3	5	2	3	3
	MUS-Music	22	17	12	14	9
	PHIL-Philosophy	34	27	18	15	7
	REL-Religion	14	10	9	11	9
	RUSS-Russian	4	1	5	4	5
	SART-Studio Art	35	27	31	15	13
	SPAN-Spanish and Portuguese	29	22	23	23	20
	THEA-Theater	11	7	12	13	14

Student Headcount by Academic Major
(Fall Term, as of Census Date)

Baccalaureate Division	Major *	Fall 2011 3 Years Prior (FY 2012)	Fall 2012 2 Years Prior (FY2013)	Fall 2013 1 Year Prior (FY 2014)	Fall 2014 Current year (FY 2015)	Fall 2015 Goal for Next Year (FY 2016)
Sciences	BIOL-Biology	118	123	129	104	110
	CHEM-Chemistry	31	26	22	21	17
	COSC-Computer Science	35	52	71	84	102
	EARS-Earth Sciences	9	13	14	11	14
	EARV-Environmental Earth Sciences	3	4	4	5	6
	ENGS-Engineering Sciences	159	175	171	171	177
	MATH-Mathematics	65	62	50	43	36
	PHYS-Physics	16	17	12	18	16
Social Sciences	ANTH-Anthropology	48	55	52	34	36
	ECON-Economics	290	300	296	332	335
	GEOG-Geography	55	59	61	40	43
	GOVT-Government	212	199	228	247	255
	HIST-History	149	153	129	117	107
	PSNS-Cognitive Neuroscience	66	90	115	110	135
	PSYC-Psychology and Brain Sciences	111	110	118	104	108
	SOCY-Sociology	39	49	57	48	57
Other / Undeclared	DFAC-Dean of Faculty Office**	-	4	5	2	5
	OTHER-Exchange/Special Student	41	40	46	44	47
	OTHER-High School/Special Communities	48	55	76	61	75
	Undeclared	2,232	2,186	2,213	2,355	2,346
	Total	**4,194**	**4,193**	**4,276**	**4,289**	**4,330**

Note: Includes degree and non degree seeking students. * Based on first major. ** Includes Senior Fellows, Special Interdisciplinary and Special Social Sciences. ***Majors are declared during second year.

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

(Fall Term, as of Census Date)

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal for Next Year
Master's		**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Graduate Arts & Sciences						
Interdisciplinary Academic Programs	COLT-Comparative Literature	5	10	8	8	10
	MALS-MA Liberal Studies	76	73	76	75	75
Humanities	MUS--Music	6	6	6	6	6
Social Sciences	PSYC-Psychology	-	-	-	-	-
Sciences	BIOL-Biology	-	-	-	-	-
	CHEM-Chemistry	2	3	2	2	2
	COSC-Computer Science	27	46	58	60	76
	EARS-Earth Sciences	9	11	5	9	7
	PHYS-Physics	-	-	1	1	2
Basic Sciences	BIOC-Biochemistry	-	1	-	1	1
	GENE-Genetics	-	-	-	-	-
	MICR-Microbiology and Immunology	-	-	1	-	1
	PHAR-Pharmacology/Toxicology	-	-	-	-	-
Health Sciences	TDI-Health Pol & Clinical Practice	33	26	24	18	14
	HCDS-Health Care Delivery Science	47	90	88	93	114
Dartmouth Medical School						
Health Sciences	TDI--Public Health	54	66	67	54	61
	Thayer School of Engineering					
Sciences	ENGS--Engineering Mgmt.	98	94	98	88	88
	ENGS--Engineering Sciences	20	14	11	21	17
	Tuck School of Business *					
Management	TUCK--General Management	541	542	559	548	557
	Total	**918**	**982**	**1,004**	**984**	**1,027**

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

(Fall Term, as of Census Date)

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal for Next Year
Doctorate		**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
	Graduate Arts & Sciences					
Sciences	BIOL--Molecular & Cellular Biology	29	37	33	22	24
	CHEM--Chemistry	38	34	39	44	45
	COSC--Computer Science	35	35	33	36	35
	EARS--Earth Sciences	16	15	16	17	17
	BIOL--Biology	42	48	50	46	50
	MATH--Mathematics	28	29	33	28	31
	PHYS--Physics	49	51	55	58	61
	PEMM--Program in Experimental & Molecular Medicine	54	56	52	48	47
	QBS-Quantitative Biomedical Sciences	-	6	11	14	20
Basic Sciences	BIOC--Biochemistry	28	27	31	36	38
	GENE--Genetics	38	34	37	33	33
	MICR--Microbiology and Immunology	45	48	51	51	54
	PHAR--Pharmacology/Toxicology	4	-	-	-	-
	PHSL--Physiology	5	3	1	1	-
Health Sciences	TDI--Health Pol & Clinical Practice	8	1	2	4	1
Social Sciences	COGN--Cognitive Neuroscience	4	5	7	6	8
	PSYC--Psychology	30	35	33	32	34
	Thayer School of Engineering					
Sciences	ENGS--Engineering Sciences	85	100	90	81	84
	Total	**538**	**564**	**574**	**557**	**575**

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

(Fall Term, as of Census Date)

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal for Next Year
First Professional		**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
	Dartmouth Medical School					
Clinical Sciences	MED--1st Prof--Medicine	371	395	367	368	366
	Total	**371**	**395**	**367**	**368**	**366**
Other						
	Graduate Arts & Sciences					
---	OTHER-GR **	27	26	18	22	18
	OTHER-MD/PHD	3	5	3	-	-
	Thayer School of Engineering					
Sciences	OTHER--BE	48	67	59	56	62
Sciences	OTHER-TH***	6	7	4	1	-
	Tuck School of Business					
Management	OTHER-TU-Exchange Students	38	38	37	21	21
	Dartmouth Medical School					
Clinical Sciences	OTHER-MD/PHD	1	-	-	-	-
	Total	**123**	**143**	**121**	**100**	**99**
	Total Graduate	**1,950**	**2,084**	**2,066**	**2,009**	**2,067**

Notes:
*Includes degree and non-degree seeking students.
** Dissertation students, Psychology Interns, and Special Students.
*** Special students

Standard 5: Faculty

(Rank, Fall Term)

Number of Faculty	3 Years Prior (FY 2012)		2 Years Prior (FY 2013)		1 Year Prior (FY 2014)		Current Year* (FY 2 015)		Next Year Forward (goal) (FY 2016)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Professor	304	56	317	64	325	64	340	55	353	61
Associate	202	20	206	21	208	22	203	22	208	26
Assistant	207	30	208	26	205	29	212	28	213	29
Instructor	92	90	88	97	88	99	82	113	81	118
Other	8	7	13	5	10	9	14	5	16	8
Total	813	203	832	213	836	223	851	223	871	242

(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

	3 Years Prior (FY 2012)		2 Years Prior (FY 2013)		1 Year Prior (FY 2014)		Current Year (FY 2 015)		Next Year Forward (goal) (FY 2016)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty Appointed	41	6	68	9	42	5	62	3	52	4
Number of Faculty in Tenured	402	18	405	20	411	14	419	11	425	10
Number of Faculty Departing	23	2	25	0	16	1	20	0	19	0
Number of Faculty Retiring	7	0	7	0	10	0	8	1	13	0

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

Includes all full-time and part-time teaching faculty with unmodified titles currently on campus, including academic administrators with faculty titles. Unpaid or token-paid faculty or non-teaching faculty with modified titles (e.g. research professor) are excluded. Includes teaching visiting faculty.

Standard 5: Faculty
Arts and Sciences
(Rank, Fall Term)

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
	(FY 2012)		(FY 2013)		(FY 2014)		(FY 2015)		(FY 2016)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty (Instructional)										
Professor	165	25	173	23	180	23	190	18	198	17
Associate	129	5	123	10	123	8	122	6	119	8
Assistant	94	12	93	4	93	3	95	8	95	4
Instructor/Lecturer	62	69	43	74	45	79	45	94	37	99
Other	3	3	7	1	3	2	4	3	4	3
Total	453	114	439	112	444	115	456	129	453	131
Number of Faculty (Research)										
Professor	3	1	2	3	2	4	4	4	4	6
Associate	3	-	4	1	3	1	3	1	3	2
Assistant	1	1	7	3	7	3	2	3	5	4
Instructor/Lecturer	-	-	7	1	5	-	-	-	3	-
Other	-	-	-	-	4	-	7	-	9	-
Total	7	2	20	8	21	8	16	8	24	12
Number of Faculty (Total)										
Professor	168	26	175	26	182	27	194	22	202	23
Associate	132	5	127	11	126	9	125	7	122	10
Assistant	95	13	100	7	100	6	97	11	100	8
Instructor/Lecturer	62	69	50	75	50	79	45	94	40	99
Other	3	3	7	1	7	2	11	3	13	3
Total	460	116	459	120	465	123	472	137	477	143

(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	3 Years Prior		2 Years Prior		1 Year Prior		Current Year		Next Year Forward (goal)	
	(FY 2012)		(FY 2013)		(FY 2014)		(FY 2015)		(FY 2016)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed	17	-	23	1	19	-	26	-	25	-
# of Faculty in Tenured Positions	286	8	288	9	295	6	300	5	305	4
# of Faculty Departing	**9**	**1**	9	-	7	-	16	-	10	-
# of Faculty Retiring	**7**	-	7	-	6	-	6	-	10	-

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

Standard 5: Faculty
Tuck School of Business
(Rank, Fall Term)

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
	(FY 2012)		(FY 2013)		(FY 2014)		(FY 2015)		(FY 2016)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty (Instructional)										
Professor	33	4	36	5	35	3	37	3	38	3
Associate	13	1	12	-	12	-	10	1	10	1
Assistant	8	-	11	1	13	1	15	-	18	1
Instructor/Lecturer	-	2	-	3	2	2	4	2	5	2
Other	-	-	-	-	-	-	-	-	-	-
Total	54	7	59	9	62	6	66	6	71	7
Number of Faculty (Research)										
Professor	-	-	-	-	-	-	-	-	-	-
Associate	-	-	-	-	-	-	-	-	-	-
Assistant	-	-	-	-	-	-	-	-	-	-
Instructor/Lecturer	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	1	-	-	-	1
Total	-	-	-	-	-	1	-	-	-	1
Number of Faculty (Total)										
Professor	33	4	36	5	35	3	37	3	38	3
Associate	13	1	12	-	12	-	10	1	10	1
Assistant	8	-	11	1	13	1	15	-	18	1
Instructor/Lecturer	-	2	-	3	2	2	4	2	5	2
Other	-	-	-	-	-	1	-	-	-	1
Total	54	7	59	9	62	7	66	6	71	8

(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	3 Years Prior		2 Years Prior		1 Year Prior		Current Year		Next Year Forward (goal)	
	(FY 2012)		(FY 2013)		(FY 2014)		(FY 2015)		(FY 2016)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed	2	-	5	3	3	3	5	2	-	1
# of Faculty in Tenured Positions	33	-	34	-	33	-	34	-	34	-
# of Faculty Departing	-	1	3	-	-	1	1	-	1	-
# of Faculty Retiring	-	-	-	-	-	-	1	1	1	-

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

Standard 5: Faculty
Thayer School of Engineering
(Rank, Fall Term)

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
	(FY 2012)		(FY 2013)		(FY 2014)		(FY 2015)		(FY 2016)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty (Instructional)										
Professor	14	3	13	4	14	3	14	4	14	4
Associate	5	2	8	-	10	-	11	-	14	-
Assistant	12	-	9	-	8	-	8	-	6	-
Instructor/Lecturer	-	1	-	1	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total	31	6	30	5	32	3	33	4	34	4
Number of Faculty (Research)										
Professor	4	1	3	3	4	2	2	2	2	3
Associate	2	-	2	-	3	-	3	-	4	-
Assistant	6	1	7	-	5	1	6	-	6	-
Instructor/Lecturer	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total	12	2	12	3	12	3	11	2	12	3
Number of Faculty (Total)										
Professor	18	4	16	7	18	5	16	6	16	7
Associate	7	2	10	-	13	-	14	-	18	-
Assistant	18	1	16	-	13	1	14	-	12	-
Instructor/Lecturer	-	1	-	1	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total	43	8	42	8	44	6	44	6	46	7

(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	3 Years Prior		2 Years Prior		1 Year Prior		Current Year		Next Year Forward (goal)	
	(FY 2012)		(FY 2013)		(FY 2014)		(FY 2015)		(FY 2016)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed	3	-	4	-	4	-	2	-	2	-
# of Faculty in Tenured Positions	18	3	17	2	19	2	19	2	20	2
# of Faculty Departing	1	-	4	-	-	-	1	-	-	-
# of Faculty Retiring	-	-	-	-	2	-	-	-	-	-

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

Standard 5: Faculty
Geisel School of Medicine
(Rank, Fall Term)

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
	(FY 2012)		(FY 2013)		(FY 2014)		(FY 2015)		(FY 2016)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty (Instructional)										
Professor	80	21	87	26	89	28	92	23	97	27
Associate	43	12	49	9	47	12	44	13	46	13
Assistant	64	15	58	12	60	14	66	14	64	14
Instructor/Lecturer	30	18	38	18	36	18	33	17	36	17
Other	5	4	2	3	2	5	1	2	-	3
Total	222	70	234	68	234	77	236	69	243	74
Number of Faculty (Research)										
Professor	5	1	3	-	1	1	1	1	-	1
Associate	7	-	8	1	10	1	10	1	12	2
Assistant	22	1	23	6	19	7	20	3	19	6
Instructor/Lecturer	-	-	-	-	-	-	-	-	-	-
Other	-	-	4	1	1	1	2	-	3	1
Total	34	2	38	8	31	10	33	5	34	10
Number of Faculty (Total)										
Professor	85	22	90	26	90	29	93	24	97	28
Associate	50	12	57	10	57	13	54	14	58	15
Assistant	86	16	81	18	79	21	86	17	83	20
Instructor/Lecturer	30	18	38	18	36	18	33	17	36	17
Other	5	4	6	4	3	6	3	2	3	4
Total	256	72	272	76	265	87	269	74	277	84

(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	3 Years Prior		2 Years Prior		1 Year Prior		Current Year		Next Year Forward (goal)	
	(FY 2012)		(FY 2013)		(FY 2014)		(FY 2015)		(FY 2016)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed	19	6	36	5	16	2	29	1	25	3
# of Faculty in Tenured Positions	65	7	66	9	64	6	66	4	66	4
# of Faculty Departing	13	-	9	-	9	-	2	-	8	-
# of Faculty Retiring	-	-	-	-	2	-	1	-	2	-

*"Current Year" refers to the year in which the interim report is submitted to the Commission. Includes 11 faculty without rank (awaiting re-appointment) who are classified as "Other".

Standard 6: Students
(Admissions, Fall Term)

Credit Seeking Students Only - Including Continuing Education

	2011	2012	2013	2014	2015
	3 Years Prior	**2 Years Prior**	**1 Year Prior**	**Current Year***	**Next Year Forward (goal)**
	(FY2012)	**(FY2013)**	**(FY2014)**	**(FY2015)**	**(FY2016)**
Freshmen - Undergraduate					
Completed Applications	22,385	23,110	22,428	19,296	19,318
Applications Accepted	2,270	2,262	2,337	2,220	2,254
Applicants Enrolled	1,113	1,098	1,117	1,152	1,154
% Accepted of Applied	10.1%	9.8%	10.4%	11.5%	11.7%
% Enrolled of Accepted	49.0%	48.5%	47.8%	51.9%	51.2%
Percent Change Year over Year					
Completed Applications	-	3.2%	-3.0%	-14.0%	0.1%
Applications Accepted	-	-0.4%	3.3%	-5.0%	1.5%
Applicants Enrolled	-	-1.3%	1.7%	3.1%	0.2%
Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)					
SAT Critical Reasoning	716	719	720	721	723
SAT Math	726	728	725	725	725
SAT Writing	728	726	725	729	728
Transfers - Undergraduate					
Completed Applications**	861	799	683	679	600
Applications Accepted	28	30	57	19	34
Applications Enrolled	18	18	27	14	19
% Accepted of Applied	3.3%	3.8%	8.3%	2.8%	5.6%
% Enrolled of Accepted	64.3%	60.0%	47.4%	73.7%	55.2%
Master's Degree (MBA-Business)					
Completed Applications	2,744	2,502	2,680	2,437	2,405
Applications Accepted	492	510	558	538	571
Applications Enrolled	266	281	277	281	287
% Accepted of Applied	17.9%	20.4%	20.8%	22.1%	23.7%
% Enrolled of Accepted	54.1%	55.1%	49.6%	52.2%	50.2%
Master's Degree (MEM--Thayer)					
Completed Applications	321	414	367	386	409
Applications Accepted	114	86	94	87	77
Applications Enrolled	52	48	53	40	41
% Accepted of Applied	35.5%	20.8%	25.6%	22.5%	18.8%
% Enrolled of Accepted	45.6%	55.8%	56.4%	46.0%	52.6%

Standard 6: Students
(Admissions, Fall Term)

Credit Seeking Students Only - Including Continuing Education

	2011	2012	2013	2014	2015
	3 Years Prior (FY2012)	**2 Years Prior (FY2013)**	**1 Year Prior (FY2014)**	**Current Year* (FY2015)**	**Next Year Forward (goal) (FY2016)**
Master's Degree (MS-Graduate Arts & Sciences)					
Completed Applications	196	222	332	404	472
Applications Accepted	110	137	165	165	193
Applications Enrolled	73	79	98	89	102
% Accepted of Applied	56.1%	61.7%	49.7%	40.8%	40.8%
% Enrolled of Accepted	66.4%	57.7%	59.4%	53.9%	52.7%
Master's Degree (AM-Graduate Arts & Sciences)					
Completed Applications	47	58	60	55	62
Applications Accepted	17	21	19	19	20
Applications Enrolled	9	12	11	10	11
% Accepted of Applied	36.2%	36.2%	31.7%	34.5%	32.5%
% Enrolled of Accepted	52.9%	57.1%	57.9%	52.6%	55.0%
Master's Degree (MALS-Graduate Arts & Sciences)					
Completed Applications	84	104	119	104	122
Applications Accepted	71	94	106	73	91
Applications Enrolled	41	55	70	48	63
% Accepted of Applied	84.5%	90.4%	89.1%	70.2%	74.5%
% Enrolled of Accepted	57.7%	58.5%	66.0%	65.8%	69.1%
Master's Degree (MPH-Geisel)					
Completed Applications	163	193	185	313	324
Applications Accepted	101	124	122	170	181
Applications Enrolled	37	51	53	48	56
% Accepted of Applied	62.0%	64.2%	65.9%	54.3%	55.7%
% Enrolled of Accepted	36.6%	41.1%	43.4%	28.2%	31.0%
First Professional Degree - All Programs					
Completed Applications	5,250	5,237	4,949	5,928	5,778
Applications Accepted	301	267	266	271	254
Applications Enrolled	90	87	85	89	87
% Accepted of Applied	5.7%	5.1%	5.4%	4.6%	4.4%
% Enrolled of Accepted	29.9%	32.6%	32.0%	32.8%	34.1%
Doctoral Degree (Thayer)					
Completed Applications	197	253	190	172	169
Applications Accepted	40	43	28	25	19
Applications Enrolled	25	35	19	14	11
% Accepted of Applied	20.3%	17.0%	14.7%	14.5%	11.3%
% Enrolled of Accepted	62.5%	81.4%	67.9%	56.0%	57.9%

Standard 6: Students
(Admissions, Fall Term)

Credit Seeking Students Only - Including Continuing Education

	2011	2012	2013	2014	2015
	3 Years Prior (FY2012)	**2 Years Prior (FY2013)**	**1 Year Prior (FY2014)**	**Current Year* (FY2015)**	**Next Year Forward (goal) (FY2016)**
Masters Degree (Thayer)					
Completed Applications	112	153	131	120	130
Applications Accepted	11	10	6	11	9
Applications Enrolled	9	7	5	10	8
% Accepted of Applied	9.8%	6.5%	4.6%	9.2%	6.6%
% Enrolled of Accepted	81.8%	70.0%	83.3%	90.9%	94.1%
Doctoral Degree (Graduate Arts & Sciences)					
Completed Applications	1,072	1,137	1,121	1,061	1,086
Applications Accepted	213	211	236	212	224
Applications Enrolled	95	98	94	92	92
% Accepted of Applied	19.9%	18.6%	21.1%	20.0%	20.6%
% Enrolled of Accepted	44.6%	46.4%	39.8%	43.4%	40.9%

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

** 2011 data was excluded from the 2015 forecast of the Completed Applications.

Standard 6: Students
(Enrollment, Fall Census Date)

Credit-Seeking Students Only - Including Continuing Education

		Fall 2011 3 Years Prior (FY 2012)	Fall 2012 2 Years Prior (FY 2013)	Fall 2013 1 Year Prior (FY 2014)	Fall 2014 Current Year* (FY 2015)	Fall 2015 Next Year Forward (goal) (FY 2016)
UNDERGRADUATE						
First Year	Full-Time Headcount	1,112	1,098	1,112	1,152	1,152
	Part-Time Headcount	-	-	-	-	-
	Total Headcount	1,112	1,098	1,112	1,152	1,152
	Total FTE	1,112.0	1,098.0	1,112.0	1,152.0	1,152.0
Second Year	Full-Time Headcount	1,111	1,080	1,084	1,090	1,077
	Part-Time Headcount	-	-	-	-	-
	Total Headcount	1,111	1,080	1,084	1,090	1,077
	Total FTE	1,111.0	1,080.0	1,084.0	1,090.0	1,076.5
Third Year	Full-Time Headcount	764	852	814	800	825
	Part-Time Headcount	-	-	-	-	-
	Total Headcount	764	852	814	800	825
	Total FTE	764.0	852.0	814.0	800.0	825.0
Fourth Year	Full-Time Headcount	1,039	1,001	1,067	1,045	1,059
	Part-Time Headcount	-	-	-	-	-
	Total Headcount	1,039	1,001	1,067	1,045	1,059
	Total FTE	1,039.0	1,001.0	1,067.0	1,045.0	1,059.0
Unclassified**	Full-Time Headcount	121	108	123	141	142
	Part-Time Headcount	47	54	76	61	76
	Total Headcount	168	162	199	202	218
	Total FTE	136.5	125.8	148.1	161.1	166.9
Total Undergraduate Students						
	Full-Time Headcount	4,147	4,139	4,200	4,228	4,255
	Part-Time Headcount	47	54	76	61	76
	Total Headcount	4,194	4,193	4,276	4,289	4,330
	Total FTE	4,162.5	4,156.8	4,225.1	4,248.1	4,279.4
% Change FTE Undergraduate		na	-0.1%	1.6%	0.5%	0.7%

Standard 6: Students
(Enrollment, Fall Census Date)

Credit-Seeking Students Only - Including Continuing Education

GRADUATE

Graduate Arts and Sciences

	Fall 2011 3 Years Prior (FY 2012)	Fall 2012 2 Years Prior (FY 2013)	Fall 2013 1 Year Prior (FY 2014)	Fall 2014 Current Year* (FY 2015)	Fall 2015 Next Year Forward (goal) (FY 2016)
Full-Time Headcount	621	701	727	719	772
Part-Time Headcount	67	60	47	52	42
Total Headcount	688	761	774	771	814
Total FTE	643.1	720.8	742.5	736.2	785.9
% Change FTE Graduate	N/A	12.1%	3.0%	-0.9%	6.8%

Dartmouth Medical School*

Full-Time Headcount	401	436	406	398	401
Part-Time Headcount	25	25	28	24	26
Total Headcount	426	461	434	422	426
Total FTE	409.3	444.3	415.2	405.9	408.9
% Change FTE Graduate	N/A	8.6%	-6.5%	-2.2%	0.7%

Thayer School of Engineering

Full-Time Headcount	251	274	256	241	244
Part-Time Headcount	6	8	6	6	6
Total Headcount	257	282	262	247	250
Total FTE	253.0	276.6	258.0	243.0	245.5
% Change FTE Graduate	N/A	9.4%	-6.7%	-5.8%	1.0%

Tuck School of Business

Full-Time Headcount	579	580	596	569	578
Part-Time Headcount	N/A	N/A	N/A	N/A	N/A
Total Headcount	579	580	596	569	578
Total FTE	579.0	580.0	596.0	569.0	577.5
% Change FTE Graduate	N/A	0.2%	2.8%	-4.5%	1.5%

GRAND TOTAL

Grand Total Headcount	6,144	6,277	6,342	6,298	6,397
Grand Total FTE	6,046.9	6,178.5	6,236.8	6,202.2	6,297.2
% Change Grand Total FTE	N/A	2.2%	0.9%	-0.6%	1.5%

*Includes students in the Masters of Public Health (MPH) program. MPH degree is awarded by the Medical School.

** Includes 5th year and beyond degree seeking students, as well as all non-degree seeking undergraduate students

Standard 6: Students
(Financial Aid, Debt, and Developmental Courses)
Undergraduate

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

http://www.dartmouth.edu/apply/financialaid/

	2011-12	2012-13	2013-14	2014-15	2015-16
	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget*	Next Year Forward (goal)
	(FY 2012)	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)
Student Financial Aid					
Total Federal Aid	$ 13,219,460	$ 12,361,321	$ 12,424,759	$ 12,783,898	$ 12,386,547
Grants	$ 4,693,272	$ 4,302,931	$ 3,743,890	$ 4,284,253	$ 3,809,562
Loans	$ 5,849,418	$ 5,528,137	$ 5,942,568	$ 5,741,644	$ 5,788,219
Work Study	$ 2,676,770	$ 2,530,253	$ 2,738,301	$ 2,758,001	$ 2,788,766
Total State Aid	$ 22,966	$ 23,007	$ 23,294	$ 6,300	$ 6,464
Total Institutional Aid	$ 74,128,788	$ 78,095,285	$ 79,916,607	$ 82,815,371	$ 85,709,281
Grants	$ 71,993,301	$ 75,536,656	$ 77,303,681	$ 80,001,661	$ 82,656,851
Loans	$ 2,135,487	$ 2,558,629	$ 2,612,926	$ 2,813,710	$ 3,052,430
Total Private Aid	$ 5,388,105	$ 5,401,385	$ 5,463,514	$ 4,399,164	$ 4,436,868
Grants	$ 3,597,783	$ 3,598,749	$ 3,386,715	$ 3,100,543	$ 2,995,009
Loans	$ 1,790,322	$ 1,802,636	$ 2,076,799	$ 1,298,621	$ 1,441,860
Student Debt					
Percent of students graduating with debt**					
Undergraduates	46%	56%	46%	49%	49%
Graduates					
For students with debt:					
Average amount of debt for students leaving the institution with a degree***					
Undergraduates	$ 17,836	$ 15,581	$ 17,118	$ 16,126	$ 15,767
Graduates					
Average amount of debt for students leaving the institution without a degree					
Undergraduates					
Graduate Students					
Percent of First-year students in Developmental Courses**					
English as a Second/Other Language	N/A				
English (reading, writing,					
Math					
Other					

Three-year Cohort Default Rate	(FY 2009)	(FY 2010)	(FY 2011)
Most recent three years (%)	1%	2.40%	1.40%
# of borrowers for basis of rate	691	748	763

*"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

** All students who graduated should be included in this calculation. Current Budget year value is a forecast estimate.

*** Current Budget year value is a forecast estimate.

****Courses for which no credit toward a degree is granted.

Standard 6: Students
(Financial Aid, Debt, and Developmental Courses)
Graduate Arts & Sciences and Thayer School of Engineering

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

Graduate Arts & Sciences
Thayer

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget*[1]	Next Year Forward (goal)
	(FY 2012)	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)
Student Financial Support					
Graduate Arts & Sciences					
Stipends	$ 11,122,703	$ 11,975,330	$ 13,035,252	$ 13,956,977	$ 14,913,251
Scholarships*	$ 28,639,524	$ 31,742,503	$ 33,865,323	$ 36,641,582	$ 39,254,482
Loans	$ 2,931,935	$ 3,567,397	$ 4,265,354	$ 4,921,648	$ 5,588,357
Health Insurance	$ 638,474	$ 813,947	$ 897,781	$ 1,042,708	$ 1,172,361
Thayer School of Engineering					
Stipends	$ 2,304,098	$ 2,333,294	$ 2,298,372	$ 2,306,195	$ 2,303,332
Scholarships	$ 7,007,696	$ 7,577,410	$ 7,434,053	$ 7,766,077	$ 7,979,255
Loans	$ 533,920	$ 503,153	$ 554,641	$ 551,292	$ 561,653
Health Insurance	$194,483	$197,116	$188,790	$187,770	$184,924

Student Debt

Percent of students graduating with debt

For students with debt:	N/A
Average amount of debt for students with debt	N/A

*Includes tuition remission for PhD students.

[1] Current Budget values are projections based on prior three year's data.

Standard 6: Students (Financial Aid, Debt, and Developmental Courses)
Tuck School of Business

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

http://www.tuck.dartmouth.edu/admissions/aid/index.html

Fiscal year ends month & day(6/30)	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget	Next Year Forward (goal)
Student Debt (for Graduating Class)	**(FY 2012)**	**(FY 2013)**	**(FY 2014)**	**(FY 2015)**	**(FY 2016)**
Percent of students graduating with debt	72%	66%	64%	59%	54%
Average amount of debt for students with debt	$ 94,512	$ 96,170	$ 105,126	$ 107,622	$ 109,774

Standard 6: Students (Financial Aid, Debt, and Developmental Courses)
Geisel School of Medicine

Where does the institution describe the students it seeks to serv

http://geiselmed.dartmouth.edu/admin/fin_aid/

Fiscal year ends month & day(6/30)	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget	Next Year Forward (goal)*
Student Debt (for Graduating Class)	**(FY 2012)**	**(FY 2013)**	**(FY 2014)**	**(FY 2015)**	**(FY 2016)**
Percent of students graduating with debt	81%	92%	91%	90%	89%
Average amount of debt for students with debt	$ 133,416	$ 142,047	$ 143,496	$ 143,500	$ 144,467

* FY 2016 estimates are based on FY 2013-2015 data.

Standard 9: Financial Resources
Statement of Financial Position/Statement of Net Assets (in thousands)

FISCAL YEAR ENDS June 30	2 Years Prior (FY 2012)	1 Year Prior (FY2013	Most Recent Year	Percent change	
				2 yrs-1 yr prior	1 yr-most recent
ASSETS					
CASH AND SHORT TERM INVESTMENTS	$306,241	$240,195	$200,750	-21.6%	-16.4%
CASH HELD BY STATE TREASURER				-	-
DEPOSITS HELD BY STATE TREASURER				-	-
ACCOUNTS RECEIVABLE, NET	$132,041	$95,357	$86,100	-27.8%	-9.7%
CONTRIBUTIONS RECEIVABLE, NET	$142,776	$94,711	$97,258	-33.7%	2.7%
INVENTORY AND PREPAID EXPENSES	$15,360	$15,200	$18,131	-1.0%	19.3%
LONG-TERM INVESTMENTS	$4,375,764	$4,724,245	$5,547,788	8.0%	17.4%
LOANS TO STUDENTS	$74,966	$68,449	$62,436	-8.7%	-8.8%
FUNDS HELD UNDER BOND AGREEMENT	$151	$0	$0	-100.0%	-
PROPERTY, PLANT AND EQUIPMENT, NET	$927,694	$944,327	$955,531	1.8%	1.2%
OTHER ASSETS				-	-
TOTAL ASSETS	**$5,974,993**	**$6,182,484**	**$6,967,994**	3.5%	12.7%
LIABILITIES					
ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	$203,004	$144,490	$130,245	-28.8%	-9.9%
DEFERRED REVENUE & REFUNDABLE ADVANCE	$38,121	$41,147	$40,741	7.9%	-1.0%
DUE TO STATE	$0	$0	$0	-	-
DUE TO AFFILIATES	$0	$0	$0	-	-
ANNUITY AND LIFE INCOME OBLIGATIONS	$41,705	$41,504	$51,876	-0.5%	25.0%
AMOUNTS HELD ON BEHALF OF OTHERS	$4,489	$7,642	$11,493	70.2%	50.4%
LONG TERM DEBT	$1,128,875	$1,126,787	$1,113,333	-0.2%	-1.2%
REFUNDABLE GOVERNMENT ADVANCES	$20,192	$20,332	$20,443	0.7%	0.5%
OTHER LONG-TERM LIABILITIES	$521,057	$388,892	$507,913	-25.4%	30.6%
TOTAL LIABILITIES	**$1,957,443**	**$1,770,794**	**$1,876,044**	-9.5%	5.9%
NET ASSETS					
UNRESTRICTED NET ASSETS					
INSTITUTIONAL	**$1,006,070**	**$1,258,727**	**$1,349,963**	25.1%	7.2%
FOUNDATION	**$0**	**$0**	**$0**	-	-
TOTAL	**$1,006,070**	**$1,258,727**	**$1,349,963**	25.1%	7.2%
TEMPORARILY RESTRICTED NET ASSETS					
INSTITUTIONAL	**$1,991,249**	**$2,101,508**	**$2,561,992**	5.5%	21.9%
FOUNDATION	**$0**	**$0**	**$0**	-	-
TOTAL	**$1,991,249**	**$2,101,508**	**$2,561,992**	5.5%	21.9%
PERMANENTLY RESTRICTED NET ASSETS					
INSTITUTIONAL	**$1,020,231**	**$1,051,455**	**$1,179,995**	3.1%	12.2%
FOUNDATION	**$0**	**$0**	**$0**	-	-
TOTAL	**$1,020,231**	**$1,051,455**	**$1,179,995**	3.1%	12.2%
TOTAL NET ASSETS	**$4,017,550**	**$4,411,690**	**$5,091,950**	9.8%	15.4%
TOTAL LIABILITIES AND NET ASSETS	**$5,974,993**	**$6,182,484**	**$6,967,994**	3.5%	12.7%

Standard 9: Financial Resources
Statement of Revenues and Expenses (in thousands)

FISCAL YEAR ENDS June 30	3 Years Prior (FY2012)	2 Years Prior (FY2013)	Most Recently Completed Year (FY 2014)	Current Budget* (FY 2015)	Next Year Forward (FY 2016)
OPERATING REVENUES					
TUITION & FEES	$284,540	$304,808	$320,224		
ROOM AND BOARD	$48,447	$50,733	$54,292		
LESS: FINANCIAL AID	($116,388)	($124,223)	($128,398)		
NET STUDENT FEES	$216,599	$231,318	$246,118	$0	$0
GOVERNMENT GRANTS & CONTRACTS	$140,090	$145,452	$140,894		
PRIVATE GIFTS, GRANTS & CONTRACTS	$120,227	$126,397	$122,229		
OTHER AUXILIARY ENTERPRISES					
ENDOWMENT INCOME USED IN OPERATIONS	$181,164	$183,816	$187,043		
OTHER REVENUE (specify): Med School Clinical Services	$51,671	$51,304	$55,243		
OTHER REVENUE (specify): Foreign Study and Other Student Programs	$12,971	$13,244	$13,317		
OTHER REVENUE (specify): Investment Income	$23,322	$33,741	$49,603		
OTHER REVENUE (specify): All Other	$57,161	$48,219	$52,297		
NET ASSETS RELEASED FROM RESTRICTIONS					
TOTAL OPERATING REVENUES	**$803,205**	**$833,491**	**$866,744**	**$0**	**$0**
OPERATING EXPENSES					
INSTRUCTION	$152,858	$162,349	$164,014		
RESEARCH	$160,550	$164,428	$168,223		
PUBLIC SERVICE	$1,436	$1,500	$1,696		
ACADEMIC SUPPORT	$234,404	$253,095	$257,280		
STUDENT SERVICES	$73,550	$80,772	$81,079		
INSTITUTIONAL SUPPORT	$86,737	$91,174	$97,159		
FUNDRAISING AND ALUMNI RELATIONS					
OPERATION, MAINTENANCE OF PLANT (if not allocated)					
SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)					
AUXILIARY ENTERPRISES	$66,253	$81,955	$83,659		
DEPRECIATION (if not allocated)					
OTHER EXPENSES (specify):					
OTHER EXPENSES (specify):					
TOTAL OPERATING EXPENDITURES	**$775,788**	**$835,273**	**$853,110**	**$0**	**$0**
CHANGE IN NET ASSETS FROM OPERATIONS	**$27,417**	**($1,782)**	**$13,634**	**$0**	**$0**
NON OPERATING REVENUES					
STATE APPROPRIATIONS (NET)					
INVESTMENT RETURN	**$201,068**	**$424,987**	**$815,433**		
INTEREST EXPENSE (public institutions)					
GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS	**$49,851**	**$17,426**	**$173,736**		
OTHER (specify): All Other	**$23,121**	**$15,918**	**$9,144**		
NET NON OPERATING REVENUES	**$274,040**	**$458,331**	**$998,313**	**$0**	**$0**
INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	**$301,457**	**$456,549**	**$1,011,947**	**$0**	**$0**
CAPITAL APPROPRIATIONS (public institutions)					
OTHER (specify): Disposals and non capitalized expenditures	**($4,396)**	**($22,392)**	**($11,929)**		
OTHER (specify): Post Retirement Benefit Related Changes	**($40,806)**	**$63,258**	**($103,413)**		
OTHER (specify): Change in est value interest rate swaps	**($126,903)**	**$83,084**	**($7,997)**		
OTHER (specify): Distributed Endowment	**($181,164)**	**($183,816)**	**($187,043)**		
OTHER (specify): All Other	**($10,098)**	**($2,543)**	**($21,305)**		
TOTAL INCREASE/DECREASE IN NET ASSETS	**($61,910)**	**$394,140**	**$680,260**	**$0**	**$0**

Standard 9: Financial Resources
Operating Revenues and Expenses
(in thousands)

	FY15	FY16
Tuition, Mandatory Fees, Room and Board - Undergraduate	266,785	276,711
Tuition, All Fees, Room and Board - Graduate and Professional	112,575	118,335
Gifts	84,117	80,710
Endowment	191,542	206,990
Other Investment Income	12,382	12,916
Research Revenue	182,585	167,358
Medical Services and Support Revenue	42,261	43,441
Net Internal Revenue	13,820	12,197
All Other Revenue	72,512	74,490
Total Educl & General Revenue	**978,580**	**993,149**
Faculty/Instructional Salaries	124,412	130,661
Staff and Student Salaries	210,433	213,399
Fringe Benefit Expense	107,644	98,473
Sponsored Compensation & Fringes	74,203	66,287
Total Compensation Expense	**516,692**	**508,819**
Financial Aid - Undergraduate	85,197	90,067
Financial Aid - Graduate	51,683	58,106
Operations and Maintenance	59,660	64,907
Debt Service	53,141	56,948
Professional Fees and Purchased Services	73,873	80,454
All Other Expense	95,268	97,283
Sponsored Non-Compensation Expense	64,499	59,468
Total Non-Compensation Expense	**483,321**	**507,232**
Total Expense	**1,000,013**	**1,016,051**
Operating Surplus/(Deficit)	**(21,433)**	**(22,902)**
Net Transfers (to)/from Non-operating & Other Entities	(9,964)	(1,539)
Operating Surplus/(Deficit) After Transfers	**(31,397)**	**(24,441)**
Reserve Activity:		
Incr/(Decr) in Gift	(7,225)	(4,928)
Incr/(Decr) in Endowment	2,492	7,454
Incr/(Decr) in Designated	(20,198)	(12,284)
Incr/(Decr) in Sponsored	0	(0)
Incr/(Decr) in Unrestricted	(6,466)	(14,683)
Incr/(Decr) in General Reserves	**(31,397)**	**(24,441)**

Standard 9: Financial Resources
(Statement of Debt)
(in thousands)

FISCAL YEAR ENDS June 30	3 Years Prior (FY2012)	2 Years Prior (FY2013)	Most Recently Completed Year (FY 2014)	Current Budget* (FY 2015)	Next Year Forward (FY 2016)
DEBT					
BEGINNING BALANCE	$946,768	$1,128,875	$1,126,787	$1,113,333	$1,109,138
ADDITIONS	$244,471	$4,904	$4	$4,500	$20,000
REDUCTIONS	($62,364)	($6,992)	($13,458)	($8,695)	($9,148)
ENDING BALANCE	**$1,128,875**	**$1,126,787**	**$1,113,333**	**$1,109,138**	**$1,119,990**
INTEREST PAID DURING FISCAL YEAR	$44,582	$52,149	$52,357	$52,258	$50,575
CURRENT PORTION -Principal	$25,953	$32,418	$27,781	$15,154	$15,528
BOND RATING	AA+	AA+	AA+		

DEBT COVENANTS: (1) DESCRIBE INTEREST RATE, SCHEDULE, AND STRUCTURE OF PAYMENTS; and (2) INDICATE WHETHER THE DEBT COVENANTS ARE BEING MET.

1.Dartmouth has very standard debt covenants, such as preserving its tax-exempt status, complying with all laws, complying with continuing disclosure requirements, and making debt payments on time. There are no covenants requiring additional payments (in excess of principal and interest). 2. Dartmouth College has met all debt covenants.

LINE(S) OF CREDIT: LIST THE INSTITUTION'S LINE(S) OF CREDIT AND THEIR USES.

Dartmouth has a line of credit available in the amount of $100,000,000 that matures on December 17, 2015. The line of credit agreement has two options to extend the maturity date, both of which extend the maturity date for an additional 12 months. There have been no borrowings by Dartmouth under this line of credit. The line of credit is used for working capital needs and to provide liquidity for the commercial paper program.

FUTURE BORROWING PLANS (PLEASE DESCRIBE)

Dartmouth has no approved plans for any significant long term borrowing. There will be additional Commercial Paper issued to bridge finance pledge payments on current construction projects. The current forecast of additional Commercial Paper issued is in the range of $10 to 30 million.

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

Standard 9: Financial Resources
Debt Convenants

Debt:
All information as of 06/30/2014.
68% of debt was fixed rate bonds with semi-annual payments due June 1st and December 1st.
Series 2009 Tax-exempt debt, Maturity 2019 thru 2039, Interest rate 5.00% to 5.25%
Series 2009 Taxable debt, Maturity 2019, Interest rate 4.75%
Series 2012A Taxable debt, Maturity 2042, Interest rate 4.00%
Series 2012B Taxable debt, Maturity 2043, Interest rate 3.76%

35% of debt was floating rate bonds
Series 2002 Tax-exempt debt, Maturity 2032, Weekly floating rate, interest paid monthly
Series 2003 Tax-exempt debt, Maturity 2023, Weekly floating rate, interest paid monthly
Series 2007A Tax-exempt debt, Maturity 2031, Daily floating rate, interest paid monthly
Series 2007B Tax-exempt debt, Maturity 2041, Daily floating rate, interest paid monthly
Series 2007C Tax-exempt debt, Maturity 2041, Weekly floating rate, interest paid monthly

2% of debt was commercial paper
Taxable Commercial Paper, issued at prevailing market rates and rolled over from time to time. Paper is issued at a discount.

Swaps:
Dartmouth College pays fixed all swaps on the first working day of each month

Counterparty	*Notional ($ millions)*	*Maturity*	*Pay Fixed Rate*	*Receive Floating Rate*
Wells Fargo Bank, N.A.	*100*	*6/1/2041*	*3.73%*	*70% of LIBOR*
Wells Fargo Bank, N.A.	*31.93*	*6/1/2027*	*3.77%*	*72% of LIBOR*
Barclays Bank PLC	*52.66*	*6/1/2028*	*3.78%*	*72% of LIBOR*
Barclays Bank PLC	*100*	*6/1/2032*	*3.75%*	*67% of LIBOR*
Bank of New York Mellon	*100*	*6/1/2042*	*3.73%*	*70% of LIBOR*
Bank of New York Mellon	*165*	*6/1/2043*	*3.74%*	*70% of LIBOR*

Standard 9: Financial Resources
(Supplemental Data)
(in thousands)

FISCAL YEAR ENDS June 30	3 Years Prior (FY2012)	2 Years Prior (FY2013)	Most Recently Completed Year (FY 2014)	Current Budget* (FY 2015)	Next Year Forward (FY 2016)
NET ASSETS					
NET ASSETS BEGINNING OF YEAR	$4,079,460	$4,017,550	$4,411,690	$5,091,950	
TOTAL INCREASE/DECREASE IN NET ASSETS	($61,910)	$394,140	$680,260		
NET ASSETS END OF YEAR	**$4,017,550**	**$4,411,690**	**$5,091,950**	**$5,091,950**	**$0**
FINANCIAL AID					
SOURCE OF FUNDS					
UNRESTRICTED INSTITUTIONAL	$74,149	$80,709	$84,424		
FEDERAL, STATE & PRIVATE GRANTS	**$518**	**$273**	**$492**		
RESTRICTED FUNDS	**$41,721**	**$43,241**	**$43,482**		
TOTAL	**$116,388**	**$124,223**	**$128,398**	**$0**	**$0**
% DISCOUNT OF TUITION & FEES					
% UNRESTRICTED DISCOUNT					

PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:

Dartmouth employs a total return endowment utilization policy that establishes the amount of investment return made available for spending each fiscal year. The amount appropriated for expenditure each year is independent of the actual return for the year, but the appropriated amount cannot exceed the total accumulated return in an individual fund at the time of distribution. The Board approves the formula that determines the amount appropriated from endowment each year. The endowment distribution formula is the sum of 70% of the prior fiscal year distribution adjusted for inflation for the prior fiscal year plus 30% of the average market value of the pooled funds for the four quarters ending December of the prior fiscal year multiplied by a payout factor determined by the board (the current payout factor is 5%).

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

Standard 10: Public Disclosure

Information	Web Addresses	Print Publications
How can inquiries be made about the institution? Where can questions be addressed?	http://dartmouth.edu/	Dartmouth College Student Handbook; VOX of Dartmouth; Dartmouth Life; The Graduate Forum; Speaking of Dartmouth; Big Green Sports News; Dartmouth Medicine; Tuck Today; Dartmouth Engineer; Undergraduate General Information Bulletin; Tuck Admissions brochure
	http://graduate.dartmouth.edu/	
	https://inq.applyyourself.com/?id=dart-mba&pid=880	
	http://engineering.dartmouth.edu/	
	http://geiselmed.dartmouth.edu/	
Notice of availability of publications and of audited financial statement or fair summary	http://www.dartmouth.edu/~control/financialotherpub/index.html	Dartmouth Annual Report. Financial Statements
Institutional catalog	http://dartmouth.smartcatalogiq.com/en/2014/orc	Dartmouth Organization, Regulations, and Courses (ORC) book; Graduate Programs Bulletin; Tuck Admissions brochure
	http://www.tuck.dartmouth.edu/mba	
	http://engineering.dartmouth.edu/academics/courses/graduate/	
Obligations and responsibilities of students and the institution	http://www.dartmouth.edu/~deancoll/student-handbook/index.html	Dartmouth Student Handbook; Graduate Student Handbook; Tuck Student
	http://graduate.dartmouth.edu/services/graduatestudenthandbook.html	
	http://mba.tuck.dartmouth.edu/pdf/student-handbook.pdf	
	http://engineering.dartmouth.edu/assets/pdf/student-handbook.pdf	
	http://geiselmed.dartmouth.edu/faculty/pdf/geisel_student_policy_handbook_public.pdf	
	http://www.dartmouth.edu/~dof/pdfs/dartmouth_fac_handbook.pdf	
	http://mba.tuck.dartmouth.edu/pdf/FacultyHandbook2010-11.pdf	
	https://geiselmed.dartmouth.edu/faculty/fac_info/	
	http://www.dartmouth.edu/~hrs/policy/	
Information on admission and attendance	http://admissions.dartmouth.edu/	Admissions View book; Tuck Admissions brochure
	http://graduate.dartmouth.edu/admissions/	
	http://www.tuck.dartmouth.edu/admissions	
	http://engineering.dartmouth.edu/academics/admissions/graduate/	
	http://geiselmed.dartmouth.edu/admissions_info/	

Standard 10: Public Disclosure

Information	Web Addresses	Print Publications
Institutional mission and objectives	http://dartmouth.edu/mission-statement	
	http://graduate.dartmouth.edu/about/	
	http://engineering.dartmouth.edu/about/facts	
	http://www.tuck.dartmouth.edu/about/mission-strategy	
	https://geiselmed.dartmouth.edu/who_we_are/mission/	
Expected educational outcomes	http://www.dartmouth.edu/~dcal/resources/index.html	
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://dartmouth.edu/dartmouth-glance	
Requirements, procedures and policies re: admissions	https://admissions.dartmouth.edu/apply/fine-print	Admissions View book; Tuck Admissions brochure
	http://graduate.dartmouth.edu/admissions/	
	http://www.tuck.dartmouth.edu/admissions/application-process/admissions-policies	
	http://engineering.dartmouth.edu/academics/admissions/	
	https://geiselmed.dartmouth.edu/admissions_info/	
Requirements, procedures and policies re: transfer credit	http://www.dartmouth.edu/~legal/pdfs/transfer_of_credits_policy.pdf	
	http://graduate.dartmouth.edu/services/academicmatters.html	
	http://www.tuck.dartmouth.edu/admissions/admissions-faq	
	https://geiselmed.dartmouth.edu/admin/registrar	
	http://engineering.dartmouth.edu/academics/undergraduate/ab/major	
A list of institutions with which the institution has an articulation agreement		
Student fees, charges and refund policies	http://www.dartmouth.edu/~control/student/tuition-fees-rate.html	
	http://www.dartmouth.edu/~control/policies/tuitionrefundpolicy.html	
Rules and regulations for student conduct	http://www.dartmouth.edu/~deancoll/student-handbook/standards.html	
	http://graduate.dartmouth.edu/services/regulations.html	
	http://mba.tuck.dartmouth.edu/pdf/student-handbook.pdf	
	http://engineering.dartmouth.edu/academics/graduate/honor/	
	http://geiselmed.dartmouth.edu/faculty/pdf/geisel_student_policy_handbook_public.pdf	

Standard 10: Public Disclosure

Information	Web Addresses	Print Publications
Procedures for student appeals and complaints	http://www.dartmouth.edu/~deancoll/student-handbook/standards.html	
	http://graduate.dartmouth.edu/services/academicconductregulations.html#committee_anchor	
	http://engineering.dartmouth.edu/assets/pdf/student-handbook.pdf	
	http://mba.tuck.dartmouth.edu/pdf/student-handbook.pdf	
Other information re: attending or withdrawing from the institution	http://www.dartmouth.edu/~uja/withdrawal.html	
	http://graduate.dartmouth.edu/services/graduatestudenthandbook.html	
	http://geiselmed.dartmouth.edu/faculty/pdf/geisel_student_policy_handbook_public.pdf	
	http://engineering.dartmouth.edu/assets/pdf/student-handbook.pdf	
	http://mba.tuck.dartmouth.edu/pdf/student-handbook.pdf	
Academic programs	http://dartmouth.smartcatalogiq.com/en/2014/orc/Departments-Programs-Undergraduate	
	http://www.dartmouth.edu/~dof/	
	http://engineering.dartmouth.edu/undergraduate/index.html	
	http://geiselmed.dartmouth.edu/ed_programs/	
	http://www.tuck.dartmouth.edu/about/index.html	
Courses currently offered	http://dartmouth.smartcatalogiq.com/en/2014/orc	
	http://dartmouth.smartcatalogiq.com/en/2014/orc	
	http://engineering.dartmouth.edu/academics/courses/graduate/	
	http://www.tuck.dartmouth.edu/mba	
	https://geiselmed.dartmouth.edu/ed_programs/	
Other available educational opportunities	http://www.dartmouth.edu/~ugar/undergrad/	
	http://ocp-prod.dartmouth.edu/ocp/prod/	
	http://www.dartmouth.edu/~deancoll/spec_com_students/index.html	
	http://www.tuck.dartmouth.edu/about/index.html	
Other academic policies and procedures	http://www.dartmouth.edu/~reg/	
	http://graduate.dartmouth.edu/	
	http://mba.tuck.dartmouth.edu/pdf/student-handbook.pdf	

Standard 10: Public Disclosure

Information	Web Addresses	Print Publications
Requirements for degrees and other forms of academic recognition	http://dartmouth.smartcatalogiq.com/en/2014/orc/Regulations/Undergraduate-Study/Requirements-for-the-Degree-of-Bachelor-of-Arts	
	http://graduate.dartmouth.edu/services/academicmatters.html	
	http://engineering.dartmouth.edu/academics/undergraduate/be/requirements/	
	http://engineering.dartmouth.edu/academics/graduate/mdms/	
	http://engineering.dartmouth.edu/academics/graduate/phd/requirements/	
	http://geiselmed.dartmouth.edu/ed_programs/	
	http://www.tuck.dartmouth.edu/mba/required-curriculum	
List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	http://dartmouth.edu/faculty-directory/	
	http://dartmouth.edu/directory	
	http://dartmouth.edu/education/departments-programs-arts-sciences	
	http://engineering.dartmouth.edu/people/faculty/	
	http://www.tuck.dartmouth.edu/faculty	
Names and positions of administrative officers	http://www.dartmouth.edu/~oir/pdfs/fact_card_fall_2013_updated.pdf	
	http://www.dartmouth.edu/~dof/who/staff.html	
	http://www.dartmouth.edu/~deancoll/about/offices/central.html	
	http://graduate.dartmouth.edu/about/	
	http://engineering.dartmouth.edu/directories/administration.html	
	http://geiselmed.dartmouth.edu/dean/staff.shtml	
	http://www.tuck.dartmouth.edu/about/tuck-leadership	
Names, principal affiliations of governing board members	http://www.dartmouth.edu/~trustees/biographies/	
	http://engineering.dartmouth.edu/people/board/members/	
	http://geiselmed.dartmouth.edu/dean/boo/members/	
	http://www.tuck.dartmouth.edu/about/tuck-leadership/board-of-overseers	
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	http://ocp-prod.dartmouth.edu/	
	http://www.dmsdardar.org/	
	http://www.tuck.dartmouth.edu/mba/elective-curriculum/exchange-programs	

Standard 10: Public Disclosure

Information	Web Addresses	Print Publications
Programs, courses, services, and personnel not available in any given academic year.		
Size and characteristics of the student body	http://www.dartmouth.edu/~oir/data-reporting/cds/index.html	
	http://www.dartmouth.edu/~oir/data-reporting/factbook/index.html	
	http://www.dartmouth.edu/~oir/FactsandFigures.html	
	http://graduate.dartmouth.edu/about/factsheet2013.html	
	http://engineering.dartmouth.edu/about/facts/	
	http://www.tuck.dartmouth.edu/about/fact-figures	
	https://geiselmed.dartmouth.edu/about/facts/	
Description of the campus setting	http://dartmouth.edu/dartmouth-glance	
	http://admissions.dartmouth.edu/visits-programs/virtual-tour	
	http://libarchive.dartmouth.edu/cdm/ref/collection/hanmaps/id/309	
	http://www.tuck.dartmouth.edu/about/campus	
	http://geiselmed.dartmouth.edu/marsit/info/photos/campus	
	http://engineering.dartmouth.edu/thayer360/tour.html	
Availability of academic and other support services	http://www.dartmouth.edu/~deancoll/	
	http://www.dartmouth.edu/~ugar/	
	http://graduate.dartmouth.edu/	
	http://mbapo.tuck.dartmouth.edu/	
	http://engineering.dartmouth.edu/express/	
Range of co-curricular and non-academic opportunities available to students	http://dartmouth.edu/life-community/student-groups-activities	
	http://outdoors.dartmouth.edu/doc/clubs.html	
	http://graduate.dartmouth.edu/studentlife/	
	http://www.tuck.dartmouth.edu/mba/life-at-tuck/clubs-and-activities	

Standard 10: Public Disclosure

Information	Web Addresses	Print Publications
Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://library.dartmouth.edu/?mswitch-redir=classic	
	http://www.dartmouth.edu/~opal/	
	http://www.dartmouth.edu/~ugar/	
	http://www.dartmouth.edu/comp/	
	http://dartmouthsports.com/ViewArticle.dbml?DB_OEM_ID=11600&KEY=&ATCLID=802801	
	http://mbapo.tuck.dartmouth.edu/events-conferences	
	http://dartmouthrecreation.com/?DB_OEM_ID=11600	
	https://hop.dartmouth.edu/Online/	
	http://hoodmuseum.dartmouth.edu/	
	http://outdoors.dartmouth.edu/doc/clubs.html	
	http://www.den.dartmouth.edu/	
	https://hop.dartmouth.edu/Online/ceramics	
	https://hop.dartmouth.edu/online/jewelry	
Institutional goals for students' education	http://dartmouth.edu/mission-statement	
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	http://www.dartmouth.edu/~oir/data-reporting/cds/index.html	
	http://www.dartmouth.edu/~oir/data-reporting/factbook/index.html	
	http://www.dartmouth.edu/~oir/FactsandFigures.html	
	http://www.dartmouth.edu/~legal/pdfs/hea_disclosures_final_2014.pdf	
Total cost of education, including availability of financial aid and typical length of study	http://admissions.dartmouth.edu/financial-aid/	
	http://www.tuck.dartmouth.edu/admissions/finance-your-degree	
Expected amount of student debt upon graduation	http://www.dartmouth.edu/~oir/data-reporting/cds/index.html	
	http//graduate.dartmouth.edu/funding/	
Statement about accreditation	http://www.dartmouth.edu/~reaccreditation/	

Standard 11: Integrity

Policies	Last Updated	URL Where Policy is Posted	Responsible Office or Committee
Academic honesty	2014	http://www.dartmouth.edu/~deancoll/student-handbook/standards.html#standards	Dean of the College
	2014	http://graduate.dartmouth.edu/services/regulations.html	Graduate Studies
	2014	http://geiselmed.dartmouth.edu/faculty/pdf/geisel_student_policy_handbook_public.pdf	
	2013	http://mba.tuck.dartmouth.edu/pdf/student-handbook.pdf	MBA Program Office
Intellectual property rights	1994	http://www.dartmouth.edu/~osp/resources/policies/dartmouth/copyright.html	Sponsored Projects
	2009	http://www.dartmouth.edu/~tto/patentpolicy.html	Technology Transfer
Conflict of interest	2013	http://www.dartmouth.edu/~osp/resources/policies/dartmouth/cofinterest.html	Sponsored Projects
	2013	http://www.dartmouth.edu/~osp/resources/policies/dartmouth/fwa.html	Sponsored Projects
	2009	http://www.dartmouth.edu/~osp/resources/policies/dartmouth/equity.html	Sponsored Projects
Privacy rights	2008	http://www.dartmouth.edu/~uja/standards/policies/privacy.html	Undergraduate Judicial Affairs
	2014	http://www.dartmouth.edu/~deancoll/student-handbook/ferpa.html	Dean of the College
	2014	http://www.dartmouth.edu/~library/home/about/privacy.html	Dartmouth College Library
Fairness for students	2014	http://www.dartmouth.edu/~deancoll/student-handbook/	Dean of the College
	2013	http://graduate.dartmouth.edu/services/graduatestudenthandbook.html	Graduate Studies
	2013	http://geiselmed.dartmouth.edu/mdphd/current/mdphd_handbook.pdf	Geisel School of Medicine
	2014	http://engineering.dartmouth.edu/assets/pdf/student-handbook.pdf	Thayer School of Engineering
	2013	http://mba.tuck.dartmouth.edu/pdf/student-handbook.pdf	Tuck Business School
Fairness for faculty	2013	http://www.dartmouth.edu/~dof/pdfs/dartmouth_fac_handbook.pdf	Dean of the Faculty

Standard 11: Integrity

Policies	Last Updated	URL Where Policy is Posted	Responsible Office or Committee
Fairness for staff	2014	http://www.dartmouth.edu/~hrs/policy/	Human Resources
Academic freedom	2015	http://www.dartmouth.edu/~deancoll/student-handbook/principles.html	Dean of the College
	2013	http://www.dartmouth.edu/~dof/pdfs/dartmouth_fac_handbook.pdf	Dean of the Faculty
	2014	http://www.dartmouth.edu/~dof/pdfs/ofdc.pdf	Dean of the Faculty
Other	2005	http://www.dartmouth.edu/~osp/resources/policies/dartmouth/MisconductPolicy.html	Sponsored Projects
	2014	http://www.dartmouth.edu/~osp/resources/policies/	Sponsored Projects
	2004	http://www.dartmouth.edu/~osp/resources/policies/dartmouth/startup-dartmouth-use.html	Sponsored Projects
	2014	http://www.dartmouth.edu/~rmi/codeofethicalbusinessconduct.pdf	Risk Management

Non-discrimination policies

Recruitment and admissions	2014	http://www.dartmouth.edu/~ide/policies/nondiscrim.html	Institutional Diversity & Equity
Employment	2014	http://www.dartmouth.edu/~ide/policies/nondiscrim.html	Institutional Diversity & Equity
Evaluation	2014	http://www.dartmouth.edu/~ide/policies/nondiscrim.html	Institutional Diversity & Equity
Disciplinary action	2014	http://www.dartmouth.edu/~deancoll/student-handbook/standards.html#dispro	Dean of the College
	2014	http://graduate.dartmouth.edu/services/academicconductregulations.html	Graduate Studies
	2014	http://engineering.dartmouth.edu/assets/pdf/student-handbook.pdf	Thayer School of Engineering
	2014	http://geiselmed.dartmouth.edu/faculty/pdf/geisel_student_policy_handbook_public.pdf	Geisel School of Medicine
	2013	http://mba.tuck.dartmouth.edu/pdf/student-handbook.pdf	Tuck School of Business
Advancement			
Other _____			

Standard 11: Integrity

Policies	Last Updated	URL Where Policy is Posted	Responsible Office or Committee
Resolution of grievances			
Students	2014	http://www.dartmouth.edu/~accessibility/current/undergraduate_student_questions_concerns_and_complaint_grievance_resolution.html	Dean of the College
Faculty	2014	http://www.dartmouth.edu/~ide/policies/grievance/	Institutional Diversity & Equity
Staff	2014	http://www.dartmouth.edu/~hrs/pdfs/Basic_Grievance_Policy.pdf	Human Resources
Other _____			

APPENDIX B: Success (S) Forms
Other Measures of Student Achievement and Success

Form S1: Retention and Graduation Rates

IPEDS Retention Rates	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year
	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Dartmouth College	97%	98%	98%	98%

IPEDS Six-Year Graduation Rates

Class of:	**2009**	**2010**	**2011**	**2012**
Entering Fall Cohort Year:	**2005**	**2006**	**2007**	**2008**
	%	**%**	**%**	**%**
Grand total	**95%**	**96%**	**95%**	**95%**
By Gender				
Men	94%	95%	95%	95%
Women	96%	97%	94%	95%
By Race/Ethnicity				
American Indian or Alaska Native	79%	86%	81%	72%
Asian	97%	95%	98%	99%
Black or African American	85%	95%	89%	86%
Hispanic	96%	93%	88%	94%
Native Hawaiian or Other Pacific Islander	100%	80%	100%	100%
Nonresident alien	93%	97%	99%	97%
Race/ethnicity unknown	93%	98%	94%	96%
Two or more races	100%	100%	100%	100%
White	97%	97%	96%	97%
First Generation College				
Receiving Any Aid	96%	91%	93%	86%
Financial Aid Recipient				
Receiving Pell Grant	90%	91%	92%	87%
Subsidized Stafford Loan and no Pell grant	98%	96%	92%	98%
Receiving neither a Pell Grant or a subsidized Stafford Loan	95%	97%	96%	96%

Class of:	**2009**	**2010**	**2011**	**2012**
Entering Fall Cohort Year:	**2005**	**2006**	**2007**	**2008**
	n	***n***	***n***	***n***
Grand total	**1,019/1,073**	**1,034/1,081**	**1,055/1,115**	**1,041/1,094**
By Gender				
Men	507/539	494/523	529/558	527/552
Women	512/534	540/558	526/557	514/542
By Race/Ethnicity				
American Indian or Alaska Native	26/33	31/37	30/37	28/39
Asian	131/135	138/146	161/165	159/161
Black or African American	69/81	73/78	76/85	88/102
Hispanic	67/70	55/59	75/85	87/93
Native Hawaiian or Other Pacific Islander	3/3	4/5	1/1	4/4
Nonresident alien	52/56	61/63	91/92	75/77
Race/ethnicity unknown	43/46	41/42	32/34	43/45
Two or more races	6/6	12/12	7/7	7/7
White	622/643	619/639	582/609	550/566
First Generation College				
Receiving Any Aid	116/121	115/127	147/158	129/150
Financial Aid Recipient				
Receiving Pell Grant	121/134	117/128	145/158	117/134
Subsidized Stafford Loan and no Pell grant	128/130	90/94	133/144	57/58
Receiving neither a Pell Grant or a subsidized Stafford Loan	770/809	828/857	777/812	867/901

*excludes transfers and deceased.

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS

Undergraduate Post-Graduation Activities

Employment and Education Outcomes

	2012	2013	2014
Employed (includes internships and fellowships)	53.9%	51.3%	57.5%
Seeking Employment	23.4%	20.2%	15.7%
Other plans	11.5%	9.9%	8.2%
Further Education	11.2%	18.6%	18.6%
Total percent	100%	100%	100%
Number responding	820	934	1,045

Detail on Employment Category

Fellowships (counted in employment)*			3.5%
Internships (counted in employment)	3.7%	5.3%	4.6%

*response option not offered in previous years

Based on conversations with Roger Wolsley (Director of Center for Professional Development), internship and fellowship are included in employment .
Source: Cap and Gown Survey

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS
Undergraduate Honors and Awards

Fellowships/Scholarships	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	Total
Beinecke	1	0	0	0	0	0	0	0	1	1	1	1	0	1	1		7
Fullbright	3	4	4	8	5	13	7	9	8	11	9	8	7	4	13		113
Goldwater	3	0	0	0	1	2	4	1	0	2	1	0	2	1	2		19
Luce	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0		2
Marshall	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	3
National Science Foundation	6	4	7	5	8	10	5	9	2	6	14	9	7	13	15		120
Rhodes	0	0	2	3	0	1	1	0	1	1	0	1	0	0	2	3	15
Truman	0	2	1	0	0	0	0	1	0	1	0	1	1	1	1		9
TOTAL	**14**	**11**	**15**	**17**	**14**	**26**	**17**	**20**	**12**	**22**	**26**	**20**	**17**	**20**	**34**	**3**	**288**

Sources:
http://www.beineckescholarship.org/
http://us.fulbrightonline.org/component/filter/?view=filter
http://www.act.org/goldwater/
http://www.hluce.org/lslistscholars.aspx
http://www.marshallscholarship.org/scholars/profiles/
https://www.fastlane.nsf.gov/grfp/
http://www.rhodesscholar.org/
http://www.rhodeshouse.ox.ac.uk/page/about
http://truman.gov/

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS

Best Ivy League Schools by Salary Potential

2014		
	Starting Median Salary	Mid-Career Median Salary
Harvard University	$57,700	$118,200
Yale University	$58,500	$115,100
Brown University	$55,100	$114,500
Princeton University	$60,000	$113,900
University of Pennsylvania	$59,300	$112,200
Cornell University	$58,200	$111,100
Dartmouth College	**$55,500**	**$104,700**
Columbia University	$59,200	$101,100

2013		
	Starting Median Salary	Mid-Career Median Salary
Princeton University	$56,100	$121,000
Harvard University	$55,300	$119,000
Brown University	$52,300	$119,000
Yale University	$50,000	$117,000
University of Pennsylvania	$57,200	$109,000
Cornell University - Ithaca, NY	$57,000	$107,000
Dartmouth College	**$55,000**	**$102,000**
Columbia University	$57,600	$99,600

2012		
	Starting Median Salary	Mid-Career Median Salary
Princeton University	$58,300	$137,000
Harvard University	$50,700	$111,000
Dartmouth College	**$54,100**	**$111,000**
Brown University	$52,400	$109,000
Yale University	$48,900	$105,000
Columbia University	$54,700	$105,000
University of Pennsylvania	$56,100	$102,000
Cornell University	$54,800	$102,000

2011		
	Starting Median Salary	Mid-Career Median Salary
Princeton	$56,900	$130,000
Harvard	$54,100	$116,000
Dartmouth	**$51,600**	**$114,000**
Yale	$50,700	$105,000
Columbia	$52,800	$105,000
Brown	$50,200	$104,000
University of Pennsylvania	$57,300	$103,000
Cornell	$55,800	$101,000

Source: PayScale

Best Ivy League Schools by Salary Potential

2010		
	Starting Median Salary	Mid-Career Median Salary
Dartmouth	**$54,100**	**$123,000**
Princeton	$58,900	$123,000
Harvard	$57,300	$121,000
University of Pennsylvania	$59,600	$111,000
Yale University	$52,600	$110,000
Brown University	$49,400	$109,000
Cornell University	$57,500	$106,000
Columbia University	$54,300	$99,700

2009		
	Starting Median Salary	Mid-Career Median Salary
Dartmouth	**$58,200**	**$129,000**
Harvard	$60,000	$126,000
Princeton	$65,000	$124,000
Yale University	$56,000	$120,000
University of Pennsylvania	$60,400	$118,000
Brown University	$52,300	$107,000
Cornell University	$58,000	$106,000
Columbia University	$57,300	$100,000

2008		
School	Starting Median Salary	Mid-Career Median Salary
Dartmouth College	**$58,000**	**$134,000**
Princeton University	$65,500	$131,000
Yale University	$59,100	$126,000
Harvard University	$63,400	$124,000
University of Pennsylvania	$60,900	$120,000
Cornell University	$60,300	$110,000
Brown University	$56,200	$109,000
Columbia University	$59,400	$107,000

Source: PayScale

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS
Top 20 Producers of Volunteers to Peace Corps
Small Colleges and Universities

2008			2009			2010		
Institution	**Rank**	**# of Alumni Volunteers**	**Insitution**	**Rank**	**# of Alumni Volunteers**	**Insitution**	**Rank**	**# of Alumni Volunteers**
University of Chicago	1	34	University of Chicago	1	35	St. Olaf College	1	26
Gonzaga University	2	32	St. Olaf College	2	26	University of Mary Washington	2	23
Willamette University	3	27	Middlebury College	3	21	Middlebury College	3	21
University of Puget Sound	4	26	Smith College	3	21	University of Portland	4	20
Carleton College	5	22	University of Puget Sound	3	21	University of Puget Sound	4	20
Bucknell University	6	21	Gonzaga University	6	20	Williams College	4	20
Lewis and Clack College	6	21	Oberlin College	6	20	Colgate University	7	19
University of Mary Washington	6	21	University of Mary Washington	6	20	Gonzaga University	7	19
St. Mary's College of Maryland	9	19	Macalester College	9	19	Macalester College	7	19
St. Olaf College	9	19	Colgate University	10	18	Smith College	7	19
Colorado College	11	18	**Dartmouth College**	**10**	**18**	St. Mary's College of Maryland	7	19
Dartmouth College	**11**	**18**	Gustavus Adolphus College	10	18	**Dartmouth College**	**12**	**17**
Grinnell College	11	18	Hope College	10	18	Reed College	12	17
Mount Holyoke College	11	18	Willamette University	10	18	Willamette University	12	17
Oberlin College	11	18	Denison University	15	17	Connecticut College	15	16
Colgate University	16	17	Reed College	15	17	Oberlin College and Conservatory	15	16
Macalester College	16	17	Williams College	15	17	Elon University	17	15
Middlebury College	16	17	Grinnell College	18	16	Grinnell College	17	15
Tufts University	16	17	St. Mary's College of Maryland	18	16	Hobart and William Smith Colleges	17	15
Wake Forest University	16	17	Bucknell University	20	15	Johns Hopkins University	17	15
			Carleton College	20	15	Mount Holyoke College	17	15
			Colorado College	20	15	Bowdoin College	22	14
			Lewis and Clark College	20	15	Colorado College	22	14
			Mount Holyoke College	20	15	Denison University	22	14
			Whitman College	20	15	The Evergreen State University	22	14

Source: http://www.peacecorps.gov/

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS
Top 20 Producers of Volunteers to Peace Corps
Small Colleges and Universities

2011			2012			2013		
Institution	**Rank**	**# of Alumni Volunteers**	**Insitution**	**Rank**	**# of Alumni Volunteers**	**Insitution**	**Rank**	**# of Alumni Volunteers**
University of Mary Washington	1	32	University of Mary Washington	1	29	Gonzaga University	1	24
St. Olaf College	2	24	Gonzaga University	2	26	St. Olaf College	2	22
Lewis & Clark College	3	23	Oberlin College	3	24	University of Mary Washington	3	21
Gonzaga University	3	23	St. Olaf College	3	24	Oberlin College & Conservatory	4	20
University of Portland	3	23	University of Puget Sound	5	22	Seattle University	5	19
Johns Hopkins University	6	22	The Johns Hopkins University	5	22	Colorado College	6	18
Macalester College	6	22	Lewis & Clark College	5	22	Denison University	7	17
University of Puget Sound	8	21	Seattle University	8	21	University of Puget Sound	8	16
Colgate University	9	20	Carleton College	8	21	Lewis and Clark College	8	16
Colorado College	9	20	Case Western Reserve	10	20	Carleton College	8	16
The Evergreen State College	11	19	Wellesley College	10	20	The Evergreen State College	8	16
Gettysburg College	11	19	Colorado College	10	20	St. Mary's College of Maryland	8	16
Connecticut College	13	18	The Evergreen State College	10	20	Smith College	8	16
Middlebury College	13	18	St. Marys College of Maryland	14	19	Whitman College	8	16
Smith College	13	18	Colgate University	15	18	Kenyon College	8	16
St. Mary's College of Maryland	13	18	**Dartmouth College**	**15**	**18**	Dickinson College	8	16
Willamette University	13	18	Smith College	15	18	Grinnell College	8	16
Clark University	18	17	Whitman College	15	18	Case Western Reserve University	18	15
Dartmouth College	**18**	**17**	Macalester College	15	18	Macalester College	18	15
Kenyon College	18	17	Denison University	20	17	Mount Holyoke College	18	15
Oberlin College	18	17	Vassar College	20	17	Hamilton College	18	15
Wesleyan University	18	17	Clark University	20	17	Pacific Lutheran University	18	15
Case Western Reserve	23	16	Mount Holyoke College	20	17	**Dartmouth College**	**23**	**14**
Denison University	23	16	Willamette University	20	17	Willamette University	23	14
Mount Holyoke College	23	16	Wake Forest University	20	17	Bucknell University	23	14
Seattle University	23	16				Colby College	23	14
						Allegheny College	23	14

Source: http://www.peacecorps.gov/

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS
Top 25 Doctorate Institutions By Undergraduate Participation in Study Abroad

2006-2007			2007-2008		
Rank	Institution	Estimated % UG Participation	Rank	Institution	Estimated % UG Participation
1	Yeshiva University	75.7	1	Pepperdine University	96.7
2	University of Denver	74.4	2	University of San Diego	78.5
3	Wake Forest University	65.4	3	University of Denver	73.6
4	**Dartmouth College**	**64.1**	4	Wake Forest University	67.3
5	University of Saint Thomas	61.1	5	University of Saint Thomas	64.6
6	University of San Diego	60.0	**6**	**Dartmouth College**	**61.2**
7	University of Notre Dame	59.5	7	American University	59.9
8	Duke University	56.8	8	Georgetown University	57.2
9	American University	55.2	9	New York University	55.0
10	Georgetown University	52.3	10	University of Notre Dame	53.9
10	Pepperdine University	52.3	10	Syracuse University	51.5
12	Tufts University	47.3	12	Duke University	51.2
13	Pacific University	47.1	13	Pacific University	48.7
14	College of William and Mary	46.1	14	Worcester Polytechnic Institute	48.4
15	Worcester Polytechnic Institute	45.6	15	Tufts University	47.5
16	George Washington University	44.8	16	Stanford University	47.4
17	Syracuse University	43.2	17	College of William and Mary	46.3
18	New York University	42.2	18	George Washington University	45.9
19	Stanford University	41.0	19	University of Delaware	45.6
20	University of Virginia - Main Campus	40.8	20	University of the Pacific	44.9
21	University of Delaware	39.1	21	Boston College	43.4
22	Emory University	39.0	22	University of Virginia - Main Campus	41.2
23	University of North Carolina - Chapel Hill	38.9	23	Miami University	40.0
24	Vanderbilt University	38.8	24	Samford University	39.2
25	Tulane University	37.1	25	University of Vermont	38.7

Source: http://www.iie.org/Research-and-Publications/Open-Doors/Data/US-Study-Abroad/Leading-Institutions-by-Undergraduate-Participation/

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS
Top 25 Doctorate Institutions By Undergraduate Participation in Study Abroad

2008-2009			2009-2010		
Rank	Institution	Estimated % UG Participation	Rank	Institution	Estimated % UG Participation
1	Pepperdine University	73.3	1	University of San Diego	71.4
2	University of San Diego	65.7	2	Pepperdine University	70.2
3	Wake Forest University	63.0	3	University of Denver	69.7
4	University of Denver	61.4	4	Yeshiva University	67.9
5	American University	59.8	5	University of St. Thomas	61.8
6	**Dartmouth College**	**59.0**	**6**	Wake Forest University	61.5
7	University of Saint Thomas	58.9	7	Yale University	60.3
8	University of Notre Dame	57.4	**8**	**Dartmouth College**	**60.1**
9	Yale University	55.8	9	University of Notre Dame	56.8
10	Georgetown University	53.0	10	American University	56.6
11	Syracuse University	51.0	11	Tufts University	52.6
12	Worcester Polytechnic Institute	50.8	12	Boston College	51.3
13	Stanford University	50.3	13	Georgetown University	50.8
14	Tufts University	50.0	14	New York University	50.1
15	New York University	48.8	15	Northeastern University	48.0
16	University of the Pacific	48.5	16	Worcester Polytechnic Institute	47.6
17	George Fox University	47.3	17	Duke University	46.6
18	St. Louis University - Main Campus	45.5	18	St. Louis University - Main Campus	45.7
19	Duke University	45.2	19	Stanford University	45.4
20	Brandeis University	44.2	20	Princeton University	45.0
21	Pacific University	44.0	21	College of William and Mary	43.9
22	Boston College	43.9	22	Syracuse University	43.9
23	Miami University	42.9	23	George Washington University	43.6
24	George Washington University	42.7	24	Vanderbilt University	41.9
			25	Washington University in St. Louis	41.4

Source: http://www.iie.org/Research-and-Publications/Open-Doors/Data/US-Study-Abroad/Leading-Institutions-by-Undergraduate-Participation/

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS
Top 25 Doctorate Institutions By Undergraduate Participation in Study Abroad

2010-2011			2011-2012		
Rank	Institution	Estimated % UG Participation	Rank	Institution	Estimated % UG Participation
1	University of San Diego	86.8	1	Boston College	74.5
2	Pepperdine University	75.9	2	American University	72.4
3	Wake Forest University	72.3	3	University of San Diego	68.6
4	Yeshiva University	71.7	4	University of Denver	67.0
5	American University	70.9	5	University of Notre Dame	65.9
6	University of Denver	64.3	**6**	**Dartmouth College**	**64.6**
7	Yale University	63.2	7	New York University	62.5
8	**Dartmouth College**	**59.9**	8	Pepperdine University	62.4
9	University of Notre Dame	59.7	9	Yale University	60.1
10	Duke University	53.4	10	Wake Forest University	59.9
11	Georgetown University	52.7	11	University of Saint Thomas	57.4
12	George Washington University	49.5	12	Duke University	55.2
13	Stanford University	49.5	13	George Washington University	53.9
14	University of Saint Thomas	49.5	14	Northeastern University	52.8
15	Syracuse University	47.7	15	Syracuse University	52.1
16	Boston College	46.4	16	Georgetown University	52.1
17	New York University	45.5	17	Tufts University	51.2
18	Northeastern University	45.5	18	Stanford University	49.9
19	Tufts University	44.8	19	Vanderbilt University	46.4
20	Vanderbilt University	42.3	20	College of William and Mary	45.7
21	Miami University	40.9	21	Boston University	45.2
22	Princeton University	40.9	22	Princeton University	44.2
23	Lehigh University	39.6	23	Washington University in St. Louis	43.6
24	Brandeis University	39.4	24	Worcester Polytechnic Institute	42.7
25	Boston University	38.2	25	University of Chicago	40.6

Source: http://www.iie.org/Research-and-Publications/Open-Doors/Data/US-Study-Abroad/Leading-Institutions-by-Undergraduate-Participation/

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS
Top 25 Doctorate Institutions By Undergraduate Participation in Study Abroad

2012-2013		
Rank	Institution	Estimated % UG Participation
1	University of Denver	71.7
2	University of San Diego	71.4
3	Wake Forest University	63.4
4	New York University	60.1
5	American University	59.7
6	Pepperdine University	59.0
7	Stanford University	57.3
8	University of Saint Thomas	56.9
9	**Dartmouth College**	**56.0**
10	Duke University	54.2
11	Yale University	53.8
12	University of Notre Dame	53.3
13	Boston College	49.6
14	Georgetown University	48.6
15	Boston University	48.5
16	Washington University in St. Louis	48.3
17	Syracuse University	47.8
18	George Washington University	47.4
19	Tufts University	46.9
20	College of William and Mary	45.8
21	Princeton University	43.2
22	University of Chicago	43.1
23	Vanderbilt University	42.8
24	Brandeis University	41.7
25	Worcester Polytechnic Institute	40.7

Source: http://www.iie.org/Research-and-Publications/Open-Doors/Data/US-Study-Abroad/Leading-Institutions-by-Undergraduate-Participation/

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS
Undergraduate Skill Development Change During College for Dartmouth Seniors

Q: How has your ability in each area changed since you first entered college?		% answering "stronger" or "much stronger"					
Scale: 1=Weaker now, 2=No change, 3=Stronger, 4=Much stronger		Class of 2004	Class of 2006	Class of 2008	Class of 2010	Class of 2012	Class of 2014
Active Learning and Critical Thinking	Acquire new skills and knowledge on own	85%	85%	84%	96%	84%	87%
	Think analytically and logically	85%	85%	88%	94%	84%	89%
	Formulate, create original ideas and solutions	76%	75%	80%	89%	73%	74%
	Evaluation and choose between alternative choices	66%	67%	73%	87%	74%	82%
Tolerance and Adaptability	Lead and supervise tasks and groups of people	72%	75%	76%	87%	74%	77%
	Relate well to people of different races/nations/religions	59%	66%	72%	75%	70%	73%
	Develop awareness of social problems	75%	81%	81%	88%	79%	82%
	Function effectively as a member of a team	65%	68%	73%	78%	74%	79%
	Place current problems in perspective	74%	76%	76%	88%	72%	73%
Self-Efficacy	Identify moral and ethical issues	63%	65%	70%	82%	72%	/
	Understand own abilities, interests, limitations	87%	87%	90%	95%	88%	/
	Develop self-esteem, confidence	72%	70%	75%	76%	69%	/
	Resolve interpersonal conflicts positively	67%	68%	73%	78%	69%	66%
	Function independently without supervision	77%	79%	79%	88%	80%	85%
In-Depth Knowledge	Gain in-depth knowledge of a field	89%	85%	85%	96%	76%	75%
	Plan and execute complex projects	80%	81%	82%	92%	79%	82%
	Synthesize and integrate ideas and information	82%	82%	86%	93%	80%	87%
Breadth of Study	Write effectively	87%	84%	86%	88%	75%	75%
	Communicate well orally	79%	78%	76%	85%	72%	73%
	Read or speak a foreign language	63%	62%	62%	65%	48%	45%
	Appreciate art, music, literature, drama	67%	73%	73%	70%	54%	54%
	Acquire broad knowledge in the arts and sciences	83%	84%	85%	90%	71%	77%
Scientific Inquiry/ Quantitative	Understand the process of science and experimentation	58%	59%	65%	74%	54%	56%
	Evaluate the role of science and technology in society	60%	65%	64%	77%	59%	66%
	Use quantitative tools	63%	63%	66%	73%	69%	74%

Source: Senior Survey

Highlights: A majority of Dartmouth seniors reported that, compared to when they entered college, they were stronger or much stronger on all important life skills. This is true for all classes surveyed.

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS.
Comparison of Average Skill Gains for Dartmouth Seniors Compared to Peers 2002-2004

Q: How has your ability in each area changed since you first entered college?		2002				2004			
		Dartmouth *vs.* Peer Group 1		**Dartmouth *vs.* Peer Group 2**		**Dartmouth vs. Peer Group 1**		**Dartmouth *vs.* Peer Group 2**	
Scale: 1=weaker now, 2=no change, 3=stronger now, 4=much stronger now		Dart-mouth	Peer Group 1	Dart-mouth	Peer Group 2	Dart-mouth	Peer Group 1	Dart-mouth	Peer Group 2
Active Learning and Critical Thinking	Acquire new skills and knowledge on own	3.12	3.15	3.12	3.11	3.15	3.23	3.15	3.12
	Think analytically and logically	3.06	3.15	3.06	3.14	3.14	3.19	3.14	3.16
	Formulate, create original ideas and solutions	2.87	2.90	2.87	2.88	2.94	2.99	2.94	2.89
	Evaluate and choose between alternative courses of action	2.76	2.78	2.76	2.79	2.78	2.84	2.78	2.81
Tolerance and Adaptability	Lead and supervise tasks and groups of people	2.87	2.84	2.87	2.84	2.92	2.85	2.92	2.85
	Relate well to people of different races/nations/religions	2.71	2.76	2.71	2.80	2.70	2.81	2.70	2.78
	Develop an awareness of social problems	2.94	2.93	**2.94**	2.86	2.90	3.02	2.90	2.92
	Function effectively as a member of a team	2.76	2.71	2.76	2.75	2.77	2.74	2.77	2.75
	Place current problems in perspective	2.91	2.99	2.91	2.87	2.93	3.08	2.93	2.94
	Identify moral and ethical issues	2.80	2.81	2.80	2.76	2.74	2.87	2.74	2.80
Personal Responsibility & Self-Efficacy	Understand own abilities, interests, and limitations	3.21	3.20	3.21	3.17	3.20	3.25	3.20	3.16
	Develop self-esteem, confidence	**2.85**	2.75	2.85	2.79	2.87	2.80	**2.87**	2.74
	Resolve interpersonal conflicts positively	**2.81**	2.75	2.81	2.75	2.77	2.80	2.77	2.74
	Function independently, without supervision	2.99	3.00	2.99	3.00	2.99	3.07	2.99	2.99
Gain In-Depth Knowledge	Gain in-depth knowledge of a field	3.10	3.17	3.10	3.17	3.16	3.22	3.16	3.18
	Plan and execute complex projects	2.96	2.98	2.96	2.97	3.00	3.02	3.00	2.97
	Synthesize and integrate ideas and information	2.94	3.00	2.94	2.97	3.00	3.06	3.00	2.99
Breadth of Study	Write effectively	3.06	3.08	**3.06**	2.98	3.14	3.15	**3.14**	2.99
	Communicate well orally	2.93	2.92	2.93	2.91	2.97	2.96	**2.97**	2.91
	Read or speak a foreign language	**2.71**	2.42	**2.71**	2.41	**2.71**	2.54	**2.71**	2.48
	Appreciate art, literature, music, and drama	2.84	2.85	**2.84**	2.70	2.83	2.88	**2.83**	2.69
	Acquire broad knowledge in the arts and sciences	3.00	2.95	**3.00**	2.87	3.02	3.01	**3.02**	2.87
Scientific Inquiry/ Quantitative	Understand the process of science and experimentation	2.74	2.70	2.74	2.68	2.67	2.65	2.67	2.72
	Evaluate the role of science and technology in society	2.71	2.72	2.71	2.70	2.67	2.71	2.67	2.72
	Use quantitative tools	2.73	2.69	2.73	2.76	**2.75**	2.64	2.75	2.76

Source: Senior Survey. Statistically significant differences between means are tested using Analysis of Variance (ANOVA) with least squares means and Tukey-Kramer post-hoc test. Green denotes Dartmouth mean is significantly higher than peer group mean ($p < .05$, at least); red denotes Dartmouth mean is significantly lower than peer group mean. Peer 1 Group = Ivy schools, Peer 2 Group = Highly selective private universities

Highlights: Dartmouth seniors were higher than Peer group seniors on numerous skills and abilities in both 2002 and 2004. Dartmouth tended to rate lower than peers on relating well to different people, placing current problems in perspective, and synthesizing.

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS
Comparison of Mean Skill Gains for Dartmouth Seniors Compared to Peers 2006-2008

Q: How has your ability in each area changed since you first entered college?		2006				2008			
		Dartmouth *vs.* Peer Group 1		**Dartmouth *vs* . Peer Group 2**		**Dartmouth *vs.* Peer Group 1**		**Dartmouth *vs.* Peer Group 2**	
Scale: 1=Weaker now, 2=No change, 3=Stronger now, 4=Much stronger now		Dart-mouth	Peer Group 1	Dart-mouth	Peer Group 2	Dart-mouth	Peer Group 1	Dart-mouth	Peer Group 2
Active Learning and Critical Thinking	Acquire new skills and knowledge on own	3.14	3.17	3.14	3.15	3.12	3.24	3.12	3.15
	Think analytically and logically	3.12	3.19	3.12	3.20	3.17	3.23	3.17	3.19
	Formulate, create original ideas and solutions	2.92	2.95	2.92	2.96	2.97	3.04	2.97	2.94
	Evaluate and choose between alternative courses of action	2.79	2.83	2.79	2.85	2.86	2.87	2.86	2.87
Tolerance and Adaptability	Lead and supervise tasks and groups of people	2.99	2.93	2.99	2.93	2.99	2.95	2.99	2.98
	Relate well to people of different races/nations/religions	2.83	2.82	2.83	2.81	2.91	2.87	**2.91**	2.84
	Develop an awareness of social problems	3.03	3.01	**3.03**	2.96	3.01	3.03	3.01	2.96
	Function effectively as a member of a team	**2.83**	2.77	2.83	2.79	**2.88**	2.81	2.88	2.85
	Place current problems in perspective	2.98	3.04	2.98	2.93	2.98	3.06	2.98	2.88
	Identify moral and ethical issues	2.78	2.84	2.78	2.81	2.85	2.89	2.85	2.80
Personal Responsibility and Self-Efficacy	Understand own abilities, interests, and limitations	3.20	3.20	3.20	3.19	3.27	3.26	**3.27**	3.20
	Develop self-esteem, confidence	2.84	2.78	2.84	2.79	**2.94**	2.80	**2.94**	2.82
	Resolve interpersonal conflicts positively	2.81	2.79	2.81	2.78	2.88	2.85	**2.88**	2.81
	Function independently, without supervision	3.06	3.03	3.06	3.03	3.02	3.10	3.02	3.05
Gain In-Depth Knowledge	Gain in-depth knowledge of a field	3.12	3.15	3.12	3.16	3.12	3.18	3.12	3.13
	Plan and execute complex projects	3.05	3.05	3.05	3.03	3.02	3.10	3.02	3.03
	Synthesize and integrate ideas and information	3.06	3.04	3.06	3.03	3.11	3.12	**3.11**	3.02
Breadth of Study	Write effectively	3.09	3.08	**3.09**	2.98	3.13	3.13	**3.13**	2.95
	Communicate well orally	2.92	2.96	2.92	2.93	2.95	2.99	2.95	2.97
	Read or speak a foreign language	**2.73**	2.53	**2.73**	2.51	**2.71**	2.57	**2.71**	2.49
	Appreciate art, literature, music, and drama	**2.94**	2.85	**2.94**	2.71	2.91	2.92	**2.91**	2.69
	Acquire broad knowledge in the arts and sciences	**3.06**	2.96	**3.06**	2.92	**3.08**	3.03	**3.08**	2.88
Scientific Inquiry/ Quantitative	Understand the process of science and experimentation	2.73	2.73	2.73	2.81	2.80	2.77	2.80	2.77
	Evaluate the role of science and technology in society	2.77	2.75	2.77	2.80	2.76	2.77	2.76	2.78
	Use quantitative tools	2.76	2.73	2.76	2.83	2.79	2.75	2.79	2.82

Source: Senior Survey. Statistically significant differences between means are tested using Analysis of Variance (ANOVA) with least squares means and Tukey-Kramer post-hoc test. Green denotes Dartmouth mean is significantly higher than peer group mean ($p < .05$, at least); red denotes Dartmouth mean is significantly lower than peer group mean. Peer 1 Group = Ivy schools, Peer 2 Group = Highly selective private universities

Highlights: Dartmouth seniors were consistently higher than peers in reading or speaking a foreign language, appreciating art, literature, music and drama, and acquiring broad knowledge in the arts and science.

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS
Comparison of Mean Skill Gains for Dartmouth Seniors Compared to Peers 2010-2012

Q: How has your ability in each area changed since you first entered college?		2010			
		Dartmouth *vs.* Peer Group 1		**Dartmouth *vs* . Peer Group 2**	
Scale: 1=Weaker now, 2=No change, 3=Stronger now, 4=Much stronger now		Dart-mouth	Peer Group 1	Dart-mouth	Peer Group 2
Active Learning and Critical Thinking	Acquire new skills and knowledge on own	**3.47**	3.32	**3.47**	3.32
	Think analytically and logically	**3.46**	3.33	**3.46**	3.35
	Formulate, create original ideas and solutions	**3.30**	3.16	**3.30**	3.17
	Evaluate and choose between alternative courses of action	**3.23**	3.06	**3.23**	3.09
Tolerance and Adaptability	Lead and supervise tasks and groups of people	**3.32**	3.13	**3.32**	3.14
	Relate well to people of different races/nations/religions	**3.06**	2.93	**3.06**	2.88
	Develop an awareness of social problems	**3.25**	3.06	**3.25**	3.04
	Function effectively as a member of a team	**3.09**	2.92	**3.09**	2.97
	Place current problems in perspective	**3.25**	3.10	**3.25**	3.02
	Identify moral and ethical issues	**3.12**	2.97	**3.12**	2.96
Personal Responsibility and Self-Efficacy	Understand own abilities, interests, and limitations	**3.51**	3.33	**3.51**	3.33
	Develop self-esteem, confidence	**3.07**	2.88	**3.07**	2.92
	Resolve interpersonal conflicts positively	**3.06**	2.90	**3.06**	2.91
	Function independently, without supervision	**3.31**	3.19	**3.31**	3.21
Gain In-Depth Knowledge	Gain in-depth knowledge of a field	**3.44**	3.30	**3.44**	3.31
	Plan and execute complex projects	**3.33**	3.22	**3.33**	3.22
	Synthesize and integrate ideas and information	**3.29**	3.17	**3.29**	3.16
Breadth of Study	Write effectively	**3.23**	3.13	**3.23**	3.03
	Communicate well orally	**3.18**	3.07	**3.18**	3.08
	Read or speak a foreign language	**2.79**	2.58	**2.79**	2.56
	Appreciate art, literature, music, and drama	**2.93**	2.83	**2.93**	2.73
	Acquire broad knowledge in the arts and sciences	**3.20**	3.01	**3.20**	2.98
Scientific Inquiry/ Quantitative	Understand the process of science and experimentation	**3.03**	2.87	**3.03**	2.90
	Evaluate the role of science and technology in society	**3.05**	2.91	**3.05**	2.92
	Use quantitative tools	**3.00**	2.87	3.00	2.96

Source: Senior Survey. Statistically significant differences between means are tested using Analysis of Variance (ANOVA) with least squares means and Tukey-Kramer post-hoc test. Green denotes Dartmouth mean is significantly higher than peer group mean ($p < .05$, at least); red denotes Dartmouth mean is significantly lower than peer group mean. Peer 1 Group = Ivy schools, Peer 2 Group = Highly selective private universities

Highlights: Dartmouth seniors were higher than peers in almost all skills and abilities in 2010

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS
Comparison of Mean Skill Gains for Dartmouth Seniors Compared to Peers 2014

Q: To what extent has your experience at Dartmouth contributed to your knowledge, skills, and personal development in the following areas?		2012				2014			
		Dartmouth *vs.* Peer Group 1		**Dartmouth *vs.* Peer Group 2**		**Dartmouth *vs.* Peer Group 1**		**Dartmouth *vs* . Peer Group 2**	
Scale: 1=Very little or none, 2=Some, 3=Quite a bit, 4=Very much		Dart-mouth	Peer Group 1	Dart-mouth	Peer Group 2	Dart-mouth	Peer Group 1	Dart-mouth	Peer Group 2
Active Learning and Critical Thinking	Acquire new skills and knowledge on own	3.29	3.39	3.29	3.34	3.44	3.44	3.44	3.46
	Think analytically and logically	3.33	3.35	3.33	3.34	3.43	3.44	3.43	3.36
	Formulate, create original ideas and solutions	3.04	3.02	3.04	2.99	3.06	3.06	3.06	3.06
	Evaluate and choose between alternative courses of action	3.06	3.09	3.06	3.08	3.22	3.15	3.22	3.19
Tolerance and Adaptability	Lead and supervise tasks and groups of people	3.12	3.08	3.12	3.03	3.15	3.12	3.15	3.07
	Relate well to people of different races/nations/religions	2.93	3.03	**2.93**	2.81	3.09	3.19	**3.09**	2.98
	Develop an awareness of social problems	**3.16**	3.03	**3.16**	3.05	3.26	3.29	**3.26**	3.14
	Function effectively as a member of a team	3.07	3.07	**3.07**	3.02	3.20	3.10	3.20	3.15
	Place current problems in perspective	**3.04**	2.84	**3.04**	2.83	3.05	3.03	**3.05**	2.85
	Identify moral and ethical issues	2.98	2.98	2.98	2.95	/	/	/	/
Personal Responsibility and Self-Efficacy	Understand own abilities, interests, and limitations	3.41	3.40	3.41	3.35	/	/	/	/
	Develop self-esteem, confidence	2.96	2.96	2.96	2.90	/	/	/	/
	Resolve interpersonal conflicts positively	2.90	2.86	**2.90**	2.74	2.90	2.92	2.90	2.88
	Function independently, without supervision	3.23	3.37	3.23	3.30	3.34	3.34	3.34	3.37
Gain In-Depth Knowledge	Gain in-depth knowledge of a field	3.10	3.22	3.10	3.18	3.09	3.17	3.09	3.20
	Plan and execute complex projects	3.18	3.21	3.18	3.17	3.26	3.22	3.26	3.23
	Synthesize and integrate ideas and information	3.21	3.22	3.21	3.16	3.33	3.25	**3.33**	3.14
Breadth of Study	Write effectively	**3.09**	2.94	**3.09**	2.89	3.10	3.09	3.10	3.01
	Communicate well orally	3.00	2.94	**3.00**	2.94	3.06	3.01	3.06	3.02
	Read or speak a foreign language	**2.52**	2.30	**2.52**	2.31	2.40	2.36	2.40	2.27
	Appreciate art, literature, music, and drama	**2.67**	2.53	**2.67**	2.49	2.65	2.73	2.65	2.54
	Acquire broad knowledge in the arts and sciences	3.00	3.02	3.00	2.95	3.14	3.08	**3.14**	2.99
Scientific Inquiry/ Quantitative	Understand the process of science and experimentation	2.70	2.71	2.70	2.66	2.74	2.73	2.74	2.76
	Evaluate the role of science and technology in society	2.75	2.76	2.75	2.77	2.95	2.92	2.95	2.90
	Use quantitative tools	2.98	3.00	2.98	3.09	3.10	3.02	3.10	3.14

Source: Senior Survey. Statistically significant differences between means are tested using Analysis of Variance (ANOVA) with least squares means and Tukey-Kramer post-hoc test. Green denotes Dartmouth mean is significantly higher than peer group mean ($p < .05$, at least); red denotes Dartmouth mean is significantly lower than peer group mean. Peer 1 Group = Ivy schools, Peer 2 Group = Highly selective private universities

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS
Comparison of Undergraduate Students Participating in Academic Activities Compared to Peers 2011-2013

Q2.During the current academic year, how often have you done each of the following?	**2011**				**2013**	
	Dartmouth *vs.* Peer Group 1		**Dartmouth *vs* . Peer Group 2**		**Dartmouth *vs.* Peer Group 2**	
1=Rarely or never, 2=Occasionally, 3=Often, 4=Very often	Dart-mouth	Peer Group 1	Dart-mouth	Peer Group 2	Dart-mouth	Peer Group 2
Been excited by a class	**3.08**	2.93	**3.08**	2.91	**3.09**	2.85
Participated in class discussion	**3.16**	3.02	**3.16**	2.99	**3.19**	3.03
Participated in hands-on activities (lab work, experiments, project-based experiences, etc.)	**2.91**	2.78	**2.91**	2.79	**2.93**	2.79
Applied what you learned in class to a problem or issue outside of class	**2.78**	2.70	**2.78**	2.66	**2.75**	2.68
Participated in a study group outside of class	2.22	2.39	2.22	2.43	2.15	2.42
Reconsidered your position on a topic after evaluating the arguments of others	**2.76**	2.71	**2.76**	2.69	2.63	2.64
Had an intellectual discussion with students outside of class	3.18	3.19	3.18	3.17	3.13	3.13
Had an intellectual discussion with a faculty member outside of class	**2.30**	2.08	**2.30**	2.05	**2.24**	2.13
Discussed your post-college plans with a faculty member	2.05	2.03	2.05	2.02	2.06	2.12
Attended a campus lecture, conference, symposium or arts event not required by a course	**2.49**	2.41	**2.49**	2.31	2.37	2.35
Been prepared for class (completed readings and homework before going to class)					**3.52**	3.37
Revised a paper two or more times before handing it in					**2.66**	2.56
Worked on a paper or project that required integrating ideas or information from various sources					**3.15**	3.01
Made a presentation in class					2.63	2.55

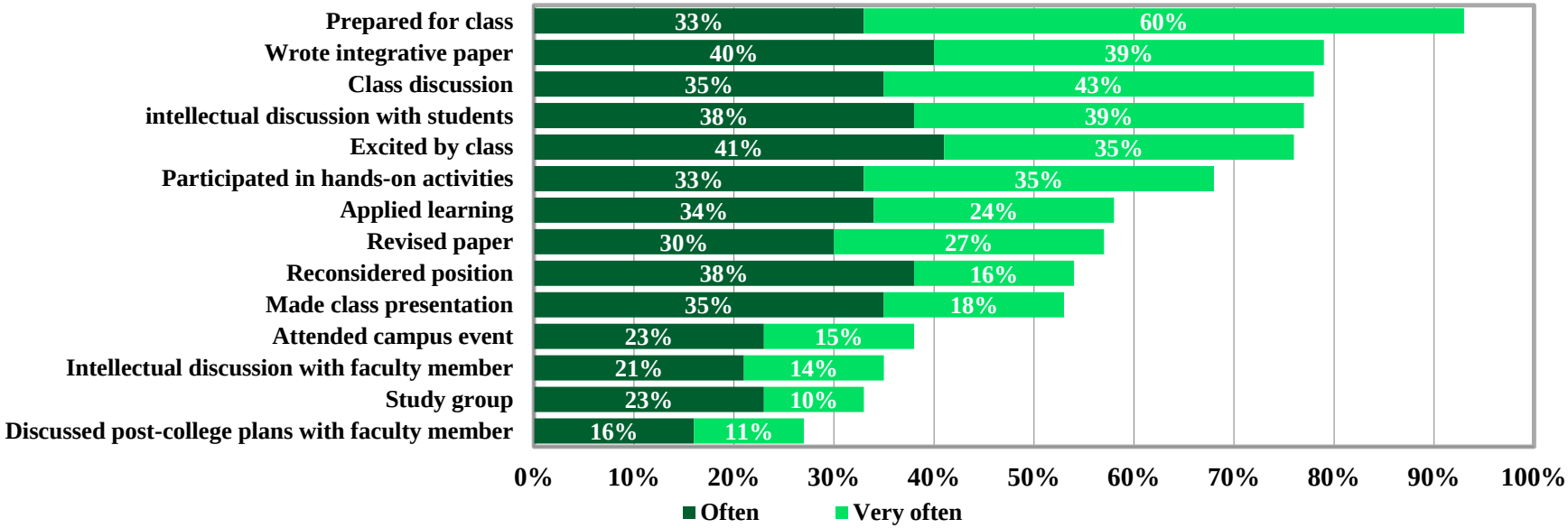
Source: Enrolled Student Survey. Statistically significant differences between means are tested using Analysis of Variance (ANOVA) with least squares means and Tukey-Kramer post-hoc test. Green denotes Dartmouth mean is significantly higher than peer group mean ($p < .05$, at least); red denotes Dartmouth mean is significantly lower than peer group mean. Peer 1 Group = Ivy schools, Peer 2 Group = Highly selective private univeristies

Highlights: Across all years, Dartmouth students reported a higher rate than peers in being excited by class, participating in class discussion, hands-on activities, applied learning, and intellectual disussion with faculty member. Dartmouth students reported a lower rate than peers in participating in study groups. In 2013, Dartmouth students also reported a higher rate than peers in being prepared for class, revising paper, and working on paper or project.

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS

Percentage of Dartmouth Students Participating in Academic Activities (2013)

Q: During the current academic year, how often have you done each of the following?
Scale: 1=Rarely or never, 2=Occasionally, 3=Often, 4=Very often



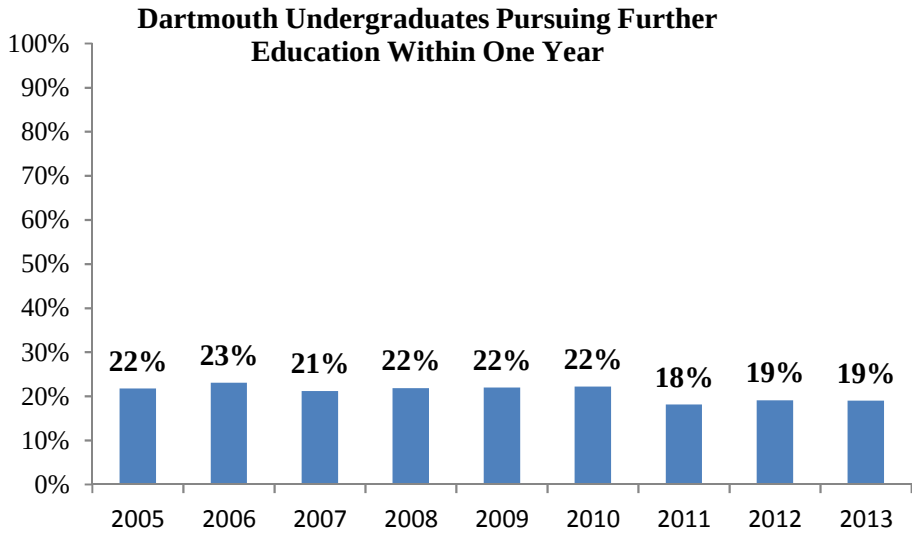
Source: 2013 Enrolled Student Survey

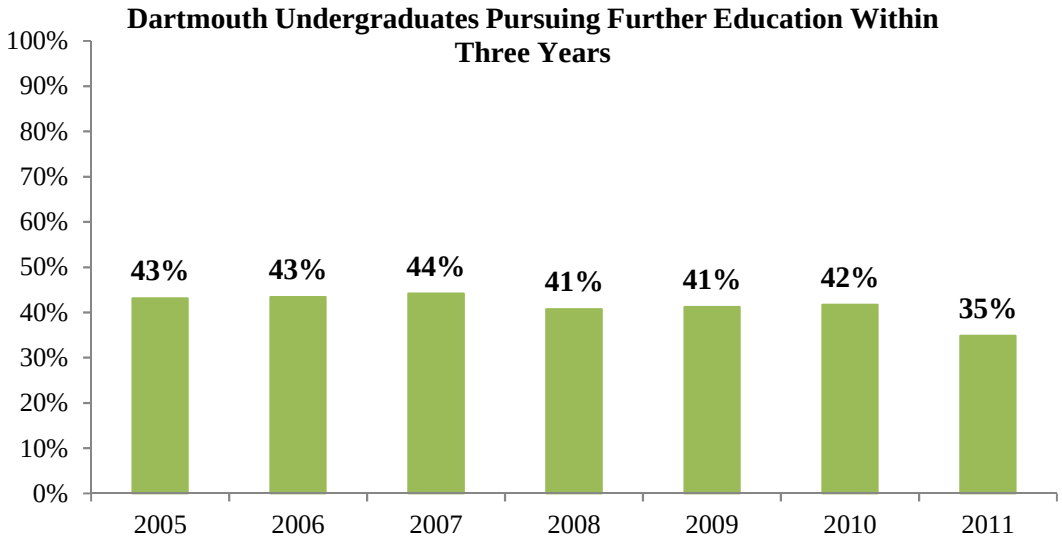
Student Progression: Class of 2005 to Class of 2013

Class of	Entering Year (Fall)	Entering Class Enrollment	Graduates		Subsequently Enrolled (First Year)		Subsequently Enrolled (Total)		Graduated from Graduate/ Professional School	
		N	N	Percent	N	Percent	N	Percent	N	Percent
2005	2001	1,135	1,090	96%	237	22%	748	69%	565	52%
2006	2002	1,078	1,037	96%	239	23%	671	65%	474	46%
2007	2003	1,092	1,035	95%	219	21%	650	63%	456	44%
2008	2004	1,084	1,054	97%	230	22%	615	58%	350	33%
2009	2005	1,082	1,056	98%	232	22%	570	54%	292	28%
2010	2006	1,081	1,067	99%	237	22%				
2011	2007	1,115	1,087	97%	197	18%				
2012	2008	1,091	1,065	98%	203	19%				
2013	2009	1,094	1,022	93%	194	19%				

Dartmouth Undegraduates who Pursued Further Education: Class of 2005 to Class of 2013							
Class of	Dartmouth Graduates	Pursued Further Studies*					
		Within one year		Within three years		Within five years	
	N	N	Percent	N	Percent	N	Percent
2005	1,090	237	22%	470	43%	627	58%
2006	1,037	239	23%	450	43%	586	57%
2007	1,035	219	21%	457	44%	590	57%
2008	1,054	230	22%	429	41%	553	52%
2009	1,056	232	22%	435	41%	545	52%
2010	1,067	237	22%	445	42%		
2011	1,087	197	18%	379	35%		
2012	1,065	203	19%				
2013	1,022	194	19%				
Average	**1,057**	**221**	**21%**	**438**	**41%**	**580**	**55%**

**The first 4-year institution that each Dartmouth alumni enrolled in was selected.*





Type of Degree Earned: Class of 2005 to Class of 2009*

Class of	Total Subsequent Enrollment	Total Alumni Graduated from Subsequent Enrollment		Total Alumini Graduated with Graduate and/or Professional Degrees		Type of Degree**						
						PhD		Master's		Professional		**Total Graduate/ Professional Degrees**
	N	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	**N**
2005	748	630	84%	565	76%	57	9%	252	38%	360	54%	**669**
2006	671	542	81%	474	71%	38	7%	227	39%	310	54%	**575**
2007	650	512	79%	456	70%	35	7%	202	39%	285	55%	**522**
2008	615	403	66%	350	57%	15	4%	161	42%	211	55%	**387**
2009	570	333	58%	292	51%	6	2%	151	48%	158	50%	**315**
Average	651	484	74%	427	74%	30	6%	199	40%	265	54%	**494**
				2,137								2,468

**To echo enrollment, only 4-year institutions were included.*

*** Degree counts are not unique per person: One can earn multiple graduate/professional degrees. Of the 2,137 alumni who earned Graduate/Professional degrees, 1,832 earned one degree, 280 earned two degrees, 24 earned three degrees and one earned four degrees.*

TIME TO GRADUATION
Graduate Arts and Sciences

	5 Years Prior		4 Years Prior		3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
	AY 09-10		AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15	
	Average Years to Graduation		Average Years to Graduation		Average Years to Graduation		Average Years to Graduation		Average Years to Graduation		Average Years to Graduation	
	Elapsed time	Enrolled time	Elapsed time	Enrolled time	Elapsed time	Enrolled time	Elapsed time	Enrolled time	Elapsed time	Enrolled time	Elapsed time	Enrolled time
Total Masters (A.M.)	**1.35**	**1.29**	**1.28**	**1.28**	**1.47**	**1.47**	**1.36**	**1.33**	**1.66**	**1.65**		
Comparative Literature	0.78	0.78	0.75	0.75	0.75	0.75	0.78	0.78	0.75	0.75		
Mathematics	1.75	1.75	1.75	1.75	1.86	1.86	1.75	1.75	1.75	1.75		
Music	2.00	1.75	1.75	1.75	1.75	1.75	1.75	1.75	1.75	1.75		
Psychological & Brain Sciences			2.75	2.75			3.75	3.00	3.58	3.50		
Total Masters (M.A.L.S.)	4.41	1.82	4.87	1.98	3.66	1.75	3.71	1.97	2.82	1.83		
Total Masters (M.S.)	**2.08**	**1.81**	**2.13**	**1.88**	**2.57**	**2.22**	**2.45**	**2.19**	**2.22**	**1.38**		
Biological Sciences							3.75	3.50	2.75	2.50		
Biochemistry	4.75	4.25			7.25	6.75	3.75	3.25				
Chemistry	3.00	3.00			2.75	2.50	2.50	2.00	1.58	1.00		
Computer Science	2.42	2.04	1.99	1.68	2.56	2.13	2.79	2.50	1.93	1.67		
Earth Sciences	2.42	1.83	2.25	1.90	2.50	2.13	2.45	1.95	2.63	2.03		
Engineering	2.13	1.91	2.33	2.15	2.54	2.18	2.25	1.96	2.85	2.08		
Microbiology/Immunology							3.75	3.75	5.25	4.50		
Genetics	2.75	2.75							3.75	3.25		
Pharmacology/Toxicology			5.50	4.75								
Physics/Astronomy	2.25	2.25	2.00	1.75	3.13	2.81	2.95	2.90	2.75	2.00		
Physiology			5.50	3.00								
Health Care Delivery Science							2.22	0.77	2.21	0.79		
Health Policy & Clinical Practice	1.69	1.43	1.76	1.67	2.08	1.83	2.48	2.19	1.62	1.46		
Total Doctorate (Ph.D.)	**5.68**	**5.25**	**5.43**	**5.06**	**5.70**	**5.25**	**6.71**	**5.26**	**5.38**	**5.00**		
Biochemistry	6.15	6.10	5.79	4.83	5.50	5.50	6.31	5.69	6.19	6.00		
Biological Sciences	5.94	5.75	6.13	5.96	6.75	6.40	6.00	5.78	5.69	5.47		
Chemistry	4.75	4.45	5.50	5.00	5.06	4.94	5.68	5.00	5.00	4.60		
Cognitive Neuroscience	4.25	4.25			4.75	4.75	2.25	5.00	5.25	5.00		
Computer Science	7.13	5.25	5.50	5.25	5.85	5.75	5.69	5.31	6.67	5.42		
Earth Sciences	5.25	5.00			7.25	6.50			5.25	5.17		
Engineering	4.89	4.61	4.19	3.76	5.32	4.25	5.19	4.56	4.89	7.35		
Genetics	5.75	5.50	6.94	6.69	6.68	6.32	5.81	5.25	6.47	6.33		
Mathematics	5.00	5.00	5.11	5.00	4.75	4.75	5.75	5.25	5.00	4.70		
Microbiology/Immunology	5.71	5.40	5.15	4.95	6.03	5.56	5.88	5.63	5.13	4.94		
Pharmacology/Toxicology	6.14	5.29	6.08	5.50	6.33	6.00	7.50	7.25				
Physiology	6.79	5.88	5.25	4.50	6.00	5.75	7.17	7.00				
Physics & Astronomy	5.57	5.32	6.09		5.75	5.55	8.75	6.25	6.15	5.50		
Program in Experimental & Molecular Medicine			5.84	4.00	4.94	4.31	7.00	5.00	5.27	5.00		
Psychological & Brain Sciences			4.85	4.65	5.08	4.92	4.63	4.31	4.58	4.50		
Quantitative Biomedical Sciences									7.00	2.75		
Health Policy & Clinical Practice	4.67	4.25	5.75	5.75	5.25	4.83	6.88	5.00	2.25	2.25		

Note: Average elapsed time-to-degree is the average time from entry into a Dartmouth program to when the degree was awarded. Average enrolled time-to degree includes only the time when the student was enrolled and taking classes.

Graduate Arts and Sciences
Time to Degree

GRADUATION YEAR = 2009-2010

	ENROLLED YEARS TO GRADUATION									
	AM		MALS		MS		PHD		Total	
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
Native American					1	1	6.25	1	3.63	2
Asian					2.1	10	4.89	7	3.25	17
Black	0.75	1	2.25	2			5.25	1	2.63	4
Hispanic or Latino	0.88	2	1.75	1			5.58	3	3.38	6
Non-Resident Alien	0.92	6	1.63	2	1.92	3	5.59	16	3.85	27
Two or more races					2.25	1			2.25	1
Unknown Race	1.75	2	1.77	25	1.94	9	5.71	7	2.45	43
White	1.75	6	1.85	22	1.64	24	5.04	40	3.17	92
Grand Total	1.29	17	1.82	52	1.81	48	5.25	75	3.11	192

GRADUATION YEAR = 2009-2010

	ELAPSED YEARS TO GRADUATION									
	AM		MALS		MS		PHD		Total	
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
Native American					1	1	6.5	1	3.75	2
Asian					2.4	10	5.82	7	3.81	17
Black	0.75	1	6.88	2			5.75	1	5.06	4
Hispanic or Latino	0.88	2	1.75	1			5.83	3	3.5	6
Non-Resident Alien	0.92	6	1.88	2	2.17	3	5.7	16	3.96	27
Two or more races					2.25	1			2.25	1
Unknown Race	2.25	2	3.61	25	2.64	9	6.61	7	3.83	43
White	1.75	6	5.45	22	1.76	24	5.45	40	4.25	92
Grand Total	1.35	17	4.41	52	2.08	48	5.68	75	4.05	192

GRADUATION YEAR = 2010-2011

	ENROLLED YEARS TO GRADUATION									
	AM		MALS		MS		PHD		Total	
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
Native American			2.25	1					2.25	1
Asian			1.25	1	1.7	5	4.95	11	3.78	17
Black					2.31	4	5.13	2	3.25	6
Hispanic or Latino	0.75	1					4.5	1	2.63	2
Non-Resident Alien			2	2	1.52	11	5.49	19	3.91	32
Unknown Race	1.75	3	1.8	14	2.14	7	4.5	6	2.42	30
White	1.21	13	2.11	23	1.9	30	4.99	43	3.08	109
Grand Total	1.28	17	1.98	41	1.87	57	5.06	82	3.17	197

GRADUATION YEAR = 2010-2011

	ELAPSED YEARS TO GRADUATION									
	AM		MALS		MS		PHD		Total	
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
Native American			3	1					3	1
Asian			2.25	1	1.95	5	5.43	11	4.22	17
Black					2.56	4	5.25	2	3.46	6
Hispanic or Latino	0.75	1					4.75	1	2.75	2
Non-Resident Alien			2.25	2	1.73	11	5.68	19	4.11	32
Unknown Race	1.75	3	4.77	14	2.46	7	5.13	6	4	30
White	1.21	13	5.36	23	2.16	30	5.38	43	3.99	109
Grand Total	1.28	17	4.87	41	2.12	57	5.43	82	4	197

GRADUATION YEAR = 2011-2012

	ENROLLED YEARS TO GRADUATION									
	AM		MALS		MS		PHD		Total	
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
Native American										
Asian			1.9	5	2.36	7	5.65	10	3.75	22
Black			2	1	3.5	1			2.75	2
Non-Resident Alien	0.95	5	1.42	3	2.03	8	4.93	11	2.94	27
Two or more races	2.5	1	2	3					2.13	4
Unknown Race	1.25	2	1.57	7	2.25	6	4.83	13	3.21	28
White	1.75	7	1.74	22	2.18	24	5.38	39	3.4	92
Grand Total	1.47	15	1.73	41	2.22	46	5.25	73	3.3	175

GRADUATION YEAR = 2011-2012

	ELAPSED YEARS TO GRADUATION									
	AM		MALS		MS		PHD		Total	
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
Native American										
Asian			3	5	2.79	7	6	10	4.3	22
Black			2	1	4.75	1			3.38	2
Non-Resident Alien	0.95	5	1.5	3	2.19	8	5.09	11	3.06	27
Two or more races	2.5	1	2.08	3					2.19	4
Unknown Race	1.25	2	3.96	7	2.96	6	6.12	13	4.55	28
White	1.75	7	4.3	22	2.45	24	5.66	39	4.2	92
Grand Total	1.47	15	3.66	41	2.57	46	5.7	73	4.04	175

Includes Graduate degrees awarded in the following programs: BIOC, BIOL, CHEM, COGN, COLT, COSC, EARS, ENGS, GENE, HCDS, MALS, MATH, MICR, MUS, PEMM, PHAR, PHSL, PHYS, PSYC, TDI.

Graduate Arts and Sciences
Time to Degree

GRADUATION YEAR = 2012-2013

	ENROLLED YEARS TO GRADUATION									
	AM		MALS		MS		PHD		Total	
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
Native American			2.25	1			3.75	1	3	2
Asian	1	1	2	2	1.5	5			1.56	8
Black			2.25	1			4.88	2	4	3
Hispanic or Latino	0.75	1			1	3	5.67	3	2.96	7
Non-Resident Alien	1.41	8	1.84	8	2.4	20	5.07	38	3.6	74
Two or more races			1.63	2	2.25	1			1.83	3
Unknown Race			2	3	1.88	4	6	6	3.81	13
White	1.35	10	2	37	1.37	63	5.34	41	2.6	151
Grand Total	1.33	20	1.97	54	1.61	96	5.25	91	2.93	261

GRADUATION YEAR = 2012-2013

	ELAPSED YEARS TO GRADUATION									
	AM		MALS		MS		PHD		Total	
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
Native American			2.75	1			4.25	1	3.5	2
Asian	1	1	3	2	2.15	5			2.22	8
Black			3.75	1			4.88	2	4.5	3
Hispanic or Latino	0.75	1			2	3	5.83	3	3.46	7
Non-Resident Alien	1.5	8	2.47	8	2.76	20	5.57	38	4.04	74
Two or more races			1.75	2	2.75	1			2.08	3
Unknown Race			4.08	3	3	4	11.38	6	7.12	13
White	1.35	10	4.11	37	2.35	63	5.91	41	3.69	151
Grand Total	1.36	20	3.71	54	2.45	96	6.09	91	3.89	261

GRADUATION YEAR = 2013-2014

	ENROLLED YEARS TO GRADUATION									
	AM		MALS		MS		PHD		Total	
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
Native American							4.75	1	4.75	1
Asian			1.25	1	1.5	5	4.75	2	2.28	8
Black	1.75	1			1.42	3	4.75	3	2.89	7
Hispanic or Latino	1.25	2	1.58	3	1.08	3	6.38	2	2.33	10
Non-Resident Alien	1.4	5	1.88	6	1.66	33	5.2	33	3.18	77
Two or more races			1.5	1	1.5	4			1.5	5
Unknown Race	0.75	1	1.25	1	1	2	5.03	9	3.79	13
White	2	8	1.94	18	1.24	59	4.83	45	2.63	130
Grand Total	1.65	17	1.83	30	1.38	109	5	95	2.82	251

GRADUATION YEAR = 2013-2014

	ELAPSED YEARS TO GRADUATION									
	AM		MALS		MS		PHD		Total	
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
Native American							5.25	1	5.25	1
Asian			1.75	1	1.85	5	5.25	2	2.69	8
Black	1.75	1			1.92	3	4.92	3	3.18	7
Hispanic or Latino	1.25	2	3.92	3	2.08	3	6.75	2	3.4	10
Non-Resident Alien	1.45	5	2.17	6	2.2	33	5.56	33	3.59	77
Two or more races			1.75	1	1.94	4			1.9	5
Unknown Race	0.75	1	1.75	1	1.88	2	5.28	9	4.13	13
White	2	8	3.03	18	2.32	59	5.26	45	3.42	130
Grand Total	1.66	17	2.82	30	2.22	109	5.38	95	3.45	251

ALL YEARS

	ENROLLED YEARS TO GRADUATION									
	AM		MALS		MS		PHD		Total	
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
Native American			2.25	2	1	1	4.92	3	3.38	6
Asian	1	1	1.78	9	1.91	32	5.16	30	3.23	72
Black	1.25	2	2.19	4	2.13	8	4.94	8	3.08	22
Hispanic or Latino	0.96	6	1.63	4	1.04	6	5.67	9	2.78	25
Non-Resident Alien	1.19	24	1.79	21	1.89	75	5.23	117	3.46	237
Two or more races	2.5	1	1.79	6	1.75	6			1.83	13
Unknown Race	1.5	8	1.76	50	1.98	28	5.15	41	2.88	127
White	1.55	44	1.94	122	1.54	200	5.1	208	2.92	574
Grand Total	1.4	86	1.87	218	1.69	356	5.16	416	3.04	1,076

ALL YEARS

	ELAPSED YEARS TO GRADUATION									
	AM		MALS		MS		PHD		Total	
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
Native American			2.88	2	1	1	5.33	3	3.79	6
Asian	1	1	2.78	9	2.29	32	5.7	30	3.75	72
Black	1.25	2	4.88	4	2.59	8	5.09	8	3.8	22
Hispanic or Latino	0.96	6	3.38	4	2.04	6	5.92	9	3.39	25
Non-Resident Alien	1.23	24	2.17	21	2.28	75	5.56	117	3.78	237
Two or more races	2.5	1	1.92	6	2.13	6			2.06	13
Unknown Race	1.63	8	3.98	50	2.66	28	6.64	41	4.4	127
White	1.55	44	4.46	122	2.26	200	5.53	208	3.85	574
Grand Total	1.42	86	3.96	218	2.29	356	5.66	416	3.86	1,076

Includes Graduate degrees awarded in the following programs: BIOC, BIOL, CHEM, COGN, COLT, COSC, EARS, ENGS, GENE, HCDS, MALS, MATH, MICR, MUS, PEMM, PHAR, PHSL, PHYS, PSYC, TDI.

FUTURE PLANS
Graduate Arts & Sciences

Student Success Measures/ Prior Performance and Goals						
	AY 08-09	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**
Masters (M.S., M.A.L.S., A.M.)						
Additional education	37%	30%	31%	49%	31%	31%
Employment --Academia	17%	14%	10%	9%	9%	10%
Employment--Industry	18%	23%	22%	9%	22%	33%
Employment--Other	12%	15%	21%	14%	18%	10%
Seeking Employment	16%	18%	16%	18%	20%	16%
Total						
Numbers (N)						
Valid Future Plan Information	94	107	77	76	90	88
Missing Future Plan Information	7	10	38	26	80	68
Total (N)	101	117	115	102	170	156
	AY 08-09	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**
PhD						
Post-doc/Fellowship/Additional Education	43%	62%	52%	59%	58%	57%
Employment --Academia	20%	15%	11%	7%	5%	15%
Employment--Industry	17%	16%	27%	17%	14%	13%
Employment--Other	1%	1%	0%	6%	3%	0%
Seeking Employment	18%	5%	10%	10%	20%	15%
Total						
Location of post-doc/further education						
At Dartmouth	28%	22%	45%	35%	26%	19%
At other ivy/private	25%	50%	19%	27%	29%	30%
Dartmout/ivy/private	53%	72%	64%	62%	54%	48%
Numbers (N)						
Valid Future Plan Information	76	74	81	69	76	94
Missing Future Plan Information	1	1	1	4	15	1
Total (N)	77	75	82	73	91	95

Thayer School of Engineering Placement Rates and Starting Salaries

		2 Years Prior	1 Year Prior	Most Recent Year	Goal for the Future	Goal 2 Years Forward
		AY 11-12	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
Job Placement Rates						
1	BE, four months after graduation	96%	95%	95%	90%	90%
2	MEM, four months after graduation	100%	96%	100%	90%	90%
3	MS, four months after graduation	100%	100%	92%	90%	90%
4	PhD, four months after graduation	100%	95%	100%	90%	90%
Starting Salaries						
	BE	$ 63,088	$ 64,539	$ 69,907	n/a	n/a
	MEM	$ 72,151	$ 68,455	$ 73,144	n/a	n/a
	MS	n/a*	$ 80,000	$ 71,200	n/a	n/a
	PhD (Industry/Gov't)	n/a*	$ 108,250	$ 109,000	n/a	n/a

* In 2011-2012, salaries were not calculated for MS and PhD students because of low data points

OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS

Thayer School of Engineering

	Measures of Student Achievement and Success/ Institutional Performance and Goals	2 Years Prior	1 Year Prior	Most Recent Year	Goal for the Future	Goal 2 Years Forward
		AY 11-12	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
Success of students pursuing higher degree						
1	Bachelor of Engineering Students attending Graduate School	20% of graduates	20% of graduates	21% of graduates		

Additionaly, some MEM, MS and PhD students also furthered their education.

Highlights

Employment Information

1. Employers hiring our BE students run the gamut. Students are going to work for large organizations and small.

2. Some examples include: Adimab, Alarm.com, Analog Devices, BAE Systems, Bain & Co., CH2M Hill, Eaton, Epic, GE Oil & Gas, Google, General Mills, Halma, ISIS Pharmaceuticals, LEK Consulting, Microsoft, Navigant Consulting, SAP, Solaflect Energy, Tesla, Texas Instruments, Total Joint Orthopedics, Urban Green Energy.

Leadership, Innovation & Humanitarian Efforts

1. Students share passion for engineering by working in local elementary schools: starting a junior lego robotics league, an after school science program, and organizing solar-powered mini car competitions.

2. Dartmouth Humanitarian Engineers, a student run group, has recently built small-scale hydropower systems in Rwanda and has worked with several communities in Tanzania on setting up carbonization and briquetting operations for biofuel cooking.

3. Students start a pro bono consulting services (Social IQ) for non-profit organizations and social enterprises in the Upper Valley with the intention of helping graduate students gain consulting experience.

4. In 2014, two students win Dartmouth Ventures competition ($28K prize) for a business plan for their Intro to Engineering course project. More at: https://engineering.dartmouth.edu/news/student-ventures-sweep-entrepreneurship-competition/

OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS
Thayer Engineering School
Job Placement of B.E. Students

Year	Employed	Graduate School	Other (internships, traveling)	Seeking Employment	Unknown (Not-Reported)	Total	Percentage Placed
2009-2010	**29**	**15**	**6**	**5**	**2**	**57**	**91%**
2010-2011	**44**	**20**	**13**	**9**	**4**	**90**	**90%**
2011-2012	38	15	18	3	1	75	96%
2012-2013	52	21	21	5	0	99	95%
2013-2014	62	21	9	5	0	97	95%

OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS

Thayer Engineering School

Fundamentals of Engineering Exam Success Rates
(B.E. Candidates)

Year	Students Taking Exam	Students Passing Exam	Pass Rate
Spring 2003	34	33	97%
Spring 2004	43	41	95%
Spring 2005	37	35	95%
Spring 2006	38	38	100%
Spring 2007	46	44	96%
Spring 2008	38	36	95%
Fall 2008	1	1	100%
Spring 2009	38	34	89%
Spring 2010	16	16	100%
Spring 2011	54	54	100%
Spring 2012	43	41	95%
Spring 2013	62	62	100%
Spring 2014*	16	16	100%

* Beginning January 2014, NCEES will administer the FE exams exclusively via computer-based testing (CBT) at approved Pearson VUE testing centers.

LICENSURE PASSAGE
Geisel Medical School

United States Medical License Exam (USMLE)

	2009		2010		2011		2012		2013		2014	
	Dartmouth	All Schools*	Dartmouth	All Schools*	Dartmouth	All Schools*	Dartmouth	All Schools*	Dartmouth	All Schools*	Dartmouth	All Schools*
Step 1												
Percent Passing	99%	93%	100%	91%	99%	94%	100%	95%	100%	96%		
Average Score (SD)**	238 (16)	221 (24)	231 (18)	222 (24)	236 (16)	224 (22)	235 (16)	227 (22)	236 (18)	228 (21)		

	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
Step 2: Clinical Skills												
Percent Passing												
Total Test	96%	97%	100%	98%	97%	97%	100%	98%	99%	96%		
Integrated Clinical Encounter	97%	98%	100%	98%	99%	98%	100%	98%	100%	97%		
Communication & Inter-personal Skills	97%	99%	100%	99%	99%	99%	100%	99%	99%	98%		
Spoken English Proficiency	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		

	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
Step 2: Clinical Knowledge												
Percent Passing	99%	97%	96%	97%	99%	98%	99%	98%	100%	97%		
Average Score (SD)**	229 (22)	230 (23)	238 (26)	233 (22)	245 (18)	237 (21)	245 (15)	238 (19)	243 (14)	240 (18)		

	2006 Graduates (5/2006 to 12/2010)		2007 Graduates (5/2007 to 12/2011)		2008 Graduates (5/2008 to 12/2012)		2009 Graduates (5/2009 to 12/2013)		2010 Graduates (5/2010 to 12/2013)		2011 Graduates (5/2011 to 12/2013)	
	Dartmouth	All Schools*	Dartmouth	All Schools*	Dartmouth	All Schools*	Dartmouth	All Schools*	Dartmouth	All Schools*	Dartmouth	All Schools*
Step 3												
Percent Passing	100%	96%	96%	95%	98%	95%	100%	96%	98%	97%	98%	97%

*Includes examinees from US/Canadian Schools. **Step1 passing score: 188 (1/2010), 192 (1/2014); Step 2 (CK) passing score: 189 (7/2010), 196 (7/1012), 203 (7/2013), 209 (7/2014); Step 3 passing score: 190 (11/2011);

Source: Geisel Medical School Registrar.

Highlights

*For Step 1 exam, Dartmouth students consistently perform considerably better (percent passing, mean score, etc.) than the average of all US and Canadian students.

*For Step 2 Clinical Skills exam, Dartmouth students generally perform as well or better than the national group. On Step 2 Clinical Knowledge exam, Dartmouth students generally achieve a mean performance higher than the national mean score. On Step 3, Dartmouth students perform better than national schools in every year.

RETENTION AND GRADUATION RATES

Tuck School of Business

Student Success Measures/ and Goals — Prior Performance		2 Years Prior	1 Year Prior	Most Recent Year	Goal for the Future	Goal 2 Years Forward
		AY 11-12	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
Graduate Programs						
	Retention rates first-to-second year	100%	100%	100.0%	100%	100%
	Graduation Rates @ 150% time	100%	100.0%	100.0%	100%	100%
Distance education						
	Course completion rates	**N/A**				
	Retention rates					
	Graduation rates					
Branch campus and instructional locations						
	Course completion rate	**N/A**				
	Retention rates					
	Graduation Rates					

OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS

Tuck School of Business Job Placement

		Measures of Student Achievement and Success/ Institutional Performance and Goals	2 Years Prior	1 Year Prior	Most Recent Year	Goal for the Future	Goal 2 Years Forward
			AY 11-12	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
Success of students pursuing higher degree (1)							
	1	% with jobs/offers at graduation they intend to accept	91%	91%	91%	92%	92%
	2	% with jobs/offers 3 months after graduation they intend to accept	95%	95%	98%	98%	98%

APPENDIX C: Effectiveness (E) Forms

OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
UNDERGRADUATE ARTS & HUMANITIES

Asian and Middle Eastern Languages and Literatures					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes	1) Dartmouth ORC 2) Department website 3) Course syllabi	1) Culminating experience 2) Senior honors theses 3) Senior seminar (culminating experience) research paper 4) Participation in college student conferences 5) Publication in undergraduate research journals 6) Joint research with faculty under the Presidential Scholars program 7) Successful participation in study abroad programs 8) Student course evaluations 9) Independent study	1) Individual faculty members evaluate performance in specific courses 2) The entire department faculty approves theses and independent study proposals 3) The entire department faculty evaluates honors theses 4) The entire department faculty evaluates graduating majors in determining department prizes 5) Department chair evaluates student courses applied toward the major or minor	1) Faculty members adjust pedagogical approach through consideration of student evaluations and class observations by senior faculty 2) Syllabi are regularly updated and improved 3) Major requirements and overall curriculum currently under departmental adjustments in response to external review of spring 2014	2014

Art History					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes	1) Dartmouth ORC 2) Department website 3) Department orientation booklet 4) Career Services website 5) Course syllabi 6) Arts at Dartmouth website 7) The OCP brochure and website	1) Culminating experience in the senior seminar on Arts, Historical Theory and Method 2) Senior honors theses 3) Courses of independent study 4) Participation in departmental scholarly symposia /lectures 5) Participation on Art History field trips and college museum initiatives and programs 6) Student involvement in the editing and production of *The Collegiate Journal of Art* (an annual periodical generated and produced by Dartmouth Art History students)	1) Faculty members evaluate performance in individual courses 2) Department faculty as a whole approve honors theses proposals in both written and oral form 3) In the process of awarding departmental prizes and honors, the faculty appraise each senior major's achievements (overall quality of academic work, GPA, success as TAs or research assistants if applicable, as well as his/her contributions to or commitment to the field)	1) Department faculty regularly adjust or refine courses in response to evaluations of student work and feedback 2) Course content is adjusted to reflect recent scholarship or new developments in the field 3) Five years ago the Department's Foreign Study Program (FSP) in Florence was replaced by a new program in Rome 4) Faculty members continually experiment with new course offerings (under the rubric of Special Topics).	Last review: 2011 Next review: 2018

Classics					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes	1) Dartmouth ORC 2) Department website 3) Course syllabi	All Majors are required to undertake a culminating experience with several options: 1) A Senior Honors Project: thesis [all majors eligible], translation project [language/literature majors eligible], or combination of paper and comprehensive examination in ancient language(s) [language/literature majors eligible]. 2) Participation on both departmental FSP (Greece and Italy) [all majors eligible]. 3) Undertaking a culminating experience (CE) course in the junior or senior year. The course project includes a significant writing component (e.g., 25 page research paper). [all majors eligible].	1) Proposals for Honors Projects are approved by vote of the faculty. Final grade is determined by the primary advisor and a secondary reader. High Honors is awarded by vote of the faculty. Theses or projects being considered for High Honors are read by all voting faculty members. 2) Dual FSP participation: Intensive work on both FSPs is assessed by the faculty directors of the program 3) CE courses are pre-approved by the faculty and published each year on the departmental website. The instructor of the course is responsible for assessment, and also reports on progress and satisfactory completion to the full department.	1) Based upon annual deliberations the department faculty refine methods of assessment and how best to fine-tune the curriculum 2) Since 2009 the CE courses are chosen from a preapproved list of departmental offerings 3) Only regular faculty can direct Honors Projects (in the past visitors could direct projects). 4) With increased funding in 2008 team-teaching of both FSP programs by both a trained historian and an archaeologist to provide greater depth to the off campus experience. 5) (Re)introduction of an intensive ancient Greek program. 6) Annual review of texts used for elementary language instruction 7) Establishment and funding of student-run evening tutorials for elementary instruction in Latin and Greek 8) Funded opportunities for student summer research in language/archaeology fieldwork.	Last review: 2010 Next review: 2017

English					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review (for general education and each degree program)**
Yes	1) Department website 2) Course syllabi 3) Dartmouth ORC	1) The culminating experience, which consists either of a seminar or an honors project in order to allow students to work closely with faculty and to concentrate on a specific literary subject 2) Senior honors theses 3) In intensive creative writing courses, students' writing and critical abilities are evaluated regularly in class.	1) Work in culminating seminars is evaluated by individual faculty members. 2) Proposals for honors work are evaluated by a small committee of faculty. 3) Honors theses are evaluated by an advisor and a second reader from the faculty. 4) Nominations for High Honors must be approved by vote of the Dept. 5) The department awards a number of annual prizes: 3 in critical writing and 7 in creative writing. For these, students' work is evaluated by a small committee of the faculty. Prizes are listed on the website: http://english.dartmouth.edu/undergraduate/prizes	1) The department periodically evaluates and revises requirements for completing the major, in order to provide more focus on the learning outcomes defined.	Last review: 2011 Next review: 2018

German Studies					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes	1) Dartmouth ORC 2) Department website 3) Course syllabi	1) All majors must write a research paper as their "culminating experience" in the senior seminar (German 65) 2) Independent study (German 85) 3) Senior honors theses (German 87)	1) Individual department faculty members evaluate performance in their courses. 2) Departmental faculty as a whole approve proposals for honors theses 3) To award departmental prizes and honors, the departmental faculty appraises each senior major's achievements	1) Departmental faculty alter and fine-tune courses in response to student evaluations 2)Courses are updated to reflect current scholarship or new disciplinary developments 3) Departmental faculty members explore new content in courses designated as "Special Topics"	2011

Music					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes	Dartmouth ORC Department Website Course syllabi	1) Culminating experience, required of all seniors and comprised of colloquia, written work, and evaluation of performances 2) Honors proposals, submitted to faculty for approval; and completed Honors projects 3) Recitals given by seniors who have concentrated in performance 4) Participation in foreign study programs 5) Active participation and performance in groups outside the department on a service level (e.g., hospitals, schools, community organizations, etc.) 6) Awards and prizes are given to our most outstanding students and graduates.	1) The class advisor determines whether seniors have completed the culminating experience in a satisfactory manner. 2) The tenured/tenure-track faculty examines the work of students endeavoring to receive Honors. 3) The studio faculty evaluates student recitals. 4) The director of the foreign study program evaluates the students on that program. 5) A student coordinator assists the faculty in identifying opportunities for community service 6) The tenured/tenure-track faculty votes on the awards and prizes to be given to students.	1) We have made curriculum changes in 2009 and 2014 in response to the evidence we have seen in our students' performance and mastery of the core of a music education. 2) Individual courses are constantly adjusted to maximize student learning. 3) The culminating experience has been reshaped in order to encourage students to engage in service-oriented activities and thus bring their learning into the community in which they live. 4) We have changed the nature of one of our awards, making it available to students who apply and propose a specific use for funds.	2015

Philosophy					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes	1) Dept website 2) Course syllabi 3) Dartmouth ORC	1) Culminating experience 2) Departmental honors determined by a vote of the full faculty 3) Written work such as essays and research papers 4) Oral presentation	1) Individual course instructors evaluate student work 2) Departmental checks of whether students fulfill the major or minor requirements are conducted by the Dept administrators 3) The department faculty as a whole review and evaluate departmental honors	1) The department routinely reworks individual courses and course offerings in light of student performance and interest and developments in the field. 2) In periodic reviews the department reworks the structure of the curriculum as a whole, including the major and minor requirements. 3) Proposed changes to the curriculum—course descriptions, new courses, major and minor requirements, etc.—are subject to approval by a vote of the College's Committee on Instruction.	Last review: March 2009

Religion					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes	1) Dartmouth ORC 2) Department website	The department requires a capstone course.	The instructor in the capstone course, which in turn is taken to the department as a whole.	We are constantly reviewing the effectiveness of our curriculum and the requirements for a major.	2014

Spanish & Portuguese					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes	1) Department website 2) Individual meetings with students 3) Annual departmental open house 4) Course syllabi 5) Dartmouth ORC	1) Completion of a writing seminar, SPAN37 2) Completion of a senior seminar course in which students develop original research projects 3) Participation in Study Abroad Programs 4) Upper-level independent study courses 5) Senior honors thesis and oral presentation to the entire Dept. The full faculty evaluate students' work.	1) Individual faculty members evaluate students' coursework, independent studies, or capstone experience 2) The department faculty as a whole evaluate student outcomes in the writing of honors theses	1) The Department has implemented a revised curriculum 2) Reorganization of the SPAN 1, 2, 3 sequence: instituted a new "Introduction to Literary Study" course (SPAN 10) at the intermediate level; and streamlined its upper-level offerings to allow students more flexibility and breadth as they compose their individualized areas of focus. 3) Development of a new faculty sub-committee dedicated to reviewing and enhancing its language sequence on an ongoing basis. 4) The department also has a faculty sub-committee dedicated to recommending faculty and student guidelines for the preparation and evaluation of honors theses.	Last review: October 2009

Theater					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes	Dartmouth ORC Department website	1) Culminating experience. 2) Honors Thesis. 3) Senior projects. 4) A minimum of five practical experiences in theater production.	1) Majors are discussed and reviewed in departmental meetings. 2) Each Major has an assigned advisor who meets regularly with their advisee. 3) Department meets and reviews Honors projects and theses. 4) Department meets and approves all student production proposals. 5) Department attends performances and productions by students and offer informal critiques. 6) Student productions are closely mentored by appropriate faculty and staff. 7) Students are appraised in departmental awards of end of year prizes. 8) All majors are voted on for graduation by department.	1) Each year the department holds a retreat where all work and evaluations are considered. 2) In 2012 the number of courses required in the major was changed from 12 to 10 after reviewing the rigor and demands of the major. 3) In 2011 the student production process was redesigned to reflect student concerns about opportunities and scheduling.	Last department review 2013

OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
UNDERGRADUATE INTERDISCIPLINARY PROGRAMS

African and African-American Studies Program					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? by the curriculum committee) (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes	1) Dept. website 2) Course syllabi 3) Dartmouth ORC	1) Completion of required courses for degree 2) Culminating experience (one of three options: Senior Seminar; Senior Independent Research; or Honors Thesis)	1) Individual faculty members evaluate student performance in courses. 2) The Chair reviews student progress in the Major. 3) The Steering Committee approves proposals for Honors Theses, and the student's advisor evaluates the completed thesis.	1) The Dept. meets regularly to evaluate and revise the curriculum and degree requirements	2013 External Review

Asian and Middle Eastern Studies Program					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? by the curriculum committee) (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes	1) Program Website 2) Dartmouth ORC	1.Required courses for the major. 2.Culminating experience and/or honor thesis 3.Independent research	1.Department Chair 2.Steering Committee 3.Faculty as a whole when called upon to do so.	Evaluating the major broadly, including consideration of transregional requirement and regional tracks.	Spring 2007

Comparative Literature Program					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? by the curriculum committee) (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes	1) Program website 2) Dartmouth ORC	1) Comparative Literature 85 & 87 serve as capstone courses for the major. 2) Students work with both the chair and individual advisers to put their work in theory (COLT 72) into practice on a specific topic. 3) Students write either a senior thesis or two long papers on their chosen subject.	Work in 85 and 87 is evaluated by the chair and a reading committee. These reports are in turn reviewed by the Steering Committee. Since all students develop their own course of study, their individual majors are also reviewed in the spring term before graduation.	Evaluations of student performance have been used to help develop recent revisions in the program major and in the content of courses. It is also a consideration in the selection and development of course offerings.	2011

Environmental Studies					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? by the curriculum committee) (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes	1) Program website 2) Dartmouth ORC	1) Culminating experience 2) Senior honors thesis 3) Project classes (ENVS 50 and ENVS 84), written assignments, and oral presentation	The program chair and the tenure-track faculty serving as a committee of the whole.	The program routinely evaluates and revises the curriculum and the teaching and evaluation methods used within individual courses from self-evaluation and feedback from colleagues and students.	February 2010.

Institute for Writing and Rhetoric Program					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? by the curriculum committee) (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes	On our website. Writing 2-3 Writing 5 FYS HUM 1-2 Dartmouth ORC Program website	In our case, it is not graduates (we don't have a major) but students finishing our programs. All students participate in student evaluations which are taken very seriously in terms of targeting improvements in individual sections. We have several additional assessment measures: Writing 2-3: group faculty meetings about student progress; a sample of students participate in our portfolio process. Writing 5: a sample of students participate in our portfolio process. Humanities 1-2: a sample of students participate in our portfolio process. First-year Seminar: a sample of students participate in our portfolio process. Speech: not yet established Upper-level courses: not yet established In addition, we have been doing research on student writing for the past four years and have substantial baseline descriptive data about many aspects of student writing and student writers' experiences at Dartmouth.	The Director works with several faculty subcommittees to carry out the different assessment efforts. About two thirds of our regular writing faculty have been involved at different points in the research on student writing, the reading and analysis of student portfolios, etc.	Results are reported to the steering committee and the faculty, who revise the curriculum accordingly. In the past two years, we have: - changed the number of required writing assignments - revised our outcomes to better match what students need to learn and demonstrate - begun revising types of assignments and course writing activities to better enable "transfer" of students' writing knowledge - begun implementing mechanisms for improved communication between the different writing course faculty (Writing 5, Writing 2-3, FYS, HUM 1-2.	2011

Jewish Studies Program					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? by the curriculum committee) (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes The structure of the minor is based on it.	1) Dept website 2) Dartmouth ORC	Since JWST formally offers only a minor, there is no capstone course dedicated to minors. Flexibility in approving elective courses for the minor requires faculty evaluation of the coherence and of the track a student proposes and completes. In the case of special JWST majors, the program requires a culminating seminar equivalent or a senior thesis.	Normally, the program chair interprets the evidence in consultation with the faculty member(s) in whose areas of specialty the student's work is focused. The steering committee approves course selections that deviates from the official requirements.	Since many students take 4 or 5 or even 6 JWST courses without declaring a minor, we are in no position to evaluate their achievements in any formal manner. We do, however, constantly evaluate the significance of students' choice not to declare a minor.	2013

Latin American, Latino, and Caribbean Studies Program					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? by the curriculum committee) (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes	1) Dept. website 2) Course syllabi 3) Dartmouth ORC	1) Successful completion of courses in the major 2) A culminating experience that can be one of the following: a) Senior Seminar b) An approved independent study with a LALACS professor c) A senior honors thesis	1) Faculty members 2) Department Chair 3) Steering Committee	LLALACS engages in continuous revision of the curriculum to provide majors with a balance of courses in arts & humanities and the social sciences, as well as Latin American and Latino studies.	2014

Linguistics & Cognitive Sciences					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? by the curriculum committee) (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes	1) Program website 2) Learning outcomes 3) Dartmouth ORC	1) Successful completion of required courses for degree 2) Performance in independent research activities 3) Completion of research paper in upper-level seminar and/or a senior thesis	1) Individual faculty members set learning goals for particular courses and evaluate the evidence for student success in those courses. 2) The Program as a whole is responsible for determining whether students are meeting learning outcomes for degrees.	1) Adjustments to textbooks, readings and class assignments 2) Overhaul of a specific courses or changes to degree requirements	Last review: 2012

Mathematics and Social Sciences Program					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? by the curriculum committee) (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes	1) Program website 2) Course syllabi 3) Dartmouth ORC	1) Successful completion of required courses for the degree (all degree candidates have their proposed degree course list and rationale approved by the program's Steering Committee before they are accepted into this honors program) 2) Senior honors thesis (required of all majors).	1) Individual faculty members set learning goals for particular courses and evaluate the evidence for student success in those courses. 2) The Program as a whole is responsible for determining whether students are meeting learning outcomes for degrees (via initial Steering Committee approval). 3) Each student has at least one advisor who oversees thesis work.	1) Adjustments to textbooks, readings, and class assignments. 2) The overhaul of a specific course or changes to degree requirements. 3) A minor is being developed.	Unknown

Native American Studies Program					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? by the curriculum committee) (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes	1) Dartmouth ORC 2) Course syllabi. 3) Program website	1) j (a) Successful completion of the course requirements for the major or minor in NAS; 2) (b) Successful completion of a culminating experience. These can include a senior seminar in NAS, a senior honors thesis or an independent research project supervised by a faculty member within NAS (or one approved by the NAS faculty).	1) The NAS Program Chair; 2) The NAS faculty	1) The NAS faculty hold an annual summer retreat at which they discuss any proposed changes to the curriculum, teaching methodologies, assessment models and other programmatic enhancements. 2) Our recently approved off-campus program in Native American Studies to be based in Santa Fe, NM and launched in the fall 2015 was developed as part of this process of review and discussion.	2014

Women's and Gender Studies Program					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? by the curriculum committee) (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes	1) Course syllabi 2) Dartmouth ORC 3) Program website	WGST 80 is the culminating experience for the major and minor	Major and minor requirements are determined by faculty steering committee and ratified by all appropriate Dartmouth faculty committees	Data such as enrollment patterns, course evaluations, and extensive feedback from students have recently been used to introduce a modified major, and are taken into account when determining what topics courses to offer. A curriculum review is currently underway based on faculty observations, student feedback, and recent debates within the discipline	Last program review was in 2008 Next anticipated 2018

OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
UNDERGRADUATE SOCIAL SCIENCES

Anthropology					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes	1) Department website 2) Dartmouth ORC 3) Relevant department brochures 4) Course syllabi	1) All students who major in the department take a culminating seminar, usually in their senior year. These are taught by faculty across the subfields in anthropology, but each represent core areas of anthropological inquiry. 2) Approximately 6-10 students per year are awarded funding through the Claire Garber Goodman Fund, with which they do mentored, independent field research and write up results, often in the form of an honors thesis. Also paper prizes. 3) Students engaged with faculty research often co-author papers/ posters with faculty 4) We use active learning / interactive lectures in courses and solicit feedback.	1) All faculty members are involved in curricular discussions, both formally through faculty meetings and informally through sharing of syllabi, assignments, etc. 2) Department tracks graduates in terms of success in fellowships, advance degrees, employment. 3) All department members read all honors theses and vote on honors/high honors. 4) All faculty read and vote on paper prizes. 5) Faculty sometimes co-advise students on theses, independent projects or other research.	1) The department routinely assesses student needs and interests based on individual course assessments, experiences with honors thesis students, major and minor advising. As a result of this work faculty have: 2) developed a new minor in global health 3) prioritized hiring of an archaeologist with specialty in archaeological sciences and environmental archaeology 4) prioritized hiring cultural anthropologists and biological anthropologists who at the intersections of environment and health 5) increased focus on applied anthropology; qual and quant methods	Last review 2011

Economics					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) What changes have been made as a result of using the data/evidence?**	**(6) Date of most recent program review (for general education and each degree program)**
Yes	1) Dept. website 2) Course syllabi 3) Dartmouth ORC	1) Culminating experience 2) Proficiency requirements in the 3 core areas of economics: (microeconomics, macroeconomics, and econometrics). 3) Proficiency requirements in at least 2 broad fields of economics represented by the 7 sequences of field courses offered: (development, industrial organization, money and finance, labor, public economics, international economics, and advanced theory). 4) The major is hierarchical and culminates in a senior- level course in which students are expected to be able to read and discuss research papers published in the leading journals and to be able to independently undertake a major research project of their own, which is typically empirical. 5) To be eligible for graduation, each major is certified by the Dept. as a whole for having met the above requirements and stated outcomes.	1) Individual faculty members evaluate student work. 2) Faculty teaching senior- level courses carefully monitor the preparedness of their students and provide feedback to instructors of lower-level courses if expectations are not met. In some cases the Dept. Curriculum Committee formalizes the content of prerequisite courses (e.g. requiring that all students have a working knowledge of the Strata statistical package).	1) The Dept. is continually revising the content of its courses to keep up with new advances in the field. 2) The Dept. has added new courses in Political Economy and is working toward adding classes in Monetary Policy, Health Economics and Transitional Economics and continues to update and improve the course content in all of the other field courses. 3) The Dept. has added an empirical research project to our Introductory Econometrics course in order to better prepare students for the culminating experience.	Last review May 2012

Education					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? by the curriculum committee) (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes	1) Dept. website 2) Course syllabi 3) Dartmouth ORC	The Education Department does not have a major. Department minors are confirmed before graduation by the department chair. Faculty members counsel and advise students in individual courses, and based on written and oral work ensure, to the highest degree possible, that students achieve learning outcomes.	There is no major in the Department of Education. Department faculty members interpret written and oral evidence presented by students in class before assessing performance. Individual problems are discussed with the Chair. The Chair and faculty members carefully review course evaluations and discuss them at annual meetings.	Faculty discussions, course evaluations, additional student input, changes in faculty contribute to changes in curriculum and requirements. The department recently dropped the culminating course requirement for the minor based on the findings described above.	State of NH teacher education program reaccreditation review: October 2009 External review scheduled for Spring 2015

Geography					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) What changes have been made as a result of using the data/evidence?**	**(6) Date of most recent program review (for general education and each degree program)**
Yes	1) Dept website 2) Dept. brochures 3) Dartmouth ORC	1) Capstone course 2) Senior honors thesis: About 15 % of majors write an honors thesis. For High Honors, the work produced should have the potential for publication in a peer-reviewed journal in the discipline. 3) Research papers (Department offers an endowed prize for the best paper each year). 4) Research projects/posters (Posters are displayed in the department) 5) Individual and group presentations 6) Active learning (e.g., role playing in class) 7) Faculty regularly publish papers in peer-review journals with students who are/were our undergraduate students.	1) The whole Dept. is involved in discussions about the relative successes of our various teaching strategies and curriculum directions through regular departmental meetings. 2) The Dept. hold an academic retreat before the start of the school year to assess such matters in more depth. 3) The Dept. tracks its graduates in terms of careers and advanced degrees. 4) The faculty as a whole vote on honors and high honors for each student.	The Dept. continuously monitors its curriculum by assessing student interests and needs and then uses that to shape its curriculum. As a result of this, in the last ten years, the Dept. has: 1) Added GIScience courses 2) Developed a qualitative research methods course 3) Developed and augmented a suite of courses on international development and global health 4) Developed and augmented a suite of courses that deal with identity, place and difference. 5) Restructured its culminating experience course 6) Hired to climate change modelers and expanded course offerings on climate change	Last review: 2010

Government					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) What changes have been made as a result of using the data/evidence?**	**(6) Date of most recent program review (for general education and each degree program)**
Yes	1) Dept. website 2) Course syllabi 3) Dartmouth ORC	1) The culminating experience including at least 2 seminars 2) Research papers and other written work 3) Senior honors thesis and oral presentation 4) The Dept. offers a series of annual awards to graduating seniors for outstanding work in each of the sub-fields as well as for inter-disciplinary work.	1) All papers and exams are read and graded by faculty. 2) Each senior thesis is read by at least 2 faculty in addition to the thesis adviser. These 3 faculty also participate in an oral thesis defense with the honors student. 3) All majors and minors must be confirmed before graduation by a vote of all faculty. 4) Dept. award winners are determined by deliberation of all faculty, based on the complete academic portfolios and performance of all nominees.	1) The honors program directors produce an annual report that is reviewed by the full Dept. faculty. 2) The honors program was overhauled seven years ago. Faculty decided that students would benefit from more structured instruction on research methods and from the cultivation of a scholarly community among thesis writers sustained over the course of a full year. 3) Dept. prize deliberations focus faculty discussion on what concrete curricular improvements could help them better realize the broad education mission of the Dept.	Last review: 2012

History					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) What changes have been made as a result of using the data/evidence?**	**(6) Date of most recent program review (for general education and each degree program)**
Yes	1) Department website 2) Course syllabi 3) Dartmouth ORC	1) Culminating experience in the form of a seminar. 2) Senior honors thesis with oral presentation at the end. 3) The department offers prizes in each of the four geographical areas: one for theses, and one for papers submitted in all other courses. 4) In addition to completing a culminating experience, each major must complete a field of concentration, 5) Plus a geographical and a chronological Requirement in order to certify completion of a major for graduation.	(1) Individual faculty evaluate student work in their own courses. (2) The department as a whole approves all course syllabi. This generally involves a discussion about how the course fits into the curriculum. (3) The whole department certifies completion of the majors at the end of the year. (4) The faculty of the department discuss and vote on honors. (5) The department has had an ongoing discussion of its curriculum since the last review.	The department is holding a retreat in February 2015 to discuss the state of our curriculum. In recent years the department has added new faculty/lines which, in some cases, means the addition of new courses. The February retreat will give an opportunity to assess what has transpired and are there areas for improvement. Last review 2007	Last review 2007

Neuroscience					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? by the curriculum committee) (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes	1) Department website 2) Course syllabi 3) Dartmouth ORC	1) Culminating experience 2) Experimental projects 3) Written assignments 4) oral presentations	1) Individual faculty determines whether students have met the requirements of the courses designed to meet our learning outcomes. 2) The Neuroscience Committee in PBS determines whether students have met the requirements of the major or minor. 3) The Department faculty as a whole vote to approve and graduate students put forward by the Neuroscience Committee as having met the requirements of the major or minor.	1) The Neuroscience Committee routinely reviews course offerings to better meet student interests and needs 2) The overhaul of a specific course or changes to degree requirements 3) The Neuroscience Committee reviews the structure of the curriculum as a whole and presents suggested changes to the full PBS faculty	2012-2013

Psychological & Brain Sciences (PBS)					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) What changes have been made as a result of using the data/evidence?**	**(6) Date of most recent program review (for general education and each degree program)**
Yes	1) Department website 2) Course syllabi 3) Dartmouth ORC	1) Culminating experience 2) Experimental projects 3) Written assignments 4) Oral presentation	1) Individual faculty determines whether students have met the requirements of the courses designed to meet our learning outcomes. 2) The Undergraduate Committee in PBS determines whether students have met the requirements of the major or minor. 3) The Department faculty as a whole vote to approve and graduate students put forward by the Undergraduate Committee as having met the requirements of the major or minor.	) The Department routinely reviews course offerings to better meet student interests and needs 2) The overhaul of a specific course or changes to degree requirements 3) The Department reviews the structure of the curriculum as a whole	Last review: 2011

Sociology					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? by the curriculum committee) (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes	1) Course syllabi 2) Dartmouth ORC 3) Department website	1) Culminating experience; 2) Proficiency in research design, theory, and statistics. 3) The major culminates in a senior-level course (either a seminar, a research based independent study, or honors thesis), in which students are expected to be able to read and discuss research published in leading journals and major academic presses and to be able to independently undertake a major research project – that is almost always empirical in nature – on their own.	1) Individual faculty members evaluate student work. 2) Faculty teaching senior level courses carefully monitor the preparedness of their students and provide feedback to instructors of lower level courses if expectations are not met.	1) The department is continually revising the content of its courses to keep up with new advances in the field. 2) The department has added new substantive courses and new course requirements for the major (including Research Methods) and regularly updates the course content in all of our substantive courses. 3) The department has recently added Research Methods (which culminates in a complete research proposal) in order to better prepare our students to pursue honors work.	2013

OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
UNDERGRADUATE SCIENCES

Biological Sciences					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? by the curriculum committee) (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes	1) Dept. website 2) Handouts distributed to first-year students at a Biological Sciences Orientation Session and to sophomores ready to declare a major 3) Course syllabi 4) Dartmouth ORC	All Majors: 1) Completion of the requirements (prerequisites, 3 foundation level courses, 7 additional courses within an Area of Concentration) 2) Culminating experience in a course with a substantial research and/or primary literature component Majors with Honors and High Honors: 1) Senior honors thesis (research based) 2) Oral presentation 3) Defense before a committee of faculty members Minors: 1) Completion of the requirements (prerequisites, 2 foundation level courses, 4 additional Biology courses)	1) Individual faculty members evaluate performance in individual courses 2) Dept. faculty as a whole evaluate feedback from Biology majors and other indicators of program success, and also certify graduation as an Honors/High Honors student 3) Student advisors and the Undergraduate Committee evaluate progress toward completing degree requirements 4) Honors thesis committee evaluates senior honors thesis, oral presentation, and student defense	1) In 2013-2014 we conducted an extensive assessment of changes made to the curriculum in 2006. As a result, the absolute requirement of an introductory course was removed, allowing well prepared students greater flexibility in taking upper level courses. 2) Our response to evidence collected at Dartmouth and nationally was significantly facilitated by our move into the new Life Sciences Center (LSC) in 2011. The LSC allows for innovative and integrated use of personal response devices, lecture capture, group learning and "flipped" course design. 3) We also increased the number of course sections, and thus reduced the number of students per section.	External review of Biology occurred in Spring 2012. Biology Retreat planned for Spring 2015.

Computer Science – Computer Science Majors					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? by the curriculum committee) (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes	1. Dept. website 2. Course syllabi 3. Dartmouth ORC	For Computer Science majors: 1) A culminating experience course 2) Senior honors thesis 3) A substantial course project, either individually or in small teams. 4) Oral presentation of their work to peers, instructors, and to the non-technical end user 5) Formal course evaluations and informal discussions with faculty experience	1) Individual faculty members evaluate student work 2) The outcomes of all senior honors theses are decided by a vote of Dept. faculty. 3) For a student to be awarded high honors, it is required that the student work independently, that the quality of the work be publishable (or very close to publishable) in a refereed forum, and that the student give an oral public presentation of his or her work to a committee of three dept. faculty members (including the thesis adviser	For the Computer Science Major 1) The Dept. reorganized the major in 2007, shortening the chain of prerequisites leading to the upper-level courses. This change helps students start meeting the learning goals earlier in their education. 2) After an external review in 2010, the department made three significant curricular changes: a. It revamped the introductory sequence, creating a new two-course sequence, COSC 1 and COSC 10, and sunsetting the existing sequence, COSC 5 and COSC 8. The new introductory sequence demonstrates how computer science applies to a broad spectrum of areas and is designed to either attract students into the major or give them useful computational skills. b. It restructured and simplified the major to comprise the two introductory courses, any two theory/algorithms courses, any two systems/hardware courses, any two applied computer science courses, and a culminating experience. Courses were renumbered so that the tens digits indicates the area. c. It adopted a practice whereby every faculty member who is teaching a three-course load can choose one of the courses. In this way, the department offers many topics courses, thereby continually refreshing the curriculum. 3) The Dept. maintains an active Curriculum Committee, which deliberates on students' attainment of the learning goals and recommends changes as necessary . 4. The Dept. adjusts individual courses as necessary, based in part on student feedback	The Math & Computer Sciences department was reviewed in 1993. The Computer Science department was reviewed in 2010.

Computer Science – Digital Arts Minors					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? by the curriculum committee) (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes	1. Dept. website 2. Course syllabi 3. Dartmouth ORC	For Digital Arts minors: 1) Culminating experience 2) Structured homework assignments and class projects 3) Faculty and peers review and critique student work 4) Group projects 5) Oral presentation of their Work	1) Individual faculty members evaluate student work 2) The outcomes of all senior honors theses are decided by a vote of Dept. faculty. 3) For a student to be awarded high honors, it is required that the student work independently, that the quality of the work be publishable (or very close to publishable) in a refereed forum, and that the student give an oral public presentation of his or her work to a committee of three dept. faculty members (including the thesis adviser	For the Digital Arts Minor: 1. The Digital Arts minor was formed in response to interest from students and a desire by the College to offer a multi-disciplinary program in the digital arts 2) The Dept. continues to adjust the minor in response to student and faculty input. New courses were developed and offered, and the number of Digital Arts courses offered per year has been increasing.	The Math & Computer Sciences department was reviewed in 1993. The Computer Science department was reviewed in 2010.

Chemistry					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? by the curriculum committee) (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes	1) Department website 2) Orientation program/open house for incoming students. 3) Course syllabi 4) Dartmouth ORC	All majors must complete the courses required for one of the 5 major tracks. Each contains a culminating experience, with three upper division capstone courses. Chem 87: Most of our students take independent research, in which they 1) Write a thesis 2) Oral presentation of the research in front of the department, and 3) Oral defense of the research with a committee of three faculty members.	Individual faculty oversee and grade the performance of the students in their courses. The Department's UAC (undergraduate advisory committee) oversees the progression of the majors towards graduation. The Curriculum committee oversees the course offerings, providing suggestions for modifications/updates as needed.	We have recently established a new major track (Biological Chemistry) based on feedback from our students. New course offerings have been established (Chem 42: Biological Chemistry II). We have established a 4+1 program, a BA/MS program allowing for our students to obtain a research based masters, largely based on the research they have completed during their senior thesis.	The department was reviewed in 2009 by an external committee

Earth Sciences					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? by the curriculum committee) (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes	1) EARS website 2) Design and rationale recently described in peer-reviewed publication (Renshaw, C.E., 2014, Design and Assessment of a Skills-Based Geoscience Curriculum, Journal of Geoscience Education 62, 668-678) 3) Dartmouth ORC	All Majors: 1) Completion of major requirements 2) Culminating experience in form of independent research and/or effort in advanced topics (Senior Honors thesis, independent project, or a course of directed reading and reflective essay writing) Majors with Honors and High Honors: 1) Senior honors thesis (research based) 2) Oral presentation and defense before entire EARS faculty and student audience	1) Individual faculty members evaluate student work in context of expected learning outcomes. 2) EARS faculty support and participate in our curricular assessment project using the online course evaluation systems. We edit the course evaluation to include specific questions targeting expected learning outcomes of each class; 3) Evaluation of our capstone experience senior honors theses undertaken by entire EARS faculty	EARS faculty reorganized curriculum in 2009 to focus on specific skills and concepts that define our expected learning outcomes. We recently published (see column 2) an assessment of the redesigned curriculum using 4 years of evaluation data. The EARS faculty collectively discuss findings and adjust both course content and description of learning outcomes as appropriate on an ongoing basis. We also recently surveyed all of our alumni asking them to reflect on how well the training they received here prepared them for their post-Dartmouth career.	The department was externally reviewed in 2010. The 2009 curriculum was assessed in 2013. We surveyed our alumni on learning outcomes in 2014 and are in the process of reviewing this data.

Engineering Sciences					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? by the curriculum committee) (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes	1) BE program website 2) Course syllabi 3) Dartmouth ORC	The Major in Engineering Sciences is an integral part of Thayer School's BE. Within Engineering Sciences, several performance criteria were voted by the faculty. At the AB level, these measurements are made within the courses providing core competencies: (ENGS 21: Introduction to Engineering, ENGS 22: Systems, ENGS 23: Distributed Systems and Fields).	1) The faculty members directly involved in ENGS 21, 22 and 23 2) Dept. faculty who teach other courses 3) The Chair of the Department and the Dean.	The information and feedback gathered is first discussed by the Undergraduate Program Committee who deal with all matters related to curriculum. The committee then reports to the engineering faculty as a whole, with appropriate recommendations for improvement/change.	Last ABET review: 2009 Next ABET review: Fall 2015

Mathematics					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? by the curriculum committee) (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes	1) Dept. website 2) Course syllabi 3) Dartmouth ORC	Non-honors majors: 1) Culminating experience: undertaking an independent project or a particular course designated as the culminating experience. 2) The courses which may satisfy this requirement are always courses which require another advanced course as a pre-requisite. Thus, successful completion of such a course implies study at a reasonable depth. 3) Course review before graduation Honors majors: 1) Senior honors theses 2) Oral Presentation of independent projects to the full faculty for review 3) Honors level classes 4) Course review before graduation All majors: 1) Data collection on placement and initial course selections 2) Course evaluations 3) Course review before graduation 4) Exit interviews	1) The Undergraduate Program Committee (UPC) handles all curricular matters within the Dept., including consideration of the achievement of learning objectives and evaluation of its curriculum. 2) Individual faculty advisers to majors 3) Individual faculty advisers to first-year students 4) The Dept. faculty as a whole review senior theses and evaluate them for honors 5) The Dept. Chair reviews all course evaluations and reports any systematic issues to the UPC for review and possible action	1) The UPC aggregates the information and, if appropriate, initiates curricular changes which are then discussed by the Dept. faculty. If adopted by faculty, these changes then pass through the appropriate College Committees. 2) A recent change to the calculus sequence by adding two courses Math 11 and 12. 3) A recent addition of Math 17 aimed at first-year students 4) A recent addition of a number of new minors and a modified major 5) Recently added both applied math faculty as well as courses in applied areas (Math 43, 53, 75, 76, 86 & 96). These curricular changes were prompted both by faculty interest as well as building demand from our students.	Last review: 2007

Physics and Astronomy					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? by the curriculum committee) (e.g. annually by the curriculum committee)**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review(for general education and each degree program)**
Yes	1) Department website 2) Course syllabi 3) Dartmouth ORC	<u>All majors:</u> 1) completion of required courses and number of courses 2) culminating experience class on an advanced topic <u>Majors with honors or high honors:</u> 1) exceeding required course count by specified significant margin 2) completion of senior honors thesis based on original research 3) public defense of the thesis	1) individual faculty evaluate performance in individual courses 2) faculty as a whole certifies majors 3) honors theses committees evaluate senior honors theses 4) undergraduate advisor evaluates students' progress toward completing degree	1) major requirements/course content shifted in 2014-15 to make the major more consistent with Dartmouth's "D" plan 2) astronomy major requirements changed in 2014 3) introduction of new major course, Physics 31 in 2016	Reviewed by faculty annually at Fall retreat, last time in Fall, 2014

OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
GRADUATE ARTS & SCIENCES

Ph.D. Biology					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) What changes have been made as a result of using the data/evidence?**	**(6) Date of most recent program review (for general education and each degree program)**
Yes	1) Dartmouth ORC 2) Graduate Student Handbook 3) Program website	1) Qualifier exam, written and oral with external examiner on committee 2) Research proposal 3) Written Thesis 4) Oral Thesis defense with external examiner on committee 5) Learning assessment in individual course assessment survey.	1) Advisory committee for each student at least annually 2) Graduate Program Faculty representatives meet with students annually 3) Dartmouth Council of Graduate Studies (CGS)	1) Review and changes made to program design and individual programs at Quarterly CGS meeting 2) Departmental Faculty Meeting review 3) Recent changes include thesis committee composition revisit, individual departments reworking graduate curriculum (Earth Sci, PEMM).	1) Last review 2013 (EEB), 2011? (MCB) 2) Review of procedures and best practices at quarterly CGS meetings

Ph.D. Biochemistry					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) What changes have been made as a result of using the data/evidence?**	**(6) Date of most recent program review (for general education and each degree program)**
Yes	1) Dartmouth ORC 2) Graduate Student Handbook 3) Program website	1) Qualifier exam in the form of a research proposal 2) Written Thesis 3) Oral Thesis defense with external examiner on committee 4) Participation in mandatory journal clubs 5) Annual research-in-progress seminar. 6) Learning assessment in individual course assessment survey	1) Advisory committee for each student. 2) Qualifying exam committee for each student 3) Thesis exam committee (incl. external reader) 4) Graduate Program Faculty representative 5) Dartmouth Council of Graduate Studies (CGS)	1) Review and changes made to program design and individual programs at Quarterly CGS meeting 2) Departmental Faculty Meeting review 3) Recent changes include clarification of conflict-of-interest rules for faculty, composition of examination committees; implication of a new student grievance policy; adjustment of qualifying exam rules and journal club requirement; approval of additional elective courses.	1) Molecular Cell Biol. Program faculty meet monthly to review and reprogram 2) Review of procedures and best practices at quarterly CGS meetings 3) Last full program review as part of MCB internal and external review in 2011?

Ph.D. Chemistry					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) What changes have been made as a result of using the data/evidence?**	**(6) Date of most recent program review (for general education and each degree program)**
Yes	1) Dartmouth ORC 2) Graduate Student Handbook 3) Program website	1) Written and oral qualifying exams 2) Research seminar before entire department 3) Research proposal and defense 4) Written Thesis and public presentation 5) Oral Thesis defense with external examiner on committee 6) Course requirements 7) Learning assessment in individual course assessment survey	1) Advisory committee for each student 2) Departmental Graduate Student Advisory Committee (which has oversight of the entire depart- mental graduate program) 3) Dartmouth Council on Graduate Studies (CGS)	1) Review and changes made to program design and individual programs at Quarterly CGS meeting 2) Departmental Faculty Meeting review 3) Recent changes include modifications to course requirements and number of terms spent as Teaching Assistant, and addition of qualifying exams	1) Last review Fall 2009. 2) Review of procedures and best practices at quarterly CGS meetings

Ph.D. Computer Science					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) What changes have been made as a result of using the data/evidence?**	**(6) Date of most recent program review (for general education and each degree program)**
Yes	1) Dartmouth ORC 2) Graduate Student Handbook 3) Program website	1) Research Presentation Exam in third year, evaluated by faculty committee 2) Research plan presentation for thesis 3) Written Thesis 4) Oral Thesis defense with external examiner on committee 5) Learning assessment in individual course assessment survey	1) Advisory committee for each student. 2) CS Faculty representative 3) Dartmouth Council of Graduate Studies (CGS)	1) Review and changes made to program design and individual programs at Quarterly CGS meeting 2) Departmental Faculty Meeting review 3) Recent changes include thesis committee composition revisit, individual departments reworking graduate curriculum.	1) Last review Winter 2010. 2) Review of procedures and best practices at quarterly CGS meetings

Ph.D. Earth Sciences					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) What changes have been made as a result of using the data/evidence?**	**(6) Date of most recent program review (for general education and each degree program)**
Yes	1) Department website 2) Dartmouth ORC	1) Pass written general exam and defend results of 1st summer research project 2) Present oral thesis proposal 3) Written Thesis 4) Oral Thesis defense with external examiner on committee 5) Learning assessment in individual course assessment survey	1) Advisory committee for each student. 2) ES Program Faculty representative 3) Dartmouth Council of Graduate Studies (CGS)	1) Review and changes made to program design and individual programs at annual Department Retreat 2) Institution of Graduate Program Coordinator or oversee overall graduate academic program and recommend changes. 3) Recent changes include thesis committee composition revisit, individual departments reworking graduate curriculum.	1) Last externally reviewed in 2010.

Ph.D. Engineering Sciences (within the Thayer School of Engineering)					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) What changes have been made as a result of using the data/evidence?**	**(6) Date of most recent program review (for general education and each degree program)**
Yes	1) Dartmouth ORC 2) Graduate Student Handbook 3) Program website	1) Complete Oral Qualifier exam in 3 subject areas or research paper. 2) Research proposal 3) Written Thesis 4) Oral Thesis defense with external examiner on committee. 5) Participation in professional skills workshops and speaker seminar series 6) Learning assessment in individual course assessment survey including learning objective assessment.	1) Special 1st year advisory committee for each student. 2) Thesis committee and chaired by advisor 3) Engineering Registrar and PhD Program director 4) Dartmouth Council of Graduate Studies (CGS) 5) Completed external program evaluation 2012	1) Departmental Faculty discussions about oral exam format, extra-curricular training and MEng degree. 2) Recent changes include new choice of oral exam format in one of two possible methods. Addition of innovation PhD program stream. 3) Establishment of MEng degree (in process).	1) Review of program annually by program director reporting to Dean of Thayer 2) Review of procedures and best practices at quarterly CGS meetings. 3) External review directed by Graduate Studies, 2012.

Ph.D. Experimental and Molecular Medicine					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) What changes have been made as a result of using the data/evidence?**	**(6) Date of most recent program review (for general education and each degree program)**
Yes	1) Program website 2) Graduate Student Handbook 3) Dartmouth ORC	1) Qualifier exam, (Research proposal) 2) Written Thesis 3) Oral Thesis defense with external examiner on committee 4) Scientific publications / presentations at national meetings	1) Advisory committee for each student. 2) Individual Graduate Programs Faculty representative 3) Dartmouth Council of Graduate Studies (CGS)	1) Review and changes made to program design and individual programs at Quarterly CGS meeting 2) Departmental Faculty Meeting review 3) Recent changes include thesis committee composition revisit, individual departments reworking graduate curriculum.	1) Reviews of program on 5 year cycle. Program created in 2006; reviewed in 2011. 2) Review of procedures and best practices at quarterly CGS meetings

Ph.D. Genetics					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) What changes have been made as a result of using the data/evidence?**	**(6) Date of most recent program review (for general education and each degree program)**
Yes	1) Dartmouth ORC 2) Graduate Student Handbook 3) Program website	1) Qualifier exam, written and oral. 2) Research proposal 3) Written Thesis 4) Oral Thesis defense with external examiner on committee 5) Learning assessment in individual course assessment survey	1) Advisory committee for each student. 2) Individual Graduate Programs Faculty representative 3) Dartmouth Council of Graduate Studies (CGS)	1) Review and changes made to program design and individual programs at Quarterly CGS meeting 2) Departmental Faculty Meeting review 3) Recent changes include clarification of conflict-of-interest rules for faculty, composition of examination committees; implication of a new student grievance policy; adjustment of qualifying exam rules and journal club requirement; approval of additional elective courses.	1) Molecular Cell Biol. Program faculty meet monthly to review and reprogram 2) Review of procedures and best practices at quarterly CGS meetings. 3) Last full program review in 1999.

Ph.D. Health Policy and Clinical Practice (within the Dartmouth Institute for Health Policy and Clinical Practice, TDI)					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) What changes have been made as a result of using the data/evidence?**	**(6) Date of most recent program review (for general education and each degree program)**
Yes	1) Dartmouth ORC 2) Graduate Student Handbook 3) Program website	1) Qualifying exams in advanced research methods and advanced statistics. 2) Research proposal 3) Written Thesis 4) Oral Thesis defense with external examiner on committee	1)Advisory committee for each student. 2)TDI Graduate Program Faculty representative 3)Review and vote by TDI faculty 4)Dartmouth Council of Graduate Studies (CGS)	1)Review and changes made to program design and individual programs at Quarterly CGS meeting 2)PhD Program Faculty Meeting review 3)Recent changes include thesis committee composition revisit, curriculum revision.	1) Reviews of program annually by PhD program director, reporting to Director of the Dartmouth Institute for Health Policy and Clinical Practice 2) Review of procedures and best practices at quarterly CGS meetings

Ph.D. Mathematics					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) What changes have been made as a result of using the data/evidence?**	**(6) Date of most recent program review (for general education and each degree program)**
Yes	1) Dartmouth ORC 2) Graduate Student Handbook 3) Program website	1) Written certification exam and written or oral Qualifier exams 2) Teaching experience instructing a class 3) Written Thesis 4) Oral Thesis defense with external examiner on committee 5) Learning assessment in individual course assessment survey	1) Advisory committee for each student. 2) Math Faculty representative 3) Dartmouth Council of Graduate Studies (CGS)	1) Review and changes made to program design and individual programs at Quarterly CGS meeting 2) Departmental Faculty Meeting review 3) Recent changes include thesis committee composition revisit, individual departments reworking graduate curriculum	1) Last review 2007 and rotating on 7 year cycle. 2) Review of procedures and best practices at quarterly CGS meetings

Ph.D. Microbiology and Immunology					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) What changes have been made as a result of using the data/evidence?**	**(6) Date of most recent program review (for general education and each degree program)**
Yes	1) Dartmouth ORC 2) Graduate Student Handbook 3) Program website	1) Qualifier exam, written and oral. 2) Research proposal 3) Written Thesis 4) Oral Thesis defense with external examiner on committee 5) Learning assessment in individual course assessment survey	1) Advisory committee for each student. 2) Micro/Immuno Graduate Faculty representative 3) Dartmouth Council of Graduate Studies (CGS)	1) Review and changes made to program design and individual programs at Quarterly CGS meeting 2) Departmental Faculty Meeting review 3) Recent changes include clarification of conflict-of-interest rules for faculty, composition of examination committees; implication of a new student grievance policy; adjustment of qualifying exam rules and journal club requirement; approval of additional elective courses.	1) Molec Cell Biol. Program faculty meet monthly to review and reprogram 2) Review of procedures and best practices at quarterly CGS meetings 3) Last full program review in 1999.

Ph.D. Physics and Astronomy					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) What changes have been made as a result of using the data/evidence?**	**(6) Date of most recent program review (for general education and each degree program)**
Yes	1) Dartmouth ORC 2) Graduate Student Handbook 3) Program website	1) Qualifier exam, written and oral. 2) Research proposal 3) Written Thesis 4) Oral Thesis defense with external examiner on committee 5) Learning assessment in individual course assessment survey	1) Advisory committee for each student. 2) Physics Faculty representative 3) Dartmouth Council of Graduate Studies (CGS)	1) Review and changes made to program design and individual programs at Quarterly CGS meeting 2) Departmental Faculty Meeting review 3) Recent changes include thesis committee composition revisit, individual departments reworking graduate curriculum.	1) Reviews of program on seven year cycle. Last review 2008. 2) Review of procedures and best practices at quarterly CGS meetings

Ph.D. Psychological and Brain Sciences					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) What changes have been made as a result of using the data/evidence?**	**(6) Date of most recent program review (for general education and each degree program)**
Yes	1) Dartmouth ORC 2) Graduate Student Handbook 3) Program website	1) Qualifier exam, written and oral. 2) Dissertation research proposal, written and oral 3) Written Dissertation 4) Oral Dissertation defense with external examiner on committee 5) Satisfactory completion of course work (10 courses) 6) Annual progress reports	1) Advisory committee for each student. 2) PBS Faculty representative 3) Dartmouth Council of Graduate Studies (CGS)	1) Review and changes made to program design and individual programs at Quarterly CGS meeting 2) Departmental Faculty Meeting review 3) Recent changes include thesis committee composition revisit, individual departments reworking graduate curriculum.	1) Last review 2010. 2) Review of procedures and best practices at quarterly CGS meetings

M.S. Computer Science					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) What changes have been made as a result of using the data/evidence?**	**(6) Date of most recent program review (for general education and each degree program)**
Yes	1) Dartmouth ORC 2) Graduate Student Handbook 3) Program website	1) Completion of course work (9-13 courses depending upon program) 2) Program graduate faculty monitor progress 2) Written Thesis (depending on program) 3) Oral Thesis defense (depending on program) 4) Learning assessment in individual course assessment survey	1) Ad Hoc Thesis committee for each student. 2) Computer Science Faculty representative 3) Dartmouth Council of Graduate Studies (CGS)	1) Review and changes made to program design and individual programs at Quarterly CGS meeting 2) Departmental Faculty Meeting review	1) Last review in Winter 2010. 2) Review of procedures and best practices at quarterly CGS meetings

M.S. Engineering (within The Thayer School of Engineering)					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) What changes have been made as a result of using the data/evidence?**	**(6) Date of most recent program review (for general education and each degree program)**
Yes	1) Dartmouth ORC 2) Graduate Student Handbook 3) Program website	1) Completion 6 or 9 courses (depending upon B.S or B.E. graduate) 2) Program director monitors progress 3) Written Thesis 4) Oral Thesis defense 3) Learning assessment in individual course assessment survey including learning objectives	1) Ad Hoc Thesis committee for each student. 2) Registrar and Director of MS Program at Thayer 3) Review and vote by Thayer Faculty 4) Dartmouth Council of Graduate Studies (CGS)	1) Review and changes made to program design and individual programs at Quarterly CGS meeting 2) Departmental Faculty Meeting review	1) External review of program 2012 2) Review of procedures and best practices at quarterly CGS meetings

Master of Engineering Management (M.E.M.) (within Thayer School, in collaboration with Tuck School)					
(1) **Have formal learning outcomes been developed?**	**(2)** **Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3)** **Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4)** **Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5)** **What changes have been made as a result of using the data/evidence?**	**(6)** **Date of most recent program review (for general education and each degree program)**
Yes	1) Program website 2) Various brochures and pamphlets used in advertising the program 3) Dartmouth ORC	1) Completion of 8 required courses + 4 graduate-level electives 2) Successful completion of a Professional Skills module 3) Completion of a project during an industrial internship, followed by oral presentation and written report	1) Joint evaluation by Director and Co_Director of the M.E.M. Program, incl. inspection of course evaluations 2) Special situations evaluated by the standing M.E.M. Program Committee 3) Collaboration with industry partners to assess needs from the marketplace	1) Adjustments made to the internship project experience 2) Creation of new courses in technology assessment, operations research, and entrepreneurship	Comprehensive external review by the Corporate Collaboration Council in August 2014

M.S. Earth Science					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) What changes have been made as a result of using the data/evidence?**	**(6) Date of most recent program review (for general education and each degree program)**
Yes	1) Department website 2) Dartmouth ORC	1) Completion of seven courses 2) Program graduate faculty monitor progress 3) present thesis proposal 4) Written Thesis 5) Oral Thesis defense	1) Thesis committee for each student. 2) Individual Graduate Programs Faculty representative 3) Dartmouth Council of Graduate Studies (CGS)	1) Review and changes made to program design and individual programs at annual Department Retreat 2) Institution of Graduate Program Coordinator or oversee overall graduate academic program and recommend changes. 3) Recent changes include thesis committee composition revisit, individual departments reworking graduate curriculum	1) Review and changes made to program design and individual programs at annual Department Retreat 2) Institution of Graduate Program Coordinator or oversee overall graduate academic program and recommend changes. 3) Recent changes include thesis committee composition revisit, individual departments reworking graduate curriculum

Master of Health Care Delivery Science (MHCDS)					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) What changes have been made as a result of using the data/evidence?**	**(6) Date of most recent program review (for general education and each degree program)**
Yes	1) MHCDS website 2) Individual course websites in Canvas	1) Completion of course work (14 course units) 2) Action-Learning Project presentations with external evaluators 3) Continual monitoring of progress by faculty and instructional staff	1) Faculty directors review individual courses (after each course is completed) 2) Curriculum committee reviews the curriculum (annually) 3) Dartmouth Council on Graduate Studies (CGS) reviews changes to the curriculum (as needed)	1) Changes in course order 2) Change in course title (Health Communication became Shared Decision-Making) 3) Change in course credit (Leveraging Data and Clinical Microsystems became 0.5 course units; Action-Learning Project became 1.5 course units) 4) New 0.5 course unit Leading Innovation course added 5) Continual improvement of individual courses	1) Spring 2014

M.S. Physics and Astronomy					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) What changes have been made as a result of using the data/evidence?**	**(6) Date of most recent program review (for general education and each degree program)**
Yes	1) Dartmouth ORC 2) Graduate Student Handbook 3) Program website	1) Completion of course work (eight courses) 2) Physics graduate faculty monitors progress 3) Written Thesis 4) Oral Thesis defense	1) Ad Hoc Thesis committee for each student. 2) Individual Graduate Programs Faculty representative 3) Dartmouth Council of Graduate Studies (CGS)	1) Review and changes made to program design and individual programs at Quarterly CGS meeting 2) Departmental Faculty Meeting review	1) Last review in 2008 and rotating on 7 year cycle. 2) Review of procedures and best practices at quarterly CGS meetings

A.M. Comparative Literature					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) What changes have been made as a result of using the data/evidence?**	**(6) Date of most recent program review (for general education and each degree program)**
Yes	1) Dartmouth ORC 2) Graduate Student Handbook 3) Program website	1) Completion of 9 courses 2) Program graduate faculty monitor progress 3) Major Text presentation 4) Teaching and Research Development experience mandatory through TA and/or RA employment 5) MA essay	1) Ad Hoc committee for each student (includes graduate director and program chair) 2) Individual Graduate Programs Faculty representative 3) Dartmouth Council of Graduate Studies (CGS)	1) Review and changes made to program design and individual programs at Quarterly CGS meeting 2) Departmental Faculty Meeting review 3) Revision and articulation of course offerings regularly reviewed	1) Last review in 2011 2) Review of procedures and best practices at quarterly CGS meetings

A.M. Digital Musics					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) What changes have been made as a result of using the data/evidence?**	**(6) Date of most recent program review (for general education and each degree program)**
Yes	1) Dartmouth ORC 2) Graduate Student Handbook 3) Program website	1) Demonstrated expertise on one acoustic instrument. 2) Completion of 6 graduate seminars. 3) Written Thesis 4) Oral Thesis defense	1) Ad Hoc Thesis committee for each student. 2) Individual Graduate Programs Faculty representative 3) Dartmouth Council of Graduate Studies (CGS)	1) Review and changes made to program design and individual programs at Quarterly CGS meeting 2) Departmental Faculty Meeting review	1) Reviews of programs on 7 year cycle, last review in 2015. 2) Review of procedures and best practices at quarterly CGS meetings

M.P.H. Health Policy & Clinical Practice (within The Dartmouth Institute for Health Policy and Clinical Practice, TDI)					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs Where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) What changes have been made as a result of using the data/evidence?**	**(6) Date of most recent program review (for general education and each degree program)**
Yes	1) Dartmouth ORC 2) Graduate Student Handbook 3) Program website	1) Completion of course work (56 credits which is approximately 17 courses depending upon electives) 2) Program graduate faculty monitor progress 3) Written Capstone 4) Oral Capstone defense	1) Ad Hoc Capstone committee for each student. 2) TDI MPH Faculty representative 3) Vote by TDI faculty review 4) Dartmouth Council of Graduate Studies (CGS)	1) Review and changes made to program design and individual programs at Quarterly CGS meeting 2) Departmental Faculty Meeting review	1) Reviews of programs on 7 year cycle (MPH accredited by Council on Education for Public Health (CEPH)) 2) Review of procedures and best practices at quarterly CGS meetings 3) Reviews of program annually by Director of Education, reporting to Director of the Dartmouth Institute for Health Policy and Clinical Practice

Master of Arts in Liberal Studies (M.A.L.S.)					
(1) Have formal learning outcomes been developed?	**(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**(5) What changes have been made as a result of using the data/evidence?**	**(6) Date of most recent program review (for general education and each degree program)**
Yes	1) Program website 2) Dartmouth ORC	1) Successful completion of degree requirements within six-year window: http://www.dartmouth.edu/~mals/academic_programs/ 2) Three interdisciplinary courses; three concentration courses; one elective; one independent study; one research methods module; one symposium; one written thesis; one oral thesis presentation 3) Optional thesis Works-In-Progress presentations twice annually	1) MALS Curriculum Committee during quarterly meetings 2) Individual written evaluations by course instructors 3) Course evaluations by students 4) Three-member faculty thesis committee for each student 5) Three-member faculty thesis evaluation committee to evaluate thesis excellence award nominations 6) Program Chair and Director	1) Updated/modified degree requirements effective summer 2014 2) Addition of three research methods modules to accommodate each concentration 3) Rotation of courses in summer to accommodate summer-only students	1) Last external review date: November 2013 2) Annual review by MALS Curriculum Committee, Director and Chair 3) External review on 7-year cycle

OPTION E1: E1B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION PROFESSIONAL SCHOOLS

Geisel School of Medicine at Dartmouth, MD				
(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name)	**(2) Date of most recent accreditation action by each listed agency.**	**(3) Summary ("bullet points") of key issues for continuing accreditation identified in accreditation action letter or report**	**(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)***	**(6) Date and nature of next scheduled review.**
American Medical Association & Association of American Medical Colleges, Liaison Committee on Medical Education	2013	We received full accreditation for eight years. There were 5 standards that were out of compliance (interprofessional education; institutional diversity; linkage of institutional competencies to course objectives; comparability of clerkship experiences across clinical sites; annual review of faculty performance by departments). Each is being and has been addressed. There were 6 standards that required compliance with monitoring (i.e., areas that we recently came into compliance that require follow-up.)	Each year we review the graduate questionnaire as well as national board pass rate.	Follow-up letter due to LCME December 1, 2014. Next scheduled site visit: 2021

Public Health, MPH				
(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name)	**(2) Date of most recent accreditation action by each listed agency.**	**(3) Summary ("bullet points") of key issues for continuing accreditation identified in accreditation action letter or report**	**(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)***	**(6) Date and nature of next scheduled review.**
Council on Education for Public Health	2009	The MPH program offers a variety of courses that help meet the five core competencies of public health (epidemiology, biostatistics, environmental sciences, health policy and administration, and social and behavioral sciences). Lack of faculty diversity continues to be a problem. CEPH knows we were hard at it bit acknowledge that we could do more to expose students to a more diverse faculty. Our internships are practice-oriented and exhibit rigor and thoroughness in fulfilling the competencies.	Metrics are based on competencies that are defined by the program	2016
Continuing Medical Education: Accreditation Council for Continuing Medical Education	2011	1) The ACCME's 2011 decision was **Accreditation with Commendation** (top 15% of institutions reviewed in the 2011 cycle) which brings a seven year period of accreditation, the longest possible. The 22 Criteria that must be met to receive this designation can be found here. 2) **Accreditation with Commendation** is awarded to providers who demonstrate compliance in all 22 ACCME Criteria, adhere to the ACCME Policies and Standards, including the *ACCME Standards for Commercial Support*. 3) The provider must also successfully demonstrate "compliance in practice" by means of: 1) an ACCME Surveyors' review of a formal institutional **Self Study** and **15 randomly selection accreditation files** from the accreditation period; and, 2) the **Surveyors' Interview** of the Associate Dean for CME, Director of CME, and others with responsibility for CME at the Medical School and Academic Medical Center. The ACCME Chief Executive wrote in the accreditation letter: "The ACCME congratulates you and commends your organization for not only meeting the ACCME's accreditation requirements, but for demonstrating that yours is a learning organization and a change agent for the physicians you serve. You have demonstrated an engagement with your environment in support of physician learning and change that is a part of a system for quality improvement."	1) Keep current on compliance with ACCME requirements (Criteria and Policies) during the period of accreditation and, if necessary, modify and document its practices (for the Self Study and in the accreditation files) so as to ensure continued compliance when new ACCME policies are released 2) Submit an Annual Report to the ACCME through the Program and Activity Reporting System (PARS) on March 31 of each year in the accreditation period. The information summarizes the types of activities (by category), the hours of instruction, the numbers of physician learners and non-physicians learners who participated on the activities during the past calendar year, the division by directly-sponsored (by the provider) and jointly-sponsored (e.g., with an outside group), amount of commercial support, advertising and exhibit income from commercial supporters, total income from other sources (tuitions, institutional funds, non-commercial grants), and the expenses of the CME unit.	2017

Thayer School of Engineering				
(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name)	**(2) Date of most recent accreditation action by each listed agency.**	**(3) Summary ("bullet points") of key issues for continuing accreditation identified in accreditation action letter or report**	**(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)***	**(6) Date and nature of next scheduled review.**
ABET (Accreditation Board for Engineering and Technology)	July 26, 2010	Full 6-year reaccreditation thru September 30, 2016 was given without any issues. The only comments pertained to suggesting more structured review of assessment results by faculty	Evaluation agent ABET specified "Program Outcomes" by varied measures	ABET Self-Study Report to be submitted by June 30, 2015 Site Visit to occur in October 2015 Accreditation Report from ABET expected August 2016

Tuck School of Business Administration				
(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name)	**(2) Date of most recent accreditation action by each listed agency.**	**(3) Summary ("bullet points") of key issues for continuing accreditation identified in accreditation action letter or report**	**(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)***	**(6) Date and nature of next scheduled review.**
AACSB (The Association to Advance the Collegiate Schools of Business)	April 7,2013	1) Tuck must further develop its Assurance of Learning processes ("closing the loop") by gathering relevant learning outcome data and using those data in ways that illustrate the utility of their AOL approach to guide or justify the implementation of specific curricular modifications 2) Ensure that materials submitted for the next maintenance review sufficiently and effectively provide the information required.	The 2012 peer review process included faculty development, strategic focus monitoring and implementation, globalization, excellence in teaching and research	Academic year 2017-2018. The 5 yr. review application will be submitted on by July 1, 2015

APPENDIX D: Affirmation of Compliance

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
3 Burlington Woods, Suite 100, Burlington, MA 01803-4514
Voice: (781) 425 7785 Fax: (781) 425 1001 Web: http://cihe.neasc.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 Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	http://dartmouth.smartcatalogiq.com/en/2014/orc/Regulations/Undergraduate-Study/Requirements-for-the-Degree-of-Bachelor-of-Arts/Statement-of-Credits and http://graduate.dartmouth.edu/services/academicmatters.html and http://mba.tuck.dartmouth.edu/pdf/student-handbook.pdf and http://geiselmed.dartmouth.edu/admin/registrar/ (Geisel School of Medicine Courses and Credits)
Print Publications	Thayer School Transcript – Explanation of Grades
Self-study/Fifth-year report Page Reference	Page 12

2. **Credit Transfer Policies.** The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.44 and 10.5.)

URL	http://dartmouth.smartcatalogiq.com/en/2014/orc/Regulations/Undergraduate-Study/Requirements-for-the-Degree-of-Bachelor-of-Arts/Students-Matriculating-after-the-First-Year and http://dartmouth.smartcatalogiq.com/en/2014/orc/Regulations/Undergraduate-Study/Requirements-for-the-Degree-of-Bachelor-of-Arts/Off-Campus-Activities and http://graduate.dartmouth.edu/services/academicmatters.html#transfer_anchor and http://engineering.dartmouth.edu/academics/graduate/ and http://mba.tuck.dartmouth.edu/pdf/student-handbook.pdf and http://geiselmed.dartmouth.edu/faculty/pdf/geisel_student_policy_handbook_public.pdf (Policy on Transfer)
Print Publications	Thayer School Guide to Programs and Courses
Self-study/Fifth-year Report Page Reference	Page 13

3. **Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 6.18, 10.5, and 11.8.)

URL	http://www.dartmouth.edu/~ide/policies/ and http://www.dartmouth.edu/~deancoll/student-handbook/standards.html#rights and http://graduate.dartmouth.edu/services/academicconductregulations.html and http://engineering.dartmouth.edu/assets/pdf/student-handbook.pdf and http://mba.tuck.dartmouth.edu/pdf/student-handbook.pdf and http://geiselmed.dartmouth.edu/faculty/pdf/geisel_student_policy_handbook_public.pdf (Academic and Personal Conduct)
Print Publications	
Self-study/Fifth-year Report Page Reference	Page 36

4. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.42.)

Method(s) used for verification	NA
Self-study/Fifth-year Report Page Reference	NA

The undersigned affirms that ____Dartmouth College_____ meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: Philip Hanlon Date: 6/18/15

APPENDIX E: Financial Report and Auditor's Management Letter

DARTMOUTH COLLEGE

Financial Statements

2013 - 2014

Independent Auditor's Report

To the Board of Trustees of Dartmouth College:

We have audited the accompanying consolidated financial statements of Dartmouth College ("the College"), which comprise the consolidated statement of financial position as of June 30, 2014 and the related consolidated statements of activities, operating expenses, and cash flows for the year then ended.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of Dartmouth College at June 30, 2014, and the changes in its net assets, its operating expenses and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matter

The summarized consolidated financial statements of the College as of June 30, 2013 and for the year then ended were audited by other auditors whose report, dated October 21, 2013, expressed an unmodified opinion on those statements.

PricewaterhouseCoopers LLP

October 20, 2014

PricewaterhouseCoopers LLP, 125 High Street, Boston, MA 02110-1707
T: (617) 530 5000, F: (617) 530 5001, www.pwc.com

Statement of Financial Position

As of June 30, 2014, with comparative information as of June 30, 2013
(in thousands)

	2014	2013
Assets		
Cash and cash equivalents	$ 200,750	$ 240,195
Receivables and other assets, net	151,986	153,764
Investment related receivables	14,681	25,242
Pledges receivable, net	97,258	94,711
Investments	5,547,788	4,724,245
Land, buildings, equipment, and construction in progress, net	955,531	944,327
Total assets	$ 6,967,994	$ 6,182,484
Liabilities		
Accounts payable and other liabilities	$ 72,532	$ 67,985
Investment related payables	22,366	44,911
Deferred revenues and deposits	40,741	41,147
Liability for split-interest agreements	51,876	41,504
Pension and other employment related obligations	390,390	272,450
Bonds, mortgages, and notes payable, net	1,113,333	1,126,787
Interest rate swap liabilities, at fair value	141,219	133,222
Conditional asset retirement obligations	23,144	22,456
Government advances for student loans	20,443	20,332
Total liabilities	1,876,044	1,770,794
Net Assets		
Unrestricted	1,349,963	1,258,727
Temporarily restricted	2,561,992	2,101,508
Permanently restricted	1,179,995	1,051,455
Total net assets	5,091,950	4,411,690
Total liabilities and net assets	$ 6,967,994	$ 6,182,484

See accompanying notes to the financial statements.

Statement of Activities

For the year ended June 30, 2014, with summarized financial information for the year ended June 30, 2013
(in thousands)

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total 2014	Total 2013
Endowment Activities					
Gifts	$ 53	$ 7,779	$ 135,624	$ 143,456	$ 28,047
Net investment return	183,022	592,836	1,595	777,453	404,762
Distributed for spending	(43,940)	(144,606)	-	(188,546)	(185,478)
Other changes	1,465	(1,373)	2,270	2,362	2,529
Amounts transferred (to) from other funds, net	1,456	(2,073)	515	(102)	(2,648)
Change in net assets from endowment activities	142,056	452,563	140,004	734,623	247,212
Operating Activities					
Revenues					
Tuition and fees	320,224	-	-	320,224	304,808
Student scholarships	(128,398)	-	-	(128,398)	(124,223)
Net tuition and fees	191,826	-	-	191,826	180,585
Sponsored research grants and contracts	177,539	-	-	177,539	181,517
Dartmouth College Fund and other gifts	76,767	8,817	-	85,584	90,332
Distributed endowment investment return	180,591	6,452	-	187,043	183,816
Other operating income	152,556	-	-	152,556	131,745
Auxiliaries	72,195	-	-	72,195	65,496
Net assets released from restrictions	20,948	(20,948)	-	-	-
Total revenues	872,422	(5,679)	-	866,743	833,491
Expenses					
Academic and student programs	544,984	-	-	544,984	534,885
Sponsored programs	127,308	-	-	127,308	128,000
General institutional services	97,159	-	-	97,159	92,528
Auxiliaries	83,659	-	-	83,659	79,860
Total expenses	853,110	-	-	853,110	835,273
Change in net assets from operating activities	19,312	(5,679)	-	13,633	(1,782)
Non-operating Activities					
Gifts	-	27,189	544	27,733	37,444
Other non-operating changes, net	30,222	302	-	30,524	30,430
Distributed endowment investment return	235	1,268	-	1,503	1,662
Increase/decrease in outstanding pledges	-	11,778	(9,231)	2,547	(48,065)
Pension and postretirement benefit related changes other than net periodic benefit costs	(103,413)	-	-	(103,413)	63,258
Disposals and non-capitalized expenditures	(11,248)	(681)	-	(11,929)	(22,392)
Change in unrealized gain (loss) related to interest rate swap agreements	(7,997)	-	-	(7,997)	83,084
Net assets released from restrictions	9,372	(9,372)	-	-	-
Amounts transferred (to) from endowment, net	12,697	(12,595)		102	2,648
Net change in split-interest agreements	-	(4,289)	(2,777)	(7,066)	641
Change in net assets from non-operating activities	(70,132)	13,600	(11,464)	(67,996)	148,710
Change in net assets	91,236	460,484	128,540	680,260	394,140
Net Assets, beginning of year	1,258,727	2,101,508	1,051,455	4,411,690	4,017,550
Net Assets, end of year	$ 1,349,963	$ 2,561,992	$ 1,179,995	$ 5,091,950	$ 4,411,690

See accompanying notes to the financial statements.

Dartmouth College

Statement of Operating Expenses

For the year ended June 30, 2014, with summarized financial information for the year ended June 30, 2013
(in thousands)

	Academic & Student Programs	Sponsored Programs	General Institutional Services				Auxiliaries	Total Expenses	
			Administrative Support	Facilities Operation & Maintenance	Development	Total		2014	2013
Salaries and wages	$ 234,535	$ 56,287	$ 27,981	$ 18,149	$ 18,303	$ 64,433	$ 14,149	$ 369,404	$ 350,991
Employee benefits	80,650	15,735	9,273	6,015	6,066	21,354	4,689	122,428	124,583
Fellowships and student support	10,908	3,620	-	-	-	-	490	15,018	14,672
Materials, equipment, and supplies	34,517	9,040	7,786	2,052	1,712	11,550	16,860	71,967	72,102
Purchased services	44,905	39,550	6,792	1,986	6,722	15,500	9,517	109,472	110,248
Utilities, taxes, and occupancy	-	-	-	41,724	-	41,724	7,849	49,573	47,045
Depreciation	40,261	-	2,772	5,381	47	8,200	9,760	58,221	57,647
Lodging, travel, and similar costs	21,093	2,813	1,037	66	2,026	3,129	239	27,274	29,094
Interest and amortization	-	-	-	22,953	-	22,953	1,417	24,370	24,234
Other expenses	3,220	263	1,250	100	369	1,719	181	5,383	4,657
	470,089	127,308	56,891	98,426	35,245	190,562	65,151	853,110	835,273
Facilities operation & maintenance	74,895	-	4,935	(98,426)	88	(93,403)	18,508	-	
Total expenses for FY14	$ 544,984	$ 127,308	$ 61,826	$ -	$ 35,333	$ 97,159	$ 83,659	$ 853,110	
Total expenses for FY13	$ 534,885	$ 128,000	$ 60,082	$ -	$ 32,446	$ 92,528	$ 79,860		$ 835,273

See accompanying notes to the financial statements.

Statement of Cash Flows

For the year ended June 30, 2014, with comparative information for the year ended June 30, 2013
(in thousands)

	2014	2013
Cash flows from operating activities		
Total change in net assets	$ 680,260	$ 394,140
Adjustments to reconcile total change in net assets to net cash used by operating activities:		
Depreciation and amortization	58,557	57,984
Change in estimated value of interest rate swap agreements	7,997	(83,084)
Change in estimated pension and post-retirement benefit obligation	110,337	(49,872)
Change in split-interest liability	10,372	-
Change in pledges receivable, net	(2,547)	48,065
Other non-cash transactions	12,141	8,318
Contributions, investment income, and other changes restricted for long-term investment	(152,481)	(63,557)
Net realized and unrealized gains	(849,311)	(442,883)
Changes in operating assets and liabilities:		
Receivables and other assets, net	(5,861)	20,996
Accounts payable and other liabilities	3,347	(5,647)
Deferred revenues and deposits	(406)	3,026
Employment related obligations	7,603	6,342
Net cash used by operating activities	(119,992)	(106,172)
Cash flows from investing activities		
Student loans granted	(8,150)	(6,861)
Student loans repaid	14,389	15,362
Purchases of land, buildings, and equipment	(78,687)	(82,836)
Proceeds from the sale of land, buildings, and equipment	77	473
Net change in split-interest agreements	-	(201)
Net change in unsettled trades	(11,984)	(41,968)
Purchases of investments	(4,270,901)	(4,583,645)
Sales and maturities of investments	4,296,669	4,678,047
Net cash used by investing activities	(58,587)	(21,629)
Cash flows from financing activities		
Proceeds from issuance of debt	-	4,900
Repayment of debt	(13,458)	(6,993)
Change in investments held by bond trustees	-	151
Contributions, investment income, and other changes restricted for long-term investment in:		
Facilities	7,942	23,606
Endowment, life income, and similar funds	144,539	39,951
Changes in government advances for student loans	111	140
Net cash provided by financing activities	139,134	61,755
Net change in cash and cash equivalents	(39,445)	(66,046)
Cash and cash equivalents, beginning of year	240,195	306,241
Cash and cash equivalents, end of year	$ 200,750	$ 240,195
Supplemental disclosure of cash flow information		
Cash paid for interest	$ 52,357	$ 52,149
Accounts payable related building and equipment additions	$ 1,888	$ 382
Contributed securities received	$ 29,633	$ 44,900

See accompanying notes to the financial statements.

A. Summary of Significant Accounting Policies

Description of Organization

Dartmouth College (Dartmouth) is a private, nonprofit, co-educational, nonsectarian institution of higher education with approximately 4,300 undergraduate and 2,100 graduate students. Established in 1769, Dartmouth includes the four-year undergraduate college, with graduate schools of business, engineering, and medicine, and several graduate programs in the Arts and Sciences.

Basis of Presentation

The accompanying consolidated financial statements have been prepared on the accrual basis. Dartmouth's financial statements include the accounts of its wholly owned subsidiaries and certain affiliated organizations over which it has financial control. The wholly owned subsidiaries and financially controlled entities include real estate corporations, which own real estate in the local area; the Dartmouth Education Loan Corporation (DELC), which provides scholarships and low-cost loans to Dartmouth students who are unable to finance their education through other sources; and various separately incorporated foundations, which support activities that enrich the experience of students and the community.

In accordance with U.S. generally accepted accounting principles (GAAP), net assets, revenues, gains, and losses are classified into three categories: unrestricted, temporarily restricted, or permanently restricted. Unrestricted net assets include all resources that are not subject to donor-imposed restrictions and therefore may be used for any purpose in furtherance of Dartmouth's mission. Under the authority of Dartmouth's management and Board of Trustees, in order to support Dartmouth's strategic initiatives, all or a portion of unrestricted net assets may be set aside in segregated Dartmouth-designated reserve accounts and earmarked for use in future years by specific departments, cost centers, or the professional schools, to cover program costs or contingencies. These Dartmouth-designated net assets include funds designated for operating initiatives, facilities, and long-term quasi-endowment. The purposes for which Dartmouth-designated net assets are earmarked may be changed under the authority of Dartmouth's management or Board of Trustees. The use of designated net assets is at the discretion of the responsible department. All expenses are recorded as a reduction of unrestricted net assets.

Temporarily restricted net assets carry donor-imposed restrictions on the expenditure or other use of contributed funds. Temporary restrictions may expire either because of the passage of time or because actions are taken to fulfill the restrictions. Temporarily restricted net assets include unexpended endowment return, unexpended restricted use gifts, term endowment funds, loan funds, certain uncollected pledges, and life income and similar funds. Donor-restricted resources intended for capital projects are released from their temporary restrictions and presented as unrestricted support when the related asset is placed in service. Temporarily restricted endowment distribution and donor-restricted gifts which are received, and either spent or deemed spent within the same fiscal year, are reported as unrestricted.

Permanently restricted net assets are those that are subject to donor-imposed restrictions which will never lapse, thus requiring that the net assets be retained permanently. Based upon a legal interpretation of New Hampshire State Law, Dartmouth has determined that appreciation on restricted endowment funds should be classified as temporarily restricted net assets until such time as the appreciation is appropriated by the Board of Trustees. Investment return from endowment activities that has been appropriated by Dartmouth's Board of Trustees is presented as an increase in operating or non-operating activities according to the unrestricted or temporarily restricted nature of the donor's intended use of the funds. In the case of quasi-endowment funds designated for long-term investment by Dartmouth, investment return that has been appropriated by Dartmouth's Board of Trustees is presented as an increase in unrestricted operating or non-operating activities, depending upon Dartmouth's intended use of the funds. Permanently restricted net assets consist of the original principal of endowment gifts, life income and similar funds, and certain pledges.

Comparative Financial Information

The 2014 financial statements are presented with certain prior-year comparative information summarized in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with GAAP. Accordingly, such information should be read in conjunction with Dartmouth's financial statements for the year ended June 30, 2013, from which the summarized information was derived.

Use of 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 at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. The most significant estimates in these financial statements are the fair value of investments, interest rate swap agreements and bonds payable (for disclosure only), pension and postretirement benefit obligations, conditional asset retirement obligations, liabilities for self-insured programs and split-interest agreements, and allowances for uncollectible accounts and pledges receivable. Actual results could differ materially from these estimates, particularly during periods of investment and/or interest rate volatility.

Statement of Activities
Operating activities presented in the Statement of Activities consist of revenues earned, endowment net investment return appropriated by Dartmouth's Board of Trustees, and expenses incurred in conducting Dartmouth's programs and services. Auxiliary enterprises, primarily the operation of residence halls, dining services, and recreational facilities, are included in operating activities. Expenses such as development, public affairs, and central services and administration are reported as general institutional services. Depreciation and facilities operations and maintenance expenses are allocated to functional classifications of expenses based on the square footage of each building. Interest expense is allocated to functional classifications of expenses based on the use of each building that has been debt financed.

Non-operating activities presented in the Statement of Activities consist of gifts, grants, investment income, other earnings, and endowment investment return appropriated by Dartmouth's Board of Trustees for loan programs and the construction, purchase or sale of capital assets, non-capitalizable construction in progress, net change in life income and similar split-interest agreements, the net change in pledges receivable, the net change in the estimated value of interest rate swap agreements, and postretirement benefit changes other than net periodic benefits costs.

Endowment activities presented in the Statement of Activities consist of gifts that are restricted by donors to invest in perpetuity, amounts designated by Dartmouth's management and Board of Trustees for long-term investment, the net investment return on these invested funds, and the annual distribution of an amount appropriated by Dartmouth's Board of Trustees to support operating and non-operating activities. Other endowment activities include increases in endowment net assets from certain matured split-interest agreements.

Endowment and non-operating activities also include transfers of net assets that occur when donors change the restrictions on certain gifts or when Dartmouth changes the designation of unrestricted funds.

Cash and Cash Equivalents
Cash and cash equivalents consist principally of U.S. treasury funds, money market accounts, certificates of deposit, commercial paper, and liquid short-term investments with maturities of 90 days or less at the date of acquisition. Cash and cash equivalents are carried at cost, which approximates fair value.

Tuition and Fees and Student Scholarships
Tuition and fees revenue is recognized in the fiscal year in which substantially all of the academic program occurs. Tuition and fees revenue from undergraduate enrollment represents approximately 66 percent of tuition and fees revenue. Student scholarships provided by Dartmouth are presented in the Statement of Activities as a reduction in tuition and fees revenue. In addition, Dartmouth acts as an agent for recipients of scholarships from other sponsors in the amounts of $5,375,000 and $5,822,000 for the years ended June 30, 2014 and 2013, respectively, which are not presented in the Statement of Activities.

Dartmouth admits students to its undergraduate program without regard to financial need. The financial aid program assists all students with demonstrated need, defined in accordance with a uniform formula, by providing a mix of scholarships, loans and/or employment designed to cover costs of attendance when combined with student and family contributions, based on ability to pay.

Sponsored Research Grants and Contracts
Revenues from government and private sponsored research grants and contracts are recognized when the direct costs associated with the sponsored program are incurred. Revenue from the reimbursement of facilities and administrative costs incurred by Dartmouth on U.S. government grants and contracts is based upon negotiated predetermined cost rates through June 30, 2015. Dartmouth recovered facilities and administrative costs of approximately $42,754,000 and $44,241,000 during the years ended June 30, 2014 and 2013, respectively.

Taxes
Dartmouth is exempt from federal income taxes under Section 501(c)(3) of the U.S. Internal Revenue Code (the Code), except with regard to unrelated business income, which is taxed at corporate income tax rates. Dartmouth is also subject to state and local property tax on the value of dormitories and dining and kitchen facilities in excess of $150,000, as well as on the value of its off-campus rental properties, commercial properties, and other real estate holdings to the extent they are not used or occupied for Dartmouth's tax exempt purposes. Certain Dartmouth real estate entities are exempt from federal income tax under Sections 501(c)(2) and 501(c)(25) of the Code. As of June 30, 2014, tax years ended June 30, 2011 through June 30, 2013 remain open and are subject to federal and state taxing authority examination. Dartmouth believes it has taken no significant uncertain tax positions.

Affiliation with Dartmouth-Hitchcock Medical Center
Dartmouth, through the Geisel School of Medicine (Geisel), is a member of the Dartmouth-Hitchcock Medical Center (DHMC), a confederation of health care organizations intended to coordinate medical education and health care delivery for the residents of New Hampshire and Vermont. DHMC is a nonprofit, tax-exempt corporation organized under New Hampshire State Law. The other members of DHMC are: (i) Mary Hitchcock Memorial Hospital (Hitchcock Hospital), (ii) Dartmouth-Hitchcock Clinic (Clinic), and (iii) Veterans Administration Medical Center of White River Junction, Vermont (VAMC). The staff of the Clinic serves as the primary resource for Geisel clinical faculty, with the Hitchcock Hospital and the VAMC acting as principal sites of clinical instruction for Geisel students. Each member of DHMC is a separately organized, governed, and operated institution, with Dartmouth having no ownership interest in any other member.

Certain costs, including salaries, facilities use (including construction planning and management, and facilities operation and maintenance), and direct and indirect research, incurred by Geisel and the other members of DHMC are shared among the members based on negotiated allocations of the costs on an annual or project specific basis. The members of DHMC, excluding the VAMC, are also parties to a Condominium Ownership Agreement that governs the ownership and operation of the DHMC facilities. During the years ended June 30, 2014 and 2013, Dartmouth paid approximately $26.4 million and $27.6 million, respectively, and received approximately $30.0 million and $28.5 million, respectively, in connection with these arrangements.

Insurance
Dartmouth maintains several insurance arrangements with the objective of providing the most cost effective and comprehensive coverage for most insurable risks. Both conventional and alternative insurance coverage approaches, including utilization of appropriate deductible or self-insured retention amounts, are in place to cover trustee errors and omissions and employment practices, crime bond, commercial general and automobile liability, pension trust fiduciary errors and omissions liability, and property losses. Workers' compensation losses are covered by a self-insured retention and excess insurance program. Dartmouth currently participates in three risk retention groups that provide general liability and professional and medical malpractice liability insurance.

Dartmouth's annual premium payments for conventional insurance coverage are included in operating expenses. Estimated liabilities for losses under Dartmouth's deductible and/or self-insurance retention limits are reflected in the Statement of Financial Position, which includes estimates for known losses and for losses incurred but not yet reported. Insurance reserves are based on actuarial analysis and/or estimates of historical loss experience, and while management believes that the reserves are adequate, the ultimate liabilities may be different than the amounts provided.

Gifts and Pledges Receivable

Total contributions to Dartmouth include gifts that are received and the net change in pledges receivable during a period. Gifts, pledges and pledge payments are recognized as increases in the appropriate category of net assets in the period the gift or pledge is received. The net change in total pledges is recorded as a net increase (decrease) in non-operating activities in the Statement of Activities. Contributions of capitalizable assets other than cash are recorded at their estimated fair value at the date of gift. Pledges are stated at the estimated present value of future cash flows, net of an allowance for uncollectible amounts. Conditional promises to give are not recognized until the conditions on which they depend are substantially met.

Investments

Investments are reported at fair value in accordance with GAAP. Purchases and sales of securities are recorded on the trade date, and realized gains and losses are determined on the basis of the average cost of securities sold. Cash and cash equivalents designated for investment purposes is included in investments and may include money market funds, foreign currency held for investment purposes, and fixed income securities with an original or remaining maturity of three months or less when purchased. Advance contributions to commingled fund investments and redemptions receivable from commingled fund investments at June 30, 2014 are included within Investments as presented on the Statement of Financial Position.

For investments held directly by Dartmouth for which an active market with quoted prices exists, the market price of an identical security is used as fair value. Fair values for shares in commingled funds are based on the quoted market value or share prices reported as of the last business day of the fiscal year. Dartmouth's interest in certain other commingled funds and private partnership interests are reported at the net asset value (NAV) as determined by the external fund manager. As permitted by GAAP, Dartmouth uses NAV as a practical expedient to estimate the fair value of Dartmouth's ownership interest, unless it is probable that all or a portion of the investment will be sold for an amount different from NAV. Dartmouth performs due diligence procedures related to these investments to support recognition at fair value at fiscal year-end. Because many of these investments are not readily marketable, the estimates of fair value involve assumptions and estimation methods which are uncertain, and therefore the estimates could differ from actual results.

Commencing in fiscal year 2014, Dartmouth extended its accounting closing process related to receiving valuations from private investment managers. This extension allowed Dartmouth to improve the accuracy of reporting private investment values at fiscal year-end. As a result of this extension, a previously unreported unrealized gain from June 30, 2013 of $59,432,000 was recorded within the $777,453,000 net investment return for the year ended June 30, 2014 on the Statement of Activities. Dartmouth assessed the impact of the $59,432,000 out-of-period unrealized gain adjustment on both the 2013 and 2014 fiscal years and has concluded that it is immaterial.

Directly held real estate is reflected at fair value in accordance with Dartmouth's valuation policy. The valuation policy includes: the estimated price that would be received from the sale of the asset in an orderly transaction between market participants, prices determined by independent external appraisals for at least one third of the properties in a given year, or at cost which approximates fair value for properties held for less than a year or which are being actively developed.

Total investment return (interest, dividends, rents, royalties, and net realized and unrealized gains and losses) earned by Dartmouth's endowment investments is included in endowment activities on the Statement of Activities, while the net income earned by the non-endowment investments is included in other operating or non-operating income on the Statement of Activities. Dividend income is recognized net of applicable withholding taxes on the ex-dividend date. Non-cash dividends are recorded at the fair value of the securities received. Interest income and expenses are recorded net of applicable withholding taxes on the accrual basis of accounting. Dartmouth amortizes bond premiums and accretes bond discounts using the effective yield method and when cash collection is expected. Fees charged by external investment managers are generally based on contractual percentages of the fair market value of assets under management or on annual total investment return and are, in most cases, netted against investment return. However, certain expenses paid directly by Dartmouth for investment management and custody services, including certain internal costs, amounted to approximately $11,947,000 and $12,970,000 for the years ended June 30, 2014 and 2013, respectively, and have been netted against endowment return and other operating and non-operating income in the accompanying Statement of Activities.

The asset allocation of Dartmouth's investment portfolio involves exposure to a diverse set of markets. The investments within these markets involve various risks such as price, interest rate, market, sovereign, currency, liquidity, and credit risks. Additionally, the investments in real assets and direct real estate expose Dartmouth to a unique set of risks such as operational, environmental, and political risks. Dartmouth anticipates that the value and composition of its investments may, from time to time, fluctuate substantially in response to any or all of the risks described herein.

Endowment

Dartmouth's endowment and similar funds consist of gifts restricted by donors and unrestricted net assets designated by management and the Board of Trustees for long-term support of Dartmouth's activities, and the accumulated investment return on these gifts and designated net assets. Accumulated investment return consists of endowment net investment return that has not been appropriated by the Board of Trustees for expenditure to support Dartmouth's operating and non-operating activities. Generally, only a portion of accumulated net investment return is made available for spending each year in accordance with a Board of Trustees-approved endowment utilization policy and New Hampshire State Law. However, certain donor restricted endowment funds do allow for the expenditure of principal, and Dartmouth-designated endowment funds are unrestricted net assets that may be re-designated for authorized expenditures.

Giving consideration to the New Hampshire Uniform Prudent Management of Institutional Funds Act (UPMIFA), Dartmouth classifies as permanently restricted net assets all endowment funds that must be retained permanently in accordance with stipulations imposed by a donor at the time of a gift, plus the original value of assets donated to permanent endowment, along with any investment earnings that are directed by the donor to be reinvested in perpetuity (i.e., historic book value). The remaining portion of the donor-restricted endowment fund that is not classified in permanently restricted net assets is classified as temporarily restricted net assets until those amounts are appropriated for expenditure in a manner consistent with the standard of prudence prescribed by UPMIFA.

Unrestricted endowment net assets include Dartmouth funds and certain unrestricted gifts from donors, and any accumulated investment return thereon, which may be expended; however, by trustee or management designation, these net assets may remain invested in the endowment for the long-term support of Dartmouth activities. Investment return on unrestricted endowment net assets and the annual distribution of a portion of accumulated investment return to operating and non-operating activities are presented as changes in unrestricted net assets in the Statement of Activities. Temporarily restricted endowment net assets include certain expendable endowment gifts, and any retained income and appreciation thereon, which are restricted by the donor to a specific purpose or by law. When the temporary restrictions on these funds have been met, the gifts ordinarily remain in the endowment by trustee designation to continue supporting the same activities as those specified by the donors, but the net assets are reclassified to unrestricted endowment net assets. Investment return on temporarily and permanently restricted net assets are generally presented as changes in temporarily restricted net assets in the Statement of Activities.

Split-Interest Agreements

Certain donors have established irrevocable split-interest agreements with Dartmouth, primarily charitable gift annuities, pooled life income funds, and irrevocable charitable remainder trusts, whereby the donated assets are invested and distributions are made to the donor and/or other beneficiaries in accordance with the agreement for a specified period of time, after which time the remaining assets and future investment return are retained by Dartmouth. At the discretion of the donor, Dartmouth may or may not serve as trustee for the split-interest agreement.

Dartmouth has recorded the estimated fair value of the investments associated with irrevocable split-interest agreements and an estimated liability, using a discount rate of 2.2% for FY14 and 1.2% for FY13, for the net present value of the future cash outflows to beneficiaries of the agreements for which Dartmouth serves as trustee. When Dartmouth is not the trustee of the assets associated with a split-interest agreement, a receivable for Dartmouth's beneficial interest is established when Dartmouth is notified of the trust's existence and when the third-party trustee has provided Dartmouth with sufficient reliable information to estimate the value of the receivable, which the College considers a Level 3 measurement. Dartmouth requests information regularly from third-party trustees for financial reporting purposes; however, these trustees are not obligated to provide Dartmouth with the information necessary to estimate fair value and record the asset. Dartmouth respects the privacy of donors and trustees in these limited instances. Dartmouth reports the net change in split-interest agreements as a non-operating change in net assets in the Statement of Activities.

Land, Buildings, Equipment, and Construction in Progress
Land, buildings, equipment, and construction in progress are recorded at cost at the date of acquisition or, if acquired by gift, at the estimated fair value as of the date of the gift. Purchases, construction, and renovations of assets which exceed Dartmouth's specified dollar threshold and have a useful life greater than one year are capitalized, while scheduled maintenance and minor renovations of less than that amount are charged to operations.

Land, buildings, and equipment are reflected net of accumulated depreciation calculated on a straight-line basis over the following estimated economic lives.

Buildings and building components	10 - 50 years
Depreciable land improvements	15 - 20 years
Equipment	5 - 20 years

Depreciation expense for facilities that are primarily used for sponsored research is based on the estimated economic lives of each component.

Collections
Dartmouth's collections include works of art, literary works, historical treasures, and artifacts that are maintained in its museum and libraries. These collections are protected and preserved for public exhibition, education, research, and the furtherance of public service. Each of the items is cataloged, preserved, and cared for, and activities verifying their existence and assessing their condition are performed continuously. The collections are subject to a policy that requires proceeds from their sale to be used to acquire other items for collections.

The collections, which were acquired through purchases and contributions since Dartmouth's inception, are not recognized as assets in the Statement of Financial Position. Purchases of collection items are recorded in the Statement of Activities as non-operating decreases in unrestricted net assets in the year in which the items are acquired or in temporarily restricted net assets if the assets used to purchase the items are restricted by donors. Contributed collection items are not recorded in the financial statements.

B. Receivables and Other Assets

Receivables and other assets consisted of the following at June 30 (in thousands):

	2014	2013
Student accounts	$ 3,039	$ 2,334
Sponsored research grants and contracts	19,667	20,162
Other accounts	46,396	44,008
Notes and student loans	68,800	75,039
Less: allowance for uncollectible accounts	(4,047)	(2,979)
Receivables, net	$ 133,855	$ 138,564
Prepaid costs, inventories, and other assets	18,131	15,200
Total receivables and other assets, net	$ 151,986	$ 153,764

Federally sponsored student loans with mandated interest rates and repayment terms are subject to significant restrictions as to their transfer and disposition. Amounts received from the Federal government to fund a portion of the Perkins student loans are ultimately refundable to the Federal government and are classified as government advances for student loans in the Statement of Financial Position. Due to the nature and terms of student loans funded by the Federal government, and restricted and unrestricted Dartmouth funds, it is not practical to estimate the fair value of such loans. All other receivables are carried at estimated net realizable value.

C. Gifts and Pledges Receivable

Gifts and pledge payments received during the years ended June 30 were as follows (in thousands):

	2014	2013
Gifts to support operations	$ 85,584	$ 90,332
Gifts for:		
Facilities and student loans	8,012	23,626
Other restricted uses	12,875	2,713
Endowment	143,456	28,047
Split-interest agreements	6,846	11,105
Total gifts and pledge payments	$ 256,773	$ 155,823

Unconditional pledges as of June 30 are expected to be realized in the following periods, discounted at rates ranging from 0.07% to 6.2% (in thousands):

	2014	2013
In one year or less	$ 53,056	$ 60,024
Between one year and five years	50,313	47,921
Six years and after	5,038	1,531
Gross pledges receivable	$ 108,407	$ 109,476
Less: present value discount	(3,700)	(3,083)
Less: allowance for uncollectible pledges	(7,449)	(11,682)
Pledges receivable, net	$ 97,258	$ 94,711

The change in net pledges receivable is presented as a non-operating activity in the Statement of Activities.

D. Investments

Investments at fair value consisted of the following at June 30 (in thousands):

	2014	2013
Endowment investments	$ 4,535,783	$ 3,802,047
Split-interest agreement investments	125,245	111,744
Operating and other investments	886,760	810,454
Total investments	$ 5,547,788	$ 4,724,245

The framework for measuring fair value utilizes a hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The three levels of the fair value hierarchy are as follows:

Level 1 - Quoted prices (unadjusted) in active markets for identical investments as of the reporting date. The type of investment in Level 1 includes actively listed equities, US Treasury securities, and exchange traded and registered funds all held directly by Dartmouth, and excludes listed equities and other securities held indirectly through commingled funds.

Level 2 - Pricing inputs, including broker quotes, are generally those other than exchange quoted prices in active markets, which are either directly or indirectly observable as of the reporting date, and fair value is determined through the use of models or other valuation methodologies. The type of investments in Level 2 includes fixed income securities, derivatives, and commingled funds that are valued using NAV and are redeemable within 90 days as of the reporting date.

Level 3 - Pricing inputs are unobservable for the investment and include situations where there is little, if any, market activity for the investment. The inputs into the determination of fair value require significant management judgment or estimation. The type of investments in Level 3 includes illiquid partnership interests, directly held real estate, and other commingled funds that are valued using NAV and are redeemable more than 90 days from the reporting date.

The inputs or methodology used to value or classify investments for financial reporting purposes is not necessarily an indication of the risk associated with investing in those investments.

The following table summarizes Dartmouth's assets that are reported at fair value by their fair value hierarchy classification as of June 30, 2014 (in thousands):

	Level 1	Level 2	Level 3	Total
Assets:				
Investments:				
Cash and cash equivalents	$ 246,979	$ -	$ -	$ 246,979
Fixed income[1]	199,019	223,254	458	422,731
Global equity:				
US equity	587,875	243,987	374,479	1,206,341
International	18,014	231,936	-	249,950
Emerging markets	48,548	136,360	10,735	195,643
Marketable alternative strategies	-	218,858	869,982	1,088,840
Private equity/venture capital	-	-	1,033,804	1,033,804
Real assets:				
Real estate	17,108	-	571,217	588,325
Other real assets	75,536	-	256,412	331,948
Other investments	-	116	7,683	7,799
Contribution in Advance	40,000	-	-	40,000
Redemption Receivable	135,428	-	-	135,428
Total investments	$ 1,368,507	$ 1,054,511	$ 3,124,770	$ 5,547,788

[1] Fixed income includes privately held bonds.

The following table lists specified investment terms by asset category for Dartmouth's interest in certain commingled funds and private partnership interests that are reported at NAV as of June, 30, 2014 (in thousands):

	Redemption Terms	Days Notice	Unfunded Commitment	Remaining Life
Global equity:				
US equity[1]	Ranges from quarterly to bi-annually	60 – 90	$ -	Not applicable
International	Ranges from monthly to quarterly	6 – 60	-	Not applicable
Emerging markets	Ranges from monthly to bi-annually	30 – 120	-	Not applicable
Marketable alternative strategies[2]	Ranges from quarterly to every three years	60 – 180	-	Not applicable
Private equity/venture capital	Illiquid	Not applicable	310,148	1 – 12 years
Real assets:				
Real estate	Illiquid	Not applicable	126,232	1 – 12 years
Other real assets	Illiquid	Not applicable	109,430	1 – 20 years
Total			$ 545,810	

[1] US equity includes funds that have restrictions on the ability to fully redeem up to five years.
[2] Marketable alternative strategies includes funds that have restrictions on the ability to fully redeem up to five years, excluding illiquid securities and special investments.

The following table summarizes Dartmouth's assets that are reported at fair value by their fair value hierarchy classification as of June 30, 2013 (in thousands):

	Level 1	Level 2	Level 3	Total	Redemption or Liquidation	Days' Notice
Assets:						
Investments:						
Cash and cash equivalents	$ 238,098	$ -	$ -	$ 238,098	Daily	1
Fixed income[1]	165,274	234,258	1	399,533	Daily-Monthly	1
Global equity:						
US equity[2]	459,670	260,862	219,113	939,645	Daily-Bi-annual	1-90
International	16,841	130,827	-	147,668	Daily - Monthly	1-10
Emerging markets[3]	42,425	131,686	18,271	192,382	Daily - Annual	1-120
Marketable alternative strategies[4]	-	193,253	825,199	1,018,452	Quarterly-Annual	30-180
Private equity/venture capital	-	-	902,367	902,367	Illiquid	Not Applicable
Real assets:						
Real estate	13,637	191,804	381,806	587,247	Daily - Illiquid	1 Day - Not Applicable
Other real assets	60,917	-	229,091	290,008	Daily - Illiquid	1 Day - Not Applicable
Other investments	-	1,797	7,048	8,845	Not Applicable	Not Applicable
Total investments	$ 996,862	$ 1,144,487	$ 2,582,896	$ 4,724,245		

[1] Fixed income includes privately held bonds.
[2] US equity includes funds that may have restrictions on the ability to fully redeem up to five years, excluding special investments and other securities that are non-marketable.
[3] Emerging markets includes a fund that has a lock-up expiring on or before April 2015.
[4] Marketable alternative strategies include two funds having initial lock-ups expiring on or before April 2014. Other funds may have restrictions on the ability to fully redeem up to three years, excluding illiquid securities and special investments.

At June 30, 2013, Dartmouth's outstanding commitments to limited partnerships totaled $437,444,000. The anticipated draw down for these commitments is typically between 1 and 5 years with remaining fund lives typically between 1 and 12 years. The structure of these investments is such that there is no ability to redeem, and therefore these investments are considered illiquid.

The following tables present Dartmouth's activity for the fiscal years ended June 30, 2014 and 2013 for investments measured at fair value in Level 3 (in thousands):

	Marketable Alternative Strategies	Private Equity/Venture Partnerships	Real Assets	Other Assets	Total
Balance as of June 30, 2013	$ 825,199	$ 902,367	$ 610,897	$ 244,433	$ 2,582,896
Acquisitions / purchases	124,500	90,065	40,041	31,713	286,319
Distributions / sales	(148,197)	(248,541)	(170,277)	(13,485)	(580,500)
Transfers In	41,913	-	193,571	62,380	297,864
Transfers Out	(77,925)	-	-	(25,536)	(103,461)
Investment income and realized gain	57,510	140,856	69,662	4,506	272,534
Change in unrealized gain on investments	46,982	149,057	83,735	89,344	369,118
Balance as of June 30, 2014	$ 869,982	$ 1,033,804	$ 827,629	$ 393,355	$ 3,124,770

	Marketable Alternative Strategies	Private Equity/Venture Partnerships	Real Assets	Other Assets	Total
Balance as of June 30, 2012	$ 689,325	$ 961,640	$ 650,290	$ 213,201	$ 2,514,456
Acquisitions / purchases	103,000	75,721	50,990	23,101	252,812
Distributions / sales	(71,755)	(250,820)	(140,622)	(27,977)	(491,174)
Investment income and realized gains	57,928	139,423	57,711	10,262	265,324
Change in unrealized gain (loss) on investments	46,701	(23,597)	(7,472)	25,846	41,478
Balance as of June 30, 2013	$ 825,199	$ 902,367	$ 610,897	$ 244,433	$ 2,582,896

Included in Other Assets in the above tables are fixed income, global equity, and other investments.

Transfers between levels of the fair value hierarchy are reported at the beginning of the reporting period in which they occur. Transfers from Level 3 to Level 2 are primarily due to changes in liquidity provisions of certain commingled funds available within 90 days of the measurement date. Transfers from Level 2 to Level 3 are primarily due to Dartmouth's evaluation of the liquidity terms of certain commingled funds. Effective July 1, 2013, Dartmouth considers its directly held real estate investments to be Level 3 investments based on the provision of additional transparency into the observability of inputs.

The following table provides quantitative information about the significant unobservable inputs used in the valuation of directly held real estate as of June 30, 2014. Investments in real estate represent the total asset value of each of the underlying property investments. Significant changes in any one third party appraisal input would likely not result in a significant change in fair value measurement to the directly held real estate portfolio, however, actual results could differ materially from these estimates particularly during periods of investment and/or interest rate volatility.

Valuation Technique	Fair Value[1]	Unobservable Inputs	Input Value(s)
Third party appraisal-income approach & comparable sales	$ 183,007	Capitalization rate	6.50 – 9.00%
		Discount rate	8.00 – 12.00%
Tax assessed value – adjusted annually	19,484	State/Local equalization ratios	.947 - .993
Net present value	1,229	Discount rate	3.17%
Cost	593	Not applicable	Not applicable
Total	$ 204,313		

[1]The fair value may be determined using multiple valuation techniques.

The Fixed Income portfolio includes strategies based on capital preservation and predictable yield as well as more opportunistic strategies focused on generating return through price appreciation. These strategies generally include corporate debt securities, government securities, mortgage backed and asset backed securities and other financial instruments. The structures of these investments include directly held securities as well as investments through commingled funds and derivatives.

The Global Equity portfolio includes managers who primarily invest in public long-only and long/short equity securities with portfolios that are directionally exposed to the market. The structures of these investments include directly held securities as well as investments through commingled funds.

The Marketable Alternative Strategies portfolio includes investments in commingled funds whose managers employ discrete and blended strategies, including long/short equity, absolute return, market neutral, distressed and credit strategies. Funds with marketable alternative strategies generally hold securities or other financial instruments for which a ready market exists, and may include stocks, bonds, put or call options, swaps, futures, currency hedges, and other financial instruments.

Dartmouth also invests in venture capital, private equity, real estate, other real assets, and other debt related strategies through private limited partnerships, which are illiquid. These investments often require the estimation of fair value by the general partner in the absence of readily determinable market values. The private portfolio is based primarily in the United States but includes managers who may invest globally. Real Estate investments also include real estate investment trust securities held through publically traded mutual funds as well as directly held real estate. Other real asset investments, in addition to natural resource limited partnerships, include an exchange traded fund with underlying exposure to commodities.

The following table sets forth the fair value of Dartmouth's derivative instruments by contract type as of June 30, 2014 and gains/losses related to derivative activities for the year ended June 30, 2014 (in thousands):

	Notional Exposure		Fair Value[1]		
	Long	Short	Asset	Liability	Net Gain/Loss[2]
Foreign currency forward contracts	$ 46,175	$ (27,290)	$ 327	$ (581)	$ (456)
Fixed income futures contracts	25,776	(67,458)	98	(71)	(712)
Interest rate swaps	-	-	-	-	170
Credit default swaps	8,421	(8,445)	58	(980)	(436)
Total	$ 80,372	$ (103,193)	$ 483	$ (1,632)	$ (1,434)

[1] The net fair value of these derivative instruments is included in the Statement of Financial Position as investments at fair value.
[2] The net gain/loss from these derivative instruments is presented in the operating and non-operating sections of the Statement of Activities as other operating income and other non-operating changes.

From time to time Dartmouth enters into foreign currency forward contracts and government bond futures and forwards to efficiently manage portfolio exposures to global currencies and interest rates. These instruments may be used to hedge the portfolio from unwanted currency and interest rate risk, but also to efficiently implement active duration and relative value currency strategies. Dartmouth is obligated to pledge to the appropriate broker cash or securities to be held as collateral, as determined by exchange margin requirements for futures contracts held. At June 30, 2014 and 2013, the fair value of Dartmouth's pledged collateral on futures contracts for investment purposes was $426,000 and $965,000 respectively and is included in investments on the Statement of Financial Position. At June 30, 2013, Dartmouth held forward contracts to buy foreign currencies in the amount of $12,554,000 and to sell foreign currencies in the amount of $7,482,000. The difference between the estimated notional value of open futures contracts to sell and purchase securities was a net long position of $18,551,000 as of June 30, 2013.

From time to time Dartmouth enters into swap contracts for investment purposes. Interest rate swap contracts are used to efficiently manage portfolio exposures to interest rates. These instruments may be used to hedge the portfolio from unwanted interest rate risk, but also to efficiently implement active duration strategies. The notional amount of contracts that pay based on fixed rates and receive based on variable rates was $15,100,000 at June 30, 2013. The fair value of the contracts at June 30, 2013 was $274,000 and is included in the Statement of Financial Position as investments at fair value. The gain on these contracts was $274,000 and is presented in the operating and non-operating sections of the Statement of Activities for June 30, 2013.

Credit default swaps are used to simulate long or short positions or to reduce credit risk where exposure exists. The buyer of a credit default swap is obligated to pay to the seller a periodic stream of payments over the term of the contract in return for a contingent payment upon occurrence of a contracted credit event. The seller of a credit default swap bears the obligation to pay the buyer upon occurrence of a contracted credit event in return for a periodic stream of fixed payments from the buyer over the term of the contract. As of June 30, 2013, the total notional amount of credit default swap contracts for protection purchased was $9,529,000 and the notional amount related to protection sold was $3,247,000. The fair value of the buy contracts at June 30, 2013 was approximately ($67,000) and the sell contracts was ($217,000) and are included in the Statement of Financial Position as investments at fair value. At June 30, 2013, the loss on the buy contracts was $34,000 and loss on the sell contracts was $107,000 and are presented in the operating and non-operating sections of the Statement of Activities.

E. Endowment

The changes in fair value of net assets held in endowment and similar funds for the years ended June 30 were as follows (in thousands):

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Endowment net assets, June 30, 2013	$ 894,595	$ 1,854,632	$ 984,369	$ 3,733,596
Investment return:				
Investment income	7,224	23,949	-	31,173
Net gain in fair value:				
Realized	67,381	218,790	-	286,171
Unrealized	108,417	350,097	1,595	460,109
Total investment return	183,022	592,836	1,595	777,453
Gifts	53	7,779	135,624	143,456
Distribution of endowment return to all funds	(43,940)	(144,606)	-	(188,546)
Other changes, net	2,921	(3,446)	2,785	2,260
Endowment net assets, June 30, 2014	$ 1,036,651	$ 2,307,195	$ 1,124,373	$ 4,468,219

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Endowment net assets, June 30, 2012	$ 833,511	$ 1,700,362	$ 952,511	$ 3,486,384
Investment return:				
Investment income	7,432	24,078	-	31,510
Net gain in fair value:				
Realized	63,875	201,499	-	265,374
Unrealized	25,848	80,972	1,058	107,878
Total investment return	97,155	306,549	1,058	404,762
Gifts	30	811	27,206	28,047
Distribution of endowment return to all funds	(43,979)	(141,499)	-	(185,478)
Other changes, net	7,878	(11,591)	3,594	(119)
Endowment net assets, June 30, 2013	$ 894,595	$ 1,854,632	$ 984,369	$ 3,733,596

Other changes include additions to the endowment from the maturity of split-interest agreements and net transfers resulting from changes in donor restrictions or Dartmouth designations.

Included in temporarily restricted endowment net assets at the end of the year is the remaining amount of expendable accumulated appreciation on permanent endowment funds of $1,927,893,000 and $1,536,709,000 at June 30, 2014 and 2013, respectively.

Endowment net assets consist of the following as of June 30, 2014 (in thousands):

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Donor-restricted endowment funds	$ -	$ 2,225,159	$ 1,124,373	$ 3,349,532
Board-designated endowment funds	1,036,651	82,036	-	1,118,687
Total endowment net assets	$ 1,036,651	$ 2,307,195	$ 1,124,373	$ 4,468,219

Endowment net assets consist of the following as of June 30, 2013 (in thousands):

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Donor-restricted endowment funds	$ (12)	$ 1,783,681	$ 984,369	$ 2,768,038
Board-designated endowment funds	894,607	70,951	-	965,558
Total endowment net assets	$ 894,595	$ 1,854,632	$ 984,369	$ 3,733,596

From time to time, the fair values of assets associated with individual donor restricted endowment funds may fall below the level that the donor or UPMIFA requires to retain as a fund of perpetual duration. In accordance with GAAP, events of this nature are reported as reductions in unrestricted net assets and were $0 and ($12,000) as of June 30, 2014 and 2013, respectively. These events were a result of market declines since the endowment funds were established. A Board of Trustees policy limits the distribution from these funds to current income only, except in cases where the donor directs otherwise.

Dartmouth employs a total return endowment utilization policy that establishes the amount of investment return made available for spending each fiscal year. The amount appropriated for expenditure each year is independent of the actual return for the year, but the appropriated amount cannot exceed the total accumulated return in an individual fund at the time of distribution. The Board approves the formula that determines the amount appropriated from endowment each year. The resulting FY14 endowment distribution of $188,546,000 represents a 5.0% distribution rate when measured against the previous year's June 30th endowment market value. Investment return earned in excess of the amount appropriated annually is reinvested in the funds, but can be appropriated in future years in accordance with the utilization policy. The net appreciation on most of the permanently and temporarily restricted endowment funds is reported together with temporarily restricted net assets until such time as all or a portion of the appreciation is appropriated for spending in accordance with the utilization policy and applicable state law.

The overall investment performance objective for the endowment is to generate real (inflation-adjusted) returns net of investment expenses sufficient to support Dartmouth's current operating needs while maintaining the long-term purchasing power of the endowment. Historical averages indicate that an annual return between 8% - 10% is needed to meet this goal. The Investment Committee of the Board of Trustees has determined that a well-diversified mix of assets offers the best opportunity for maximum return with acceptable risk over time. Dartmouth relies on a total return strategy in which investment returns are achieved through both capital appreciation (both realized and unrealized) and current yield (interest and dividends). Investment decisions are made with a view toward maximizing long-term return opportunities while maintaining an acceptable level of investment risk and liquidity.

F. Land, Buildings, Equipment, and Construction in Progress

Land, buildings, equipment, and construction in progress balances at June 30 were as follows (in thousands):

	2014	2013
Land	$ 19,158	$ 19,082
Buildings	1,147,098	1,124,809
Land improvements	109,407	109,087
Equipment and software	292,518	281,520
Land, buildings, and equipment	$ 1,568,181	$ 1,534,498
Less: accumulated depreciation	(708,562)	(659,012)
Construction in progress	95,912	68,841
Total net book value	$ 955,531	$ 944,327

Dartmouth has conditional asset retirement obligations arising from legal obligations to perform certain activities in connection with the retirement, disposal, or abandonment of assets, including asbestos abatement, leasehold improvements, hazardous materials, and equipment disposal and cleanup. The liability was initially recorded at fair value, and is adjusted for accretion expense, and changes in the amount or timing of cash flows. The corresponding asset retirement costs are capitalized as part of the carrying values of the related long-lived assets and depreciated over the useful lives of the assets.

G. Bonds, Mortgages, and Notes Payable

Indebtedness at June 30 consisted of the following (in thousands):

	Fiscal Year Maturity	Interest Rate	2014	2013
New Hampshire Health and Education Facilities Authority (NHHEFA):				
Tax-Exempt Fixed Rate:				
Series 2009	2019 – 2039	3.30% - 4.77%	$ 198,875	$ 198,875
Tax-Exempt Variable Rate:				
Series 2002	2032	.03% - .14%	101,000	101,000
Series 2003	2023	.03% - .11%	76,600	83,700
Series 2007A	2031	.01% - .11%	89,710	89,755
Series 2007B	2041	.01% - .11%	75,000	75,000
Subtotal tax-exempt bonds			$ 541,185	$ 548,330
Taxable Bonds:				
NHHEFA Variable Rate:				
Series 2007C	2041	.06% - .12%	30,000	30,000
Fixed Rate				
Series 2009	2019	4.75%	250,000	250,000
Series 2012A	2042	4.00%	70,000	70,000
Series 2012B	2043	3.76%	150,000	150,000
Subtotal taxable bonds			$ 500,000	$ 500,000
Subtotal bonds			$ 1,041,185	$ 1,048,330
Mortgages on real estate investments:				
Fixed Rate	2017 - 2037	4.34% - 5.61%	49,003	50,317
Taxable commercial paper note:				
Variable Rate		.11% to .13%	18,900	23,900
Subtotal bonds, mortgages and notes payable			$ 1,109,088	$ 1,122,547
Original issue premium, net			4,245	4,240
Total bonds, mortgages, and notes payable, net			$ 1,113,333	$ 1,126,787

Included in interest and amortization presented on the Statement of Operating Expenses is interest expense on debt (including payments on interest rate swap agreements) used to finance facilities projects of $24,462,000 and $24,324,000, and on other operating indebtedness of $154,000 and $152,000 for the years ended June 30, 2014 and 2013, respectively. In addition, interest paid on debt used to finance facilities projects of $199,000 and $464,000 was capitalized in connection with various construction projects for the years ended June 30, 2014 and 2013, respectively.

Interest expense on debt used to finance student loans totaled $1,406,000 and $1,406,000 for the years ended June 30, 2014 and 2013, respectively, and is presented as a deduction from other non-operating earnings in the Statement of Activities. Interest expense on other non-operating indebtedness totaled $23,297,000 and $23,460,000 for the years ended June 30, 2014 and 2013, respectively, and is presented as a deduction from other non-operating earnings in the Statement of Activities. Interest expense on mortgages and debt used to finance endowment-related real estate projects totaled $2,664,000 and $2,625,000 for the years ended June 30, 2014 and 2013, respectively, and is presented as a deduction in endowment net investment return in the Statement of Activities. Total interest expense included in the Statement of Activities is $51,983,000 and $51,967,000 for the years ended June 30, 2014 and 2013, respectively.

The aggregate amounts of principal due for each of the next five years ending June 30 and thereafter are as follows (in thousands):

June 30	Principal Due
2015	$ 27,781
2016	9,154
2017	27,627
2018	9,909
2019	268,208
Thereafter	766,409
Total	$ 1,109,088

Principal due after June 30, 2019, includes the following "balloon" payments due on Dartmouth's indebtedness (in thousands):

June 30	Indebtedness	Payment
2027	NHHEFA Series 2007A bonds	$ 31,820
2028	NHHEFA Series 2009 bonds	$ 32,190
2028	NHHEFA Series 2007A bonds	$ 52,060
2029	NHHEFA Series 2009 bonds	$ 20,000
2031	NHHEFA Series 2007A bonds	$ 5,120
2032	NHHEFA Series 2002 bonds	$ 101,000
2036	NHHEFA Series 2007B bonds	$ 18,000
2039	NHHEFA Series 2009 bonds	$ 138,765
2041	NHHEFA Series 2007B bonds	$ 57,000
2041	NHHEFA Series 2007C bonds	$ 30,000
2042	2012 Series A bonds	$ 70,000
2043	2012 Series B bonds	$ 150,000

The estimated fair value of the bonds was approximately $1,095,409,000 and $1,070,035,000 as of June 30, 2014 and 2013, respectively. The fair value for fixed-rate debt is based on estimates of the prevailing market yield and resulting price for each maturity of debt. The market yield is impacted by several factors including credit, length of maturity, coupon, and optional redemption provisions. Variable rate debt is valued at par since the rate is reset frequently and the bonds are puttable by the investor and callable by the borrower at any time. Dartmouth considers this to be a Level 2 measurement.

The NHHEFA bonds are a general obligation collateralized only by Dartmouth's pledge of full faith and credit and by funds held from time to time by the trustee for the benefit of the holders of the bonds under the respective bond resolutions. Dartmouth has agreed to certain covenants with respect to encumbrance or disposition of its core campus.

During fiscal year 2009, Dartmouth entered into six interest rate swap agreements. Information related to these interest rate swap agreements as of June 30, 2014, including the fixed interest rate paid by Dartmouth and percent of LIBOR BBA (1 month) received on the notional principal, is presented in the table below (in thousands):

Expiration Date	Notional Amount	Fixed Interest Rate %	% of LIBOR BBA
06/01/2032	$ 100,000	3.75	67
06/01/2041	$ 100,000	3.73	70
06/01/2027	$ 31,930	3.77	72
06/01/2028	$ 52,660	3.78	72
06/01/2042	$ 100,000	3.73	70
06/01/2043	$ 165,000	3.74	70

The fair value of these agreements at June 30, 2014 and 2013, based on various factors contained in the interest rate swap agreements and certain interest rate assumptions, was approximately $141,219,000 and $133,222,000, respectively, and is considered a Level 2 measurement. The increase of $7,997,000 in the liability for the year ended June 30, 2014 is presented as an unrealized loss and the decrease of $83,084,000 in the liability for the year ended June 30, 2013 is presented as an unrealized gain in the non-operating section of the Statement of Activities. Net payments or receipts under the swap agreements associated with facilities debt are reflected as interest expense. These financial instruments involve counter-party credit exposure.

Dartmouth maintains stand-by bond purchase agreements with financial institutions totaling approximately $372,300,000 to provide alternative liquidity to support its variable rate demand bonds in the event that the bonds cannot be remarketed. Financing obtained through these stand-by credit agreements to fund the repurchase of such bonds would bear interest rates different from those associated with the original bond issues, and mature over a three or a five year period following repurchase. The agreements have various maturity dates between August 2014 and December 2016. There were no amounts outstanding at June 30, 2014 and 2013 under these agreements.

Dartmouth has a $75,000,000 line of credit with a maturity date of December 29, 2014. There have been no borrowings under this line of credit.

H. Pension and Other Employment Related Obligations

Liabilities for retirement and postretirement medical benefits, salaries, wages, and other benefits under employment agreements consisted of the following at June 30 (in thousands):

	2014	2013
Retirement and postretirement benefits	$ 358,284	$ 242,222
Compensated absences, severance plans, and other commitments	20,244	18,518
Self-insured benefits	11,862	11,710
Total employment related obligations	$ 390,390	$ 272,450

In fiscal year 1998, Dartmouth revised its pension benefit for staff and non-union service employees, giving each participant a one-time option to either remain in the defined benefit plan or enroll in the defined contribution plan effective January 1, 1998. Staff and non-union service employees hired since that date receive retirement benefits under the defined contribution plan. Effective January 1, 2006, all union employees are enrolled in the defined contribution plan.

Dartmouth's postretirement medical benefits consist of medical insurance coverage for retirees. Employees hired prior to July 1, 2009 that are 55 or older and have at least ten continuous years of service in a benefits-eligible position immediately prior to retirement are currently eligible for a subsidy toward the purchase of Retiree Medical Benefits. The subsidy amount was based on the employee's annual salary, age, and years of service as of June 30, 2009. For retirees under the age of 65, the medical insurance options are the same as for active employees. At age 65, the retiree would enroll in the Dartmouth College Medicare Supplement (DCMS) plan. New employees hired on or after July 1, 2009 are eligible to participate in a Retirement Savings Match and are eligible to purchase the retiree group medical insurance at full cost if they qualify at retirement.

Information pertaining to the pension and postretirement benefits at June 30 include (in thousands):

	Pension Benefits		Postretirement Benefits	
	2014	2013	2014	2013
Change in benefit obligation:				
Beginning of year	$ 120,696	$ 120,920	$ 226,449	$ 274,684
Service cost	2,538	2,708	5,423	7,809
Interest cost	5,558	5,059	12,174	13,435
Benefits paid	(7,681)	(6,261)	(5,364)	(4,209)
Actuarial (gain)/loss	13,105	(1,730)	97,881	(65,270)
End of year	$ 134,216	$ 120,696	$ 336,563	$ 226,449
Change in estimated fair value of plan assets:				
Beginning of year	$ 113,931	$ 112,518	$ -	$ -
Actual return on plan assets	18,979	3,674	-	-
Employer contributions	2,000	4,000	5,364	4,209
Benefits paid	(7,681)	(6,261)	(5,364)	(4,209)
End of year	$ 127,229	$ 113,931	$ -	$ -
Funded status (plan assets less than benefits obligation)	$ (6,987)	$ (6,765)	$ (336,563)	$ (226,449)
Net periodic benefit (income) cost included the following:				
Service cost	$ 2,538	$ 2,708	$ 5,423	$ 7,809
Interest cost	5,558	5,059	12,174	13,435
Expected return on assets	(6,365)	(6,358)	-	-
Amortization of prior service cost (credit)	240	240	(7,644)	(7,644)
Recognized net actuarial loss	2,364	3,218	-	3,127
Net periodic benefit cost	$ 4,335	$ 4,867	$ 9,953	$ 16,727
Weighted-average assumptions:				
Discount rate used to determine net periodic benefit cost	4.80%	4.40%	5.45%	4.95%
Expected return on plan assets	6.50%	6.80%	-	-
Rate of compensation increase	3.00%	3.00%	-	-
Discount rate used to determine benefit obligations	4.30%	4.80%	4.70%	5.45%

The increase in the post-retirement benefit obligation is due to the change in discount rate presented above and the use of an updated mortality table which is reflected in the 2014 actuarial loss of $97,881,000.

The estimated net cost for the defined benefit plan that will be amortized into net periodic cost in fiscal 2015 is $2,532,000. The estimated net (income) for postretirement benefits that will be amortized into net periodic cost in fiscal 2015 is ($1,094,000).

The increase (decrease) in unrestricted net assets resulting from the change in pension and post-retirement benefit obligations consisted of the following (in thousands):

	Pension Benefits	Post-retirement Benefits	Total 2014	Total 2013
Amounts recognized in non-operating activities:				
Net actuarial gain (loss)	$ (491)	$ (97,881)	$ (98,372)	$ 64,317
Amortization of gain	2,364	-	2,364	6,345
Amortization of prior service cost (credit)	240	(7,644)	(7,404)	(7,404)
Total non-operating gain (loss)	2,113	(105,525)	(103,412)	63,258
Amounts recognized in operating activities:				
Net periodic benefit cost	(4,335)	(9,953)	(14,288)	(21,594)
Total gain (loss)	$ (2,222)	$ (115,478)	$ (117,700)	$ 41,664

The following table summarizes the defined benefit pension plan investments by their fair value hierarchy classification as of June 30, 2014 (in thousands):

	Level 1	Level 2	Level 3	Total
Cash and cash equivalents	$ 897	$ -	$ -	$ 897
Global equity	-	32,345	-	32,345
Fixed income[1]	-	90,210	-	90,210
Limited partnerships[2]	-	-	3,777	3,777
Total investments	$ 897	$ 122,555	$ 3,777	$ 127,229

The following table summarizes the defined benefit pension plan investments by their fair value hierarchy classification as of June 30, 2013 (in thousands):

	Level 1	Level 2	Level 3	Total
Cash and cash equivalents	$ 649	$ -	$ -	$ 649
Global equity	-	41,434	-	41,434
Fixed income[1]	-	67,936	-	67,936
Limited partnerships[2]	-	-	3,912	3,912
Total investments	$ 649	$ 109,370	$ 3,912	$ 113,931

[1] This category includes fixed income commingled funds and other financial instruments related to fixed income products.
[2] This category includes investments in venture capital, private equity, and other real asset private partnerships.

The following table presents activity for the fiscal year ended June 30, 2014 and 2013 for the defined benefit pension plan investments measured at fair value in Level 3 (in thousands):

	Limited Partnerships
Balance as of June 30, 2013	$ 3,912
Acquisitions / purchases	150
Distributions / sales	(831)
Investment return	570
Change in unrealized losses on investments	(24)
Balance as of June 30, 2014	$ 3,777

	Limited Partnerships
Balance as of June 30, 2012	$ 4,148
Acquisitions / purchases	173
Distributions / sales	(853)
Investment return	500
Change in unrealized losses on investments	(56)
Balance as of June 30, 2013	$ 3,912

The overall investment strategy of the defined benefit pension plan (the Plan) is to utilize an asset mix that is designed to meet the near and longer term benefit payment obligations of the Plan. Over time, the asset mix may include global equity and fixed income exposures. Global equity exposure is designed to capture the equity market performance of developed markets while fixed income exposure provides a predictable yield as well as a hedge against changing interest rates by holding corporate bonds and other financial instruments. Other types of investments may include private equity, venture capital, and other private real asset partnerships that employ different underlying strategies. Outside investment advisors are utilized to manage the Plan assets and are selected based on their investment style, philosophy, and past performance. Dartmouth's investment office is responsible for managing the asset allocation and investment risk management of the Plan.

Dartmouth makes annual contributions to maintain funding for the defined benefit plan on an actuarially recommended basis. Dartmouth currently expects to contribute between $2 million and $4 million to the defined benefit plan in fiscal year 2015.

Benefit payments, which reflect expected future service, as appropriate, are expected to be paid in each of the next five years ending June 30 and thereafter as follows (in thousands):

	Pension Benefits	Postretirement Benefits
2015	$ 10,000	$ 7,928
2016	9,400	8,808
2017	9,300	9,837
2018	9,600	11,063
2019	9,600	13,490
Years 2020 -2023	46,900	85,217

Assumed health care cost trend rates have a significant effect on the estimated amounts reported for the postretirement benefit plan. The medical cost trend rates for pre-age 65 and post-age 65 retirees, respectively, are assumed to be 7.1% and 7.0% in year 2015, decrease gradually to 5% and 5% in fiscal year 2023 and 2023, respectively, and remain level thereafter. Dartmouth's estimate of postretirement benefit expense and obligations also reflects the impact of the Medicare Prescription Drug Improvement and Modernization Act, which provides for tax-free subsidies to employers that offer retiree medical benefit plans with qualifying drug coverage.

A one percentage point increase (decrease) in assumed health care cost trend rates would have the following effect (in thousands):

Increase (decrease) in total of service and interest cost components	$ 5,182	$ (4,003)
Increase (decrease) in postretirement benefit obligation	$ 64,734	$ (50,728)

Dartmouth also maintains defined contribution retirement plans for its employees. These benefits are individually funded and are subject to various vesting requirements. Under these arrangements, Dartmouth makes monthly contributions to individual self-directed retirement investment accounts for the participants. These contributions for the years ended June 30, 2014 and 2013 were $23,967,000 and $24,721,000, respectively. Dartmouth also maintains deferred compensation plans. The liabilities for the plans are included in pension and other employment related obligations in the Statement of Financial Position.

I. Other Operating Income

The major components of other operating income for the years ended June 30 were as follows (in thousands):

	2014	2013
Medical School clinical services and other support	$ 55,244	$ 51,304
Foreign study and continuing education programs	13,317	13,244
Student activities and other program revenues	11,037	11,011
Athletics revenues	4,387	4,523
Hopkins Center and Hood Museum revenues	1,525	1,838
Other revenues	17,444	16,084
Investment income	49,602	33,741
Total other operating income	$ 152,556	$ 131,745

J. Net Assets

Additional information pertaining to Dartmouth's net assets at June 30 is presented below (in thousands):

	2014			
	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Detail of net assets:				
Operating funds	$ 351,467	$ 79,736	$ -	$ 431,203
Pledges	-	81,460	15,798	97,258
Postretirement and pension benefit obligations	(343,550)	-	-	(343,550)
Third-party charitable trusts	-	6,096	3,816	9,912
Facilities and capital	425,180	23,807	-	448,987
Interest rate swap agreements	(141,219)	-	-	(141,219)
Student loan funds	21,434	21,913	-	43,347
Life income, annuity, and similar funds	-	41,785	36,008	77,793
Endowment funds	1,036,651	2,307,195	1,124,373	4,468,219
Total net assets	$ 1,349,963	$ 2,561,992	$ 1,179,995	$ 5,091,950

	2013			
	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Detail of net assets:				
Operating funds	$ 348,479	$ 77,312	$ -	$ 425,791
Pledges	-	69,681	25,030	94,711
Postretirement and pension benefit obligations	(233,214)	-	-	(233,214)
Third-party charitable trusts	-	7,135	6,048	13,183
Facilities and capital	368,247	30,229	-	398,476
Interest rate swap agreements	(133,222)	-	-	(133,222)
Student loan funds	13,842	28,399	-	42,241
Life income, annuity, and similar funds	-	34,120	36,008	70,128
Endowment funds	894,595	1,854,632	984,369	3,733,596
Total net assets	$ 1,258,727	$ 2,101,508	$ 1,051,455	$ 4,411,690

K. Commitments and Contingencies

Outstanding commitments on uncompleted construction contracts total $36,762,000 at June 30, 2014.

All funds expended by Dartmouth in connection with government sponsored grants and contracts are subject to audit by governmental agencies. The ultimate liability, if any, from such audits, is not expected to have a material adverse effect on Dartmouth's financial position.

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

L. Related Party Transactions

Members of Dartmouth's Board of Trustees and senior management may, from time to time, be associated, either directly or indirectly, with companies doing business with Dartmouth. Dartmouth has a written conflict of interest policy that requires annual reporting by each Trustee, as well as senior management. Additionally, Dartmouth has a policy on Pecuniary Benefit Transactions and Related Party Investments. This policy supplements the Dartmouth College Conflict of Interest Policy with regard to pecuniary benefit transactions, as defined by New Hampshire law, including but not limited to Dartmouth's investment in investment vehicles in which Trustees have a financial interest. These policies include, among other things, that no member of the Board of Trustees can participate in any decision in which he or she (or an immediate family member) has a material financial interest. When such relationships exist, measures are taken to mitigate any actual or perceived conflict, including requiring that such transactions be conducted at arm's length, for good and sufficient consideration, based on terms that are fair and reasonable to and for the benefit of Dartmouth, and in accordance with applicable conflict of interest laws.

M. Subsequent Events

For purposes of determining the effects of subsequent events on these financial statements, management has evaluated events subsequent to June 30, 2014 and through October 20, 2014, the date on which the financial statements were issued, and has concluded that there were no subsequent events requiring adjustment or disclosure.

Dartmouth College
Report to the Audit Committee on Observations and Recommendations

November 7, 2014

November 7, 2014

Members of the Audit Committee
of the Board of Trustees of Dartmouth College

Dear Members of the Audit Committee:

In planning and performing our audit of the consolidated financial statements of Dartmouth College (the "College") as of and for the year ended June 30, 2014, in accordance with auditing standards generally accepted in the United States of America, we considered its internal control over financial reporting 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 College's internal control over financial reporting. Accordingly, we do not express an opinion on the College's internal control over financial reporting.

Our consideration of internal control over financial reporting was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control over financial reporting that might be significant deficiencies or material weaknesses and therefore, there can be no assurance that all deficiencies, significant deficiencies, or material weaknesses have been identified.

AU 325, *Communicating Internal Control Related Matters Identified in an Audit*, of the AICPA Professional Standards includes the following definitions of a deficiency, a significant deficiency and a material weakness:

> **Deficiency**—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.
>
> **Significant Deficiency**—a deficiency, or combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.
>
> **Material Weakness**—a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

As we agreed in the meeting of the Audit Committee on October 17, 2014, we are providing you with our control observations and recommendations noted during our audit. We did not identify any deficiencies in internal control over financial reporting that we considered to be material weaknesses, as defined above, however, we noted the following:

> Control deficiencies - In our 2014 comments and recommendations, we have identified certain enhancements regarding information technology systems supporting the financial statements.
>
> Operational, control or business observations - We have observations related to investments, pledges and megatrends.

This letter is intended solely for the information and use of the Audit Committee, the Board of Trustees, the President of Dartmouth College, management, and others within the organization and is not intended to be and should not be used by anyone other than these specified parties.

If you would like any further information or would like to discuss any of the issues raised, please contact Dave Jenkins at (860) 241-7412.

Very truly yours,

PricewaterhouseCoopers LLP

PricewaterhouseCoopers LLP

Recommendations to Management

Current Year Observations and Recommendations

1. Investments
2. Pledge Reserve
3. Information Technology

General Industry Observations

1. Megatrends and Impact on Higher Education Institutions

Current Year Observations and Recommendations

1. Investments

Appraisal of real estate properties

Observation
Currently, directly held real estate properties are appraised every three years. Real estate properties not subject to appraisal as of year-end have been fair valued using historical appraisal data. Fair value standards require current assessments as of each reporting period to evaluate whether the appraised value represents fair value.

Recommendation
While obtaining appraisals every three years is not inconsistent with industry practice, we recommend that the College perform and document an internal analysis as of fiscal year end to evaluate whether the appraised value continues to represent fair value as of the financial statement date.

Management Response
The Real Estate Office will implement additional review and analysis at year end to determine if prior appraisals continue to represent fair value for directly held real estate. This review will consider material changes in: (1) the State's equalization ratios for assessed values in related towns and/or (2) documented lease rates for comparable commercial properties.

Due diligence programs

Observation
The College continues to expand initial and ongoing due diligence programs over third party managers, including processes designed to demonstrate the College's ability to rely on unaudited data provided by investment managers.

Recommendation
When considering the subjectivity of underlying investment valuation in private funds and the fact that the College does not always have the ability to redeem its interests in these vehicles, we recommend that the College continues to expand their ongoing diligence procedures to monitor significant changes in valuation techniques or assumptions. Enhancements to documentation over these processes – a practice adopted with increasing regularity among peer institutions - will assist the College in supporting its conclusions about the reliability of the unaudited NAVs reported at June 30, which are used by Dartmouth for valuation and financial reporting purposes.

Management Response
The Investment Office will develop a valuation policy for investments that will formalize and expand on current processes and controls to monitor significant changes in the valuation techniques or assumptions of our investment managers.

2. Pledge Reserve

Observation
As part of the audit, we performed procedures over the reserve for doubtful pledges. We noted that the College assesses the collectability of its pledges using a combination of dollar value, payment schedules and whether the pledge is coming from a donor advised fund or not. We also noted that all pledges less than $20,000 were reserved for at June 30.

Recommendation
Although we concluded that the pledge reserve was reasonable for fiscal 2014, we recommend management also consider the age of the pledge as part of its analysis. Basing the reserve solely on dollar value and

whether or not a payment was made during the year can result in pledges being reserved for in one year, and then not reserved for in another year.

Management Response

The Controller's Office works closely with the Development Office to review outstanding pledges at year end. A variety of factors are used to determine the appropriate reserve for uncollectible pledges including date of original pledge, pledge amount, payment history of the donor, and Development staff knowledge regarding the donor's ability and willingness to fulfill the pledge. The Controller's Office will work with the Development Office to update procedures for establishing a reserve for pledges receivable to include an analysis based on aging of pledges.

3. Information Technology

During the 2014 audit, we performed a high level assessment of the information technology control activities at the College to obtain an understanding of the IT environment and conclude on the design effectiveness of the processes in place. Our scope was limited to the Oracle EBS, Banner, Advance and Data Warehouse applications and the underlying infrastructure for those applications. The purpose of the review was to obtain an understanding of the key control activities that contribute to the overall integrity of the financial reporting process. As a result of the review, the following recommendations should be considered:

Periodic Review of Access for the Applications, Operating System and Database

Observation

For two of the in-scope applications (Banner and Data Warehouse), the Linux operating system and the Oracle database, management has not established a formal process to recertify user access rights on a periodic basis.

Recommendation

Management should consider putting in place a recertification of access for the Banner and Data Warehouse applications and for accounts at the operating system and database layers.

Management Response

Information Technology Services (ITS) will work with our business partners to establish a formal review process of end user access to the Banner and Data Warehouse applications by May 2015. The timeframe for this is affected by the number of users on the business side that we need to work with to transition them to a formal process.

Within ITS, ITS will implement processes to ensure periodic review of Linux and Oracle database accounts for administrators as part of a larger Privileged Account Management initiative that is currently underway with an implementation targeted to begin in January 2015.

Password Configurations for the Applications, Operating System and Database

Observation

We noted that College policy does not require password configurations for in-scope systems to enforce password expirations, password history and/or password lockout after invalid access attempts.

Furthermore, we noted that the current password configurations for the Linux OS do not enforce password complexity, as required by College policy.

Lastly, we noted that for 4 out of 12 Oracle DB profiles, minimum length and password complexity are not enforced, as required by College policy.

Recommendation

Management should consider comprehensively documenting their policies around password configurations including password expiration, password history, and password lockout after invalid access attempts.

Following this, management should ensure that password configurations for in-scope systems are in-line with the requirements defined in their policy.

Management Response

1. Access to all in scope systems, Advance, Data Warehouse, EBusiness Suite and all Banner self-service users leverage our standard web access application using NetID and password. Password requirements for those credentials are listed below.
2. In addition, for our Advance application and Advance reporting environment, end users are required to respond to knowledge base questions in addition to providing a user name and password.
3. The password requirements for Banner Forms users and direct database access were verified as part of the audit by validating the password verify function in the Oracle database.
4. ITS has begun a project scheduled for completion in December 2014 to sync up passwords for direct database access and Banner forms with the NetID and password standards. Once implemented this change will result in a single consistent NetID and password standard for all in scope systems.
5. The College has adopted a policy of not requiring periodic user password changes except when required by regulatory policies or required by the application owner.
6. The College is taking steps to leverage alternative forms of enhanced authentication to protect information assets for the in scope systems much in the same manner that has been deployed to protect the Advance application and Advance reporting environment.

Regarding current and future Password Standards:

Regarding current and future Password Standards: The College's Information Security policy does require lockouts, but in this specific case, the policy was not effective. (The user was allowed to open another browser and try again.) The current Password Standard for web access applications: Must be at least 8 characters long with at least one special character in any position other than the last two. The College will begin a project to implement password lockout after 6 invalid attempts as part of our DISC policy compliance work scheduled to begin Spring 2015.

The College will address the Linux password finding for administrators as part of a larger Privileged Account Management initiative that is currently underway with implementation targeted to begin in January 2015.

We acknowledge the audit team's finding regarding the database profiles. At the time of the audit, the College was in the midst of a project to reassess our profile model which has since been concluded and has resolved all profile-related issues associated with the audit's findings. All of our profiles except the DEFAULT profile use our password verification function thus enforcing password minimum length and password complexity. Lastly, a periodic process has been implemented to ensure that all database accounts have an appropriately protected profile going forward. We have made the changes and have the process in place to make sure it is enforced.

Developer Access to Production

Observation

We noted that for Banner, Data Warehouse and the Oracle database, there is no segregation of duties in place between users with the ability to develop code changes and users with the ability to migrate code changes to production through the ACCMI tool. Further, unlike the Oracle EBS, we noted that management does not proactively review code migrations in Banner and Data Warehouse to verify that changes were migrated by appropriate individuals as a mitigating control.

Recommendation

Management should put configurations in place to ensure segregation of duties exist between developers and those with access to migrate changes. If this is not possible, management should consider establishing and formalizing a review control to validate that all code migration is performed by appropriate individuals.

Management Response
The College will implement a proactive review process of code migrations by appropriate individuals for Banner and Data Warehouse by February 2015.

Batch Scheduler Access

Observation
We noted that one user retained access to the batch scheduler for the Banner application following his termination. The user had access to the batch job scheduler during our testing in April 2014 but they were terminated in fiscal year2013.

Recommendation
Management should re-emphasize the importance of removing terminated users access across all systems in a timely manner upon the end of their affiliation with Dartmouth.

Management Response
We will implement periodic reviews of infrastructure related applications including the Banner batch scheduler by March 2015.

General Industry Observations

1. Megatrends and Impact on Higher Education Institutions

PwC's Center for Board Governance identified five megatrends that are shaping the world. These include some of society's biggest challenges and opportunities, as well as the consideration of the potential implications on business — now and in the future. The five megatrends are: accelerating urbanization, climate change and resource scarcity, demographic shifts, a shift in economic power and technological breakthroughs.

The following is a discussion of four selected megatrends that have the potential for the greatest impact across institutions of higher education, and select questions Dartmouth College trustees and administrators can consider in determining how the College is positioned to adapt to these potential trends.

Demographic shifts

Higher education is seeing a dramatic shift in student demographics. The typical student is no longer only the full-time, on-campus student. The student population includes international students, older students, either working full- or part-time, commuters and internet students. Additionally, demographic studies, for the first time in decades, are predicting a diminishing population of college age students in the US, with the number of high school graduates dropping sharply over the next decade. There is, however, a continued expected increase in first-generation and low-income graduates and minority students. These shifts and the diversification of the campus will present more challenges in recruiting, enrollment management, financial aid programs and student retention across campuses. Student recruitment, both nationally and globally, will require a different outreach model and recruiting skills, which takes more time and institutional capital.

Enrollment management is also critical to achieving institutional priorities and goals, and the right balance across quality of the student, financial aid funding and diversification of the student body. An increasingly diverse pool of prospective students will continue to challenge institutions in determining that balance. Additionally, the student profile continues to change, and today's students are demanding more cross-disciplinary learning and thinking, particularly in science, engineering, and technology. The College has already been experiencing these shifts, as continuing education and executive education programs continue to grow and there has been an increase in cross-school initiatives and online delivery models through edX.

Executive leadership and trustees should continue the dialogue on the challenges and opportunities around demographic shifts. Specific factors to consider include:

- How well is the institution addressing the rapidly shifting demographics from the perspective of the student including what should they learn, how best to attract the new student and has the value proposition changed?
- Is the institution considering demographic shifts in their policy making, curriculum and programs offered?
- How is the institution preparing for demographic shifts and specifically the impact on recruiting efforts, enrollment management, tuition funding models and campus facilities?

Shifts in global economic power

The globalization of higher education is rapidly accelerating and as a result, the number of international students attending US institutions has continued to grow along with international programs and collaborations. Executive leadership and trustees should continue the dialog on opportunities and challenges impacting the globalization of higher education. Specific factors to consider include the following:

- Are international strategic objectives at the forefront of conversations amongst leadership?
- Has the institution considered the nuances of its academic curriculum in other countries and how it achieves consistency in academic excellence in each country?

Resource scarcity

Reductions in education and research funding by the federal government have become a reality due to the current fiscal state of federal and state governments. Universities are subsidizing more education funding for financially needier students, as they can no longer rely on past levels of federal and state monetary support. The pressure for institutions to monetize intellectual property will also become more intense in the future, to counter continued reductions in governmental support and to sustain capital demand for funding strategic initiatives (e.g., global expansion) and to maintain academic excellence.

Executive leadership and trustees should continue to discuss objectives to secure future funding. Specific factors to consider include the following:

- What scenarios are being considered based on the varying levels of governmental funding and identified and pursued alternative monetary funding sources?
- Is the institution aggressively pursuing partnerships and monetization of intellectual property?

Technological breakthroughs

Innovation continues to be at the forefront and technology is both a driving factor of success and a recruitment and retention tool for students and faculty. As new technologies emerge, the expectations of students and faculty is that state-of-the art technology will be available to them with the same ease as they experience in their everyday life. For institutions to provide a high caliber of services, both support and innovation across the campus community is critical to allow students and faculty to be nimble and engaged from anywhere. The emergence and combination of the internet, social media, mobile devices, data analytics and cloud computing will continue to transform the higher education landscape.

While the digital revolution creates new learning experiences and opportunities, security is an important element to the equation. The profile of today's students and their learning expectations extend beyond the classroom. To accommodate this culture, and stay ahead of the curve, institutions are expanding course offerings to include certain forms of on-line learning to enable a more flexible and accessible platform to reach a larger number of students.

Advancements in technology and creative tools have paved the way to promoting innovation in a cost-effective manner. The traditional learning experience is shifting to web-conferencing and media platforms to collaborate and solve problems, and more curriculum focus is directed to media creation, design and student-led projects. Studies show that employers are seeking more real world experiences from students entering the workplace and institutions, through the use of technology, are looking to advance learning opportunities that better prepare their students.

Innovation continues to be at the forefront and technology is both a driving factor of success and a recruitment and retention tool for students and faculty. For institutions to provide a high caliber of services, both support and innovation across the campus community is critical to allow students and faculty to be nimble and engaged from anywhere. Technology will continue to play an expanded role in advancing student learning and meeting the demands of students. The continued investment in new technological developments may require campus-wide change. Investments in training and the development of faculty are critical.

Executive leadership and trustees should continue the dialogue on the challenges and opportunities related to emerging technological developments. Specific factors to consider include:

- Is the institution's IT infrastructure enabled to take advantage of emerging technologies and adapt to new education models?
- Is the institution utilizing and capitalizing on big data and developing tools to identify patterns that may be applied to improving decision making?
- Does the institution's strategic plan encompass initiatives to respond to technological developments and how these will affect students and faculty?
- Is the institution's IT security infrastructure sufficiently flexible and far reaching to encompass the newest advancements in technology?

Conclusion

There are obviously many more trends and alternative views on what higher education will look like over the next generation. While no prediction can be certain, senior management, and trustees should continue to discuss and challenge themselves, asking what their institution will look like fifteen to twenty years from now. These discussions should include expectations of the competitive marketplace at that time, and what can be done today to position their institution for the future.