Purpose: Progress Report

▶ Goals
  ▶ Conversation to gain clarity on our current state and future state
  ▶ Provide a town hall style forum to answer questions and engage in a dialogue

▶ Progress Topics
  ▶ Enrollment
  ▶ Financial
  ▶ URSA Action Items and Activities
  ▶ Affirming our vision for the Future
  ▶ Clusters
  ▶ Implementation Next Steps
Impacts on PSU Enrollment

- For a decade, tuition increased 5-7% each year, which provided funding for additional resources. PSU added resources.
- The state allocation was at its height in 2008
- Then state allocation per FTE fell 45% (2008 to 2013)
  - NH remains the lowest of any state in the country
- Beginning in FY12, the market began a cost correction.
- PSU did not react quickly enough to these changes.
- Leading to enrollment decreased
Undergraduate Enrollment History

(FFTE Students)

FY06 – FY17

<table>
<thead>
<tr>
<th>Year</th>
<th>FFTE Students</th>
</tr>
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<tbody>
<tr>
<td>FY06</td>
<td>3,899</td>
</tr>
<tr>
<td>FY07</td>
<td>3,941</td>
</tr>
<tr>
<td>FY08</td>
<td>3,943</td>
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<tr>
<td>FY09</td>
<td>3,949</td>
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<tr>
<td>FY10</td>
<td>4,036</td>
</tr>
<tr>
<td>FY11</td>
<td>4,089</td>
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<tr>
<td>FY12</td>
<td>3,894</td>
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<tr>
<td>FY13</td>
<td>3,776</td>
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<tr>
<td>FY14</td>
<td>3,498</td>
</tr>
<tr>
<td>FY15</td>
<td>3,820</td>
</tr>
<tr>
<td>FY16 Proj.</td>
<td>3,937</td>
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</table>
Graduate Enrollment History
(Headcount)

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Total</th>
<th>Projected Total for FY 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2010</td>
<td>2775</td>
<td></td>
</tr>
<tr>
<td>FY 2011</td>
<td>2715</td>
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<tr>
<td>FY 2012</td>
<td>2513</td>
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<td>FY 2013</td>
<td>2446</td>
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<td>FY 2014</td>
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<td>FY 2016</td>
<td>2350</td>
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<td></td>
<td>UG</td>
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<tr>
<td>Spring 2016 Total Students:</td>
<td>3827</td>
<td></td>
</tr>
<tr>
<td>Spring 2015 Total Students:</td>
<td>3548</td>
<td></td>
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<tr>
<td>Spring 2014 Total Students:</td>
<td>3815</td>
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<tr>
<td>Spring 2013 Total Students:</td>
<td>3932</td>
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<tr>
<td>Spring 2012 Total Students:</td>
<td>4109</td>
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</tr>
</tbody>
</table>

2016 Undergraduate Ratio:  
57% Resident; 43% Non-Resident
Financial Update

- Review updates from last year
- Impact on Education & General (E & G) budgets
- New Residence Hall
Compounding Impact of 3 Smaller First Year Classes FY13 – FY18

Total Lost Gross Revenues Over 6 Years = $15.3 Million
Balance budget and meet financial targets.

Ensure campus has balanced budget for FY16 and begin URSA process.

Utilize campus wide program review process to ensure long-term sustainability.

From: Spring 2015 campus forum
Financial/Planning Issues

- Shift in campus strategy/vision
- Annual budget planning vs strategic resource allocation
- Market Shifts - affordability, competition
- Multi-year compounding issues
- Cost structure out of alignment with projected resources
<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Salaries/Benefits</td>
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<td>Enrollment/Marketing</td>
<td>1,413,280</td>
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<td>Higher Enrollment</td>
<td>1,150,320</td>
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<tr>
<td>General Operating</td>
<td>397,000</td>
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<tr>
<td>ALLWell North</td>
<td>321,000</td>
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<tr>
<td>New Programs (DPT)</td>
<td>231,048</td>
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<td>Deferred Maintenance</td>
<td>218,832</td>
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<td>Innovation</td>
<td>179,820</td>
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<tr>
<td>TOTAL</td>
<td>6,082,300</td>
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Education and General Funds
Net Revenue vs Total Expenses

No Adjustments

With Adjustments

FY10 FY11 FY12 FY13 FY14 FY15 FY16 Proj. FY17 Proj. FY18 Proj. FY19 Proj.

Millions

$61.0

$63.0

$65.0

$67.0

$69.0

$71.0

$73.0

$75.0

$77.0

Net Revenue
Total Expense
Adjusted Total Expense
URSA Update

- **UR**- University Review portion of URSA complete
- Now focused on **SA** Strategic Allocation
- **NCG** process
  - Campus conversations
  - Using URSA data and evaluation to look toward support of Clusters
URSA Cont. Process Meeting Feedback

- Thank you: over 200 staff and faculty at URSA non-credit generating feedback sessions!

- Common themes from the sessions were
  - Streamline processes
  - More centralized areas
  - Restore decision making back to managers
  - Enhance data collection and coordination
  - Build stronger continuity between departments

- 3 working groups preparing recommendations for President’s Cabinet to:
  - Reimagine our future state where processes, systems, and structures are streamlined and focused on our core - Student success and promoting post graduate success and alumni engagement
  - Recommend systems, processes, functional changes that create a foundation for the strategic academic clusters to operation with minimal bureaucracy and remain in compliance with USNH documented policies
URSA Update cont’d

CG process

- Provost, Deans, and 3 faculty members (Cornish, McClellan, Hoffman) working to plan campus discussions and help ensure continued communication about process and next steps

- Departments/Disciplines reviewing URSA data, program reports, and Evaluator report- will make initial recommendations for program changes
  - No change
  - Invest in program
  - Curricular revision or other changes with time period for targets to be met
  - Consolidation of programs
  - Program elimination

- Deans will review and meet with Chair/Faculty
- Deans will make final decisions about program dispositions
Deletions

Majors/Options

- MEd School Psychology/ Counselor Education - Concentration in Parent Involvement and Education
- Interdisciplinary Studies Major- Multi-Field and Thematic Options.
- Bachelor of Science in Biological Science Education (7-12)
- Bachelor of Science in Early Childhood Studies- Early Intervention Option
- Bachelor of Science in Management- Human Resources Management option
- Bachelor of Science in Management- International Business option
- MEd Curriculum and Instruction- Concentration in Online Teaching and Learning
- MEd Languages and Linguistics - Concentration in K-12 French Education
- MEd Languages and Linguistics - Concentration in K-12 Spanish Education

Minors/Certificates

- Certificate in Parent Involvement and Education
- Certificate in Online Teaching and Learning
- Human Resources Management Minor
- Minor in German
- Certificate in Early Intervention

Additions

Majors/Options

- Bachelor of Science in Finance- Accounting Option
- Doctor of Physical Therapy
- MEd School Psychology - Concentration in PBIS (Positive Behavioral Interventions and Support)

Minors/Certificates

- Undergraduate Certificate in Hospitality and Tourism Management
- Graduate certificate in Hospitality and Tourism Management

FY 16 program changes to date

To USNH BOT:
October 2015
January 2016
Next Steps URSA—

- February 26th: Faculty Open Sessions to discuss CG program decision process
- Feb-Mar: Open sessions for NCG program discussions and to gather input. Process Teams meet and make recommendations.
- Feb-March (revised): Faculty review URSA evaluations, make recommendations to Dean
- March-May: Begin implementation of curriculum changes
- April-May- Dean AA URSA decisions
- May: Make Strategic Allocation decisions for July 1 start date
  - Correct financial structural deficit
  - Begin to restructure processes and services based on URSA and in support of Clusters; realignment of divisions- may include revised assignments, consolidations, or reductions in force (RIFs) for faculty, PAT and OS.
- Summer: Complete first phase of process restructuring
- FY17: Continue implementation of program changes
Questions
Vision Progress Report

Plymouth State University is a visionary institution at the hub of a growing creative community where students, faculty, staff, and alumni are actively transforming themselves and their region into global leaders in distinctive clusters of excellence through interdisciplinary and entrepreneurial experiential learning and innovative partnerships.

- Thank you to the campus community members who responded with edits to the vision statement.
  - Majority of suggestions were one or two word choices
  - Believes we have general consensus around the draft statement
- We have embarked on this process as a community.
- We recognize that people engage at different points and provide different perspectives, which strengthens the process. We hope to engage everyone in the process.
Strategic Clusters
Strategic Cluster Development Progress

- The University will be focused on the seven strategic clusters - families of programs that are excellent and in demand by students and the region.

- Change is inherent in the adoption of the strategic clusters
  - Faculty are beginning to review programs (through URSA process) for curricular changes in support of Clusters
  - PAT and OS have and will continue to provide feedback through the Process Groups
Strategic Cluster Development Progress

- Summer retreat
- University Day
- Presidential conversations
- CETL Open Sessions with Deans & Provost
- Survey
- Fall semester Town Hall
- Established Strategic Cluster Steering Committee
- CETL follow-up session for each Cluster (Dec and January)
- Published final set of Cluster titles
Strategic Cluster Development Progress

Strategic Cluster Support System

Strategic Cluster Steering Committee

- Cluster Communications
- Cluster Enablement & Support Team (CEST)
- Partnership Development
Strategic Cluster Next Steps

- Programs identify Cluster Home
- Identify Strategic Cluster Guides
  - See Cluster Guides - next slide
Strategic Cluster Guides (3 to 5 Faculty/Staff)

Guides role - Essential Component of the Transition Model

Cluster Guide Appointments
2/26 - Nominations
3/18 - Appointments
4/1 - Cluster Guide Retreat

Cluster Guide Roles
- Point-Of-Contact
- Planner
- Organizer
- Facilitator

Cluster Guide & Team Responsibilities
- Plan & Engage  
  Spring 2016
- Prioritize & Launch  
  Summer 2016
- Operationalize & Develop  
  FY17
Strategic Cluster Next Steps

- **March**: CEST and Strategic Cluster Guides identified
- **March-May**: Strategic Cluster Guides help to develop descriptions and goals of Clusters and plans for phased launch of Clusters
- **March/May**: Develop 1st phase of strategic cluster projects
- **May**: Guides share goals and description of Cluster
- **Summer**: Continue cluster development
- **Fall 2016**: Phased launch of clusters and open lab projects; introduce brand and marketing approach; begin discussion of Gen Ed themes
- **Fall 2017**: First class to enter PSU with new integrated cluster approach
Clusters & Student Recruitment

- Relatively unchanged experience for sophomore – seniors
- Train and update student leaders this summer and fall who will be working with incoming students
- Begin introducing concepts of innovation and entrepreneurship to incoming class as a foundation to our core
  - Majors and degrees expected to remain
- Share excitement about future state for students where their current reality (interdisciplinary world) aligns with their curricular and co-curricular PSU experience.
New Residence Hall

- Critical to support higher entering class enrollment
- Supports core PSU value for students to engage in campus community (living-learning model)
- Supports community goals (rentals)
- Expands summer conferences
- Consistent with Master Plan
- Self-sustaining through housing revenues
  - No E & G resources are required
- April 2016 prepare site
- May 2016 begin construction
- Fall 2017 Opening
Brand Development

Discovery
► Review and assess Cluster model from marketing and branding lens

Analysis
► Interview faculty, staff, alumni and students with a broad view of the organization

Brand strategy development
► Review goals, objectives, target audiences to develop brand

Brand strategy validation
► Review brand strategy with key stakeholders for checks on clarity (it’s easy to understand) and resonance (does it truly mean enough to them to create desired results?)

Introduce Brand