University Review & Strategic Allocation

NON-CREDIT GENERATING EVALUATION TEAM REPORT

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1. Executive Summary

In December 2014, Plymouth State University (PSU) began a year-long phased prioritization process called University Review & Strategic Allocation (URSA). The goal of URSA is to evaluate and prioritize PSU programs, to inform decision-making strategies, and to aid in institutional planning. Some of the early efforts of the URSA Committee and its subcommittees, in conjunction with consultants, Academic Strategy Partners LLC, were to identify academic (credit generating) and non-academic (non-credit generating) programs, develop criteria and rubrics, collect and distribute institutional data to assist report writing and evaluation, and train report writers and evaluation teams.

This report represents the efforts of the Non-Credit Generating (NCG) Evaluation Team. The team was charged with reading and evaluating 126 program reports and producing a final report of observations, not recommendations, for PSU cabinet members. The team trained with the consultants to develop meeting and behavior norms, to understand the intent of the rubric developed by the URSA Services and Administrative Review Subcommittee, and to create consensus rules. Evaluation was conducted with the understanding that program reports were written to the best of the writers' abilities and presented accurate and complete data.

Programs earned scores through the team's discussion of the report's alignment with each criterion in the rubric. Weighted scores were tallied and sorted into quintiles by *Prioritization Plus*, software purchased by the University to execute the project. Quintiles were defined by the URSA Committee as: Quintile 1 – Area of Distinction, Quintile 2 – Area of Strength, Quintile 3 – Area of Adequate Performance, Quintile 4 – Area of Concern, and Quintile 5 – Area of Significant Concern.

Details of the evaluation process and quintile rankings are provided in the body of this report. Several overarching themes became evident as the team evaluated reports. First, there is a significant need for regular institution-wide data collection and analysis across all programs. Multiple programs indicated they were not actively collecting data, were not aware of their industry benchmarks and lacked the resources or systems for assessment. Second, programs across all quintiles reported resource needs. Few programs reported resources sufficient for high program quality and productivity. Third, the team observed duplications of effort, recognizing that some instances represented intentional decentralization, some offered opportunities for collaboration and synergistic activities, and some were unintentional redundancies. Fourth, the team identified several areas in which there exist potential circumstances that pose safety and/or programmatic risk to the institution.

Later in the report, the team provides commentary on three specific areas. Each is uniquely positioned within the institution, and each has distinct challenges that highlight the need for strategic allocation institution-wide.

A strong sense of PSU pride is evident across all NCG program reports. PSU staff and faculty are dedicated to their work and to the success of the students they serve. Highlighting strengths and sharing challenges and vulnerabilities is not an easy task. The NCG team realizes this and is honored and grateful to have served in this capacity as the campus works together to shape PSU's future.

2. Evaluation Process & Tools

2.1 Team Composition & Norms

The Non-Credit Generating (NCG) evaluation team of 10 members depicts a cross-section of the University representing all divisions. Members include faculty, OS and PAT staff, some of whom are also teaching lecturers.

The team first assembled in August 2015 to attend two days of training with consultants from Academic Strategy Partners LLC. Meeting and behavior norms were established and a chair was selected. During the training, the team came to an understanding on the interpretation of the criteria, questions, and rubric, then practiced applying the rubric to report drafts with guidance from the consultants.

An integral part of training was to develop rules for determining consensus and group decision making to ensure the team remained on schedule. The team established a schedule to meet twice weekly for collaborative scoring. Meetings were held with no fewer than eight members in attendance. Team members unable to attend a meeting submitted their scores and rationale in advance. The absent team member could also participate via phone. All 126 program reports were read and individually evaluated by all team members. Those who wrote or significantly contributed to the writing of any particular program report abstained from its evaluation and were not present for discussion. The order of program evaluations was determined in a randomized list provided by the URSA steering committee. The team established a consensus rule requiring 80% agreement to determine a final score for each criterion should a unanimous decision not be reached after discussion.

An inconsistency in the way program report writers were trained was identified by the consultants and was communicated to the NCG evaluation team during their training. Report writers who attended some training sessions were instructed to compose a program summary, while others were not. The team was instructed to disregard the submitted program summaries. Evaluations began at criterion one and were made solely on the information provided in the program reports and the financial dataset provided by Budget and Accounting Services. Supplemental data was not sought from external sources.

The team evaluated approximately 11 reports each week. Members worked independently for 6-10 hours and worked collaboratively for five hours each week over 13 weeks.

2.2 Evaluation Process Considerations

An evaluation process used to examine a large and complex organization is not without challenges. The team worked intentionally and conscientiously to consider a variety of factors, which influenced the process. Considerations were made related to financial data, accounting for staff and faculty resources, program definition, determination of responsibility or charge for a specific program, redundancies in report content, and not evaluating future state. Each of these is discussed in greater detail below.

2.2.1 Financial Dataset

Budget and Accounting Services provided a dataset outlining revenue and expenses for most programs. The dataset offered a high level overview which, in some cases, did not align with the data provided within program reports. Some programs reported little revenue because they are unable to differentiate their income and expenses from their affiliated academic program.

The financial dataset did not differentiate between income sources (e.g. cost of tuition, credit hours, ticket sales, etc.), and did not break down expenses (e.g. salaries and fringe, supplies, operating expenses, etc.). Of the 126 programs, seven did not have specific financial data available for review. Often event-based programs were unable to report on revenue and expenses due to this lack of data. Additional details describing revenue and expenses would have enhanced program reports.

2.2.2 Determining FTE Equivalent

In some cases, faculty members serve as program directors and receive course release time for their directorship. This led to some difficulty in accurately assessing the cost of staff resources for a program. For instance, the Statistical Consulting Center notes, "There is no data set associated with the [program] as we have no budget and operate on one course release for its director" (Statistical Consulting Center 6). In another example, the Outdoor Center has two faculty that serve as co-directors for the program. Costs associated with their release time are not clearly defined within the report.

Accurately accounting for FTE when individual employees work across multiple programs is also difficult, especially when evaluating Criterion 8 – Size, Scope, & Productivity. The following programs illustrate this characteristic: Human Resources, Physical Plant Management, the Center for Student Success, and Title IX/Dean of Students Office.

2.2.3 Program Definition

There was wide variability in the way programs were defined: some broadly, some narrowly, and some individual tasks. The same evaluation tool was consistently applied to each program. Examples of the breadth of definition include:
- Programs which largely represent an entire department – Residential Life, Student Account Services, Financial Aid, etc.
- Programs which represent units within departments – individual athletic teams, individual programs within Advancement, individual programs within Student Life, etc.
- Programs which represent operations within an area – multiple Human Resources reports are an example
- Programs reflecting individual tasks - Withdrawal/Leave of Absence/Change of Status
- Programs which represent single day or short term events – Piano Monster, All New England Jazz Festival, National History Day in NH, etc.
- Programs conducting research which may be better aligned with their credit generating program – Summer UG Research and REU

2.2.4 Determination of Program Responsibilities/Charge

Overlap exists where multiple programs state they are responsible for the same activities. It was not the purview of the team to disentangle these reports; however, some effort was expended in trying to do such. Examples include:

- Multiple reports mention student recruitment as a specific program objective, including Undergraduate Admissions, International Recruitment, Marketing Communications & Creative Services, and multiple Athletics programs
- Some accomplishments of ITS and Physical Plant are attributed to the Office of Finance and Administration
- Physical Plant vehicle fleet management is mentioned in multiple reports
- Some duties described in Environmental Sustainability are also reported by Physical Plant

2.2.5 Redundancies in Report Content

Some program reports in the same area/division contain redundancies, athletics in particular, mostly in the form of boilerplate copy. This reporting style diminishes the distinction and accomplishments of individual programs.

2.2.6 Evaluating Future State

Save for Criterion 10, which asks for an opportunity analysis of the program, the team took care to evaluate the current state of all programs and not make an evaluation of any future conditions for which there could be no demonstrated evidence. Examples include:

- The Office of the President's report included content that was both a reflection of past and a projection for the future under new leadership
- Men's and Women's Track and Field was not evaluated as the program had not yet begun
- Center for Excellence in Teaching & Learning (CETL) and Learning Technologies and Online Education (LTOE) both included content about the process of their programs restructuring and merging
- Institute for NH Studies (INHS) reported being incorporated into the Center for Rural Partnerships

2.3 Rubric

Developed by the URSA Administrative Criteria Subcommittee, the rubric (Appendix A) for program evaluation addressed ten criteria:

1. History, Development, and Expectations of the Program (History)
2. External Demand (External)
3. Internal Demand (Internal)
4. Inputs and Processes (Inputs)
5. Program Outcomes (Outcomes)
6. Revenue and Other Resources Generated by the Program (Revenue)
7. Costs and Other Expenses Associated with the Program (Costs)
8. Size, Scope, and Productivity (Productivity)
9. Impact Justification and Overall Essentiality of the Program (Essentiality)
10. Opportunity Analysis of the Program (Opportunity)

The team consistently applied the rubric for each criterion, revisiting normalization rules created during training when necessary to ensure consistent application to all reports. For each criterion one of three values could be earned; either 1, 3, or 9, with 9 being the highest.

In some cases, there appeared to be incongruence in the logic model; some questions did not fully align with the criterion title, and some rubrics did not specifically address the questions asked within the criterion. This is illustrated in the following examples:

- Criterion 7 (Costs), as addressed by Question 2, asked about duplication of effort but the rubric did not address this, assessing only efficient service and stewardship
- Criterion 8 (Productivity), is by definition, the effectiveness of effort as measured in terms of the rate of output per unit of input. Criterion 8 mentioned productivity, but most reports did not relate cost to effort or revenue/benefit generated to budget. In addition, Question 1 asked about essentiality/exclusivity of the program in providing a service to PSU, a question more specifically addressed in Criterion 9
- Criterion 9 (Essentiality) was based on questions solely about alignment with the PSU Mission Statement, Focus 2020, and URSA priorities. Being mission-based does not necessarily determine program essentiality. More importantly, there was no question within the criterion asking report writers to discuss the impact of the program on PSU

There were many subjective qualifiers in the rubrics, which relied on group norming to discriminate scores. For example, the difference between a score of 3 and 9 in Criterion 2 (External) and 3 (Internal) was "exceeding the needs" vs. "meeting the needs." For Criterion 5 (Outcomes) the distinction was "high quality" vs. "adequate quality." Criterion 7 (Costs) used "highly effective" vs. "effective." Criterion 9 (Essentiality) had "strongly supports" vs. "adequately supports." More specific and measurable metrics would allow for less subjectivity in scoring these criteria.

In addition, the use of 'and' and 'or' in rubrics was not consistent. The team referred to them as 'big AND/ORs' or 'little and/ors.' For example, a big AND/OR, as in rubric for Criterion 5 (Outcomes) "Program does not provide evidence of quality AND/OR provides evidence that the program is not of adequate quality" is relatively clear. The small and/or in Criterion 3 (Internal) states "There is evidence of this program meeting the needs of *or* [team emphasis] engaging with entities inside Plymouth State University" has more than one interpretation. The team used norms described previously to score pertinent criteria.

The most heavily weighted criteria were numbers 2 (External), 3 (Internal), 4 (Inputs), 5 (Outcomes) and 9 (Essentiality). Criterion 6 (Revenue) and Criterion 7 (Costs) posed challenges due to uneven weighting (8% and 7% respectively) and the fact that a majority of NCG programs are not charged with generating revenue. Under the direction of the contracted consultants, and as indicated by the rubric, NCG programs that are not charged with generating revenue were given a score of 3. Revenue was only evaluated for auxiliaries and some grant seeking programs. A more accurate evaluation of revenue may be achieved by considering auxiliaries and other revenue generating NCG programs separately from non-revenue generating programs.

Not all criteria were fully independent of one another and, therefore, could not be fully assessed independently. As a consequence, there was a tendency for reports to blend answers among criteria. In some cases, data and information requested in one criterion were provided in another. The team considered the whole report before scoring individual criterion. In other cases, the score for one criterion might influence the score of another. For example, Criterion 5 (Outcomes) specifically addressed program quality, but the scoring metrics for Criterion 4 (Inputs) relied upon the determined quality of the program. Questions regarding collaboration with other entities were asked across multiple criteria, including Criterion 5 (Outcomes), in which the rubric only specifically addressed program quality.

Within Criterion 4 (Inputs), one question asked about staffing and skills, while the other asked about non-staff resources. A large proportion of responses were split between having the personnel but not the resources (such as space), with the converse being true in other cases. The team referred to this as a 'classic split'; a score of 3 was earned in this circumstance.

Some administrative programs were a challenge to evaluate solely on the data provided in their reports. A few earned low scores although the team believed them to provide mission-critical administrative functions. None of these programs scored less than 3 for Criterion 9 (Essentiality) because the institution could not function without their duties being carried out. Examples of these include the Registrar's Office, Financial Aid, and Undergraduate Admissions.

In some cases, it was difficult to separate the program from the University. Some programs had a more overarching responsibility to the University in general. They were evaluated based on the program's operations, not their overarching purview. For example, some earned low scores for Criterion 5 (Outcomes) and/or Criterion 8 (Productivity) because the data and information provided was for the entire University, not the program itself. Examples include the Office of Finance and Administration, Physical Plant, Budget and Accounting Services, the Office of the Provost, the Office of the President, and the Office of the Academic Deans.

3. Quintile Ranking & Trends

NCG program reports (n=126) were evaluated using the scoring rubric provided. Each criterion was evaluated individually and earned a score of either 9, 3 or 1. The highest possible score was 900 and the lowest possible score was 100, creating an 800 point spread (Table 1). Evaluated NCG reports ranged from a high score of 660 to a low score of 100, a 560 point spread, and were sorted into quintiles automatically by *Prioritization Plus* based on their total weighted score (Figure 1). When developing the prioritization process, the URSA Committee defined quintiles as: Quintile 1 - Area of Distinction, Quintile 2 - Area of Strength, Quintile 3 - Area of Adequate Performance, Quintile 4 - Area of Concern and Quintile 5 - Area of Significant Concern. In this report, the NCG Evaluation Team elects to refer to quintiles by number only. Programs in each quintile are listed alphabetically. The actual distribution of scores by quintile is shown in Table 2. The full tier report can be found in Appendix B.

Table 1 - Distribution of Weighted Scores within Quintiles

	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Number of Programs (n)	25	24	26	24	27
Range of Weighted Scores	660-370	362-290	280-240	236-190	186-100
Average Weighted Score	456	326	264	214	159
Percentage of all Questions Earning a 9	30%	12%	3%	1%	0%
Percentage of all Questions Earning a 3	61%	76%	72%	55%	32%
Percentage of all Questions Earning a 1	9%	12%	25%	44%	68%

Figure 1 - Distribution of Weighted Scores
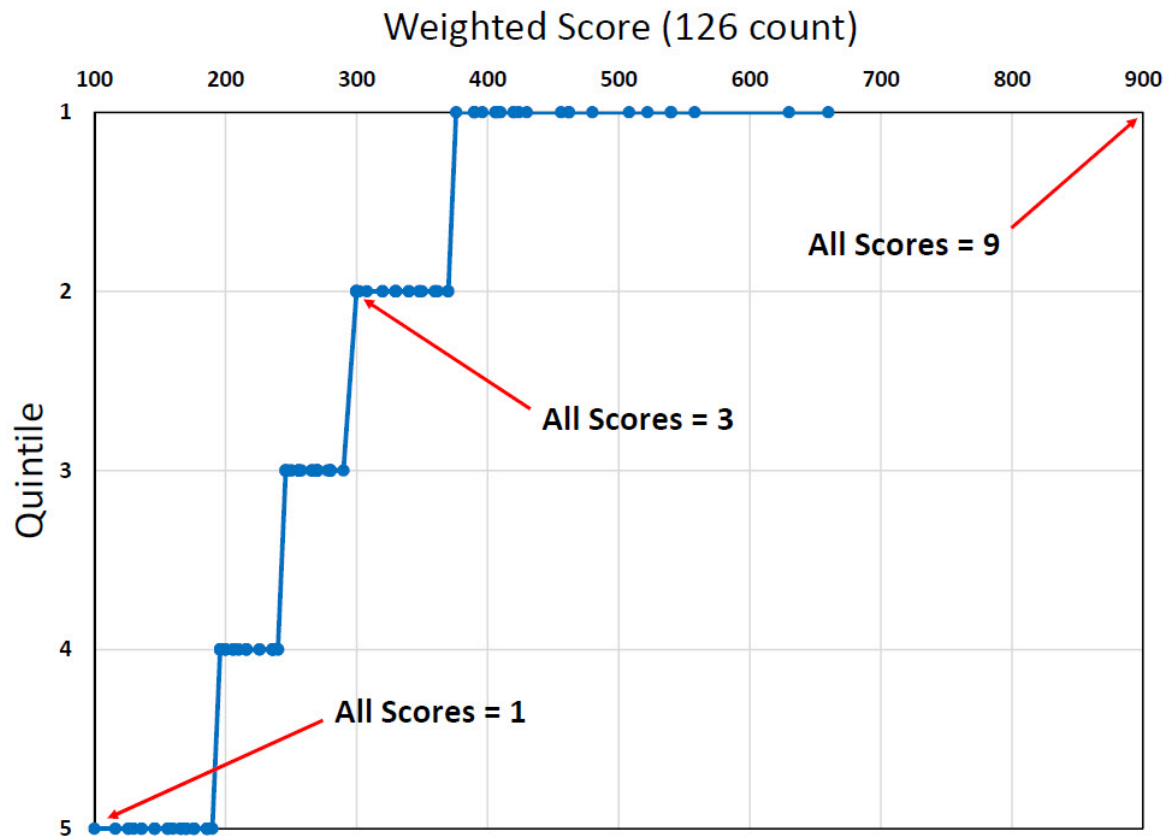
Table 2 - Distribution of Scores within Quintiles by Criteria

		1. History	2. External Demand	3. Internal Demand	4. Inputs & Processes	5. Program Outcomes	6. Revenue and Other Sources	7. Costs and Other Expenses	8. Size, Scope and Productivity	9. Impact and Essentiality	10. Opportunity Analysis
Question Weight (%)		5	15	15	10	10	8	7	10	15	5
Quintile 1											
	9	76%	24%	12%	12%	40%	24%	16%	36%	48%	12%
	3	24%	60%	80%	76%	56%	76%	60%	52%	52%	76%
	1	0%	16%	8%	12%	4%	0%	24%	12%	0%	12%
Quintile 2											
	9	46%	0%	0%	17%	4%	13%	8%	13%	4%	17%
	3	54%	75%	75%	83%	92%	83%	88%	75%	88%	46%
	1	0%	25%	25%	0%	4%	4%	4%	13%	8%	38%
Quintile 3											
	9	12%	0%	0%	0%	4%	8%	0%	4%	0%	8%
	3	85%	73%	69%	62%	65%	92%	58%	77%	85%	54%
	1	4%	27%	31%	38%	31%	0%	42%	19%	15%	38%
Quintile 4											
	9	4%	0%	0%	0%	0%	0%	0%	0%	0%	8%
	3	88%	71%	25%	46%	67%	88%	13%	29%	75%	46%
	1	8%	29%	75%	54%	33%	13%	88%	71%	25%	46%
Quintile 5											
	9	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	3	67%	26%	7%	30%	11%	93%	11%	15%	41%	22%
	1	33%	74%	93%	70%	89%	7%	89%	85%	59%	78%

3.1 Quintile 1

All International Support Programs
Center for the Environment
Counseling & Human Relations – includes CHAT
Ctr. For Young Children & families
Desktop Systems and User Support
Environmental Health and Safety
Financial Aid
Help Desk and User Support
Ice Arena and Welcome Center
Karl Drerup Art Gallery
Library Services
Major Gifts
Marketing Communications & Creative Services

Men's Ice Hockey Program
Men's Soccer Program
National History Day in NH
Outdoor Center
PASS – Disability Services
Recreation Programs (including Intramurals)
Student Account Services/Collections
Title IX
Undergraduate Advising
University Police
Volleyball Program
Writing Center

Quintile 1 (n=25) represents program reports earning the highest weighted scores between 660 and 370, with an average of 456. Of all questions answered by all of the programs in this quintile, 30% earned scores of 9, 61% earned scores of 3 and 9% earned a 1 (Table 1).

The average program in this quintile provides clear program history and identifiable services, objectives, and program purpose. These reports consistently show well defined lists of external and internal stakeholders and evidence of engagement that either meets or exceeds their stakeholders' needs. Reports in this quintile provide the most robust data supporting program strengths such as responsiveness to change, staff skills and training, stewardship of financial and non-financial resources and measurable evidence of program productivity.

Many programs in Quintile 1 report personnel and resources sufficient to be adequate quality and note that additional resources (both personnel and non-personnel) are required to be high quality programs. Only three programs, All International Support Programs, Counseling and Human Relations (includes CHAT) and National History Day in NH, demonstrate both staff characteristics and existing resources sufficient for high program quality.

The strongest reports within this quintile consistently provide the following:
- Complete answers directly addressing the criteria questions
- Program descriptions detailing both the history of the program as well as future directions and potential collaborations
- Lists of internal and external stakeholders and examples of effective engagement with partners
- Evidence of qualified staff to meet objectives and maintain high quality service
- Data supporting successful revenue generation (for applicable programs), including revenue sources, influencing factors, and future projections
- Evidence of appropriate stewardship, addressing existing resources, costs, and program outcomes; strong data regarding financial resources and management
- Clear and accurate measurements of productivity, including supporting data, tables, graphs and descriptions of information gathering tools
- Examples of how the program supports PSU's Mission, Focus 2020 Goals, and URSA Priorities.
- A strong vision of how the program could grow and how growth may positively impact the institution

3.2 Quintile 2

All New England Band Festival	Institutional Research
All New England Jazz Festival	Library – Archives/Special Collections
Annual Fund	Math Activity Center
Business Services	Men's & Women's Skiing Program
Career Services	Music, Theatre and Dance & Internal Support
Community Education & Summer Programs	NH Impact Center
Center for Rural Partnerships – SE Lab, etc.	PASS – Tutoring
Educational Theatre Collaborative	Statistical Consulting Center
Enterprise Center Plymouth	Student Union Building
Grounds Management	TIGER
HR – Recruiting	University Studies
Infrastructure (Telecom Data Network, Resnet)	Utilities/HVAC

Quintile 2 (n=24) represents program reports earning weighted scores between 362 and 290, with an average of 326. Of all questions answered by all of the programs in this quintile, 12% earned scores of 9, 76% earned scores of 3 and 12% earned a 1 (Table 1).

Reports in Quintile 2 are primarily differentiated from those in Quintile 1 by lower scores on average in the most heavily weighted criteria (Internal, External, and Essentiality).

The average report in Quintile 2 includes:
- Complete answers directly addressing criteria questions
- Clearly defined program mission and purpose
- Staff and resources of sufficient strength and capacity to meet needs and objectives
- Revenue generating programs exhibiting institution-wide financial benefit and collaboration
- Data showing evidence of adequate to high productivity and program quality
- Alignment with PSU Mission, Focus 2020 Goals, and URSA Priorities
- Moderate vision of the program's future

3.3 Quintile 3

Advancement Services	Office of the President
Alumni Relations	Office of the Provost and VPAA
Application Administration (ERP Feeds)	Orientation
Athletics Support (Athletic Training)	Piano Monster Camp
Budget and Accounting Services	Purchasing Disbursements & Contract Services
Center for Active Living & Healthy Communities	Server Operations
Conference Services	Service Learning
Dean of Students Office	Silver Series and other Outside Programs
Environmental Sustainability	Softball Program
Graduate Studies	Student Activities/Leadership/Programming
Library - Institutional Repository	Technology Resources
Mail Center	Women's Tennis Program
Men's Basketball Program	Wrestling Program

Quintile 3 (n=26) represents program reports earning weighted scores between 280 and 240, with an average of 264. Of all questions answered by all of the programs in this quintile, 3% earned scores of 9, 72% earned scores of 3 and 25% earned a 1 (Table 1).

Programs in this quintile provide sufficient information to evaluate for adequacy, but little evidence that they reach a high level of program quality. Nearly three-quarters of questions earned a score of 3.

Based on the information provided in reports Quintile 3 programs:
- Meet but do not exceed the needs of internal and/or external stakeholders
- Provide adequate quality programming
- Demonstrate adequate productivity given their size and scope
- Operate within existing resources
- Lack sufficient resources to operate at a higher level
- Demonstrate some alignment with PSU Mission, Focus 2020 Goals, and URSA Priorities

3.4 Quintile 4

Athletics – Baseball
Athletics Support (Sports Information)
Building Maintenance/Services
CETL (Ctr. for Excellence in Teaching & Learning)
Dance Premier
Development (includes Web)
Dining Services – including FlexCash
Field Hockey Program
Football Program
GEO Internships
Health Services
Healthy PSU

Men's and Women's X Country
Men's Lacrosse Program
Office of Educator Preparation
Office of Finance & Administration
Office of the Academic Deans
Office of Sponsored Programs
PASS – TRIO
Summer UG Research and REU
Transfer Enrollment
Undergraduate Admissions
Undergraduate Studies
Women's Lacrosse Program

Quintile 4 (n=24) represents program reports earning weighted scores between 236 and 190, with an average of 214. Of all questions answered by all of the programs in this quintile, 1% earned scores of 9, 55% earned scores of 3 and 44% earned a 1 (Table 1).

Programs in Quintile 4 are ranked here due to low scores across many criteria.

Reports in Quintile 4 often:
- Provide incomplete answers to criteria questions or answer questions using broad examples extending beyond the scope of the program/office
- Lack data or provide data related to the larger institution, not the program/office
- Report a lack of resources
- Demonstrate adequate to inadequate program quality and productivity
- Show minimal alignment with PSU's Mission, Focus 2020 Goals, or URSA Priorities

3.5 Quintile 5

Affiliated Ice Hockey Teams	Museum of the White Mountains
All New England Choral Festival	New England Band Directors Institute
Athletics – Swimming	Office of the Registrar
Capital Projects	PE Center Outreach (internal and external)
Commencement and Special Events	Physical Plant Administration (stores admin)
Continuing Education	President's Commission - Status of Women
Center for Rural Partnerships – NH Studies	Print Shop/ID Center
Faculty and Student Research	Residential Life
HR – Employee Relations	Transportation (Travel Shuttle)
HR – Payroll, Benefits, Classification	Withdrawal/Leave of Absence/Change of Status
HR – Training and Development	Women's Basketball Program
International Recruitment	Women's Ice Hockey Program
LTOE – Learning Technology & Online Education	Women's Soccer Program
Mark Sylvestre Planetarium	

Quintile 5 (n=27) represents program reports earning weighted scores between 186 and 100, with an average of 159. Of all questions answered by all of the programs in this quintile, 0% earned scores of 9, 32% earned scores of 3 and 68% earned a 1 (Table #1).

Characteristics common to reports in this quintile include incomplete answers to criteria questions, responses that do not answer the question being asked, a lack of data, or data insufficient for evaluation.

Reports in this quintile consistently provide:
- Incomplete or insufficient description of the history and services of the program
- Poor evidence of effective responsiveness to change
- Little evidence of engagement with internal or external stakeholders
- Unclear purpose/objectives or purpose that did not align with reported outcomes and productivity
- Insufficient data to determine adequacy of program quality or evidence of inadequate quality
- Evidence of insufficient financial resources or a lack of evidence of good stewardship of available resources
- Weak alignment or lack of alignment with PSU Mission, 2020 Goals, and URSA Priorities

4. Observations

Throughout the evaluation process, several common themes emerged. These include: the importance of data, perceived resource needs, areas of duplication, institution-wide technology needs, a disconnect between responsibility and authority, and areas of potential institutional risk.

4.1 The Importance of Data

There appears to be a systemic lack of data collection, analysis, and reporting. A significant number of reports lacked specific and/or relevant data to measure the quality, productivity, and/or effectiveness of

their program. Some programs did not have well defined goals or metrics to determine goal achievement. Few programs were able to produce or demonstrate the use of comparator data or industry benchmarks. Many relied upon anecdotal feedback as evidence of program quality and as a determining factor in decision making. Other programs expressed the desire to collect more data and perform analysis but report a lack of systems and/or staff resources to do so.

Several survey tools were used to collect data, including Qualtrics and Survey Monkey. Some consistencies and efficiencies may be gained by standardizing to a single survey tool and providing the training to promote its effective use.

Many programs mentioned the success of their students and alumni as published scholars and researchers, attaining job placements, experiencing positive internship outcomes, but provided this only anecdotally. An opportunity may exist to collect this information institution-wide to be able to better market programs or assist in recruitment and advancement of the institution.

4.2 Resources

Another observation made by the team was related to perceived resource needs. Few programs mentioned benchmarks or industry standards to determine appropriate levels of staffing or other resources. A majority of program reports stated they lacked adequate resources to be a high quality program, or to meet mandated compliance requirements in one of the following areas: staff, facilities, technology, support budgets, or other equipment. No reports indicated that they were over-resourced, and few, if any, identified areas to reduce or eliminate services or functions of their program. Additional detail may be found in Criterion 4 (Inputs) of each program report.

4.3 Duplications and Similarities

Throughout the evaluation process, the team identified duplications of effort and similarities in services requiring further examination in order to assess opportunities for streamlining and aid in the strategic allocation of PSU's finite resources. The team realizes that some campus efforts may require duplication or redundancy. In other cases, unintended duplications may have evolved over time. The outcomes of the URSA process may offer opportunity for new and different collaborations, leveraging strengths to promote synergy, creating efficiencies, and improving quality of service. Some level of duplication is evident in the program reports affecting the areas presented below ranging from administrative functions to campus-wide programs and initiatives to student services.

4.3.1 Registration

Undergraduate registration is managed by the Registrar's Office. Graduate Studies and Continuing Education both also process registrations, with the latter coordinating registration for Winterim and Summer terms.

4.3.2 Accounts Payable/Receivable

The Student Account Services/Collection program reports responsibility for tuition and fees billing for graduate and undergraduate programs. Purchasing, Disbursements, and Contract Services is responsible for accounts payable and contracts. Graduate Studies reports to have a finance team, which is responsible for accounts payable, accounts receivable, and contracts.

4.3.3 Marketing

Several programs reported marketing responsibilities. Most marketing effort is currently centralized in Marketing, Communications, and Creative Services. Some programs such as ETC, Silver Center, and Residential Life are also doing some level of marketing, and indicated a need for additional marketing support.

4.3.4 Recruitment

Multiple programs assume responsibility (and often credit) for recruitment. The Undergraduate Admissions program notes this as their primary purpose, but also writes that "the undergraduate admissions team interfaces with virtually all administrative departments and many academic departments for various needs and services" (Undergraduate Admissions 9). Graduate Studies has its own recruiting program, using its Enrollment and Student Services Team. Many athletics programs note the efforts of their coaches in recruitment. For example, the Men's Soccer Team reports that they have developed working relationships between Undergraduate Admissions and five national and international sports organizations. International Recruitment indicates that their purpose is to increase international enrollment and student diversity. Additionally, several of the event based programs, specifically, those in Music, Theatre, and Dance, indicate the primary purpose of their program is to support recruitment. It is unclear whether programs outside of Admissions have or must meet specific benchmarks annually.

4.3.5 Campus Events and Conferences

Hosting and planning events on campus is another function in which several programs have similar responsibilities. These include Conference Services, Community Education, PE Center Outreach, Ice Arena and Welcome Center, Commencement and Special Events, and the Student Union Building.

Conference Services is comprised of team members with duties in other departments:

> "The Overnight Event Coordinator is currently the Director of Facilities & Finance for Residential Life, Dining and Conference Services. The Day Event Coordinator is the Campus Master Scheduler. In-hall staffing for overnight conferences is provided by Residential Life Residence Directors and seasonal conference staff" (Conference Services 3).

Community Education (CE) offers non-credit courses for Plymouth area residents. This program also offers a number of day and overnight programs for children and youth.

The PE Center Outreach program houses a wide variety of community outreach programs including community athletics, youth sports, youth sports camps, clinics, Spring Fling, Convocation, PSU Commencement, high school graduations, law enforcement training, Legion baseball, Plymouth Parks and Recreation, Homecoming and Family Celebration, the Cancer Walk, New Hampshire Interscholastic Athletic Association (NHIAA), etc.

The Welcome Center report notes its participation in community partnerships, private functions, admission tours, and ice skating program (both PSU and a growing number of community skate programs) which include Learn-to-Skate programs, youth and community competitive hockey, curling leagues, public skating, open hockey sessions and facility rentals.

Commencement and Special Events include Fall Convocation, Academic Excellence, and Spring Convocation. These are coordinated by the administrative manager in the Office of the Provost and Vice

President for Academic Affairs. The Commencement and Special Events program report noted extensive collaboration with many of the programs mentioned above.

The Student Union Building mentions comprehensive event planning and reservations for an average of 4000 meetings, conferences, and events annually equating to 85% of all campus reservations (Student Union Building 1).

4.3.6 Preserving History

Multiple programs report collecting and preserving university, local, and state history. The team observed similar mission statements from The Museum of the White Mountains and the Library-Archives/Special Collections program:

> "The Museum of the White Mountains at Plymouth State University is a trans-disciplinary resource available to the campus and the public for education and research, providing exhibitions and cultural events encompassing the history, culture, and ecology of the White Mountains region. [The program] 'preserves and promotes the history, culture, and environmental legacy of the region; as well as provides unique collections-based, archival, and digital learning resources serving students, researchers and the public'" (Museum of the White Mountains 2).

> "The Michael J. Spinelli, Jr. Center for University Archives and Special Collections collects, organizes, preserves and makes accessible material in many formats relating to the history of Plymouth State University, the North Country and Lakes Region of New Hampshire, and other rare and historic items in support of the mission and curriculum of the university and to serve as a cultural resource for the region" (Library – Archives/Special Collections 1).

Due to "construction changes and cost controls" (Museum of the White Mountains 8), many of the museum's collections are stored in the Lamson Learning Commons where Special Collections/Archives resides. Furthermore, the Museum of the White Mountains depends on the Special Collections/Archives program: "The collections assistant worked extensively with Lamson experts to bring MWM collection into the *ContentDM* system that the library manages. This collaboration is critical in maintaining the robust web presence, especially for on-line research and study as the collection in physically inaccessible in Phase I" (Museum of the White Mountains 11)   Both programs note extensive collaboration with similar departments such as the Center for Rural Partnerships, Marketing/Communications and Creative Services as well as individual faculty. The Institutional Repository, also located in the Library, facilitates the use of *ContentDM* with training and ongoing technical support, so that any PSU department with unique collections can digitize them and make them available online. The list of current collections managed by the Institutional Repository include Plymouth Yearbooks, PSU Historical Images, and materials from the Museum of the White Mountains.

4.3.7 Advocating for Women

The President's Commission on the Status of Women (PCSW) was established in 1991 to address special concerns and issues for women at Plymouth State University. Many of the Commission's goals align with position responsibilities in programs such as Title IX, and Human Resources/Employee Relations. These programs have evolved since the Commission's inception.

4.3.8 Health and Wellness

Two programs are involved with coordinating wellness activities on campus: "Healthy PSU seeks to promote a culture of positive health by providing leadership, opportunities and support for all PSU employees and their families, encouraging health and wellness in varied ways and thereby building healthy people in a healthy place" (Healthy PSU 1). The program is managed by a full-time program manager in Human Resources.

The Center for Active Living and Healthy Community "aims to enhance active living, health and wellness in New Hampshire's North Country and Lakes Region through research, education and consulting, and outreach with community partners" (Center for Active Living 1).   This program is managed by two faculty members and two graduate assistants in the Health and Human Performance Department.

Together, both programs demonstrate positive synergy, but they report similar outcomes in Criterion 5 suggesting some duplication and blurring of responsibilities.

4.3.9 Facilities Maintenance

Reports indicate some overlap in responsibilities associated with building upgrades, maintenance, and custodial services.   Physical Plant reports that its primary goal is "to maintain the University's facilities to readily support the academic mission of the university" (Building Maintenance Services 1), while Residential Life also manages many of its own refurbishments and upgrades. The Hartman Union Building hires its own facilities and maintenance staff.

4.3.10 Environmental Sustainability

The Office of Environmental Sustainability (OES) collaborates with Physical Plant on the EcoHouse and both programs report to manage recycling. The OES, Residential Life, Dining Services, and some student organizations develop programming related to campus environmental initiatives. While the OES "continued to meet the needs of the campus by expanding its operations and assuming more responsibilities across academic, student life, residential and operations dimensions" (Environmental Sustainability 3), these other programs have continued to offer similar programming.

4.3.11 Programming for Students

There are a number of areas on campus providing programming for students including Student Activities, Residential Life, International Support Programs (Global Education Office) and the Dean of Students office.

Student Activities provides educational and social programming for the entire student body. Learning outcomes for programming offered to students through Student Activities focus on appreciation of differences, wellness, service and civic responsibility, and self-knowledge (Student Activities/Leadership/Programming 1). Student Activities has also shifted some leadership programming toward career preparation modules (Student Activities 2).

Residential Life reports one outcome of their program is intervening and engaging students through programming in all residential areas on campus. Residential Life "programming efforts also support events happening on campus" (Residential Life 8).

International Support programs in the Global Education Office provides "programming throughout the year aimed at integrating our international students, faculty and staff into the PSU community and increasing global awareness on campus" (All international support programs 1).

The programming and outreach extension of the Dean of Students office is facilitated by the Community Development and Diversity Coordinator providing direct outreach in areas including diversity, equity, bystander intervention, and suicide prevention.

4.3.12 Community Service and Service Learning

The Service Learning Center arranges service learning and its core functions include "providing resources for faculty members in integrating high-quality service and engaged learning into the curriculum" (Service Learning Center/Engaged Learning Council 1). Additional community service opportunities are coordinated by the Community Service Center (CSC) in the HUB Office of Student Activities/Leadership/Programming.

4.3.13 Academic Support

There are a variety of programs providing academic support services on campus, including Plymouth Academic Support Services (PASS Tutoring), the Writing Center, the Math Activities Center, and the Statistical Consulting Center. While each has distinct aims, the decentralized model of academic support on campus represents a range of resource availability and staffing levels.

4.3.14 Academic Advising

Another decentralized support model on campus is Academic Advising. Students may receive advising from Undergraduate Advising, faculty members within the disciplines, or for those who are undeclared, by University Studies. The quality and level of advising varies widely for students:

> "There are some advisors that are great at monitoring their advisee's progress toward graduation. However, not all advisors do this, and because Degree Works does not evaluate academic minors, certificates, and electives, advisors and students count on our office to provide this evaluation. Providing a graduation review for all students who have filed to graduate in an upcoming semester, prior to the start of their last semester, and confirming they are either enrolled in all coursework to complete their degree, or need to fulfill additional requirements, is important to help students graduate in a timely manner" (Undergraduate Advising 8).

4.3.15 Continuing and Community Education

Continuing Education provides a number of services such as Winterim and Summer courses, standardized test administration, and assistance for students with at least 100 credits toward degree completion. Since 2007, Continuing Education has been moved repeatedly within the Academic Affairs division. The Community Education program reports that it offers enrichment series and non-credit courses, including skill based classes and online professional development partnerships. In the past Community Education has been housed in Graduate Studies, the Frost School, the Division of Continuing Studies, and currently resides in the College of Arts and Sciences.

Both programs may benefit from a careful review to determine how their functions can best serve students in the most efficient manner.

4.3.16 Internship and Practicum Coordination

Multiple programs develop and coordinate internship and practicum experiences. The Global Education Office Internships program arranges and supervises for-credit internship experiences for 10 academic majors: Graphic Design, Business, Childhood Studies, Dance, Writing, Music, Theatre, Women's Studies,

Environmental Planning and Geography. Some undergraduate programs manage their own internships outside the purview of the Global Education Office. Additionally, the Office of Educator Preparation coordinates the Internship in Teaching, and Graduate Studies manages their own practicum program.

As duplications were noted, it was difficult to fully understand the structure of and services provided by the Center for Student Success. Clarifying office names, titles, roles, and function of the Center (which currently includes the Global Engagement/Education Office, International Student Support, Internships, Career Services, University Studies, Undergraduate Advising), may strengthen the Center's ability to serve students.

4.4 Institution-Wide Technology Needs

The use of technology in higher education is critical, with all areas of the University relying upon IT as a way of doing business and being productive. However, very few NCG programs report that they had an adequate level of access to technology. Looking specifically at Criterion 4 (Inputs), question 2, in regard to non-staff resources, nearly a fifth of programs report that they regularly rely on at least one area of IT to support their program. Additionally, more than a third of programs report that they need new or updated technology tools to continue operating at their current level of productivity.

Criterion 10 (Opportunities), question 2, a quarter of reports indicate that programs need additional support from Information Technology Services (ITS) in order to improve efficiencies or make necessary changes to their operations. Several of these programs also articulate that ITS is not able to offer this support at its current staffing level:

> "[The program] needed changes to the database is beyond the technological know-how of current staff. [We have] put in numerous requests over a period of years to have these needs addressed, but other university priorities have kept this office low in the IT work queue. To the extent these changes could be implemented, both internal and external constituencies would be better served" (Undergraduate Studies 9).

> "The current website has many design/content flaws and has become a repository for information that isn't always of relevance to key audiences… PSU cannot do this on its own, because ITS and MCCS do not have the human resources to successfully engage with a project of this size" (Marketing Communications 15).

> "Implementation of free use of DOE software to automatically send and receive DOE/PSU files … [and] creation of forms that utilize electronic signatures that meet federal standards would allow for automatic submission of student forms, automatic indexing of documents resulting in time savings, increased accuracy and expedited completion of financial aid awards and communication with students ... MIS would need additional personnel to support these efforts" (Financial Aid 10).

As illustrated by the examples above, reports indicate that ITS does not have the capacity to meet the needs of the campus. Additionally, there are several employees across the campus with IT classifications who were not members of the IT Department, many of which were responsible for academic technology support, reporting, database work, website design and application development/maintenance, and server operations within the end offices. Opportunities exist to examine whether greater efficiencies could be gained by centralizing some or all of these non-IT employees into ITS:

> "Consider the reallocation of Information Technology resources outside ITS whose current purpose is to support a specific application or set of applications. There are resources who are familiar with the applications that are not within ITS's purview, and sometimes politics and conflicts of interest can slow the process of maintenance and upgrades" (Application Administration 12).

As indicated above, more than a third of NCG programs need new or updated technology equipment in order to support their programs – most citing budget shortages as being the largest barrier to maintaining a consistent technology life-cycle replacement plan. A correlation between this stated need and the increased level of support required by ITS to maintain old systems is articulated in three of the eight reports submitted by ITS, two of which presented similar suggestions in Criteria 10 (Opportunities):

> "Create a process by which all computers are replaced on a regular cycle based on age and job requirements by centralizing the life-cycle replacement process within IT who can then equalize the ordering cycle, leverage bulk orders (savings), and further streamline operations" (Desktop Support 12).

> "The centralization of technology replacements would be self-funding, after the first year. Currently technology purchases are budgeted to the individual departments, but in many cases as a general supply cost. In order to get the centralized technology purchasing system off the ground, without a significant negative impact to some department budgets, some university funding may be necessary" (Business Services 19).

An additional observation was made regarding technology funding, specifically related to the operation of the Help Desk: "The purpose of the Help Desk is to provide all PSU constituents with a single, helpful, first point of contact with the ITS department" (Help Desk and User Support 1). With the move to the Learning Commons model, the Help Desk has taken on the functions of library circulation and building supervision in addition to its technical support role: "The Help Desk operates as a pseudo-auxiliary and is not funded out of the Institution's general operating budget, but rather from a portion of the student technology fee" (Help Desk and User Support 10). This funding model raised some concern with the evaluation team as the statistics provided indicate that only 58% of support tickets entered at the Help Desk are for students and their families. The remaining portion is comprised of issues related to employees, alumni, and "sponsored" users. Furthermore, "63% of the work done at the Help Desk is technology related and 37% is library and building related" (Help Desk and User Support 13). The specific concern raised is whether it is appropriate for the student technology fee to fund non-technology related services.

4.5 Responsibility/Authority Gap

Several programs are tasked with specific objectives but may not have the authority to implement necessary changes or accomplish operational objectives. Three specific examples include New Student Orientation, the Office of Environmental Sustainability, and the Center for Excellence in Teaching and Learning.

4.5.1 New Student Orientation

New Student Orientation is housed in the Student Affairs area, under the oversight of the Assistant Vice President of Student Affairs-Student Life. The Orientation Steering Committee (OSC) is a cross-divisional and comprised of staff who represent 13 different NCG programs, with additional representation from the faculty. However, the report articulates, "There is no established "authority" or final decision-

making capacity among those who participate on the OSC. Changes to the structure of orientation are to be vetted through an ad-hoc, faculty-weighted task force led by the brand new (July 2015) Dean of the FYE" (Orientation 1).

4.5.2 Office of Environmental Sustainability

Office of Environmental Sustainability (OES) "has a long history at Plymouth State University … as part of that commitment the University developed a Climate Action Plan, pledging to reduce greenhouse gas emissions 50% by 2025, and 100% by 2050. In addition, PSU also pledged to integrate sustainability throughout its operations, including the curriculum" (Environmental Sustainability 2). This program lacks the authority to make significant change happen, especially as related to its top two program goals: to reduce the campus carbon footprint, and to decrease the campus environmental impact. The extent of OES authority is restricted to consulting, data collection, and report writing (Environmental Sustainability 2).

4.5.3 Center for Excellence in Teaching and Learning

The Center for Excellence in Teaching and Learning is tasked with "providing faculty with resources, opportunities, and strategies that support the teacher-scholar model and enhance student-centered learning in the classroom and beyond" (CETL 1). Furthermore, "the center inspires continuous renewal and innovation in teaching and learning by helping faculty work together as a community of learners" (CETL 1). The report implies that there is not a clear difference between need and demand for their services, meaning some would benefit from CETL's services in order to improve and develop teaching methods: "Support/advocacy from deans and chairs (by their physical presence at events and their encouragement of faculty participation) would do much to advance a culture of community and collaboration among instructors" (CETL 8). Additionally, the report does not articulate clear understanding of how this is currently accomplished, nor how the demand for CETL was established. This is especially relevant, as at the time that the report was written CETL had only been in existence for one academic year and was already in the process of being merged with LTOE:

> "Since teaching is PSU's top priority, CETL should be at the center of faculty life. CETL could help usher in the new vision for the university by leveraging the expertise of key campus individuals and groups . . . CETL could do more to bridge the connections among teaching, and scholarship and service, thereby inspiring reflection upon and renewal of all aspects of faculty life" (CETL 7).

4.6 Compliance, Safety, and Institutional Risk

The team believes that PSU has risks to address while planning for its future. Some perceived risks are related to compliance, some to safety, and others to the continuity of programs and services. The areas discussed below highlight a number of vulnerabilities identified by the team.

4.6.1 Plymouth Academic Support Services (PASS)

PASS is responsible for addressing all of PSU's tutoring needs, save for writing and math, which are coordinated by the Writing Center and Math Activities Center respectively. The demand for tutoring has been steadily on the rise. While tutoring is provided to all students, the current TRIO grant, which funds a portion of the program, mandates that those served be first-generation, low income students or those with disabilities. PASS does not turn people in need away, but because of this, they report to be out of compliance:

"Tutoring and Disabilities Services are offered to all students, and PASS served between 600-700 students each year over the past 5 years. PSU commits funding for 30% of staff salaries/benefits to cover non-grant participating students, but the percentage of non-participating students served averages more around 60%, as seen by the PASS Service Summary table, causing PASS to use grant funds for non-grant participating students. PSU is running most of its tutoring and disabilities services out of the PASS office and the funding of the federal TRIO grant. As a result, not only is the TRIO grant out of compliance, as we're using grant funds to support non-grant participating students, but we're also unable to use grant funds appropriately to serve our low income, first generation, and students with disabilities. Instead of using money and staff resources to provide required services to the 180 grant participants, we've had to channel our money and staff resources into serving the additional non-grant participating students we serve each year" (PASS-TRIO 2).

4.6.2 Environmental Health and Safety

There is one Environmental Health and Safety (EHS) Officer who has an extensive list of job duties ranging from occupational health and safety to addressing larger scale issues regarding chemicals and hazardous materials management and reporting. This position also supports the University Police with emergency management functions and campus communication during emergencies such as floods and chemical spills. Since there is only one EHS officer, the program has had to "rely heavily on departmental liaisons in order to implement best management practices and program requirements, as well as component institutions within the system" (Environment and Health Safety 8). Relying on departments to monitor their own compliance is cited as a conflict of interest (Environmental Health and Safety 9). An additional concern is that there does not appear to be anyone cross-trained to ensure continuity of responsibilities. PSU faced a heavy fine for a non-compliance issue in 2003 ($90,000 to the EPA as a result of surprise inspection); the financial implications of non-compliance are not insignificant.

4.6.3 Title IX

Title IX is an institution-wide responsibility. This program "is federally mandated and Plymouth State must have a designated Title IX Coordinator. This role covers areas including, but not limited to, the following: sexual harassment and sexual violence, admissions/recruitment, athletics, career services and employment discrimination" (Title IX 1).

The report articulates that additional funding is necessary to meet annual training and development requirements (Title IX 4). The personnel who are responsible for facilitating the Title IX program and its processes must be appropriately trained in order to best serve the PSU community and limit liability for PSU:

"All staff working directly with the Title IX process need to be certified as a coordinator, deputy coordinator and/or investigator by ATIXA (Association of Title IX Administrators).

- Knowledge of compliance requirements
- Practice of a civil rights based investigation model
- Best practice in case management" (Title IX 3).

4.6.4 University Police Department

The University Police report indicates the department has evolved significantly over the past 24 months and continues to do so. Recruitment of police officers over the past year has shifted to a more

experienced, student-focused force that supports a policing style suited to meet the higher expectations from students, parents, faculty, and staff (University Police 1).

Despite recent improvements over the past 18 months where it has begun to "recognize a need for customized service that suits the needs of a higher education environment," the University Police Department reports several areas of vulnerability surrounding resource needs (University Police 7). Areas of concern include lack of proper facilities, access to police data, training, equipment, staffing, and long term strategy:

> "Staff retention, facility improvements, proper training, consistent leadership, organizational objectives, and equipment needs have long been overlooked and (are) in need of upgrade. Coincidentally, they also influence employee morale. Focusing attention on these matters must be the future for University Police" (University Police 7).

The current University Police Department is a converted single family house that lacks space for meetings, trainings, and confidential conversations. This space lacks proper storage for property, evidence, and firearms. Additionally, this facility lacks proper space to detain individuals in custody, periodically requiring staff resources to make the 100 mile round trip to Grafton County Jail (University Police 4).

The University Police Department access data from a wireless system that, as the report indicates, is very slow and impacted by weather (University Police 4). In addition to lack of speed, officers at times are locked out of the system or lose data. Police data is not currently accessible in University Police vehicles, requiring officers to return to the University Police Department to access desktop computers (University Police 4).

The University Police report highlights training needs as well:

> "Currently the University Police does not have sufficient training in areas that are critical on college campuses. This would include ongoing training on serving LGBT community, sexual assault and harassment, responding to active shooters, dealing with students with metal[*sic*] health problems, and alcohol abuse mitigation and conflict resolution" (University Police 3).

Training needs that require annual and revolving cycles may benefit from a clearly defined budget for that purpose (University Police 8).

In addition to the aforementioned in-vehicle equipment needs, the University Police Department also must address substandard firearms security both with the holsters used for handguns and weapon storage within the police station (University Police 4). There is also a backlog of property and evidence that must be addressed (University Police 7).

When fully staffed, the University Police report "the current staffing levels at University Police are appropriate to the existing environment" (University Police 7). At the time of report submission, the University Police Department was not fully staffed, resulting in shortages which, have caused the University Police to rely on coverage from outside agencies at a higher cost to PSU: "Demand for trained and certified officers continues to grow through the state causing salaries to increase making PSU less competitive" (University Police 3). This creates additional challenges for University Police staffing.

A long term strategy for University Police includes seeking accreditation and guidance nationally. This requires current facility concerns to be addressed (University Police 4).

4.6.5 Deferred Maintenance

The need to address deferred maintenance is mentioned in several reports including Finance & Administration, Residential Life, the Center for Young Children and Families, PE Center, Building Maintenance, and Capital Projects. Currently, PSU's deferred maintenance is estimated to be $120M, and while that is about equal to other institutions in its peer group, it is increasing at a higher rate, an indication that PSU is "not investing enough to maintain older buildings" (Office of Finance and Administration 3). Additionally:

> "Managing facility renewal can also pose inherent challenges associated with deferred maintenance on campus. By definition, deferred maintenance is maintenance, system upgrades or repairs that are deferred to a future budget cycle or postponed until funding becomes available. When funding is limited, the list of postponed repairs and maintenance becomes very long, very quickly. Projects that are put on hold, repair that is neglected and preventive maintenance that is ignored adds up to a costly and complex program" (Capital Projects 1).

Despite the University investing approximately $120M over the last eight years toward new facilities or renovations, deferred maintenance is "beginning to lag" (Office of Finance and Administration 6). Recent specific improvements to address deferred maintenance needs include the "development of a budget planning manual, schedule of budget deliverables, improved financial modeling, improved financial reporting, hired high quality staff, improved selection of deferred maintenance projects and funding" (Office of Finance and Administration 4). Capital Projects reports:

> "At present, the campus funds approximately $2.6m annually dedicated specifically to campus deferred maintenance. However, annual stewardship funding need is approximately $7.4m leaving a gap of approximately $4.8m each fiscal year that adds to the accumulated backlog of deferred maintenance [*sic*]" (Capital Projects 12).

The Office of Finance and Administration reports, "the solution to this problem is to renovate older buildings on campus, eliminate small houses and consolidate, and allocate about $5M per year to catch up on existing deferred maintenance projects" (Office of Finance and Administration 3).

Residential Life reports the need to develop a 4-8 year master plan to strategize a deferred maintenance timeline in order to best appropriate resources (Residential Life 9). With many aging facilities, Residential Life has an additional constraint of not being able to be complete work while buildings are occupied. This requires residence halls to be offline while still meeting campus expectations for fulfilling housing demand (Residential Life 3). Additionally, Residential Life reports, "we do not have the financial resources to address all of these needs but work with Physical Plan to prioritize most urgent needs and address those items as funds are available. Safety items are always addressed" (Residential Life 5).

The Center for Young Children and Families states their building as their most significant challenge. The Center is housed in a converted farmhouse that was once a sorority. The main building and addition, added twenty-five years ago, has not undergone major renovations. The Center has space and safety needs. Lead paint is present in offices upstairs. The Fire Marshal recommends moving to a new larger space (Center for Young Children and Families 8).

Deferred maintenance concerns also exist with the PE Center: "The PE Center has not changed or been modified to meet the changing needs and expectations placed on this facility" (PE Center Outreach 1). In the past five years, six athletic teams and three junior varsity programs have been added, increasing use steadily. The report states, "while the numbers using the facility have steadily grown, the building has not been renovated or updated to accommodate the needs of our student body, athletics programs and external constituents" (PE Center Outreach 1). The PE Center report mentions the following facilities related needs:

- Inadequate locker rooms, lockers, and toilet facilities
- At times the women's locker room does not have hot showers
- Roof repair to the entire facility
- Proper building ventilation
- Upgraded bleachers in the gymnasium
- Renovation and complete repair of the four racquetball courts
- Drop ceilings in hallways
- Paint
- ADA access

4.6.6 Financial Aid

The Financial Aid program reports several factors influencing their work in recent years including changes in federal loan processing requirements, enrollment and fiscal challenges, the 3-year cohort default rate, and staffing. The report states, "[c]ompliance is critical to ensure PSU remains eligible for federal aid programs totaling approximately $60M annually. Federal law requires that all institutions are administratively capable of meeting federal regulations and guidelines" (Financial Aid 5).

All federal student loans are required to be processed directly with the federal government. This shift, implemented in July, 2010, caused significant changes in how loans are processed and increased reporting responsibilities for the Financial Aid office. Recent enrollment challenges influenced the partnership with contracted enrollment management firm, Ruffalo Cody Noel Levitz, to employ more sophisticated statistical modeling in order "to better forecast financial aid expenditures and influence the impact financial aid has on enrollment" (Financial Aid 1).

Financial Aid processed almost $45M in federal and private loans for students in 2014-15. Additionally, as an institution participating in federal lending, PSU is measured on its 3-year cohort default rate. These factors support the efforts of the Financial Aid SALT program, a financial literacy program intended to assist students in understanding their rights and responsibilities as borrowers.

While loan processing and reporting has changed and financial literacy responsibilities have grown, the Financial Aid program has also experienced a change in their staffing. Financial Aid reports:

> "The retirements (3.5 FT experienced long-time employees) over the past two years have left the office less experienced which cannot help but impact quality of work and response time. Newer, inexperienced employees also increases the need to attend trainings, etc. to remain administratively capable and is costly" (4).

Comparator data included in the Financial Aid report indicates that the current PSU Financial Aid Team staffing model of eight FTE is below competitor institutions and National Associate of Financial Aid Administrators benchmarks (Financial Aid 4). As demand and reporting/processing requirements increase, the staffing level may need to be adjusted to accomplish this work efficiently and with the level of expertise expected by the federal government.

4.6.7 Athletic Training

Athletic Training supports 500 student athletes and their coaches each year in twenty-four sports (Athletic Training 6). Additionally, this program supports the Athletic Training Education Program, which is reported to be one of the largest majors, as staff serve as clinical preceptors for students (Athletic Training 6).

The Athletic Training program reports deficiencies in several areas including facility size and environmental conditions, the number of licensed athletic trainers on staff, and the annual budget for supplies and equipment: "AT clinic is 1200sf. Services 4/5 of our athletic population (400/500) & 40 ATS'. Non-air-conditioned. At 3pm on a weekday from late August through mid-November, there are 50-60 people in our facility. Temperature of 85 degrees" (Athletic Training 6).

In addition to facility conditions, staffing levels are also reported to be of concern. The number of licensed athletic trainers on staff is 5.3 FTE. This is below the National Athletic Trainers Association (NATA) recommendation of 7.25 FTE (Athletic Training 6).

Athletic Training reports an annual supply and equipment budget of $16,000. They compare their program to Keene State College's Athletic Training program, which has a budget that exceeds PSU's by $5,000 without football and ice hockey (both collision sports), skiing, or wrestling programs (Athletic Training 6).

Athletic Training reports that the ALLWell North offers a satellite AT clinic, lowering the volume in the main clinic and supporting quality of care. JV team standards of care, as well as the current Head Athletic Trainer's increased administrative responsibilities, are two additional factors to consider when examining future resource needs of this program (Athletic Training 7).

The report states that deficiencies will be further exacerbated by a recent ruling from the Commission on Accreditation of Athletic Training Education (CAATE) in conjunction with the Executive Committee for Education (ECE) that changes the path to certification for athletic trainers, requiring a Master's degree. This change will mean that PSU's last graduate assistant hires for Athletic Training will be in the summer of 2019: "This will effect PSU in the 1-3 year timeline as we must begin to replace GA's with FT positions[sic]" (Athletic Training 7). The factors impacting Athletic Training certification will further affect PSU Athletics.

4.6.8 Undergraduate Studies - Curriculum Support

Undergraduate Studies potentially faces risks with program continuity, specifically with the human and technology/process-related resources available in the area of curriculum support. The Undergraduate Studies report indicates that the Director of Curriculum Support does the work of two to three people and as a result sometimes falls behind on tasks (Undergraduate Studies 7). Furthermore, the report states:

> "The Director's duties--with transfer credits, student requests, the academic catalog, and other tasks— are essential to the university, and the workload is not sustainable. When the Director retires, a huge void will be created. Appeals to senior administration for additional staff that could be trained as a part of a transition have been acknowledged, but funding has been unavailable. Delays in addressing this need potentially create undesirable consequences for the university" (Undergraduate Studies 5).

While the report indicates that the current Director of Curriculum Support has almost 40 years of experience at PSU and is the "go-to person for faculty who need assistance with creating and modifying curricula"(Undergraduate Studies 5), there is no evidence of continuity or transition planning for this position within Undergraduate Studies. Undergraduate Studies reports technology needs "beyond the technological know-how of current staff" within the department (Undergraduate Studies 5). Current technology needs include developing and implementing "smart forms" as well as addressing limitations of the locally-developed transfer query database.

4.6.9 Marketing, Communications and Creative Services

The Marketing, Communications, and Creative Services report self-identifies the following risks:

> "A key area of need is the protection of PSU's digital assets. Currently, many digital files (e.g., video footage, photography) are stored in non-networked, local hard drives. This places the University at serious risk given that some of the drives and not redundant. In the event of a catastrophic failure, PSU would lose years of files and footage that are irreplaceable. Identifying resources to establish this media storage system is a priority in FY16. MCCS photography and videography efforts are being augmented by more than $13,000 in personal photography/video equipment owned by one staff member. This unsustainable model places much risk on PSU's ability to produce the digital content it needs" (Marketing, Communications, & Creative Services 8).

5. The Case for Strategic Allocation

One of the goals for the NCG evaluation team was to highlight areas of opportunity for strengthening PSU through strategic allocation of resources. The programs below each have the potential to provide great value to PSU's future, while at the same time they face multiple constraints limiting their ability to thrive:

- The Center for Young Children and Families has a long history of preparing educators and is a relevant, existing example of the open lab concept of PSU's future
- The Silver Center has a quarter century history of providing cultural programming to the campus and the region and is a venue for important institutional events and showcasing the talent of the PSU community
- Athletics has a role in establishing a sense of institutional pride for students, staff, and alumni, and supports PSU's recruitment efforts and student learning outside of the classroom, while developing Division III student athletes

5.1 Center for Young Children and Families

The Center for Young Children and Families has demonstrated itself as an area of distinction within PSU. The Center provides high quality early childhood care and education to children of PSU faculty, staff, and students, as well as the surrounding community, while serving as a training site and field experience for Early Childhood Studies (ECS) majors.   To be one of only 6% of centers nationwide able to achieve accreditation from the National Association for the Education of Young Children, further attests to the quality of this program. The Center is very responsive to change, not only in their methods and practices, but also regarding the changing childcare needs of the PSU and local community.

Despite its position as an area of distinction, the Center for Young Children and Families has challenges to address in order to remain a high quality program. As mentioned earlier in this report, there are potential safety issues with the top floor of the facility containing lead paint, which is a hazard for young children: "The building lacks sufficient storage and a much-needed meeting space for adults for university courses and family meetings. The two younger age-groups need larger spaces. . . . The Fire Marshall[*sic*] has recommended moving to a new, larger space" (Ctr. For Young Children & Families 8). This lack of space makes the Center unable to accommodate an increase in demand, and prevents it from being able to provide infant and after-school care, which are needs for both the community and ECS majors. Additionally, "[t]he playground is also a significant challenge. Poor drainage causes it to be unusable during mud-season and frozen solid during much of the winter. This negatively impacts program quality because it limits children's outdoor play . . ." (Ctr. For Young Children & Families 8). Other resources are currently sufficient but showing their age, and budget cuts have prevented the program from being able to modernize and expand their technology resources. In response to budget cuts, the Center has reduced staff percent time, eliminated benefitted positions, stopped the food program, and reduced the supply budget: "Five years ago, the Center employed 10 benefited staff. We currently employ 7. We have hired hourly, non-benefitted staff at lower wages, completing the same work as their benefitted counterparts" (Ctr. for Young Children & Families 12). Tuition increases for children attending the Center have been investigated, but the program must remain regionally competitive to maintain enrollment: "[T]uition costs currently fall in the 75% or higher percentile of costs in the state. Although families expect to pay more for a high-quality program, we cannot price ourselves beyond their means" (Ctr. for Young Children & Families 11).

ECS majors substantially benefit from the existence of the Center. These students complete thousands of practicum hours each year, while being mentored by highly qualified staff in a nationally accredited program. The statistics provided indicate that having such a Center on campus is very important for recruiting incoming students, and the experiences they gain makes them more marketable post-graduation.   While ECS majors gain significantly from their work at the Center, a required part of their degree, it does not appear from the report that the Center currently receives any funding from the ECS department.

5.2 Silver Center

Silver Center for the Arts submitted reports for two programs: 'MTD and other Internal Support', and 'Silver Series and other Outside Programs.' The former was rated as an area of strength, and the latter an area of adequate performance. Both programs rely on the same building and staff resources, and directly affect one another.   These will be discussed together to provide a holistic view of the Silver Center.

Both reports indicate some significant challenges. The primary challenge is that they have very little control over the schedule or the other factors which influence their budget and the number of hours worked by their staff. As discussed in their own words:

> "This program, which is actually 100+ events, has expanded over the past five years based on the changing needs and expectations of the Music, Theatre and Dance department and the campus. Events in MTD department have increased giving more performance opportunities to students and the number of institutional events the Center supports has also increased. The Center supports more Admission and recruiting events due to increased emphasis on that program which leads to more orientation

events and more campus activities. These programs are ones that the Center supports, but really has no control over. Events are never turned down unless there is simply not the space available at the requested time. The Center budget was built in the early 90s to support only the MTD department. Other campus events were not in the Center budget and the Center derives no revenue from them. If a performance area is free on a given night, someone who wants to do an event doesn't care if there have been ten other events that week and all of the staff is on overtime—the Silver Center bears all the financial and human resource burden. While many students are working at the Center, they are in training and cannot always work alone. The MTD department pays for the materials to build their sets but the Silver Center pays for all the labor, all the equipment to build and run shows. Other users like the Admissions department, Student Services and other campus departments do not pay for any usage unless it is a ticketed event which is rare (and then they only pay for out of pocket services).

The Center has done a commendable job managing resources considering other departments control the schedule and the fact that there have never been any budget increases, only cuts" (MTD and other internal support 1).

The staff of the Silver Center have very specialized training to run all of the sound, lighting, rigging equipment, and carpentry tools for scene creation. The front of house staff are trained on providing excellent customer service, crowd management, and the ticketing system: "If the faculty want to do more events, they will hire in guest artists (designers, directors, etc.) but there is still only one crew that is building all the sets, providing running crew for all the rehearsals and shows, doing front of house, etc." (MTD and other internal support 7). Additionally, "50-60 hour weeks are not uncommon for the PAT staff during many times of the year. The Center's looming problem is staff burnout" (MTD and other Internal Support 5).

As the Center approaches its 25th anniversary, much of the equipment and soft goods are wearing out and will need to be replaced: "The Silver Center [has] never had a capital equipment budget. . . . For the most part, the operational budgets . . . have been used to scrape together enough to get by" (MTD and other Internal Support 3).

To compensate for increased costs due to additional events being held at the Silver Center, and in response to University budget cuts, the Silver Series budget has been cut, as "it's the only budget the Silver Center can take from" (Silver Series and other Outside Programs 1). The Silver Series "provide[s] rich, rewarding cultural experiences for students, faculty, staff and the public at large by presenting guest artists whose work reflects the best in American and world cultures" (Silver Series and other Outside Programs 1). In response to these budget cuts, the number of events has been reduced from 12 to six in order to maintain quality. The reduced budget also limits the amount of marketing the Center can do for the events that it holds, which has resulted in a drop in attendance. Additional marketing support could increase attendance and thus revenues. The Silver Center is one of only a few venues in the state which provide this type of cultural programming.

Additional funding in this area, and a more collaborative event scheduling model between the Center and MTD, has the potential to strengthen both programs and increase the number of quality cultural experiences for PSU and the local community.

5.3 Athletics

Athletics reports are distributed across all five quintiles. Many programs tend to fall toward the area of concern and area of significant concern, while a few others such as Men's Ice Hockey, Men's Soccer, and Men's and Women's Skiing are ranked in the areas of strength and distinction. There are common themes across all reports in this area, which is why this summary will address this area as a whole rather than each program individually. The first and possibly most important, is that Athletics programs are a large source of "PSU pride," and are a way to engage with current students, alumni, donors, and the community. The attendance at hockey games is a perfect example of PSU pride in action. The second theme is that athletics programs as a whole and without exception, have suffered from a significant resource shortage. As one program reported:

> "President Steen commented that 'PSU cannot be all things to all people, but we must be excellent at what we do.' . . . In my humble opinion, the athletic department (and the [U]niversity) has operated contrary to this policy. . . . The athletic department has added sports while the ones we currently have operate on substandard budgets, with deplorable facilities, and are understaffed. . . . [T]he athletic department results (only 32% of the seasons over the past 5 years have been winning seasons and, most recently in 2014-2015 only 5 of 20 (25%) achieved a winning season) are far from excellent" (Football 10).

Observations made across all athletics reports support this sentiment. Some programs experience more constraints than others, and some have managed to be very successful despite their lack of resources. The construction of ALLWell North positively impacts the Cross Country program and the newly created Track and Field program, but, as evidenced in numerous Athletics reports, negatively impacts almost all of the remaining 22 varsity athletic programs. Several fields and the outdoor tennis courts were removed to make space for the new facility, including all of the fields with lighting. This increases competition amongst programs for use of the fields for training and games, and places more scheduling burdens on the programs and students:

> "[F]ields will no longer have lights, preventing evening training. This places increased demands on the part-time coaches (balancing other work commitments with the necessity to coach afternoons) and the student-athletes, who have fewer classes to choose given the need to finish class / eat / get to the PE center / change/ receive medical treatment, before training.
>
> Also, afternoon games are hard for spectators (students / parents / faculty / community members) to attend" (Men's Soccer 12).

Even the Women's Tennis Program, which will see direct benefit from the new tennis courts within ALLWell North, still requires that outdoor courts in order to host home matches:

> "Women's Tennis will be able to return to campus for part of the season with a new, improved indoor facility. Matches will be played in ALLWell in case of rain only, and some practices will be able to be held indoors.
>
> Until PSU has more fields/artificial turf to train on, the opportunities for Women's Tennis to get time in the new facility will be limited-especially in the spring" (Women's Tennis 11).

The vast majority of reports strongly indicate a need for artificial turf playing surfaces. Nearly all NCAA DIII competitor institutions, Little East Conference (LEC) rival institutions, and high schools from which PSU is attempting to recruit athletes have turf fields. Some programs such as Men's and Women's Lacrosse, and Field Hockey are unable to host games on campus and must use facilities at other local schools for their home games because of the lack of turf. Lacrosse in particular, seems to be at a disadvantage currently as the timing of their season in early spring means the grass playing surfaces on campus are unable to be used:

> "For more than three-quarters of season we practice a contact sport on a cement floor that is less than two-thirds the size of a regulation lacrosse field. Dangerous for our student athletes – concussions, joint injuries, foot and shin problems, and extreme abrasions. Every team we compete against has a turf field. Our student-athletes are at an extreme disadvantage competitively. Our opponents can practice all lacrosse situations . . . we can only practice certain situations of the game" (Men's Lacrosse 10).

Most reports indicate insufficient locker room and weight room facilities. There is a general lack of space and storage for all of the necessary equipment. Ventilation was raised as a concern given that the temperatures in the facility rise to uncomfortable levels in the summer, and dryers partially vent into the locker rooms. Some reports make specific mention that they do not show the locker room facilities to prospective athletes because of their condition: "In seven years I have not shown one recruit our locker room" (Men's Lacrosse 10). The lack of sufficient facilities is impacting PSU's ability to effectively recruit quality athletes.

Staffing levels are also a major concern across all athletics programs. Most programs are staffed with part-time coaches and paid hourly assistants. Rival NCAA DIII and LEC institutions are mostly staffed by full-time coaches (some also have full-time assistant coaches) and compensated graduate assistants. Reports indicate that this puts PSU at a competitive and recruiting disadvantage. Salaries for part-time coaches have made hiring and retaining qualified coaches difficult.

The Sports Information (SI) program indicates significant understaffing with only one full-time employee, which was confirmed by many other Athletics reports. SI is responsible for logging and reporting statistics on all games and players, event management, athletics website management, and publicizing the athletics department through news articles and newsletters, amongst other duties. Staffing levels have not changed even though the number of sports, games, and statistics collected have grown significantly. The coaches have had to take on additional responsibility in this area to supplement the staff.

As mentioned earlier in this report, Athletic Training certification regulations have changed, preventing graduate students from supporting teams as they currently do. This will require Athletics to increase staffing in this area as well.

Another common theme amongst these reports is insufficient budgets to purchase and maintain proper equipment. Many teams do a significant amount of fundraising to be able to purchase their equipment. The softball program, for example, must raise more than $12,000 to play 10 games in Florida during spring break. A few coaches (including part-time coaches) report utilizing their own personal equipment such as iPads, or purchasing software such as Dartfish with personal funds to supplement their programs because there isn't funding in their program's budget.

Some programs, Soccer, Hockey, and Skiing, in particular have been very successful at recruiting internationally. The Men's and Women's Skiing programs currently have six members from outside the US (Men's and Women's Skiing 5). The Men's Soccer Program has had 20 international players in the

last five years (Men's Soccer Program 4). Men's Ice Hockey has had 3 player from Sweden, 1 from Norway, 1 from Russia, and several from Canada (Men's Ice Hockey 17). Opportunities may exist for advancing recruitment efforts while also addressing staff resource needs:

> "Schools with similar geographic challenges have recently found creative ways to hire highly qualified assistant coaches. Husson University recently posted for a 50% admissions officer (Fall Semester) and 50% Track and Field coach (Spring Semester). Colby-Sawyer has found success recently through fellowship programs for recent grads" (Men's and Women's X Country 7).

An opportunity may exist to expand an area of strength and elevate the program, creating a competitive advantage for PSU. The addition of Nordic skiing to the Men's and Women's Skiing program would put PSU in a "very unique situation" (Men's & Women's Skiing 15):

> "We are one of only two NCAA DIII state universities (UMPI/NCAA DIII-indep, cross country only) in the country in all of NCAA Skiing. If we complete our membership with cross country, PSU will be the only institution to have become a full EISA (Eastern Intercollegiate Ski Association) member institution in decades, something every EISA member institution is excited to have happen. In the immediate sense, we offer a desirable University product that serves a very important regional demographic" (Men's & Women's Skiing 15).

Completing membership in EISA with a cross country ski team would allow PSU to host a home meet and be able to bid to host NCAA regional and national championships. The projected roster size would allow for recruiting 30 additional athletes, for an estimated cost of less than $65,000 (Men's & Women's Skiing 15-16).

6. Considerations for Future Reviews

Throughout the report evaluation process, the team observed areas that may be considered for future PSU reviews and evaluations:

- The inclusion of relevant charts and data as visual aids along with the narrative to be useful, such as organizational charts, revenue and cost data, staffing and FTE information, and non-staff expenses
- A structured format to guide the writer through the process. Future departmental/program reporting might make use of a computer application, which would allow for the capability of data entry by the report writer. This 'new tool' would generate the report after the writer has answered the predetermined series of questions.
- Department FTE information, including staff qualifications, special training, certifications, credentials, and years of experience, and education
- Benchmark and comparator data as compared with PSU
- Detailed expense and non-staff resource reports to assess level of stewardship

7. Moving Forward

The team encourages all campus colleagues to read individual program reports in conjunction with the observation reports of the NCG and CG teams.   It is the collection of reports that creates the context.

This experience was rewarding and challenging for the NCG team. The opportunity to explore and learn more about programs outside of our immediate day to day responsibilities provided new insight and a deeper level of understanding of the successes and challenges that our campus faces.

Working extensively with a diverse team, many of whom who had not worked closely together in the past, enriched our experience. The team established and maintained an open, safe, and collaborative environment. The result of which, we hope, is a final product that is of benefit to PSU that will assist the campus in making important decisions that will shape the institution's future.

Respectfully submitted,

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8. Appendices

A. Rubric and Questions

Rubric for NON Credit-Generating Programs

1. HISTORY, DEVELOPMENT, AND EXPECTATIONS OF THE PROGRAM		
History, Development and Expectations is intended for the report writer to set the scene for the evaluator. The focus of your responses should be on your specific program. Do not assume that the reviewer is familiar with your program.		
		Weight: 5%
9	**3**	**1**
There is a clear understanding of the program's purpose, core services and objectives. AND Program provides strong evidence of effective responsiveness to change.	There is a clear understanding of the program's purpose, core services and objectives. OR Program provides strong evidence of effective responsiveness to change	There is little to no understanding of the program's purpose, core services and objectives. AND Program does not provide evidence of effective responsiveness to change. OR, it is not clear whether the programs response to change was effective.
Explain your program's purpose, core services and objectives.		
Click here to enter text.		
Describe how and why this program has evolved and adapted over the past five years. Please provide examples that demonstrate how the program has changed to meet changing needs and expectations.		
Click here to enter text.		

2. EXTERNAL DEMAND

External Demand seeks to quantify and understand the extent to which the program meets the needs of entities outside Plymouth State University. There are two components to external demand:
1) Mandated activities from local, state, federal, accreditation or other entities, and
2) Other activities needed or requested by groups or communities outside the university.

			Weight: 15%

9	3	1
There is strong evidence of this program exceeding the needs of or engaging with entities outside Plymouth State University.	There is evidence of this program meeting the needs of or engaging with entities outside Plymouth State University.	There is little to no evidence of this program meeting the needs of or engaging with entities outside Plymouth State University.

Does this program contain any mandated activities? Yes or No. If yes, please identify.

Click here to enter text.

Describe and cite changing circumstances and how they are expected to impact demand for the program in the future (next 1-3 years); provide relevant data where possible.

Click here to enter text.

List the external stakeholders of the program and describe their needs. To what extent is your program meeting the current needs? These may include, but are not limited to, local, state, or federal mandates, policies or laws, partnerships, alumni, booster or professional organizations, etc.

Click here to enter text.

3. INTERNAL DEMAND:
Internal Demand seeks to quantify and understand the extent to which the program meets the needs of programs and functions within Plymouth State University. The degree of interdependence between programs and other functions can vary; with some functions servicing a specific unit and others servicing the whole university.

	Weight: 15%

	9	3	1
	There is strong evidence of this program exceeding the needs of or engaging with entities inside Plymouth State University.	There is evidence of this program meeting the needs of or engaging with entities inside Plymouth State University.	There is little to no evidence of this program meeting the needs of or engaging with entities inside Plymouth State University.

List internal stakeholders of the program and where possible, provide data. To what extent is your program meeting the current needs?   What services do you provide to other areas?
Click here to enter text.
Describe and cite changing circumstances and how they are expected to impact demand for the program in the future (next 1-3 years); provide relevant data where possible.
Click here to enter text.

4. INPUTS AND PROCESSES		
Inputs and Processes seeks to understand how well current staff aptitudes, capacity as well as other resources (equipment, space, technology, etc.) align with needs.		
		Weight: 10%

9	3	1
The program has evidence that staff characteristics support a high level of program quality AND that existing resources are sufficient to provide high quality service.	The program has evidence that staff characteristics support an adequate level of program quality OR existing resources are sufficient to provide acceptable quality service.	The program has little to no evidence that staff characteristics support a sufficient level of program quality AND existing resources are insufficient to provide quality service.

Describe the specific needs of your program regarding staffing and the specialized skills of the staff and detail how you are meeting those needs via your staff (include special training, certifications, credentials, years of experience).
Click here to enter text.
Describe other, non-staff resources that are required to deliver your program along with your assessment of their level of quality; consider things such as equipment, space, technology, etc. If needed, what additional resources would it take to bring this program up to a high level of quality?
Click here to enter text.

5. PROGRAM OUTCOMES		
Program Outcomes seeks to understand the level of quality the program achieves. Quality may be characterized by innovation, process improvement, precision, high levels of customer service, integrating sustainability, and achievement related to national benchmarks or standards. Quality may also be characterized in other ways. Think creatively about how the program has worked to improve.		
		Weight: 10%
9	**3**	**1**
Program provides evidence that it is high quality.	Program provides evidence that it is of adequate quality.	Program does not provide evidence of quality AND/OR provides evidence that the program is not of adequate quality.
How do you evaluate the quality of your program? Share goals, objectives, service standards, and any other quality standards. Using that evaluation approach, describe the quality of your program and include the data that allowed you to reach this conclusion (e.g., provide customer satisfaction data).		
Click here to enter text.		
Please discuss the success of your program in demonstrating a high level of quality in meeting its main objectives over the past five years. What changes have you made to improve the quality of your program?		
Click here to enter text.		
In what ways does your program collaborate with other areas of the university (credit and non-credit generating)? Describe the ways in which these collaborations add to the quality of your program or other programs that you collaborate with.		
Click here to enter text.		

6. REVENUE AND OTHER RESOURCES GENERATED BY THE PROGRAM		
Revenue and Resources seeks to identify current and potential sources for generating revenue. This may include cross-subsidies between programs, research grants, fund raising, equipment grants, other current sources and potential revenue sources. Also consider external relationships that provide financial benefits: community colleges or technical schools, university-corporate liaisons, economic development relationships and joint ventures.		
		Weight: 8%

	9	3	1
	Clearly identifies the important elements related to the reported revenues and explains factors influencing the revenues. and Clearly explains anticipated increases or decreases in revenues.	Identifies the important elements related to the reported revenues and to some extent explains the factors influencing the revenues. and To some degree explains anticipated increases or decreases in revenues. OR No revenues are reported because program is not required or expected to generate any revenue.	Does not identify the important elements or explain the factors influencing reported revenues. and Does not explain anticipated increases or decreases in revenues.

List the most important elements of the financial data set provided to you (e.g., grants, fund-raising, etc.).

Click here to enter text.

Based upon the financial data set provided, explain the factors that influence the revenue.

Click here to enter text.

Please identify any future revenue increase or decrease anticipated over the next five years? Are there other revenue generating opportunities. If so, please explain?

Click here to enter text.

7. Costs and Other Expenses Associated with the Program

Costs and Other Expenses seeks to understand how this program delivers efficient and effective services and demonstrate how this program is a good steward of public and private resources. It is important that responses not be treated simply as a budget exercise, but instead communicates clearly how you are achieving desired results given resources and costs.

Weight: 7%

	9	3	1	
	This program delivers highly effective and efficient service AND demonstrates appropriate stewardship by operating within the resources allocated.	This program delivers effective and efficient service AND demonstrates appropriate stewardship by operating within the resources allocated.	This program is not able to deliver effective and efficient service AND/OR does not demonstrate appropriate stewardship.	

Based upon the financial data set provided, describe how this program delivers effective and efficient service while demonstrating appropriate stewardship of its resources.

Click here to enter text.

Are there other campus units or external entities providing the same or similar services? If yes, how is this program's effort and purpose differentiated from the other providers?

Click here to enter text.

8. SIZE, SCOPE, AND PRODUCTIVITY
Size, Scope and Productivity seeks to understand the reach of your program. This criterion asks you to provide quantitative data such as number of clients being served, faculty and staff assignments and other resources committed to the program.   For example, the PSU Financial Aid Team (8 FTE) processes financial aid awards for 90% of current undergraduate students, totaling in excess of $60M annually.
Weight: 10%

	9	3	1	
	The program's productivity exceeds expectations based on its size and scope.	The program's productivity is adequate for its size and scope.	The program's productivity is inadequate for its size and scope..	

Describe the size and scope of your program. How does it serve PSU in a way that no other program or function does, including external entities
Click here to enter text.
How do you define and evaluate the productivity of your program? Using that evaluation approach, describe the productivity level of your program and compare to industry benchmarks/other institutions.
Click here to enter text.

9. IMPACT, JUSTIFICATION, AND OVERALL ESSENTIALITY OF THE PROGRAM
Impact, Justification and Essentiality seeks to understand the extent to which the program aligns with the mission and priorities established by the university.

			Weight: 15%
	9	**3**	**1**
	Program provides evidence that it strongly supports the mission and priorities of the university	Program provides evidence that it adequately supports the mission and priorities of the university	The program's connection with the priorities of the university is unclear; or there is little to no alignment between the Program and the mission and priorities of the university

Articulate how this program essential to the institution by describing its connection to the following:
• PSU Mission • FOCUS 2020 (PSU Strategic Plan) • "URSA's Review Process Priorities": (1) Quality, (2) Meeting Needs, (3) Financial and (4) Competitive Advantage
Click here to enter text.

10. OPPORTUNITY ANALYSIS OF THE PROGRAM
Opportunity Analysis asks you to look to the future and make suggestions as to how the program might seize opportunities for innovation, improvement, and strengthening in ways not yet considered by the institution. For example, consolidating, cooperative relationships, collaborating, innovating, reducing, restructuring, expanding or enriching.

			Weight: 5%

	9	3	1
	Projections for the future of this program are exciting and hold great promise. An excellent case for ideas is made that would clearly enhance the program and/or contribute to the success or enhancement of other programs at PSU.	A good case for ideas was presented that indicates moderate potential for improvement and enhancement of overall program.	There is an unclear or incomplete presentation of ideas for innovation, improvement, or strengthening. No bold ideas for the future were presented.

Give us your bold ideas for the future. How might this program be reimagined?
Click here to enter text.
What would you need in order to make these opportunities a reality? Be as specific as possible re: funding, resources, etc.
Click here to enter text.

B. *Prioritization Plus* Tier Report (Quintiles)

Plymouth State University Prioritization

Programs List for NCG by Tier - Alphabetically within Tier

Quintile 1 - Area of Distinction
All international support programs
Center for the Environment
Counseling & Human Relations- Include CHAT
Ctr. for Young Children & Families
Desktop Systems (includes desktop support repair surplus)
Environmental Health and Safety
Financial Aid- Includes student employment and Financial Literacy
Help Desk and User Support (includes Library Circulation)
Ice Arena and Welcome Center
Karl Drerup Art Gallery (including Silver Exhibitions)
Library Services
Major Gifts
Marketing Communications & Creative Services
Men's Ice Hockey Program
Men's Soccer Program
National History Day in NH
Outdoor Center
PASS- Plymouth Academic Support Services - Disability Serv.
Recreation Programs (including Intramurals)
Student Account Services/Collections
Title IX
Undergraduate Advising
University Police
Volleyball Program
Writing Center

Quintile 2 - Area of Strength
All New England Band Festival
All New England Jazz Festival
Annual Fund
Business Services
Career Services
Comm. Education & Summer Prog. for Children & Youth
CRP- SE Lab Field Engag CCOI RCEI Tourism Toolkit Bienvenue
Educational Theatre Collaborative
Enterprise Center Plymouth
Grounds Management
HR - Recruiting
Infrastructure (includes Telecom Data network Resnet)
Institutional Research
Library - Archives/Special Collections
Math Activity Center
Men's & Women's Skiing Program
MTD and other internal Support
NH Impact Center
PASS- Plymouth Academic Support Services - Tutoring
Statistical Consulting Center
Student Union Building
TIGER
University Studies
Utilities/HVAC

Quintile 3 - Area of Adequate Performance

Advancement Services
Alumni Relations
Application Administration (includes ERP feeds Databases)
Athletics Support (Athletic Training)
Budget and Accounting Services
Center for Active Living and Healthy Communities
Conferences Services
Dean of Students Office
Environmental Sustainability
Graduate Studies
Library - Institutional Repository
Mail Center
Men's Basketball Program
Office of the President
Office of the Provost and VPAA
Orientation
Piano Monster Camp
Purchasing Disbursements and Contract Services
Server Operations (includes sysadmin datacenter security)
Service Learning: Academic Service Learning and the Engaged Learning Council
Silver Series and other Outside Programs
Softball Program
Student Activities/Leadership/Programming
Technology Resources (includes Academic Classroom and Event Support)
Women's Tennis Program
Wrestling Program

Quintile 4 - Area of Concern
Athletics - Baseball
Athletics Support (Sports Information)
Building Maintenance/Services
CETL (Center for Exc in Teaching and Learning)
Dance Premier
Development (includes Web)
Dining Services- Including FlexCash
Field Hockey Program
Football Program
GEO Internships
Health Services
Healthy PSU
Men's and Women's X Country
Men's Lacrosse Program
Office of Educator Preparation
Office of Finance & Administration
Office of the Academic Deans
OSP/Compliance/Grant/Federal Liaison/Strategic Partnerships/IP/TT
PASS- Plymouth Academic Support Services - Trio
Summer UG Research and REU
Transfer Enrollment
Undergraduate Admissions - Includes admissions processing first-year recruitment admissions communications and events.
Undergraduate Studies
Women's Lacrosse Program

Quintile 5 - Area of Significant Concern
Affiliated Ice Hockey teams
All New England Choral Festival
Athletics - Swimming
Capital Projects
Commencement and Special Events
Continuing Education
CRP- Institute for NH Studies
Faculty and Student Research: RAC/SRAC/Showcase/Faculty Fellowships/Student
Fellowships
HR - Employee Relations
HR - Payroll, Benefits, Classification
HR - Training and Development
International Recruitment
LTOE- Learning Technology & Online Education
Mark Sylvestre Planetarium
Museum of the White Mountains
New England Band Directors Institute
Office of the Registrar
PE Center Outreach (internal and external)
Physical Plant Administration(stores admin)
President's Commission on the Status of Women
Print Shop/ID Center
Residential Life
Transportation (Travel Shuttle etc)
Withdrawal/Leave Of Absence/Change of Status
Women's Basketball Program
Women's Ice Hockey Program
Women's Soccer Program