Plymouth State University

Institutional Self-Study
2003

In preparation for re-accreditation by the Commission on Institutions of Higher Education of the New England Association of Schools and College

Plymouth State University
Plymouth, New Hampshire 03264
Self-Study Committee

Robert Fitzpatrick
Self-Study Chair / Editor -- Lamson Library, Professor

Virginia Barry – Vice-President for Academic Affairs

Dennise Bartelo – Associate Vice-President for Graduate Studies

Julie Bernier – Associate Vice-President for Undergraduate

Patricia Cantor – Education Department Chair

Peng Khuan Chong – Social Science Department, Associate Professor

Mary Cornish – Education Department, Associate Professor

William Crangle – Vice-President for Financial Affairs

Emily Denby – Student Senate Member

Katherine Donahue – Social Science Department, Associate Professor

Retha Fielding – Vice-President for Institutional Advancement

Wavell Fogleman – Natural Sciences Department Chair

Tim Keefe – Dean of Student Affairs

Nick Mathis – Director of Institutional Research

Barbara McCahan – Health, Physical Education, & Recreation Department Chair

Robert Miller – Education Department, Professor

Daniel Moore – Business Department Chair

Shaughn Piper – Health, Physical Education, and Recreation Department Administrative Assistant

Todd Trevorrow – Director of Lamson Library, Professor

Cynthia Vasceak – Art Department, Associate Professor

Plymouth State University
Plymouth, New Hampshire 03264

2003
# Table of Contents

**President's Foreword, President Donald Wharton**

**Preface**

**Chief Institutional Officers**

**Organizational Chart**

**Institutional Characteristics**

**Self-Study Steering Committee**

**Chapter Summaries**

## Chapter I: Mission Description

- The Mission Statement
- Institutional Identity
- Faculty
- Students and the Learning Environment
- Service to State and Community
- Strategic Planning and Evaluation

## Appraisal

- The Mission Statement
- Institutional Identity
- Faculty
- Students and the Learning Environment
- Service to State and Community
- Strategic Planning and Evaluation

## Projection

- The Mission Statement
- Institutional Identity
- Faculty
- Students and the Learning Environment
- Service to State and Community
- Strategic Planning and Evaluation

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>President's Foreword</td>
<td>ix</td>
</tr>
<tr>
<td>Preface</td>
<td>xii</td>
</tr>
<tr>
<td>Chief Institutional Officers</td>
<td>xv</td>
</tr>
<tr>
<td>Organizational Chart</td>
<td>xvi</td>
</tr>
<tr>
<td>Institutional Characteristics</td>
<td>xvii</td>
</tr>
<tr>
<td>Self-Study Steering Committee</td>
<td>xxi</td>
</tr>
<tr>
<td>Mission Description</td>
<td>1</td>
</tr>
<tr>
<td>Appraisal</td>
<td>2</td>
</tr>
<tr>
<td>Projection</td>
<td>4</td>
</tr>
</tbody>
</table>
Promoting Understanding of the Governance System 19
Communication and Governance 19
Governance of Graduate Programs and Off-Campus Sites 19
Responsiveness of Campus Governance to Specific Needs 19
Assessing Governance 19

PROJECTION
The University System Board of Trustees 20
The University System of New Hampshire 20
The Plymouth State Administration 20
Faculty Governance Authority and The Faculty Executive Council 20
The Student Senate 20
The Professional and Technical Staff And the Operating Staff Senates 20
Advisory Councils and Ad Hoc Committees 21
Promoting Understanding of the Governance System 21
Communication and Governance 21
Governance of Graduate Programs and Off-Campus Sites 21
Responsiveness of Campus Governance to Specific Needs 21
Assessing Governance 21

CHAPTER 4: PROGRAMS AND INSTRUCTION 23

ASSOCIATE DEGREE PROGRAMS 23
Description 23
Appraisal 23
Projection 23

BACHELOR DEGREE PROGRAMS: MAJORS AND OPTIONS 23
Description 24
Appraisal 24
Projection 24

THE GENERAL EDUCATION PROGRAM 25
Description 25
Appraisal 25
Projection 26

PROGRAM REVIEW, PLANNING, AND ASSESSMENT 26
Description 26
Appraisal 28
Projection 29

CONTINUING EDUCATION AND ENRICHMENT ACTIVITIES 29
Description 29
Appraisal 30
Projection 30

GRADUATE PROGRAMS 30
Description 30
Appraisal 32
Projection 32
CHAPTER 5:  FACULTY

DESCRIPTION

Faculty Adequacy 41
Faculty Preparation and Qualifications 41
Additional Duties of Faculty 41
Recruiting and Hiring 42
Appointment and Evaluation of Academic Support Staff 42
Graduate Assistants 42
Appointment, Salary, and Benefits 43
Assignments and Workloads 43
Faculty Categories 44
The Faculty Handbook 44
Faculty Performance 44
Professional Development Opportunities 44
Academic Freedom, and Ethical and Responsible Action 44

APPRAISAL

Faculty Adequacy 45
Faculty Preparation and Qualifications 45
Additional Duties of Faculty 45
Recruiting and Hiring 45
Appointment and Evaluation of Academic Support Staff 46
Graduate Assistants 46
Appointment, Salary, and Benefits 46
Assignments and Workloads 46
Faculty Categories 46
The Faculty Handbook 46
Faculty Performance 47
Professional Development Opportunities 47
Academic Freedom, and Ethical and Responsible Action 47
CHAPTER 6: STUDENT SERVICES

DESCRIPTION

Athletics
Campus Police
College Union, Student Activities, and Recreation
Counseling and Human Relations
Dean of Students and Coordinator of Judicial Programs
Financial Aid
Health Services
International Student Affairs
Residential Life and Dining Services
Wellness
Women's Services and Gender Resources

APPRAISAL

Athletics
Campus Police
College Union, Student Activities, and Recreation
Counseling and Human Relations
Dean of Students and Coordinator of Judicial Programs
Financial Aid
Health Services
International Student Affairs
Residential Life and Dining Services
Wellness
Women's Services and Gender Resources

PROJECTION

Athletics
Campus Police
College Union, Student Activities, and Recreation
Counseling and Human Relations
Dean of Students and Coordinator of Judicial Programs
Financial Aid
Health Services
International Student Affairs
Residential Life and Dining Services
Wellness
Women's Services and Gender Resources
### Chapter 7: Library and Information Services

**Description**
- Programs and Services: 59
- Resources: 59
- Instruction: 60
- Resource Sharing and Outreach: 60
- Personnel: 60
- Facilities: 61
- Financial Support: 61
- Evaluation: 61

**Appraisal**
- Programs and Services: 59
- Resources: 59
- Instruction: 60
- Resource Sharing and Outreach: 60
- Personnel: 60
- Facilities: 61
- Financial Support: 61
- Evaluation: 61

**Projection**
- Programs and Services: 62
- Resources: 62
- Instruction: 63
- Resource Sharing and Outreach: 63
- Personnel: 63
- Facilities: 63
- Financial Support: 63
- Evaluation: 64

### Chapter 8: Physical Resources

**Description**
- Buildings and Grounds: 67
- Equipment: 67
- Maintenance and Staffing
  - Buildings and Grounds: 68
  - Network: 68
- Access, Safety, and Security: 68
- Physical Resource Planning: 69

**Appraisal**
- Buildings and Grounds: 69
- Network Infrastructure: 70
- Equipment: 71
- Maintenance and Staffing: 72
- Physical Resource Planning: 72

**Projection**
- Buildings and Grounds: 73
- Network Infrastructure: 73
- Equipment: 73
- Maintenance and Staffing: 74
- Access, Safety, and Security: 74
- Physical Resources Planning: 74

### Chapter 9: Financial Resources

**Description**
- Financial Stability: 75
- Enrollment and Admission Standards: 75
- Financial Planning and Budget Strategies: 75
- State Appropriation: 76

*Institutional Self-Study*
Campus Control of Financial Resources 76
Strategic Indicators 77
Budget Processes 77
Financial Integrity 77
Institutional Advancement and Fundraising 78
Financial Records and Audit 78

APPRAISAL

Financial Stability 78
Expense Trends 78
Enrollment and Admission Standards 79
Financial Planning and Budget Strategies 79
State Appropriation 79
Campus Control of Financial Resources 80
Strategic Indicators 80
Budget Processes 80
Financial Integrity 80
Institutional Advancement and Fundraising 81
Financial Records and Audit 81

PROJECTION

Financial Stability 81
Expense Trends 81
Enrollment and Admission Standards 82
Financial Planning and Budget Strategies 82
State Appropriation 82
Campus Control of Financial Resources 82
Strategic Indicators 82
Budget Processes 83
Financial Integrity 83
Institutional Advancement and Fundraising 83
Financial Records and Audit 83

CHAPTER 10: PUBLIC DISCLOSURE

DESCRIPTION

Academic Catalogs 85
Recruitment Materials 85
The Student Handbook 86
Other Publications 86
The Web: www.plymouth.edu 87

APPRAISAL

Academic Catalogs 87
Recruitment Materials 88
The Student Handbook 88
Other Publications 88
The Web: www.plymouth.edu 89

PROJECTION

Academic Catalogs 89
Recruitment Materials 89
The Student Handbook 89
Other Publications 90
The Web: www.plymouth.edu 90

CHAPTER 11: INTEGRITY

DESCRIPTION

Maintaining and Communicating
Ethical Standards Across the Campus 91
Maintaining Ethical Standards for Students 92
This self-study report is the work of many hands, and the process of its composition was a broad-based and inclusive one. That process was a very valuable one for all of us at Plymouth State, and has been the months-long occasion for looking at our institution from a different-than-everyday perspective—certainly one of the several happy benefits of the self-study and accreditation process.

In the intervening years since the visit of 1993 much has changed at Plymouth State, and some very important things have remained the same.

What follows is a brief enumeration of positive developments since 1993, some issues that continue to be challenges, and some things we are pleased to see have remained unchanged.

Among the most influential changes for the institution since 1993 has been the implementation of higher admission standards, which resulted in improvement in student academic and social performance. Strategically, this change, which began in 1997, has, after a period of budget constraint and following an initial loss of enrollment, brought about important and valuable improvements in the quality and performance of the student body. This trend continues.

Plymouth values program development and evolution, and in response to current and prospective students, we have recently added the Communications and the Criminal Justice programs. Of course, Plymouth also values quality, and in order to ensure it we have embraced several accreditation processes [listed on page xix].

Technological advances since 1993 have been significant. New computer systems are in the library, student services, and financial resources; and the wiring of all residence halls has provided computer access to the entire student body.

Plymouth State has also made significant improvements in its planning and budget processes. Through the efforts of the College Planning Committee a new strategic plan was produced and put in place in 1997, and has been updated periodically thereafter. More recently, the creation of the Campus Budget Committee has facilitated the linkage between planning and budgeting to the advantage of the institution.
After 15 years Plymouth State’s nationally recognized General Education program has undergone a successful change following nearly three years of intensive faculty review, deliberation, and debate; this past spring it received final approval. The implementation of the new program will take place over the next two years and should and will provide students with increased flexibility and richness in general education.

As part of the strategic planning process, the College Planning Committee and a special task force recommended in 1998 that Plymouth State College change its name. In 2001 the Committee again made the recommendation, after which the campus began a year-long discussion and evaluation resulting in formal endorsements by our students, faculty and alumni, as well as strong, positive responses from parents of current students. The formal request was then put before the USNH Board of Trustees in the fall of 2002. Four different trustee committees and the full board reviewed the proposal and ultimately approved a change of our name to Plymouth State University and directed the chancellor to seek legislative approval. Subsequently, a bill was introduced into the state legislature, committee hearings were held in both the Senate and House, which was followed by Senate and House passage in June 2003. Governor Benson then signed the bill on June 17, with the name change effective date of August 16, 2003.

The Graduate Program at Plymouth State has grown significantly, particularly in the last four years with new course offerings and professional development program partnerships with many school districts around the state.

The university has also taken steps in recent years to strengthen its advancement effort, and we have in place a new alumni and development team. We have formed a fundraising council of friends and alumni (The President’s Council), which is separate from the alumni board and whose very precise mission is fundraising for Plymouth State. As a result of these efforts, we have also launched a $5 million capital campaign, the first part of which will coincide with the completion of Boyd Hall’s new science center.

Plymouth’s physical campus has also changed dramatically since the 1993 NEASC visit, with a new student union building, a new library, major renovation and conversion of an existing building to support the Department of Art and the Health, Physical Education and Recreation Department, a new co-generation plant for electric and heat for the campus, the demolition of the existing power plant and associated buildings to create more green space, and the conversion of town streets to campus walkways. All these changes have provided major improvements to the physical attractiveness of Plymouth State University and have created an enhanced sense of place.

Finally, the service mission of Plymouth State has matured. The faculty fit with the service mission of the institution has become more comfortable. The number of individual faculty engaged in applied research of service outreach has increased over the past few years. In the university name change proposal we also emphasized the benefits of Plymouth State University to the lakes and mountains region of New Hampshire. We are building on the national award-winning work of the Small Business Institute, with our many professional partnerships with 50 school districts around the state of New Hampshire, with the formal partnership agreement with Littleton, NH, and with the many service placements of programs such as social work, athletic training, business, and education.

Along with these positive developments there are, of course, continuing challenges. Certainly, the most perennial of these is state support and the affordability of higher education for Plymouth State students. New Hampshire ranks 50th per capita for contributions to higher education, and as a result, all the institutions of the University System, including Plymouth State, are very tuition driven—especially so with regard to out-of-state students. All of our institutions rely on out-of-state populations of at least 45% to represent our student body in order to make the financial structure of our institutions work. The present situation in New Hampshire is not encouraging. As these words are written, there is a budget impasse at the state level, which the University System and state are being level funded on a continuing resolution basis for 90 days. The governor has announced that he would like to see further cuts come out of the University System. The current situation represents a new level of volatility in our state funding, which was not present in the 1990s when there was steady progress.
That progress appears to be in some jeopardy at the present time.

Our faculty and administration continue to wrestle with curriculum complexities. As noted above, a major change/improvement has occurred with the General Education program, but we still have many majors with too many requirements, too little flexibility, and too many courses to staff.

Diversity has been a concern for years dating back to NEASC’s response to the 1993 self-study. Despite numerous efforts over the years, Plymouth State University has yet to fully realize its diversity goals. The chapters on student services, faculty, and integrity all address the issue of diversity, citing initiatives such as the Admission Office attendance at college fairs directed specifically to both African American and Hispanic students, Admission Office outreach efforts to underrepresented groups, the President’s Commission on Diversity, the design of the General Education Program to include issues of multiculturalism and diversity, the creation of the Diversity Fellowship and the faculty Diversity Scholar positions, specific strategic plan goals (Goal IV) relating to diversity, exchange programs with other countries, Admission Office efforts to increase the presence of international students, international culture related first-year common readings and themes, our affirmative action plan, the new Teaching and Learning Center – funded by a grant from the Davis Foundation, institutional support of the Alternative Lifestyle Organization (ALSO), Safe Zone workshops, and the Taskforce on Homophobia. All of these efforts, combined with new first-year-experience initiatives, will help strengthen awareness of diversity issues.

The 1998 fifth-year interim report expressed concern about our use of assessment. Assessment is still an issue, but its use is one that has gained increasing recognition. There is, at last, a developing culture that values the uses of assessment. The chapter on planning and assessment describes the manner in which we are addressing this issue in our mission, our strategic plan, campus-wide planning days, and the 1999 creation of the Assessment Task Force. New departmental planning and assessment initiatives in particular promise to bear fruit in assessing learning outcomes, and the proposed general education revisions all include systematic evaluation procedures for the ongoing improvement of the program.

In addition to the positive developments and the continuing challenges noted above, there are some important values at Plymouth that endure and indeed have grown stronger in the last ten years. They are commitment to community and an open style of communication, dedication to teaching, student success, and a cherished sense of place in which the campus and our natural environment in the lakes and mountains of New Hampshire have a conscious, mutually reinforcing connection.
COMMITTEE MEMBER SELECTION

President Wharton convened the Self-Study Committee in October of 2001. Robert Fitzpatrick, Professor from Lamson Library was appointed chair.

The self-study committee included eleven faculty, three principal administrators, three members of the Professional and Technical Staff, one member of the Operating Staff, and one student.

INSTRUCTIONS TO THE COMMITTEE

The steering committee chair was allowed the freedom to determine who would be assigned to coordinate the research and writing of the eleven chapters. He based these decisions on who would have knowledge and access to information. Further considerations included the possibility of bias that authors might inadvertently betray balanced with the depth of insight they would be able to bring because of their positions.

Chapter assignments were distributed at the committee's first meeting in October of 2001. Each committee member received a three-ring binder which included the New England Association of Schools and Colleges chapter standards, the Policy Statement on Institutional Effectiveness, excerpts from the Commission on Institutions of Higher Education's Self-Study Guide, the CIHE statement on the Role and Value of Accreditation, and materials relating to the individual self-study chapters. The binder sections relating to the individual standards included, the standards, a form for the committee members to suggest campus community members who might be able to assist fellow members with information for each chapter, a form to identify the members of the campus community who actually did contribute information, a list of the required exhibits, a form to list the exhibits to be available in the workroom, and a form for committee members to respond to the initial draft of the chapter. At the initial meeting the steering committee chair stressed the value of the self-study process, discussed the form the self-study would take, and distributed the timetable.

GOALS

Thoroughness, candor, and campus involvement were the principle goals. The present steering committee chair served on the 1993 Self-Study Committee, and he was impressed by both the thoroughness of that process and the long-lasting value and guidance it brought to Plymouth State in the years after the self-study. As a result of that experience he was pleased to be asked to serve as chair for the present self-study and to endeavor to bring the same candor to the 2003 report. From the first meeting of the committee the chair stressed the importance of candor. The self-study is not intended to be a promotion piece, and growth can only come through honest appraisal.

Using the NEASC standards, the committee took a serious look at the institution, tried to involve the entire community, and through meetings of the entire committee tried to record the big picture. Using NEASC's instructions to de-
scribe, appraise, and project, we hope to have provided here an accurate view of Plymouth State's activities, achievements, and aspirations.

WRITING THE CHAPTERS

The research and writing portion of the self-study occupied October of 2001 to December of 2002 with corrections and revisions added well into 2003. The Steering committee met as a group monthly; however, seemingly countless intervening meetings included every possible combination of members and contributors.

Chapter coordinators were given the liberty to go about their tasks as they saw fit. However, a few activities were common to each. Several months before the due date the steering committee chair asked, via e-mail, that all members of the committee submit the names of key campus community members who might be able to provide information. A request for input was sent, to all campus employees. Chapter coordinators then met with the steering committee chair, the vice-president for Academic Affairs, and other members of the steering committee who were specifically asked to, or who wished to, attend. At this meeting we examined the standards and came up with suggestions on what to focus on and how to begin gathering data.

Initial drafts were distributed to all committee members who then provided a written response to the thoroughness with which the authors addressed the standards and the overall content. The entire steering committee then met to discuss the chapter and to identify themes of strength and concern. The authors then rewrote the chapter to present at the next full meeting of the steering committee.

Throughout the process the steering committee maintained an attitude that the self-study document would have three audiences: the campus community, the NEASC visiting team, and NEASC's Committee on Institutions of Higher Education.

DRAFTS

It became apparent quickly that the final report would be several hundred pages long if the authors' enthusiasm wasn't curbed. However, it was difficult to convince the authors that in some cases less is more. We finally, at the suggestion of steering committee member, Todd Trevorrow, came up with the idea that the initial drafts could be as long as the authors' wished. In this way we could include every comment or criticism mentioned by any member of the community. These initial drafts are available to the visiting team and to NEASC on the self-study Web page.

However, in order to eliminate comments the committee believed to be of minor or temporary concern, we used the idea that the self-study should contain the information that would be of the most value in describing the institution to the visiting team and which when viewed from a perspective five years in the future would best identify the strengths and concerns that faced the institution from 2001 to 2003. We believe that keeping copies of the drafts available to the visiting team and to NEASC satisfies our goal of candor and honesty, and moreover serves as a printed witness of much of the self-study's process and progress.

CAMPUS PARTICIPATION

In keeping with one of its principle goals, the committee made numerous efforts at keeping the entire campus involved in the self-study. A Web page was created, and updates were regularly announced via e-mail to all employees. The Web page contained links to all of the committee members along with information about what actions the committee was undertaking each month. In addition every draft was made available for the campus to comment on. A link to the Web page was created in the Web page banner's quick-jump menu and on the faculty and staff Web page. Requests for input were sent to all employees every month during the research and writing process from October of 2001 to December of 2003. By July of 2003 the Web page had recorded nearly 5,000 visits. Articles about the process appeared in PSC Week, and the student newspaper, The Clock.

ACKNOWLEDGEMENTS

The chair was pleased with the complete freedom to express any negative findings. Both President Donald Wharton and Vice-President for Academic Affairs Virginia Barry supported and encouraged an honest appraisal of the institution. They were invaluable in supporting the investiga-
tion, scrutiny, praise, and criticism. Both were extremely generous with their time, and the chair wishes to express his gratitude for the patience, honesty, and openness shown by the principal administrators throughout the process.

Finally, the chair would like to thank the members of the steering committee for their very considerable generosity of time and effort, and also the many members of the campus community who so freely contributed to the self-study process.
Plymouth State University

CHIEF INSTITUTIONAL OFFICERS

Chair Board of Trustees
John Lynch
Chair, Board of Trustees

Chancellor
Stephen J. Reno
Chancellor,
University System of N.H.

President
Donald P. Wharton
President,
Plymouth State University
Speare x2210

Chief Academic Officer
Virginia M. Barry
Vice-President for
Academic Affairs
Speare x2230

Chief Financial Officer
William R. Crangle
Vice-President for
Financial Affairs
Speare x2550

Chief Student Services Officer
Richard T. Hage
Vice-President for
Student Affairs
Speare x2241

Dean of Students
Tim Keefe
Speare x2206

Institutional Advancement
Retha L. Fielding
Vice-President for Institutional Advancement
Speare x2722

Institutional Research
Nick Mathis
Director of Institutional Research
Speare x2100

Development
Angela P. Matthews
Director of Development
Russell House x2212

Library
Todd S. Trevorrow
Director of Lamson Library
Lamson Library x2817

Graduate Studies
Denise Bartalo
Associate Vice-President for
Division of Graduate Studies,
Continuing Education and Outreach
Hogan House x2286

Undergraduate Studies
Julie Bernier
Associate Vice-President for
Undergraduate Studies
Speare x2235

Continuing Education
Gail Carr
Continuing Education & Outreach Coordinator
Hogan House x2228

Grants/Research
Richard Evans
Director of Pre-Awards / Grants Office
Outreach Center x2918

Admissions
Gene Fahey
Senior Associate Director,
Admissions
Russell House x 2437

Registrar
Stacey Curdie
Registrar
Speare x2446

Financial Aid
Robert Tuveson
Director, Financial Aid
Speare x2338

Public Relations
Michele Hutchins
Director of Public Relations
Speare x2476

Alumni Association
Joe Long, Jr.
Director of Alumni Relations
Russell House x2217

Information Technology
Dwight C. Fischer
Chief Information Officer
Speare x2443
### Institutional Characteristics

1. **Corporate name of institution:**
   - Plymouth State University
   - of the University System of New Hampshire

2. **Address (city, state, zip code):**
   - Plymouth, New Hampshire 03264
   - Phone: (603) 535-5000

3. **Date institution was chartered or authorized:**
   - July, 1870, as Plymouth Normal School

4. **Date institution enrolled first students in degree programs:**
   - March, 1871

5. **Date institution awarded first degrees:**
   - 1872

6. **Type of control:**
   - State

7. **By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant?**
   - The State of New Hampshire.

   *New Hampshire Revised Statutes Annotated:*

   **TITLE XV
   EDUCATION
   CHAPTER 187-A
   STATE COLLEGE AND UNIVERSITY SYSTEM
   OTHER COLLEGES WITHIN SYSTEM
   SECTION 187-A:11

   187-A:11 State Colleges. –

   I. Keene state college is established and made a body corporate and politic and a division of the university system of New Hampshire.

   II. Plymouth state college is established and made a body corporate and politic and a division of the university system of New Hampshire.

   III. Each state college shall be a multipurpose college providing instruction in the liberal arts and sciences and in selected applied...
fields to better serve the needs of its respective area. Each state college shall continue to provide special instruction in teacher training. Procedures for integrating the various functions of these colleges shall be developed by the board of trustees as the need for integration and coordination arises.

IV. Keene state college and Plymouth state college are hereby empowered to offer 2-year programs and to award the degree of associate in arts or associate in science to those who successfully complete such programs. Keene state college and Plymouth state college are also empowered to award a baccalaureate degree or a master's degree.


| 8. Level of postsecondary offering: | • Four or five-year baccalaureate degree-granting program
• First professional degree
• Master's and/or work beyond the first professional degree
• Work beyond the master's level but not at the doctoral level |
| 9. Type of Undergraduate programs | • Liberal arts and general
• Teacher preparatory
• Professional |
| 10. The calendar system at the institution is: | Semester |
| 11. What constitutes a "normal" credit hour load for students each semester? | a) Undergraduate 12-17 credit hours
b) Graduate 6-12 credit hours
c) Professional n/a |

| 12. Student population: | Headcount: | Headcount M/F: |
| a) How many full-time students in degree programs? (2002) | 1. Undergraduate 3,518 1,728 / 1,790 |
| | 2. Graduate 37 8 / 29 |

| b) How many part-time students in degree programs? | Headcount: | Headcount M/F: |
| 1. Undergraduate 133 57 / 76 |
| 2. Graduate 326 96 / 230 |

| c) How many full-time equivalents (total student population)? | 1. Undergraduate 3,670 |
| 2. Graduate 352 |

| d) How many students (headcount) in non credit, short-term courses? | 135 |
13. List all programs accredited by a nationally recognized, specialized accrediting agency. List the name of the appropriate agency for each accredited program:

In addition to being accredited by the New England Association of Schools and Colleges, Plymouth State University is accredited by the New Hampshire State Board of Education and the National Council for the Accreditation of Teacher Education (NCAATE). Program-specific accreditations include the following: social work program by the Council on Social Work Education; health education program by the Society for Public Health Education and the American Association for Health Education; athletic training program by the Commission on Accreditation of Allied Health Education Programs of the American Medical Association; and the bachelor's degree programs in accounting, applied economics, management and marketing and the Master of Business Administration by the Association of Collegiate Business Schools and Programs.

14. List by name and title the chief administrative officers of the institution.

(See Chief Institutional Officers above.)

15. Supply a table of organization for the institution:

(See Organizational Chart above.)

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

- Established by General Court in July, 1870, as Plymouth Normal School; first class entered in March 1871.
- All curricula made two years in length, 1880.
- First bachelor degrees for secondary programs granted in 1928.
- Last two year elementary programs phased out in 1938.
- Name changed to Plymouth Teachers College in 1939.
- Graduate programs established in 1948.
- Name changed to Plymouth State College and placed under the University System of New Hampshire, 1963.
- Mission enlarged to include liberal arts, business administration, secretarial science, and two-year associate degree programs.
- Evolution to the present day, with clearly defined and expanded degree programs in arts, sciences, business, and professional education on the undergraduate level; business and education degrees on the graduate level.
- Name changed to Plymouth State University, August 16, 2003.
SELF-STUDY STEERING COMMITTEE

Fitzpatrick, Robert
Self-Study Chair / Editor
Lamson Library, Professor
Lamson Library, MSC #47
Telephone: (603) 535-2626
Email: mailto:fitz@mail.plymouth.edu

Barry, Virginia
Vice-President for Academic Affairs
Chapter 5: Faculty
Speare Administration Building, MSC #3
Telephone: (603) 535-2240
Email: mailto:vbarry@mail.plymouth.edu

Bartelo, Dennise
Associate Vice-President for Graduate Studies,
Continuing Education, and Outreach
Chapter 5: Faculty
Hogan House, MSC #11
Telephone: (603) 535-2286
Email: mailto:dbartelo@mail.plymouth.edu

Bernier, Julie
Associate Vice-President for Undergraduate Studies
Chapter 2: Planning and Evaluation
Speare Administration Building, MSC #8
Telephone: (603) 535-2235
Email: mailto:jbernier@mail.plymouth.edu

Cantor, Patricia
Education Department Chair
Chapter 10: Public Disclosure
Rounds Hall, MSC #38
Telephone: (603) 535-2381
Email: mailto:pcantor@mail.plymouth.edu

Chong, Peng Khuan
Social Science, Associate Professor
Chapter 1: Mission
Rounds Hall, MSC #39
Telephone: (603) 535-2329
Email: mailto:khuanc@mail.plymouth.edu

Cornish, Mary
Education Department, Associate Professor
Chapter 10: Public Disclosure
Rounds Hall, MSC #38
Telephone: (603) 535-2449
Email: mailto:mcornish@mail.plymouth.edu

Crangle, Bill
Vice-President for Financial Affairs
Chapter 9: Financial Resources
Speare Administration Building, MSC #5
Telephone: (603) 535-2550
Email: mailto:bcrangle@mail.plymouth.edu

Denby, Emily
Student Senate Member
Chapter 6: Student Services
Student Senate, HUB Suite #2976
Telephone: not listed
Email: mailto:e_denby@mail.plymouth.edu

Donahue, Katherine
Social Science Department, Associate Professor
Chapter 4: Programs
Rounds Hall, MSC #39
Telephone: (603) 535-2424
Email: mailto:kdonahue@mail.plymouth.edu

Fielding, Retha
Vice-President for Institutional Advancement
Chapter 10: Public Disclosure
Speare Administration Building, MSC #1
Telephone: (603) 535-2722
Email: mailto:rfielding@mail.plymouth.edu

Institutional Self-Study
Fogleman, Wavell  
Natural Sciences Department Chair  
Chapter 3: Organization and Government  
Boyd Hall, MSC #48  
Telephone: (603) 535-2289  
Email:mailto:wwf@mail.plymouth.edu

Keefe, Tim  
Dean of Student Affairs  
Chapter 6: Student Services  
Speare Administration Building, MSC #4B  
Telephone: (603) 535-2206  
Email:mailto:timk@mail.plymouth.edu

Mathis, Nick  
Director of Institutional Research  
Chapter 8: Physical Resources  
Speare Administration Building, MSC #7B  
Telephone: (603) 535-2100  
Email:mailto:nickm@mail.plymouth.edu

McCahan, Barbara  
Health, Physical Education, & Recreation Chair  
Chapter 5: Faculty  
Draper & Maynard Building, MSC #22  
Telephone: (603) 535-2578  
Email:mailto:bmccahan@mail.plymouth.edu

Miller, Robert  
Education Department, Professor  
Chapter 4: Programs  
Round Hall, MSC #38  
Telephone: (603) 535-2953  
Email:mailto:rmiller@mail.plymouth.edu

Moore, Daniel  
Business Department Chair  
Chapter 2: Planning and Evaluation  
Hyde Hall, MAC #27  
Telephone: (603) 535-2525  
Email:mailto:dmoore@mail.plymouth.edu

Piper, Shaughn  
Health, Physical Education, & Recreation Department  
Administrative Assistant  
Chapter 6: Student Services  
Draper & Maynard, MSC #22  
Telephone: (603) 535-2293  
Email:mailto:spiper@mail.plymouth.edu

Trevorrow, Todd  
Director of Lamson Library  
Chapter 7: Library and Information Resources  
Lamson Library, MSC #47  
Telephone: (603) 535-2817  
Email:mailto:tst@mail.plymouth.edu

Vasck, Cynthia  
Art Department, Associate Professor  
Chapter 11: Integrity  
Draper & Maynard, MSC #21  
Telephone: (603) 535-2741  
Email:mailto:cynthia@mail.plymouth.edu  
mailto:vascak@eagle1st.com
CHAPTER SUMMARIES

CHAPTER ONE:
MISSION

The mission statement indicates a strong sense of institutional identity clearly specifying mission and values. The mission shows, in addition to an aspiration to a strong curriculum, a strong commitment to general education and a focus on creating a learning community. The statement has also served well as the impetus for creating a strategic plan that includes specific measurable goals.

There are clear concerns regarding the mission statement. Plymouth sees itself as primarily a liberal arts college offering B.A., B.F.A., B.S., degrees at the undergraduate level, and M.B.A., and M.Ed. degrees, as well as a program leading to a C.A.G.S., Certificate of Advanced Graduate Study, but these degrees are not specifically mentioned in the current mission statement. Furthermore, while in all other respects the mission accurately represents Plymouth in a realistic and concrete manner, the institution recognizes that the current mission statement is too long to be assimilated by the campus community. The mission statement would also do well to mention the institution’s role in outreach to the community and state. Additionally, the mission statement needs to have a specific mechanism for review and revision. Plymouth is currently involved in a revision of the mission statement that should be completed before the 2003 NEASC visit.

CHAPTER TWO:
PLANNING AND EVALUATION

Plymouth’s planning and evaluation occur simultaneously on a number of levels: institutional, divisional, and departmental; and each level engages in both long and short range planning. In general, planning activities focus on mission achievement while using information from a variety of internal and external sources.

This intensive strategic planning has promoted a culture of evidence-based decision making. Divisional planning now more directly relates to institution-wide goals and values, more directly integrates the departments within a division, and more directly connects operations among the divisions. Creation of the Institutional Research office has centralized and bought professionalism to collection, analysis, and distribution of information for both internal and external stakeholders.

There are still several concerns with these planning and evaluation processes. There is the challenge of using information gathered during assessment to plan and evaluate. There is also a need to balance the desire for the use of standardized measures and reporting against the assorted teaching and learning styles used in Plymouth’s diverse educational environments.
CHAPTER THREE:
ORGANIZATION AND GOVERNANCE

While there is coordination with the University System of New Hampshire, Plymouth's organizational and governance structure is mainly autonomous. The delegation of authority to the Plymouth State University administration is clearly stated in the USNH Policy Manual. Faculty have jurisdiction in all academic policy matters not otherwise prescribed by the Board of Trustees. All campus constituencies are well represented by some form of self-governance. Communication among the senates is active and effective. The graduate programs have their own effective governing body. Consensus is the model for all forms of campus governance.

A current concern of the faculty is the fact that the Faculty Handbook is out of date. However, the new faculty handbook should be available by the time the NEASC visiting team arrives in October of 2003. There has been some voice of concern over administrative and committee process, outlined in the appraisal section. Concern over engaging more new faculty in the governance process, and a number of initiatives to address this are mentioned in the chapter. More than one voice has expressed concern that there may be too many committees. Student participation on faculty committees has always been problematic. There are fifty-two voting student positions on faculty committees, but student attendance at meetings is variable. There is a need for a systematic review and assessment of the governance system. Presently, the system is examined only when there seems to be a problem.

CHAPTER FOUR:
PROGRAMS AND INSTRUCTION

Program review, departmental planning, and other assessment efforts have led Plymouth to make a number of changes in programs and instruction since the NEASC visit of 1993. The Associate Degree programs have been dropped. A number of undergraduate majors and options have been added, dropped, or revised resulting in a small reduction in the large number of programs offered. The graduate programs have seen significant growth, and in 2001, these programs and the continuing education program were reorga

ized into the Division of Graduate Studies, Continuing Education and Outreach.

The faculty has undertaken a serious reappraisal of the general education program, but the process has been slow and needs to be completed [The faculty approved the new general education program, the Compass Program, in April 2003. Details of the program are discussed in the chapter.] The institution has been slow to implement an approved system of general education assessment, but it has begun.

The faculty may need to create a group charged with oversight of broad curriculum concerns in order to resolve several perennial issues (e.g., degree size) that remain an obstacle to curriculum simplification.

Changes have been made in a number of academic support services: advising, study abroad programs, and internships are all getting increased attention.

Fledgling faculty development programs, such as Reflective Practice, need the home that would be provided by implementation of the planned Teaching/Learning Center.

The position of Director of Institutional Research has been created to support and coordinate our increased assessment and planning efforts, and these have already paid off in improved admissions and retention.

CHAPTER FIVE:
FACULTY

Recent inclusive strategic planning efforts focus on themes reflecting our ongoing interest in enhanced academic vitality and student learning. As a result of faculty concerns for continued improvement in teaching, the administration allots resources to enhance teaching practices (e.g., increased numbers of sabbaticals, ongoing training in technology, stipends, and release time for curriculum development and faculty fellowships). Additionally, Plymouth State supports professional development by hiring some graduate assistants, and by funding travel to professional conferences, and on-campus faculty development programs.

Currently 97% of tenured and tenure track faculty members hold terminal degrees. Considering all full-time benefited faculty in all positions, 88% hold terminal degrees. Currently, Plymouth is experiencing a transition as senior
faculty members are retiring and are being replaced by junior faculty. Over the last decade, forty-six faculty members have retired and thirty-two have left (tenured lines).

The recruitment of new faculty is linked to strategic planning for undergraduates and graduate programs. In the hiring process departments work closely with the vice-president for Academic Affairs and the director of Human Resources to recruit faculty with outstanding expertise, teaching experience, and interest in engaging students in the learning process.

The president places considerable emphasis on improved salaries at the associate and full professor levels while attempting to remain competitive at the assistant professor level. A committee is studying thirty-nine institutions from which to select twelve comparator institutions. This list will help to provide benchmarks for appraisal of Plymouth’s profile, which will include academic and faculty issues such as programs and salaries.

CHAPTER SIX:
STUDENT SERVICES

Student success and achievement are fundamental goals. The cornerstones laid to insure achievement of these goals are the dedicated, developmentally focused staff. Another key strength, planning and goal setting, further reveals this focus. The Departmental Strategic Plan demonstrates planning initiatives and provides detailed analysis of student services, service initiatives, assessment methods, strengths, opportunities, weaknesses, inhibitors, technology use, student employee use and development, external grants and partnering, goals, and objectives. The collaborative nature of student services is strengthened through these efforts to create a nurturing learning community.

Assessment and evaluation are both strengths and concerns. Several areas have embarked on intensive assessment and use the results in program development and resource allocation—others have not. This assessment initiative, mentioned in the institution’s strategic plan, is helping to galvanize energy and direction. Diversity continues to challenge us both in staffing and student enrollment. While there is great interest and energy amongst faculty, staff, and key committees and taskforces regarding diversity, limited financial and situational resources, have as yet hindered our ability to manifest real sustainable change. Expanded recruitment of international populations offers one part of a solution. Not surprisingly, financial resources are often cited as an area of concern. It is not uncommon for positions to remain unfilled for some period of time as a reallocation effort, placing stress on those areas and individuals filling the gaps. Fortunately the long, dedicated tenure of the vast majority of faculty and staff helps mitigate these gaps.

CHAPTER SEVEN:
LIBRARY AND INFORMATION RESOURCES

The new [1998] library represents an extraordinary improvement. Ample storage and public seating, substantial capacity for technology, specialized areas to support library programs and services will meet library space needs for the next twenty years. The campus technology infrastructure is a major strength. A substantial campus network may be accessed from anywhere on or off campus and features generous student computer access in clusters across campus. The library includes an automated library system, a library homepage, access to electronic resources, and computers for general student use. Both the Library and Information Technology Services recognize the staff as their primary strengths. Sufficient staff needs to remain a priority.

While the library notes recent moderate increases for acquisitions, budgets for all other library operations have been level-funded for more than a decade. Both the library and ITS mention the need for additional staff. ITS also notes the need for substantial new capital funding to expand the technology infrastructure. Students bring to campus levels of familiarity, comfort, and facility with new technologies that are transforming how we teach and learn. For the library and ITS, dealing with technology and the transformation of the campus culture is a major challenge. Both departments acknowledge the need to do more user studies and surveys to determine the effectiveness and value of their services, and to collect data from a broadening community of users.
CHAPTER EIGHT:
PHYSICAL RESOURCES

Plymouth has made significant progress in improving its physical resources during the last decade. It has renovated and enlarged key buildings and acquired a new academic building. It has vastly enlarged and improved the network infrastructure for both voice and data and created numerous multi-media classrooms. It has met many of the space needs identified a decade ago.

The institution has active and effective safety and security programs. The staff that maintain and secure its physical plant are well-trained, dedicated, and hard-working. The elements required to do effective physical resource planning are in place or are currently being developed.

But Plymouth faces significant challenges in managing its resources: our maintenance staffs are stretched thin; deferred maintenance costs are serious; the technology infrastructure must be continually upgraded; adequate and flexible space remains an issue in some programs; and our space planning and allocation processes need to be improved and integrated with other planning processes. Recent initiatives promise significant benefits in resource management in the near future.

CHAPTER NINE:
FINANCIAL RESOURCES

Plymouth State is financially stable. This is evidenced by improved enrollment and student quality, increases in salary, and investments in our facilities and technology infrastructure. The real strength supporting these changes is the improvement in campus-wide strategic planning and its link to the budget process. This inclusive process embraces a broad range of campus involvement and communication.

As a result of the planning process Plymouth increased its standards, which improved retention and balanced our enrollment by grade. This change took the pressure off Admissions to recruit large first year classes by increasing the number of students in the upper grades. This change has improved a number of student statistics including grade point averages. It is our intention that this will also improve our average time-to-degree and increase graduation rates.

The addition of new computer systems to support finance, Human Resources, student records, and institutional development will lead to improvements in customer service and data needs. Students and faculty will benefit further from a new campus portal beginning in the fall of 2002.

Plymouth continues to struggle with low state appropriation and high student tuition and fees when compared with our comparator institutions. We are concerned about the impact of this on student access and on maintaining our competitiveness.

Funding for ongoing operations also remains a concern. Faculty salaries, and funding for supplies and services, equipment, technology infrastructure, and deferred maintenance have not remained even with inflation and enrollment growth.

CHAPTER TEN:
PUBLIC DISCLOSURE

Plymouth meets the criteria for standard ten, Public Disclosure, primarily through the academic catalogs, recruitment materials, the Student Handbook, and the Plymouth State Web site. Other publications addressing the standard are also discussed in this chapter.

Since the last NEASC self-study, there have been significant improvements in the quality of our publications. Comprehensive review processes have been designed to establish a high degree of accuracy and consistency. In response to recommendations in the last self-study, Plymouth created the position of vice-president for Institutional Advancement, who also serves as the communications director. Under her supervision, the Office of Public Relations coordinates publications and reviews them for quality, consistency, accuracy, and timeliness. The growing use of the Web for disseminating information brought to light the need for a Web administrator—a position created and filled in the fall of 2002.

Despite these significant improvements, the institution still faces some challenges in continuing to meet the criteria for standard ten. Review processes must be refined and applied to all publications with the same rigor. The rapid growth of the graduate program has created the need for a more systematic process for developing and
reviewing recruitment materials. A more clearly defined and systematic process for evaluating the effectiveness of all publications also should be established. As the campus community and its constituent groups—parents, alumni, and the general public—become increasingly dependent on the Web as a source of information, the need to keep the information on the Web accurate and up-to-date becomes more and more pressing.

CHAPTER ELEVEN:
INTEGRITY

Three strands emerge as poignant strengths for the ongoing pursuit of integrity as Plymouth continues to grow and develop: 1. Plymouth provides a hallmark of high standards delineated through a comprehensive set of policies and procedures, rules and regulations, behavior guidelines and the institutional mission; 2. The strong foundation for ethical conduct comes alive through community and voice, both of which are fostered here; and 3. The clear communication of standards ensures dissemination of information and accessibility to all constituents.

The maintenance and pursuit of integrity also includes criticism and the identification of areas of concern. As identified in the appraisal section, Plymouth can further expand training of students and faculty in order to provide consistency. Such training programs should include provisions for formal upgraded training as policies are revised and are developed. Communication across diverse media necessitates consistency of terminology and efficiency of indexing. As the website expands, as print publications are revised and produced, as cross publishing in print and on-line is implemented, cross referencing and indexing is essential for efficient access of information. Diversity will continue to be a challenge due to our geographic location. Plymouth is currently engaged in the development of alternative initiatives to provide opportunities to experience cultural pluralism. The challenge is to promote these initiatives, expand them, and develop them to their fullest capabilities.
CHAPTER 1:
MISSION AND PURPOSES

DESCRIPTION

THE MISSION STATEMENT

In 1871 the New Hampshire State Legislature founded the New Hampshire State Normal School charging it with the mission to provide "the better training of teachers." In 1939, the legislature changed the name of the institution to Plymouth Teachers College and, in 1963, to Plymouth State College of the University System of New Hampshire. The latter change reflected a significant shift in the mission, establishing Plymouth as a comprehensive institution and allowing it to grant degrees in the liberal arts and business, as well as in teaching. This change also incorporated the college into the University System of New Hampshire together with Keene State College and the University of New Hampshire at Durham.


The present version of the mission statement was approved by the faculty in 1991 and adopted in December of that year by the university system Board of Trustees. It has appeared in all of Plymouth's academic catalogs since 1993 (Appendix A: Mission Statement, p. 101).

In addition, each department develops its own mission statement to describe its own purposes as they relate to those of the institution (Exhibit 1.1: College, Department, and Division Mission Statements). The reader will see that the mission statement claims the institution stresses three elements: its institutional identity as a comprehensive liberal arts college, its caring faculty, and its commitment to creating an enriching learning environment. In addition, an important part of the mission involves service to the state and community.

INSTITUTIONAL IDENTITY


Plymouth State is now a comprehensive institution according to the Carnegie Masters I Colleges and Universities classification. Still, its identity, as indicated by the mission statement, is tied to its history as a teacher's college. It maintains an awareness of the balance between broad access and academic quality, and it is also identified with its White Mountain small town environment. Plymouth believes that every student must receive a strong general education as well as specialized instruction in a specific field of study.

FACULTY

The mission statement describes a faculty that "strives to be a community of scholars known for excellent teaching, effective advising, good student orientation, careful course assessment, and especially, a caring attitude toward those who would learn. It presumes faculty committed to their own professional development, but concerned above all with imparting knowledge, skill, and appreciation to others."
ulty, provides greater detail about how this is achieved.

STUDENTS AND
THE LEARNING ENVIRONMENT

Ninety-eight percent of our students come from New England, New York, and New Jersey. Most students are of traditional college age. Pre-professional programs such as education, business, athletic training, graphic design, and meteorology attract the majority of our students. Consistently, about one third of our entering students are first generation college students--37% in 1998 and 33% in 1999.

Plymouth believes “a critical part of a student’s intellectual, social, and moral growth... requires an environment that also encourages development.” Chapter six, Student Services, gives a more complete description of our co-curricular environment.

The mission statement goes on to say we “must do more than serve those students who live on or near the campus. It must provide greater opportunities for non-traditional commuting students. It must reach out to those who live in other communities and who cannot be a part of the campus experience.” See the discussion of the continuing education and graduate programs in chapter four, Programs and Instruction.

SERVICE TO STATE AND COMMUNITY

Interestingly, the current mission statement says little about Plymouth’s outreach efforts and its service to the community. These are both areas of interest and action, and they are certainly a de facto element, even if only hinted at, in the mission.

STRATEGIC PLANNING AND EVALUATION

The College Planning Committee is charged with developing an annual plan congruent with the mission statement (Exhibit 1.2: Charge of the College Planning Committee). Furthermore, the College Planning Committee reviews the mission statement for possible changes.

The mission statement serves as the inspiration for the strategic plan (Exhibit 1.3: Strategic Plan). In turn the strategic plan, in addition to determining the institution’s direction, contains the basis for evaluation. Chapter two, Planning and Evaluation, more fully describes that process.

APPRAISAL

THE MISSION STATEMENT

In spring of 2002, the college began discussing changing its name to Plymouth State University. This decision has served the Plymouth well, since it has provoked a healthy and informative discussion of our mission. As a part of this discussion, the president has devoted considerable time at several faculty meetings discussing the institution’s role and goals. Subsequent campus “all-emp” e-mail exchanges have indicated a widespread intuitive familiarity with goals and mission.

While it accurately represents Plymouth in a realistic and concrete manner, we recognize that the current mission statement is too long. The length severely limits the possibility that all members of the campus community will become familiar with all of its content. Furthermore, despite its length, it doesn’t sufficiently address the development of the graduate programs or the level of outreach.

INSTITUTIONAL IDENTITY

For years Plymouth has developed programs addressing a variety of student interests. However, there is some concern that in an attempt to be “all things to all people” we have developed too many programs (Exhibit 1.4: The Academic Bulletin). There is, however, no firm evidence supporting this assertion. Are there too many programs, and are the programs too complex? The institution would benefit from examining this issue.

There is a strong commitment to the general education program. This is evidenced by the current [Spring 2003] general education debate. The issues relating to the degree programs and the general education programs are outlined in chapter four, Programs and Instruction.

In spite of higher standards than many small private colleges, Plymouth, like many state colleges, is often perceived as less selective or of lower quality and value than even lower tier small, private colleges. Plymouth State strives to inform the public as to the quality of its curriculum and programs.

Institutional Self-Study
The White Mountain, small town environment has always been a recognized asset.

FACULTY

Plymouth has a well-credentialed faculty who pride themselves on teaching and scholarship. The vice-president for Academic Affairs regularly announces the activities of the faculty at all faculty meetings, and many of these activities are also listed in PSC Week (Exhibit 1.5: Copies of PSC Week Showing Faculty Accomplishments).

Additionally, the faculty hiring profile reflects the desire to build on current strengths with an eye to an even stronger future. This unwritten profile identifies the faculty who would thrive at Plymouth State: they would be dedicated to their own scholarship; they would have an interactive approach to education; they would take a constructivist, growth-process approach to knowledge building in the classroom; they would be eager to make use of technological capabilities; they would express a desire to work in a school of this size; and they would believe they would be happy in this geographical location. See the discussion in chapter five, Faculty.

STUDENTS AND
THE LEARNING ENVIRONMENT

Programs, location, and cost are the strong attractions for new students, and visits to the school reinforce these ideas in the minds of potential students. The mission accurately describes a desire to build a learning community. Small class size and personal attention are qualities that our students value. The most recent Noel-LeVitz Report verifies this (Exhibit 1.6: Noel-LeVitz Report). For both academic and recreation reasons, one part of our identity is tied to our fortunate location in the White Mountains with its many opportunities for outdoor recreation and sports management studies. See chapter six, Student Services, for a discussion of student services and their effect on the learning environment.

Our facilities and technological infrastructure, as described in chapter seven, Library and Information Resources, and in chapter eight, Physical Resources, are also strengths.

IS101: Introduction to the Academic Community, the one-credit course required for all new students, helps to introduce the mission, goals, and general education program.

Plymouth recognizes the value of exposing students to a wide variety of ideas and cultures, not only for the enrichment this brings to the student but also for the value it adds to the academic community. Our geographic location and state demographics make this a challenge. Nevertheless, diversity is an important goal further discussed in chapter six, Student Services, and also in chapter eleven, Integrity.

SERVICE TO STATE AND COMMUNITY

The 1993 NEASC visiting team expressed concern that the faculty might not be fully committed to outreach and service to the community (Exhibits 1.7 and 1.8: 1993 and 1998 NEASC Evaluations). This attitude has changed. Still, the institution might do a better job of promoting a campus-wide awareness of the considerable amount of activity in these areas. Most departments have embraced some form of outreach or service.

A considerable amount of professional consulting occurs among the faculty, and some faculty have written grants to develop local educational programs. For example, the “Mind-flight” program helps local middle school students during summer sessions, and a variety of non-credit courses cover areas of interest to community members. Additionally, some faculty are active in speaker programs such as the New Hampshire Humanities Council. There are well-established professional development school partnerships. Faculty members also make presentations at local schools and offer their expertise as consultants. There are many more examples. Outreach needs to be more explicitly stated in the mission statement.

In addition to faculty efforts, Plymouth State serves the community through numerous educational, sporting, and cultural opportunities. A few of these opportunities include: a library open to the public, periodic planetarium programs open to the public, year-round cultural programs at the Silver Cultural Arts Center, and public access to sporting and recreational facilities.

STRATEGIC PLANNING AND EVALUATION

In 1997, the president charged the planning committee to come up with an institutional vision using the mission statement as a starting point. In January of 1999, the committee established the
overarching commitments of strengthening the academic focus of the student body, increasing public recognition of the institution's achievements and contributions, and building on our historic tradition of campus community.

The dynamic strategic plan (Exhibit 1.3) includes specific annual goals based on four "value themes": 1. Enhance student achievement, success, and satisfaction; 2. Nurture academic vitality; 3. Maintain and build community; and 4. Develop and implement value-centered resource management. These themes obviously grew out of the current mission statement. Still, there is a need to look at, and periodically to revise, the mission statement itself in order to reflect the changing needs and goals of the institution, and in order to let the public know of them.

The planning committee sponsors annual planning days to examine and evaluate progress. The results of the planning days are available to the campus (Exhibit 1.9: Planning Day Documents).

The close connection between the mission statement and the strategic plan make the planning committee the logical group to examine the statement and propose revisions. For a discussion of planning and evaluation activities, see chapter two.

PROJECTION

THE MISSION STATEMENT

The excessive length and the unnecessary detail of the 1991 mission statement have motivated a revision process [spring 2002]. The proposed mission statement (Appendix A) has been presented by the Planning Committee for campus deliberation. It is briefer, gives an idea of wide institutional audience, stresses lifelong learning, encompasses all campus functions, and stresses the value of the institution to the community.

Undoubtedly, the new mission statement will undergo continued revision by the Planning Committee and the faculty. Nevertheless, the process of adopting a new mission statement is well underway.

INSTITUTIONAL IDENTITY

The demographic of high school graduates points to rising interest in Plymouth State for the balance of this decade. We continue to be responsive to demand. The new Criminal Justice and Communications majors are examples of this.

The issues of the general education program and those relating to the number and complexity of the programs and options are more fully developed in chapter four, Programs and Instruction.

The more stringent entrance standards will improve our academic reputation.

Plymouth is aware of the value of its location and facilities.

FACULTY

The efforts described in chapter five, Faculty, will continue to strengthen the claims made by the mission statement.

STUDENTS AND THE LEARNING ENVIRONMENT

The Admission Office and Continuing Education Division interpret all indicators to show an ongoing interest in Plymouth among traditional aged students through the rest of this decade. At some point during this period, given the similarity of applicants from year to year, the improved admission standards will appropriately reach a plateau. However, the resulting rise of academic entrance standards will assist the mission as it relates to enhancing the learning environment and the institution's reputation.

It is our hope that the combination of planning efforts and higher admission standards will continue to strengthen the perception of Plymouth State as having high value for its cost.

Financial resources are always a challenge; however, careful planning efforts indicate that facilities, the library, and the technological infrastructure will continue to be assets to the learning environment. These issues are all discussed in chapter nine, Financial Resources; chapter eight, Physical Resources; and chapter seven, Library and Information Resources.

Initiatives already underway will marginally improve student diversity, but this area still needs more attention.

Institutional Self-Study
SERVICE TO STATE AND COMMUNITY

The firmly established service mission will strengthen in the future. Service to state and community is sure to be a strong element in the new mission statement. This will better reflect current efforts, and it will help draw awareness to our commitment to service.

STRATEGIC PLANNING AND EVALUATION

Using the strategic plan to develop goals spurs progress and forces us to re-examine programs and, in turn, to refine the mission statement itself.

We take pride in our planning activities, and, while the strategic plan grew from the mission statement originally, we recognize a need to re-evaluate the mission more frequently in order to ensure congruence. Since the planning committee was specifically charged with rewriting the mission statement, that committee will probably make such a review a part of its regular duties. By doing this, a systematic review of the mission statement will become a reality.
CHAPTER 2:
PLANNING AND EVALUATION

DESCRIPTION

INSTITUTIONAL PLANNING AND EVALUATION

Institutional Planning Activities
The Faculty Handbook charges the planning committee with developing "...a set of plans for the college's future, to evaluate the effectiveness of such plans as they are carried out, and to deliver reports to the college community." During the mid 1990s the planning committee developed a multi-year comprehensive strategic plan replacing the previous approach of year-to-year planning. It spent several years developing a comprehensive plan titled Our Strategic Plan*.

* Our Strategic Plan
http://www.plymouth.edu/psc/cpc/cpc/home.htm

In February 1999 the committee presented the first version of the strategic plan to the campus, and it sent specific requests drawn from the plan to the appropriate division directors, department chairs, and committee chairs. Each responded to the planning committee with results indicating task completion or plans for how the task was to be addressed. The Strategic Plan with Report Summaries* includes their responses.

*Strategic Plan with Report Summaries
http://www.plymouth.edu/psc/cpc/cpdsumm.htm

* Strategic Plan Updates
http://www.plymouth.edu/psc/cpc/cpd3titi.htm

In spring 2000, at the request of the planning committee, the college created the Campus Budget Committee* and charged it with making biennial budget recommendations to the president that would further the goals of the strategic plan. For making decisions, the committee relies on information provided by both the Financial Affairs office and the Institutional Research office* as well as on qualitative and quantitative data provided by other campus divisions, departments, and offices.

* Campus Budget Committee website
http://www.plymouth.edu/psc/cbc/home.htm

*Institutional Research Office website
http://www.plymouth.edu/psc/fr/index.htm

The College Planning Committee and the Campus Budget Committee account for the major portion of institutional planning activities. Since their memberships represent most campus constituencies, the planning and budget committees manage to consider most planning and resource concerns.

Institutional Assessment Activities
Institutionally, planning efforts make use of information provided by the Institutional Research office such as those available in the Factbook*, and also of national benchmarking programs such as the National Survey of Student Engagement and Education Benchmarking, Inc.

* Factbook Web site
http://www.plymouth.edu/psc/hr/factbook/index.htm

In 1997, Plymouth employed Noel and Levitz for assistance in determining enrollment potential. The Noel-Levitz report (Exhibit 2.1) made specific recommendations. Among them were: improving marketing and publications, improving recruiting procedures, distributing financial aid to high school students in the first quartile, strengthening academic advising systems, and improving customer service. As a result, numerous changes, described below in Divisional Planning and Evaluation, have taken place.

In January 1999, the president appointed an assessment taskforce to inventory current assessment activities, to investigate best practices
in assessment, to review campus-wide assessment programs at comparable institutions, to solicit faculty and staff input in identifying PSC-specific learning outcomes, and to develop and recommend an administrative structure for our assessment program.

The Assessment Taskforce made specific recommendations in April 2000. These were reported in the Final Report of the Assessment Task Force*.

* Final Report of the Assessment Task Force
http://oz.plymouth.edu/~wwd/finallreport.htm

In 2001 and 2002, randomly selected first-year and senior students participated in the National Survey of Student Engagement.

Recognizing the importance of determining institutional effectiveness and following the recommendations of the Assessment Task Force, the president and the vice-president for Academic Affairs created the Office of Institutional Research. They appointed a director in the fall of 2001 who has provided a much-needed central office for the collection, analysis, and dissemination of data.

In June 2002, the associate vice-president for Undergraduate Studies assumed oversight of institutional assessment. She established an Assessment Advisory Group and initiated plans to determine institutional effectiveness through the development and support of campus-wide assessment activities*.

* Institutional Effectiveness Web site
http://www.plymouth.edu/psc/assessment

DIVISIONAL PLANNING AND EVALUATION

Financial Affairs
The Office of Financial Affairs coordinates several operations (Exhibit 2.2: Plymouth State Organizational Chart). Among the office’s planning and evaluation activities are participation in the University System of New Hampshire’s Master Plan for Capital Projects, coordinated planning for campus-wide information technology, deferred physical and plant maintenance planning, the planning of academic space, and annual departmental planning.

Chapter nine, Financial Resources, describes the roles of the Faculty Resource and Budget Committee and the Campus Budget Committee in developing a new allocation process. That chapter also outlines numerous assessment activities directly supporting departmental planning processes, including discussions of the planning activities of the planning committee, the Campus Budget Committee, and the administration.

The Computer Advisory Board developed a long-range technology plan, written initially in 1998 and revised for 2001-04*. The plan addressed eight major goals: assessment, plan creation, policy development, funding, access, integration, competence, and awareness. The board will revisit the plan annually to ensure concurrence with rapidly changing technological and higher education advancements.

* Computer Advisory Board Long Range Plan 2001-2004
http://oz.plymouth.edu/~shurrell/Planning/CABLRP.doc

Academic Affairs
Academic departments design plans following a template provided by the vice-president for Academic Affairs. This template allows departments to do bottom-up planning while maintaining connections to the value-themes and goals expressed in the updated strategic plan.

During the academic year 2000-01, all academic departments developed program plans directly linked to the mission as well as to our strategic plan (Exhibit 2.3: Academic Department Strategic Plans).

Chapter five, Faculty, goes into greater detail regarding faculty and department evaluation.

Taskforces
Plymouth creates taskforces when situations occur requiring special attention and decision-making. For example, in 1996 the Executive Council recommended a special taskforce to review the curriculum. The volume of curricular items the Curriculum Committee was then dealing with made it impossible for members to take on this review. The Executive Council created an ad hoc group, known as the Curriculum Resource Group, which studied curricular issues, performed a number of assessment activities, and made recommendations for program refinement. See chapter four, Programs and Instruction.

In 1997, the Curriculum Resource Group administered an alumni survey to determine the effectiveness of our general education program. The survey was administered to graduates five years after degree completion. The results of this survey and two additional surveys conducted by a general education taskforce served as the basis

Institutional Self-Study
for re-examining the general education program. Exhibit 2.4, Semester-by-Semester Chronology, outlines the taskforce’s action. Their considerable efforts culminated in the proposal of a new general education program called the Compass Program.

General Education Taskforce materials
http://www.plymouth.edu/psc/undergrad/GenEd/taskforce/supportmaterial.html

Another example of the taskforce approach to immediate short-range planning led to the development of the Criminal Justice Program (Exhibit 2.5: Development of the Criminal Justice Program). Here the institution formed a taskforce to develop a criminal justice curriculum and degree in response to a report from Admissions that this was the most requested program not being offered.

Evaluating Academic Programs
Evaluation of academic programs varies and depends upon the nature of the discipline as well as upon requirements of external agencies such as state department and specialized accrediting organizations.

Examples of assessment activities abound in every academic department and include such activities as: incoming student evaluation of math skills (Exhibit 2.6, page 58 of the College Catalog); writing assessment for education majors; performance auditions for music and music education majors; formative assessment such as juried student art shows, recitals, and theater productions; student focus groups in education; physical fitness exams in health, physical education, and recreation; summative assessment including such endeavors as senior research projects in psychology and physical education or exercise science; internships, practica, and field experiences in most departments; review of national licensing and certification examination results in athletic training; and, in some programs, graduate and employer surveys.

In spring 2002 the Council of Teacher Education administered a survey to fifty-five student teachers. The survey*, designed by Educational Benchmarking, Inc., asked teachers to assess the extent to which their programs had prepared them for teaching. Educational Benchmarking, Inc. provided a detailed analysis of the survey results, including a comparison of the responses of Plymouth student teachers to those from seventeen other institutions in our Carnegie class. The surveys will be administered to student teachers each semester, and the Council of Teacher Education will weigh the results in determining program improvements. On the same day the surveys were administered, cooperating teachers met in focus groups with teacher education faculty to discuss areas in which they felt the students were well prepared and areas in which they felt they were less well prepared.

Council of Teacher Education Survey
http://www.plymouth.edu/psc/assessment/ed.htm

Also, in spring 2002, the Council of Teacher Education developed and piloted on-line surveys of recent graduates, cooperating teachers, and school administrators who have hired Plymouth graduates. The surveys asked respondents to rate the knowledge and skills of graduates of our certification programs. The revised surveys will be administered each semester. The Division of Graduate Studies sends out surveys to all graduating candidates to assess their satisfaction with the program. Program coordinators analyze the surveys for discussion and feedback.

Similarly, the Computer Science Department has developed an exit survey, an alumni survey, and an employer survey to determine attitudes regarding satisfaction with the curriculum, satisfaction with faculty, availability of educational resources, and preparedness for the workforce. Using assessment results, the department has made specific program changes.

In addition to graduate and employer surveys, the Athletic Training program conducts comprehensive cognitive and psychomotor exams of its graduating students. Additionally, this program takes advantage of an entry-level requirement for national certification and state licensure by receiving annual results of all Board of Certification, Inc. examinations of its students. Program faculty review annually the results of the surveys, in-house examinations, and national certification exams, and they recommend specific program changes to the academic department. This process of annual program review began in 1995.

Refer to the Institutional Effectiveness Website* for more information on department specific evaluation.

* Institutional Effectiveness website
http://www.plymouth.edu/psc/assessment/IE.htm

Chapter 2: Planning and Evaluation

Plymouth State University
Student Affairs

Student Affairs is in charge of departments that recruit, socialize, house, feed, and protect students (Exhibit 2.2: Organizational Chart). This division has a well-developed planning and evaluation process. Departments within this division develop annual plans using goals from the strategic plan as directives or guidelines with listed priorities (Exhibit 2.7: Student Affairs Division—Annual Departmental Strategic Plans 2001-2004).

Assessment efforts and techniques of the Student Services divisions are well recorded in chapter six, Student Services.

INSTITUTIONAL ADVANCEMENT

Institutional Advancement routinely evaluates its progress toward meeting the institution’s goals. Several assessment projects have proven valuable to this division, most notably, the Noel-Levitz report (Exhibit 2.1) and the OBGE Communications report. See chapter ten, Public Disclosure.

The Office of Public Relations created a communication plan, prompted by the strategic plan which specifically mentioned upgrading Plymouth Magazine, creating a strong visual image by designing a new logo; making better use of the Web as a marketing tool; and contracting for the production of the admission publication package.

APPRAISAL

INSTITUTIONAL PLANNING AND EVALUATION

Institutional Planning Activities

Intensive strategic planning has promoted a culture of evidence-based decision making. Planning days, organized by the planning committee, have broadened participation by allowing non-committee members the opportunity for input and feedback.

The Campus Budget Committee’s formation has begun connecting resource allocation to planning. The steep learning curve for the Campus Budget Committee means that much needs to be mastered in order to move from incremental to value-based budgeting. Values must be accepted as directives for decision making, and people must be willing to make the difficult decisions of funding what they value as opposed to merely increasing the current budget.

Institutional Assessment Activities

The director of Institutional Research provides the needed reports regarding issues of retention, academic difficulty, time-to-degree, admissions, enrollment, financial aid, human resources, library, physical plant, and residential life.

As a result of the Noel-Levitz report, numerous improvements were made to our marketing and publishing activities, financial aid distribution, academic advising, and student services. See “Institutional Advancement” later in this chapter, and refer to chapter ten, Public Disclosure, for a description of marketing and publication initiatives. Regarding financial aid distributions, an initiative for extending financial aid to first quartile prospective students has improved both enrollment numbers and the quality of students.

Plymouth has achieved, or is well on the way to achieving, virtually all of the Assessment Task Force recommendations. However, we lag behind in the development of a comprehensive campus-wide assessment plan. The creation of the Assessment Advisory Group and the Institutional Research Office has centralized assessment processes and brought professionalism to assessment planning, collection, analysis, and distribution. The advisory group and the Institutional Research Office will make recommendations regarding specific assessment activities, and they will provide assistance to academic departments as they create and implement program assessment plans.

DIVISIONAL PLANNING AND EVALUATION

Financial Affairs

The division of Financial Affairs has the benefit of the new Banner Financial System, and it liberally uses the powerful report generation capabilities of this system in its planning efforts. Additionally, monthly budget reports aid the cabinet in short-range planning efforts.

The vice-president for Financial Affairs continues to work with the Campus Budget Committee and the Faculty Resource and Budget Committee to implement the Value-Based Budgeting model.
Plymouth's long-range technology plan called for assessing the effectiveness of capital spending and for developing an assessment plan for Computer Advisory Board proposals. These goals appeared in the original 1998 plan and were reiterated among the eight major goals of 2001-2004. A subcommittee of the Computer Advisory Board met and prepared a relevant preliminary report (Exhibit 2.8: Preliminary Report to the Computer Advisory Board from the Assessment Subcommittee).

**Academic Affairs**

Consistent and continued emphasis on using a variety of measures of student learning has helped to evaluate and shape academic program design. See chapter four, Programs and Instruction, for an overview of the planning process and curricular change.

While the Curriculum Resource Group and the General Education Taskforce conducted surveys in 1998 and 2000 respectively, there has been no ongoing assessment of the general education program despite the May 6, 1998 faculty vote to make regular assessment of general education courses part of each department’s program review.

Several areas in Academic Affairs have ongoing planning and assessment procedures as well as annual review processes geared to improving programs. However, the first major evaluation weakness includes the absence of written program goals and assessment plans for each academic program, the second relates to the absence of a coordinated process ensuring such assessment and evaluation takes place.

As part of its National Council on the Accreditation of Teachers of Education re-accreditation effort, the Council of Teacher Education has developed a Unit Assessment System and plans to implement it over the next two years. The system addresses the assessment of teacher education candidates, faculty, and programs, and it identifies key benchmarks for collecting and interpreting data.

The technology based Unit Assessment System incorporates multiple loops for feeding data back to the Council of Teacher Education as a whole as well as to individual teacher certification candidates. It is the council's hope to establish a comprehensive system that will encourage the evaluation and improvement of candidates, faculty, and programs, based on the systematic collection of relevant information.

Because this represents a shift in the assessment culture between the Council of Teacher Education and the Office of Teacher Certification, the assessment development process has been slow, and implementation may take some time. The council is thoroughly committed to the process, however, and has embraced this move toward more systematic and thorough assessment.

**Student Affairs**

The student affairs division has a well developed strategic planning process that starts with goal development. The departments hold themselves accountable for goal achievement and continuously evaluate programs and services.

As a direct result of planning and assessment activities, the Student Affairs division has implemented numerous changes since our last NEASC visit. Chapter six, Student Services, details Student Affairs programming and development efforts.

**INSTITUTIONAL ADVANCEMENT**

Institutional Advancement develops divisional goals and objectives in response to multiple forms of assessment activities. Two such activities were the Noel-Levitz and the OBGE Communications, Inc. reports. The major findings of these reports prompted operation improvements. For example, in response to these and other reports Plymouth created two new positions, a vice-president for Institutional Advancement, and a director of Public Relations. See chapter ten, Public Disclosure.

The Office of Public Relations has continued to move toward achieving the goals outlined in its 2001 plan. *Plymouth Magazine* has been upgraded from a two-color publication to full-color. A new advisory board helps with the review process and with developing ideas for continuously improving the magazine. A readership survey, which will guide us in future planning, is currently underway.

As is true on most campuses, Information Technology Services managed the institution's website. As the Web expanded its possibilities as a marketing tool it became evident that Informa-
Institutional Technology needed assistance from the public relations office for graphic and content support. Information Technology (a branch of the Financial Affairs division) and Public Relations (a branch of the Institutional Advancement division) developed a plan for a dedicated staff position, a Webmaster, to develop and administer Web policies and procedures. A planning committee will be appointed to review Web development issues.

In the area of admissions publications, we awarded the contract for producing the admission package to Creative Communication of America. Beginning in late summer 2002, Creative Communication of America conducted student focus groups and individual interviews with students, faculty, staff, and high school juniors and seniors from some of Plymouth’s top feeder schools. It will use the information from these efforts to develop the theme of the publication package. Creative Communication of America will annually assess how successful the publications are at recruiting students and make adjustments as necessary.

**PROJECTION**

---

**INSTITUTIONAL PLANNING AND EVALUATION**

Because of its evidence-based decision making emphasis, a continued commitment to our strategic planning will assist in clarifying and achieving goals and objectives. The planning committee realizes that the coordinated effort that took place in 1999-2000 has not been carried through to the revised version of the strategic plan, and it intends to re-engage the campus this year [2002].

Nurturing academic vitality, a value-theme of the updated *Strategic Plan*, ought to guide the organization and management of campus committees as well as other activities. Faculty, staff, and students need to recognize when and where factors causing frustration exist and to intervene when stress-reactions, such as a fall-off in active engaged participation, begin to have a negative effect.

**Institutional Assessment Activities**

The Assessment Advisory Group will continue to serve as a resource for assessment activities. Although it may have been a little slower than most would have liked, the advisory group has now completed or implemented all of the April 2000 recommendations of the Assessment Task Force*.

Clearly, resources must be devoted to the important activities of evaluation and program review. Ongoing assessment will require additional financial resources for printing, mailing, data-entry of locally developed tools, participation in nationally recognized benchmarking activities, program specific examinations, and other valid and reliable assessment tools.

* Final Report of the Assessment Taskforce  
http://oc.plymouth.edu/~wwf/finalexport.htm

**DIVISIONAL PLANNING AND EVALUATION**

**Financial Affairs**

As value-based budgeting catches hold on campus it will have a direct impact on planning. The Faculty Resource and Budget Committee and the Campus Budget Committee should continue to play a vital role. The Banner finance system will be an asset to the entire campus and particularly to the vice-president for Financial Affairs, the Campus Budget Committee, and the Faculty Resource and Budget Committee. The ease of generating reports and the unique capabilities of the software will provide departments with data previously impossible to extract, and it should assist departments in developing more careful budgeting processes.

Ever increasing Information Technology Services support-needs continue to be a challenge, and their strategic plan requires continual revisiting. To facilitate this, the institution is currently investigating a new process for information technology planning—a process more integrated with the current institutional strategic planning model and its related assessment mechanisms.

**Academic Affairs**

The General Education Committee is reviewing the assessment procedures approved by the faculty in 1998. Assessment activities will begin by the end of this year [2002].
The Council of Teacher Education’s development and implementation of a new assessment system is a massive undertaking. It would be helpful to have a director for assessment who could supervise the coordination of the full implementation and continued refinement of the system, as well as oversee the National Council on the Accreditation of Teachers of Education accreditation efforts and accreditation efforts in general.

Academic departments are developing program goals and intended student outcomes for each major and program. During the spring semester of 2003, academic departments will develop assessment plans to include: means of assessment, criteria for success, and a process for when and how data will be used for program improvement.

Beginning in the fall of 2003, academic departments will begin implementing their assessment plans. From then on, departments will provide the office of the vice-president for Academic Affairs with the summarized results, recommended program improvements, revised department goals, and intended student outcomes.

We are hopeful that the new Banner student management system will provide easier access to data, thereby assisting the information resources director and others with reports and analysis.

* Institutional Effectiveness Web site
http://www.plymouth.edu/psc/assessment/IE.htm

**Student Affairs**

All departments within the Student Affairs division participate in planning and evaluation, routinely carrying out assessment activities as part of their regular planning process. See chapter six, Student Services. The other departments within this division should continue to evaluate achievement of their missions and update department plans based on results.

**Institutional Advancement**

The Institutional Advancement division will continue to work toward achieving the recommendations from the Strategic Plan, which include establishing goals for the annual fund, major gifts, planned giving, and increased alumni involvement initiatives.

**CHAPTER TWO DIRECTORY**

Academic Affairs, Vice-President
Virginia Barry vbarry@mail.plymouth.edu x2230
Assessment Advisory Group
Julie Bernier jbernier@mail.plymouth.edu x2235
Assessment Task Force
Julie Bernier jbernier@mail.plymouth.edu x2235
Campus Budget Committee
William Crangle bcrangle@mail.plymouth.edu x2550
College Curriculum Committee
Robert Miller rmiller@mail.plymouth.edu x2953
College Planning Committee
Barbara McCahan bmcclahan@mail.plymouth.edu x2578
Computer Advisory Board
Kurt Schroeder kschroed@mail.plymouth.edu x2213
Council of Chairs
Todd Trevorrow tt@mail.plymouth.edu x2817
Council of Teacher Education
Patricia Cantor pcantor@mail.plymouth.edu x2381
Dean of Students
Tim Keefe tkefe@mail.plymouth.edu x2206
Financial Affairs, Vice-President
William Crangle bcrangle@mail.plymouth.edu x2550
Executive Council
Katherine Donahue kdonahue@mail.plymouth.edu x2424
Faculty Resource and Budget Committee
David Kent davidk@mail.plymouth.edu x2410
General Education Taskforce
Daniel Moore dmoore@mail.plymouth.edu x2525
Institutional Advancement, Vice-President
Retha Fielding rfielding@mail.plymouth.edu x2722
Institutional Research, Director
Nick Mathis nickm@mail.plymouth.edu x2212
Judicial Affairs, Coordinator
Bobbi Jo Watkins bwatkins@mail.plymouth.edu x2206
Orientation Committee, Dean of Students
Tim Keefe tkefe@mail.plymouth.edu x2206
President of the College
Donald Wharton dwharton@mail.plymouth.edu x2210

Chapter 2: Planning and Evaluation
CHAPTER 3:
ORGANIZATION AND
GOVERNANCE

DESCRIPTION

Plymouth’s organizational and governance structure includes the University System of New Hampshire (USNH) Board of Trustees; the principal administrators (the cabinet); the faculty; the faculty Executive Council; the Operating Staff (OS) Senate; the Professional, Administrative, and Technical Staff (PAT) Senate; the Student Senate; and a variety of committees and advisory councils.

THE UNIVERSITY SYSTEM
BOARD OF TRUSTEES

In 1963, the New Hampshire General Court placed the University of New Hampshire, Plymouth State, and Keene State College under a single governing authority, the University System of New Hampshire Board of Trustees. The College for Lifelong Learning and UNH-Manchester were subsequently incorporated into the system. The USNH Policy Manual* states the board’s function and authority. The manual also contains all of the board’s formally adopted regulations and policies applicable to the system’s colleges.

The board elects its own officers annually, including a chair, vice-chair, secretary, treasurer, and legal advisor. Its standing committees, such as Programs and Services, External Affairs, and Financial Affairs, work with appropriate system officers to develop and implement policy.

The faculties of the University of New Hampshire, Plymouth, Keene, and the College for Lifelong Learning send elected representatives or appointed observers to the full meetings of the board in order to keep their campuses informed.

They also send representatives to the trustee’s Financial Affairs Committee and Programs and Services Committee.

*http://asnholpm.unh.edu/
University System of New Hampshire Policy Manual

THE UNIVERSITY SYSTEM OF NEW HAMPSHIRE

The chief executive officers of the University System of New Hampshire, known collectively as the Administrative Board, include the system chancellor and the presidents of the University of New Hampshire, Plymouth State University, Keene State College, and the College for Lifelong Learning. Acting with authority granted by the legislature, this group coordinates financial, personnel, and academic policy among the campus units.

The Administrative Board monitors policy and procedure, and it assists campus presidents in discharging their duties. Overall, the Administrative Board seeks to balance maximum institutional initiative and responsibility within a unified system organization.

The System Academic Planning Council (SAPC) hears all academic program additions or deletions proposed by the separate campuses prior to sending them to the trustees. This provides system-wide coordination of programs and minimizes duplication.

THE PLYMOUTH STATE ADMINISTRATION

The USNH Policy Manual delegates authority to the Plymouth administration (USNH Policy Manual, PSC.III.A.2.1).

The administrative organization is pictured in the chart titled “Organizational Structure,” (Exhibit 3.2 and p. xvi) and each officer’s responsibilities are stated in the Faculty Handbook.
FACULTY GOVERNANCE AUTHORITY AND THE FACULTY EXECUTIVE COUNCIL

Under the president’s leadership, and subject to approval by the Board of Trustees, the faculty have jurisdiction over all academic policy matters not otherwise prescribed by the trustees (Faculty Handbook, Section II.G.I). The general meetings of the faculty, presided over by the faculty speaker and held at least twice a semester, approve academic policies generated by faculty committees, and also serve and advise the president on other matters.

Article XI of the faculty by-laws* describes the titles and duties of all faculty committees. These committees generate and oversee academic policies, including admissions policy, curriculum, academic standards, and the general education program. The faculty elect an Executive Council, which meets twice a month each semester and serves as the coordinating body and communication center for the work of all faculty committees.

*Faculty By-Laws
http://www.plymouth.edu/pse/acadaff/facbylawsnov02.doc

There is no faculty senate. The faculty exercises their voice on academic policy matters through meetings of the faculty as a whole. Detailed faculty involvement in academic policy issues comes through the work of the many faculty committees. Eight principal-policy-making faculty committees create or review policy. They are: Academic Standards, Admissions Policy, Athletic Council, College Planning, Continuing Education, Curriculum Committee, Faculty Welfare, and General Education. Students and Professional and Technical staff serve on nearly all committees, often as voting members (Exhibit 3.4: Committee and Council Memberships).

THE STUDENT SENATE

The student body has its own governance structure outlined in the Student Handbook*. The Student Senate elects student representatives to many key faculty committees.

THE PROFESSIONAL AND TECHNICAL STAFF AND THE OPERATING STAFF SENATES

The Professional and Technical Staff and the Operating Staff each has its own by-laws and senate (Exhibit 3.5: Professional and Technical Staff Handbook; Exhibit 3.6: Operating Staff Handbook). Most governing bodies elect observers to sit in on meetings of the others, facilitating communication among them.

ADVISORY COUNCILS AND AD HOC COMMITTEES

Advisory committees play an important role in communication and governance. Among the advisory committees are: Academic Advising, Distance Education, Faculty Budget and Resource, Faculty Handbook, Faculty Loan and Grant, Graduate Council, Information Resources, the President’s Commission on Diversity, and the President’s Commission on the Status of Women.

The Council of Chairs, made up of the chairs of each of the academic departments, meets regularly with the college president and vice-president for Academic Affairs.

PROMOTING UNDERSTANDING OF THE GOVERNANCE SYSTEM

Plymouth encourages active participation in governance. The printed handbooks and by-laws for each governing body are available to everyone to clarify organization and governance questions.

COMMUNICATION AND GOVERNANCE

Article IX. D. of the faculty by-laws requires that the “Agendas for all [Executive Council] meetings will be sent to all members of the Faculty. Minutes of all council meetings will be mailed [e-mailed] to the Faculty after each Council meeting for the purpose of increasing information exchange.”

The governance system allows for the communication of ideas and activities in a number of ways. Each of the eight principal-policy-making committees sends representatives to the Executive Council, which also includes ten elected faculty members. In addition, there are representatives from the Graduate Council, the Professional and Technical Staff Senate, and the Student Senate. The faculty representative to the university system’s Board of Trustees is also a member of the

Institutional Self-Study
Executive Council. At Executive Council meetings the various principal-policy-making committees report on the actions of their committees.

While the Executive Council makes final decisions on many matters, it sends issues deemed major to full faculty meetings for consideration and final vote. In addition, the by-laws make provision for faculty forums, which focus lengthy discussion on particularly important issues.

GOVERNANCE OF GRADUATE PROGRAMS AND OFF-CAMPUS SITES

The graduate faculty meets at least three times a year under the leadership of an elected graduate faculty speaker.

Governance of the graduate programs occurs under the leadership of the graduate faculty and the graduate faculty representatives and program coordinators. These representatives and coordinators come from every department with active graduate programs. Together they form the Graduate Council. The Graduate Council elects a chair each year. Its membership is described in the faculty by-laws. The Graduate Council may call special meetings to address curricular or policy items declared major.

Chapter four, Programs and Instruction, contains a further discussion of governance issues relating to the graduate programs.

Major committees of the Graduate Council include the Admissions Advisory Group, the Evaluation Advisory Group, and the Student Program Review Groups. The Admissions Advisory Group, also known as the Admissions Board, reviews candidates for graduate programs through the application of criteria established by the departments, the Graduate Faculty, and the Graduate Council. The Admissions Board consists of the coordinators for the M.B.A., the M.Ed., and the Certificate of Advanced Graduate Studies (C.A.G.S.) programs. As of July 1, 2001, the graduate program was reorganized into the Division of Graduate Studies, Continuing Education, and Outreach.

RESPONSIVENESS OF CAMPUS GOVERNANCE TO SPECIFIC NEEDS

The graduate and undergraduate committees of the faculty, professional and technical staff, operating staff, and advisory groups all keep the cabinet informed of progress regarding campus activities, concerns, and initiatives. With the mission in mind, the cabinet strives for consensus among the many constituencies mentioned above. The cabinet has the authority to martial resources in case of emergency or to address specific needs.

ASSESSING GOVERNANCE

The institution uses a variety of methods to evaluate its system of governance. Some of these methods tie in to the fabric of the function of the institution as a whole. The Planning Committee is particularly important in this regard. Committees themselves periodically review their roles and functions and present suggested changes to the Executive Council for its consideration and vote.

APPRaisal

THE UNIVERSITY SYSTEM BOARD OF TRUSTEES

The trustees of the University System of New Hampshire help to coordinate efforts among the state’s colleges. The election method described in the USNH Policy Manual insures fair representation on the board. In 2000, the university system’s Board of Trustees undertook an internal management review, the result of which was to delegate more authority to the campuses. The trustees affirmed that they were operating as a policy board and not as a management board. As judged by numerous conversations at all levels, Plymouth considers itself pleased and fortunate with the involved attention of the trustees.

THE UNIVERSITY SYSTEM OF NEW HAMPshire

Stephen Reno, chancellor of the university system, has recently changed the name of the Administrative Board to the Council of Presidents. He has improved the effectiveness of this body by splitting the meetings into two sessions. This split creates a period of executive session (during the first part of the meeting) providing the opportunity for the free exchange of concerns and ideas. Thus, the presidents and senior staff have an opportunity to discuss issues, concerns, and problems; to set administrative direction; and to voice
system imperatives, while preserving the sometimes necessary and appropriate privacy.

**THE PLYMOUTH STATE ADMINISTRATION**

The organization of the administration has changed since the 1993 NEASC visit. Titles of the Dean of the College, Dean of Student Affairs, Director of Public Relations, and Director of Financial Management have all been changed to Vice-President in line with corresponding titles at the other system institutions. The former position of director of Administrative Services has been eliminated and the roles of that office distributed among others. The position of vice-president for Institutional Advancement was created to consolidate public relations, legislative relationships, and advancement efforts. The management of facilities was shifted to the Office of the Vice-President for Financial Affairs.

In the Academic Affairs division, the position of Associate Vice-President for Graduate Studies, Continuing Education, and Outreach was created at the same time as the merging of the Graduate Studies and Continuing Education units.

For the first time since the early 1980s, Plymouth again has a director of Institutional Research. This is at least partly in response to a report from the Assessment Task Force citing the critical need for such an office.

**FACULTY GOVERNANCE AUTHORITY AND THE FACULTY EXECUTIVE COUNCIL**

Faculty governance used to involve meetings of the entire faculty. Now, faculty governance occurs, initially, at the Executive Council level. The Executive Council is made up of elected faculty and representatives from the eight principal-policy-making committees. Since the creation of the Executive Council fifteen years ago, the now less-frequent faculty meetings have become more focused, and they generally deal with more crucial or overarching issues affecting the entire campus.

An important change has occurred in the campus budgeting process with the creation of the Campus Budget Committee. This committee includes the members of a newly reconstituted Faculty Resource and Budget Committee as well as members of the professional and technical staff, operating staff, and student senate populations. Creation of this group opens the budget decision process in the broadest possible sense, permitting input and exchange at all stages of the process.

The principal-policy-making committees work within an explicit system of membership as described in article XI of the faculty by-laws. While there has been some discussion that the same few people are always serving on the committees, review of faculty memberships shows otherwise (Exhibit 3.7: Faculty Committee Membership List; Exhibit 3.8: Faculty Committee membership analysis). In fact, about an equal percentage of all faculty, of all ranks, and of all levels of seniority serve on the more than three hundred faculty committee positions. This representational diversity extends even to membership on the principal-policy-making committees.

**THE STUDENT SENATE**

Discussion with members of the Student Senate indicates a belief that the senate is active and effective. Their level of representation and involvement in campus organization and governance generally satisfies them. Their constitution and by-laws are up-to-date; and it is the usual practice for the student senators to receive copies at the beginning of each academic year.

Senate officers ask senators to serve on one or two committees. As voting members of these committees they have an active voice in governance.

**THE PROFESSIONAL AND TECHNICAL STAFF AND THE OPERATING STAFF SENATES**

The university system creates the Operating Staff (OS) handbook and keeps it up to date. The OS Senate has the authority to adapt by-laws to meet needs specific to our campus. Governance is a frequent item on the OS Senate agenda, and members express satisfaction with their level of control.

The much appreciated involvement and attention of the trustees has also helped the Operating Staff Senate find a stronger voice in campus governance.

Discussions with members of the Professional and Technical (PAT) Staff Senate also indicate a positive attitude regarding their level of involvement in organization and governance. Their handbook, like that of the Operating Staff, is produced at the university system level. Issues of campus governance are brought up about once a
year at their meetings depending on the perceived need.

New PATs receive a handbook from the Office of Human Resources.

ADVISORY COUNCILS AND AD HOC COMMITTEES

The faculty by-laws state, the "Executive Council shall...be the body through which the president and the faculty shall work to create ad hoc committees." This has not always been followed and has engendered concern among some faculty.

The Council of Chairs is an advisory group to the president and to the vice-president for Academic Affairs. The unique makeup of this committee helps with decisions and awareness of issues relating to all departments.

PROMOTING UNDERSTANDING OF THE GOVERNANCE SYSTEM

Active participation in the many committees, councils, and advisory groups, as well as information provided in the various handbooks for each campus constituency, help all campus employees and the Board of Trustees understand their respective roles.

A number of activities enhance the Board of Trustee’s knowledge of the mission and purposes: the president serves as a voting member of the board; several trustees serve on the President’s Council; Plymouth regularly hosts trustee’s meetings on the Plymouth campus; and the trustees and the chancellor attend commencement and other academic ceremonies.

COMMUNICATION AND GOVERNANCE

The president and the vice-president for Academic Affairs are ex-officio members of the Executive Council. This provides them an excellent opportunity to convey administrative reports to a core of key faculty members.

Having representatives from all the principal-policy-making committees on the Executive Council enhances communication among faculty. All faculty receive reports and minutes of the Executive Council meetings.

The minutes of the meetings of the Professional and Technical Staff Senate and of the Operating Staff Senate are also available to all on the Web, and there are representatives to and from each of the senates. Monthly reports sent via e-mail are an important and useful communication method.

GOVERNANCE OF GRADUATE PROGRAMS AND OFF-CAMPUS SITES

The graduate programs are evaluated through accreditation reports; course evaluations; coordinator reviews at various committees and at the Graduate Council; and by the graduate faculty. The programs are discussed more fully in chapter four, Programs and Instruction.

Periodic reports are given to the education and business departments throughout the year as well as to the four Graduate Council committees: the Admission Advisory Group, the Evaluation Advisory Group, the Students Program Review Groups, and the Distinguished Teacher Selection Committee. The vice-president for Academic Affairs works with her associate vice-presidents to review program enrollments, policy, curricula, and current practice.

RESPONSIVENESS OF CAMPUS GOVERNANCE TO SPECIFIC NEEDS

Frequently Plymouth has been able to demonstrate its ability to act quickly (and sometimes outside the governance system) as need arises. A decision must sometimes be made either to work within an existing committee, for example, or to create a new taskforce. The General Education Task Force comes to mind as an example. Additional positive examples of our ability to respond include the rapid responses to the fire in Blair Hall, the fire in Seavey Hall, the inclement weather policy, and the issue of arming campus police.

ASSESSING GOVERNANCE

The faculty, through the Executive Council, undertook a thorough review of their governance structure and by-laws in 1991-1992. This resulted in many proposed revisions at that time.

The 2001 Faculty & Staff Satisfaction Survey (Exhibit 3.9) indicated positive feedback regarding recruitment; retention; turnover; compensation; performance and job expectations; training and development; supervision and management; promotion opportunities and career development; work environment; communication; policy and procedures; and diversity.

The Planning Committee has representatives from all of the senates. The president has em-
powered its members to be guided by the mission statement in creating and maintaining a strategic plan connecting market analysis, curriculum, and budget. In the words of the 2001 Planning Committee chair, Barbara McCahan, "The Planning Committee, by maintaining the strategic plan, gives governance direction and guidance. The involvement of all of the necessary constituencies on this committee allows a larger perspective for both the accomplishment of the mission and for the communication necessary to help achieve it."

Finally, there is a faculty Administrator Evaluation Committee, which permits faculty to comment anonymously on the performance of the principal administrators.

PROJECTION

THE UNIVERSITY SYSTEM BOARD OF TRUSTEES

The Board of Trustees is placing new emphasis on partnerships and cooperation among the university system colleges. The board has committed itself to a more visible and active role in public advocacy.

THE UNIVERSITY SYSTEM OF NEW HAMPSHIRE

The Board of Trustees has favorably received Chancellor Reno's restructuring of the Council of Presidents. This restructuring has already begun to bear fruit in terms of efficiency.

THE PLYMOUTH STATE ADMINISTRATION

Plymouth also favorably received the recent restructuring of the administration mentioned above in the appraisal section. Plymouth expects positive outcomes through a more structured and focused cabinet. Of particular merit is the effort of Vice-President for Academic Affairs Virginia Barry, who has revolutionized and revitalized that office.

FACULTY GOVERNANCE AUTHORITY AND THE FACULTY EXECUTIVE COUNCIL

Currently, despite concerns about attendance and participation, the faculty meetings draw more or fewer attendees depending on the perceived seriousness or emotional involvement with the issues under consideration.

The faculty will continue to enjoy considerable control over academic issues.

The Faculty Handbook is currently [2002] being edited, and a new edition should be available soon. An online version would be useful and more easily updateable. [The by-laws have been made available on-line since this chapter was written.]

Data regarding faculty, professional and technical staff, and operating staff committees, along with impressive council and advisory board participation, illustrate a remarkable amount of representation, if not engagement, in the organizational and governance structure. This level of involvement will probably continue.

However, Plymouth is not unaware of the possible drawbacks of so many committees and of so many people serving on them. Not the least of these is the fact that many who serve from the administration in an ex-officio capacity are required to spend an inordinate amount of time in meetings.

STUDENT SENATE

The Student Senate is active and operates efficiently and effectively on self-generated issues. However, student participation on faculty committees has always been problematic. As mentioned in exhibit 3.8, there are fifty-two voting student positions on faculty committees, but student attendance at meetings is variable. The issue merits more discussion with the Student Senate to see if they might suggest a solution.

THE PROFESSIONAL AND TECHNICAL STAFF AND THE OPERATING STAFF SENATES

Regarding cost containment measures, the increased involvement and attention of the president, and the Board of Trustee's request for input has added to the operating staff's feelings of involvement and to the importance of their role in organization and governance.

ADVISORY COUNCILS AND AD HOC COMMITTEES

Advisory councils and ad hoc committees continue to have a role in organization and governance within the boundaries of the concerns listed above in the appraisal section.
PROMOTING UNDERSTANDING OF THE GOVERNANCE SYSTEM

All of the handbooks and by-laws of the governing bodies are distributed to new employees, or they are available on the Web. The soon to be available revised Faculty Handbook will address this deficiency for the faculty.

COMMUNICATION AND GOVERNANCE

The president created the Campus Constituency Group (CCG) specifically to increase opportunities for communication. The members report on issues of importance to their constituencies and seek cooperation and support. When it sees a need to communicate at the highest level, the CCG meets with the cabinet and the Administrative Council. This committee is new but promises to be useful. It’s worth noting that some of the members of the CCG regard their presence as an inefficient use of their time while others regard this as a major communication advance. The observation that some should be present because of what they have to offer rather than what they might gain is inescapable.

We hope that communication in the future will continue on the many levels at which it is already taking place. The creation of the Campus Constituency Group, the many representatives to various committees, e-mail, and the various administrator reports all bode well.

GOVERNANCE OF GRADUATE PROGRAMS AND OFF-CAMPUS SITES

Since the organizational structure of the graduate programs is new, there is no immediate plan to revise it. The recent reorganization appears to have addressed earlier concerns, and within a few years we’ll have a better sense of its overall effectiveness.

The reorganization of the graduate division has fostered more collaboration on outreach initiatives and collaborative advertising, purchasing, schedule development, and institute offerings. The movement of the various components of the graduate division into one facility should facilitate communication across departments. This first year, evaluation of this organization has been ongoing through division staff meetings, division retreats, and monthly communication with the vice-president for Academic Affairs.

RESPONSIVENESS OF CAMPUS GOVERNANCE TO SPECIFIC NEEDS

The successful track record of responsiveness to specific needs, whether they be emergencies, programs, or policies, point to the continuation of current practice.

ASSESSING GOVERNANCE

This year [Spring 2002] the Executive Council, in fulfilling its role as the faculty’s Committee on Committees, is distributing a survey to all committee chairs from the previous year. This survey is expected to identify any specific successes or problems with the functioning of faculty committees so improvements can be made (Exhibit 3.10: 2002 Executive Council Committee Survey).

All Web sites referred to in this chapter were accurate when this document was printed; all sites, with updated addresses, are available from the Self-Study Web site:

http://www.plymouth.edu/psc/library/Self-Study

CHAPTER THREE DIRECTORY

Associate Vice-President for Academic Affairs
   Julie Bernier jbernier@mail.plymouth.edu x2235
Associate Vice-President for Graduate Programs
   Dennise Bartolo dbartolo@mail.plymouth.edu x2286
Certificate of Advanced Graduate Studies Program Coordinator
   Mary McNeil mmcsbil@mail.plymouth.edu x2982
Council of Chairs
   Todd Trevorrow tst@mail.plymouth.edu x2817
Executive Council Chair
   Kate Donahue kdonahue@mail.plymouth.edu x2424
Faculty Speaker
   Al Davis adavis@mail.plymouth.edu x2326
Graduate Council Chair
   Michael Fischer mfischer@mail.plymouth.edu x2474
Graduate Faculty Speaker
   David Leuser davidl@mail.plymouth.edu x2492
M.B.A. Coordinator
   Dan Moore dmoore@mail.plymouth.edu x2525
M.Ed. Coordinator
   Trish Lindberg plinphb@mail.plymouth.edu x2647
Operating Staff Speaker [2003]
   Sarah Stevens sstevens@mail.plymouth.edu x2722
Planning Committee Chair [2002-2003]
   Barbara McCahan bmcchan@mail.plymouth.edu x2578
President
   Donald Wharton dwharton@mail.plymouth.edu x2210
Professional and Technical Staff Speaker [2003]
   Tom Weeks twazrw@mail.plymouth.edu x2320

Chapter 3: Organization and Governance
Student Senate [Terri Potter, Dir. of Hartman Union]
tpotter@mail.plymouth.edu x2376
Vice-President for Academic Affairs
Virginia Barry vbarry@mail.plymouth.edu x2230
Vice-President for Financial Affairs
Bill Cragle bcrangle@mail.plymouth.edu x2550
Vice-President for Institutional Advancement
Retha Fielding rfielding@mail.plymouth.edu x2722
Vice-President for Student Affairs
Dick Hage dhage@mail.plymouth.edu x2241
CHAPTER 4:
PROGRAMS AND INSTRUCTION

ASSOCIATE DEGREE PROGRAMS

DESCRIPTION
Plymouth dropped the A.S. in Childhood Studies from the curriculum in 1996. At about the same time, the A.S. in Applied Business Management became inactive, and it disappeared from the Academic Catalog beginning with the 2000-2001 edition. The two A.A. degrees were removed a year later.

APPRAISAL
A few years ago the chancellor of the University System of New Hampshire wrote a memo to the four-year colleges in the system suggesting they drop their remaining associate degree programs so as to support the Community Technical College System. Plymouth decided to do so.

PROJECTION
We don't anticipate a need for two-year degree programs at Plymouth in the future.

BACHELOR DEGREE PROGRAMS:
MAJORS AND OPTIONS

DESCRIPTION
Plymouth State awards three bachelor's degrees: the Bachelor of Arts, the Bachelor of Fine Arts, and the Bachelor of Science. In keeping with its mission, the institution offers a number of liberal arts and science programs as well as professional preparation programs in education, business, and other selected areas. Plymouth State offers appropriate financial resources to support these programs as described in chapter nine, Financial Resources.

The Academic Catalog describes the various programs (Exhibit 4.1). The description of each major program includes a list of all required coursework and a statement of objectives. The catalog presents coursework in a recommended chronological sequence. Course syllabi typically include objectives of specific major courses.

The director of Institutional Research maintains a database of enrollments in each of the majors and options. These data for the most recent ten years appear in the Factbook which is part of the Institutional Research website* (Exhibit 4.2: Enrollment in Majors and Options).

Curriculum change is an on-going process, often stimulated by strategic planning, program review, and other assessment activities. Some programs have simply been renamed, but many have undergone extensive revision or replacement by newer programs. See Appendix D for a chronological list of these changes.

The director of curriculum support maintains the Curriculum Guide: Definitions, Processes and Procedures (Exhibit 4.3), which she distributes to department chairs. The Curriculum Guide outlines the orderly process guiding all curricular changes, including changes in major requirements.

Proposals for change originate in the department or council where the course or program resides. After the department approves the proposal it sends it to the Curriculum Committee for consideration. If the Curriculum Committee considers the proposed change to be major, it sends it on
to the Executive Council and the faculty for consideration.

The last revision of the Curriculum Guide occurred in the fall of 2000. Since then, the System Academic Planning Council (SAPC), the curricular arm of the University System of New Hampshire, has revised the procedures by which it approves major changes. The council now delegates responsibility for final approval of new options within existing majors, as well as the new minors, to the presidents of the colleges. It asks only for a report of such changes. The council itself reviews and approves only new degrees, new majors, and name changes of majors. (See Exhibit 4.4: Board of Trustees Policies.)

*Plymouth State Factbook
www.plymouth.edu/psc/infactbook

APPRaisal

Except for requiring all B.A. majors to complete a year of foreign language, no fixed guidelines identify differences in requirements among our three different undergraduate degrees. The Curriculum Committee and the faculty have discussed the issue on a number of occasions without consensus.

Nor can the faculty reach a consensus about what constitutes a minimum freedom of choice regarding course selection. The number of credits listed by programs as major requirements—this includes courses double-counting as general education requirements—currently ranges from a low of 33 (for the B.A. in Philosophy) to a high of 106 (for the B.S. in Biology with a Biological Science Education Option). The number of credits of free electives (credits remaining to degree when all major requirements and general education requirements have been fulfilled) ranges from zero (for the B.S. in Music Education) to a high of 32 (for the B.A. in Philosophy).

The descriptions of the objectives of each major program in the Academic Catalog adequately reveal the purpose and rationale of the programs. The catalog outlines recommended course sequences. Each major includes significant coursework at the upper-level, thus ensuring students' depth of knowledge.

Plymouth various departments and councils take an active interest in their majors, and they frequently review and modify requirements. Students currently enrolled in a program may continue the program as outlined in their original course catalog, or they may choose to change their requirements to meet those of the new program.

The program review process and other assessment efforts often motivate curricular change. The institution responds to outside demand in creating new programs.

One frequently hears the complaint from faculty and administrators that Plymouth’s curriculum is unwieldy, either in terms of the number of different programs it offers or in terms of the number of program requirements. The number of major programs offered in the past ten years has actually declined slightly, but a decrease of three is hardly cause to argue the complexity problem has been solved.

The document Curriculum Guide: Definitions, Processes and Procedures maintained by the director of curriculum support serves as an invaluable reference for procedural details regarding the logical procedure for curricular change.

The recently revised procedure by which the system approves major curriculum changes simplifies the process. The president can now more quickly and easily approve many changes that formerly would have waited until the next meeting of the System Academic Planning Council for approval.

The financial resources allocated to the academic programs are generally adequate. See chapter nine, Financial Resources.

PROJECTION

By clearly delineating the three bachelor’s degrees in terms of their different purposes and requirements, the faculty could well serve the goal of simplifying the curriculum.

The faculty needs to decide whether, as some often argue, the curriculum is unwieldy. Determining what number of credits major programs should require and what minimum number of credits of free electives is reasonable would facilitate the process of curricular development.

The present system by which faculty effect curriculum change should continue to serve the institution well. Time will tell whether the recent changes in the constitution of the System Academic Planning Committee and the procedure by which the system reviews curriculum change proposals improves the process.
THE GENERAL EDUCATION PROGRAM

DESCRIPTION

All our bachelors’ degree programs share a common general education requirement involving a minimum of fifty-five credits of course work.

Following several years of intensive study, the faculty created the present general education requirement in 1985. The General Education Program appears in the Academic Catalog along with a brief summary of its rationale (Exhibit 4.1). The General Education Handbook provides a more extensive rationale of the program along with elaborated descriptions of its various components (Exhibit 4.5).

As part of their effort to create a new general education program, in the early 1980s the faculty articulated what it means to be an educated person. The 1991 mission statement reflected that philosophy. That the faculty presently embrace the same philosophy shows clearly in that it survives in the revision of the mission statement presently under consideration. That philosophy is this: an individual who has earned a bachelor’s degree should possess basic skills, breadth of knowledge, depth of knowledge, and the ability to integrate different perspectives on knowledge. The program is outlined in the catalog, General Education Handbook, and on the Web.

General Education Requirements
http://www.plymouth.edu/thirdtier/GeneralEducation.phtml

The General Education Committee administers the program, establishes implementation policies, and generates or receives proposals for modifications. Double-counting stands out as one implementation policy in place since the program’s inception. By double-counting, a course required in a particular major (or minor) and also fulfilling a component of general education conveniently fulfills both requirements.

Only a few changes have been made in the general education requirements since 1985. The two most significant are these: first, in 1994, the faculty reduced the number of upper-level credits required from outside the major from twelve to nine, and second, in 1999, at the instigation of the Mathematics Department, the faculty instituted a new system of fulfilling the mathematics proficiency skills requirement.

APPRAISAL

At the time of its creation, many regarded the present general education requirement as state-of-the-art, both with regard to its philosophy and its mechanics. The inclusion of the integrative and the upper-division components in particular placed it on the cutting edge of national thinking about general education. For a number of years, the faculty regarded the program with pride. Within the last ten years, however, the program has come to be a point of contention.

It is the case that each year a certain number of students discover that courses they have taken do not fulfill requirements as they had expected them to.

A particularly controversial implementation policy has been the double-counting mentioned above. This was intended to be a student-friendly policy allowing, for example, a literature major to count her courses in that major as fulfilling the literary perspective of general education rather than having to take an additional course. However, it effectively allows departments to specify what general education courses its majors will take. Many departments teach courses that can qualify as representing several different perspectives, and so it becomes possible to mandate that students take a significant fraction of general education within the major department. Some see this as undermining the goal of breadth.

In the mid-1990s the faculty recognized the problem as serious and adopted as a curriculum goal a 30-credit Unspecified General Education Core. The idea was that every major program would strive to leave ten of the three-credit components of general education (i.e., composition, math skills, and eight of the eleven perspectives courses) un-prescribed. If a major did prescribe one or more of these components, then it must reserve within it room for an equal number of free electives. Thus, students changing majors or transferring in could be assured their most basic thirty credits would find application in their new majors. For several years, Plymouth worked on this goal and made some significant strides toward its achievement.
All of these concerns and controversies no doubt contributed to a growing belief it was time to revisit the program as a whole. In February of 2000, the faculty approved a motion to create "a taskforce to study the current General Education Program and report to the faculty by October 2001 on what changes, if any, ought to be made...."

That group has made a conscientious effort to gather data and to involve the full faculty in its deliberations. It has made a number of preliminary reports and presented a series of drafts of a proposal for a new general education program called the Compass Program. At this writing, the most recent version was presented in May 2002 (Exhibit 4.6). Also of interest is a document the taskforce distributed at the same time: General Education Task Force: Semester-by-Semester Chronology (Exhibit 4.7).

Most recently [May of 2002], the taskforce brought forth, along with its latest version of the Compass proposal, a motion for the faculty to approve a pilot program for the coming academic year. Note that the motion—perceived as support for the taskforce to continue its work—passed by just one vote. There seems to be no more of a consensus about the new program than about the old one.

**PROJECTION**

The General Education Task Force will continue its work, at least through the coming academic year [2002-2003], as it monitors and assesses the recently approved pilot program. The taskforce will likely come forward in 2003 with a proposal for a new program. It appears the new proposal will include a three-credit first-year seminar, broader direction courses in place of the present perspectives courses, and an integration of several across-the-curriculum themes: writing, technology, diversity, and global awareness.

The Compass Program
http://www.plymouth.edu/psc/undergrad/GenEd/taskforce/

If the faculty rejects the Compass proposal, they may still implement some aspects of it in the present program. For example, the faculty may decide to expand Introduction to the Academic Community into a three-credit first-year seminar. This would actually be compatible with the recommendations of the most recent external review of Introduction to the Academic Community by Betsy Barefoot (See exhibit 4.8).

The faculty might also revisit some of its earlier efforts to improve the present program, some of which seem to have lost momentum as we await the recommendations of the taskforce. For example, the General Education Committee devised a system for assessing the program several years ago, but it was administered only once, in the fall of 2000 (See exhibit 4.9). [Note: the faculty approved a new general education program, the Compass Program, in April 2003.]

**PROGRAM REVIEW, PLANNING, AND ASSESSMENT**

**DESCRIPTION**

Changes in major programs generally originate in the departments or councils sponsoring the programs. Formal program reviews, usually every sixth year, often serve as the impetus. These are described in the program review policy, which appears in the Faculty Handbook (Exhibit 4.10) and also in a paper handout distributed to departments by the vice-president’s office along with a reminder when a review is due (Exhibit 4.11). Those interested may inspect past program reviews in the Office of the Vice-President for Academic Affairs (Exhibit 4.12).

In May of 1998, the faculty modified the program review policy to incorporate regular assessment of educational outcomes of general education courses. This change requires departments to present evidence, as part of the program review, that each general education course it offers "still addresses the Perspective (or other General Education component) it represents and that faculty still teach it (in all sections) in such a way as to encompass the qualities required of General Education courses (as described in the General Education Handbook)."

In keeping with the goals of the strategic plan (Exhibit 4.13), departmental planning also occurs regularly. In 2001, Vice-President Barry asked all departments to participate in such a process, and she provided as guidance a document entitled Academic Department Planning Worksheet (Ex-
hibit 4.14). The resultant plans comprise the lengthy document, Plymouth State Academic Departments Strategic Plans 2001-2004 (Exhibit 4.15). As the next step in this process the vice-president has charged departments with generating assessment plans during the present academic year [2002-2003]. See chapter two.

Planning and assessment of certain academic programs also occur in the context of accreditation review. For example, at this writing, extensive assessment of our teacher certification programs is underway in preparation for the National Council on the Accreditation of Teacher Education (NCATE)* review. The Council of Teacher Education is currently drafting a Unit Assessment System Plan, to include processes for assessing candidates, the program, and the unit faculty. Once in place, the Unit Assessment System Plan will be a sophisticated technology-based system identifying strengths and weaknesses of the teacher education programs and using the data to drive program improvement (See exhibit 4.16). In addition, ten of the teacher preparation programs must submit program reports to their professional organizations. These program reports provide evidence that the programs meet the standards of their professional organizations, and NCATE will use them to determine the unit’s compliance with NCATE Standard 1, Content Knowledge. Copies of these reports reside in the Office of the Vice-President for Academic Affairs (Exhibit 4.17).

Academic planning also occurs on a campus-wide level. The Strategic Plan* (Exhibit 4.13) includes several broad goals (e.g., III, V, and VI) related directly to academic programs; among the goals are specific recommendations including establishing an honors program, reviewing the first-year experience, and encouraging service learning and internships.

* National Council on the Accreditation of Teacher Education http://www.ncate.org
*Strategic Plan http://www.plymouth.edu/psc/cpc/cpchome.htm

The Curriculum Committee is also charged with conducting a review of the curriculum as a whole (See the committee description in the Faculty Handbook*, exhibit 4.10). However, the committee often finds itself too busy with its other more administrative functions to grapple with this one. Recognizing that problem, the Executive Council created an ad hoc Curriculum Resource Group in 1996 to establish and coordinate a curriculum review process.

*Faculty Handbook By-Laws http://www.plymouth.edu/psc/acadaf/facbylawsnow02.doc

The 1998 NEASC Fifth-Year Interim Report outlined much of the work the Curriculum Resource Group completed during its three-year existence. As its final act, the Curriculum Resource Group passed to the Curriculum Committee a motion that we create a permanent Curriculum Planning and Review Committee to carry on much the same function the Curriculum Resource Group had. The Curriculum Committee brought the motion to the Executive Council in September 1999 where it was so negatively received it was withdrawn.

As reported in 1998, the Curriculum Resource Group engaged in its own assessment efforts, reactivating two such efforts started—but abandoned—in the early 1990s. In the first week of the fall 1996 semester, and again in 1997, the Curriculum Resource Group administered an Entering Student Survey designed to measure new students’ expectations. Results were summarized in the 1998 NEASC Fifth-Year Interim Report.

In 1997 the Curriculum Resource Group administered an alumni survey designed to measure alumni perceptions of the usefulness of their general education experiences five years after graduation. The results of that survey were among the databases the General Education Task Force examined when it began its work in the summer of 2000. The taskforce also conducted its own surveys of faculty and current students. It summarized and compared these three surveys in a document labeled General Education Task Force Draft Review (Exhibit 4.18).

The Strategic Plan also spawned several taskforces, including one on assessment. The Assessment Task Force, appointed by President Wharton in winter of 1999, presented its final report to him in April of 2000* (Exhibit 4.19). See chapter two, Planning and Evaluation, for more on assessment activities.

* Factbook http://www.plymouth.edu/psc/ir/factbook

Chapter 4: Programs and Instruction
APPRAISAL

Examination of the program reviews on file in the Office of the Vice-President for Academic Affairs (Exhibit 4.12) and of the document, Plymouth State Academic Departments Strategic Plans 2001-2004 (Exhibit 4.15), reveals that program review and departmental planning are serious processes at Plymouth. Preparations for accreditation of specific programs also often inspire extensive assessment efforts, for example, those now underway for the National Council on Accreditation of Teacher Education.

The work of the General Education Committee (resulting in the May 1998 faculty approved modification of the program review policy) intended to inspire a similar level of attention to regular review of the general education program. Unfortunately, implementation of the change has been slow. Two factors probably contributed to this. First, the dean’s office did not immediately revise the program review policy document distributed as a reminder to departments due for review, nor did it issue a revision to that section of the Faculty Handbook. Second, the effort may have lost momentum with the decision to create the General Education Task Force. This created the expectation that the present program might soon be replaced, and it may well have reduced motivation to begin ongoing assessment of the present program.

When Vice-President Barry assumed office in 2000, she mandated the administration of the General Education Course Influence Inventories in all courses. Those data were compiled and reside in the vice-president’s office. The influence inventories revealed general student satisfaction with the general education program, but they have not been used to assess specific courses or specific sections of courses as the General Education Committee originally intended.

Campus-wide planning efforts have been more easily implemented, and several recent developments in academic programs can be attributed to implementation of the strategic plan. For one example, Plymouth State now has an honors program for first-year and sophomore students with the Honors Council working to extend that program beyond the second year. For another, the institution has established a Council on the First-Year Experience listing among its major accomplishments adoption of a common reading for entering students. This reading, related to a theme for the year (e.g., Africa for 2001-2002, the Middle East for 2002-03, and Latin America for 2003-2004), spurs discussion in the course, Introduction to the Academic Community, and may be considered in other courses.

Over the years, Plymouth has engaged in a number of assessment activities. Many of these were described in the 1998 NEASC Fifth-Year Interim Report. Until recently, however, these occurred in a piecemeal way, often conducted by individual departments or councils, and often inspired by specific requests or crises. Various ad hoc groups have also instigated assessment efforts. The Enrollment Management Group, for example, created by President Wharton in 1997, hired consultants Noel and Levitz to administer their Student Satisfaction Inventory in 1998 (See exhibit 4.20 for a summary of the results.) and to visit the campus in February 1999 to prepare an Enrollment Potential Report (Exhibit 4.21).

Creating the position of director of institutional research marked an important step toward centralizing assessment efforts. The director maintains the electronic Factbook, which provides a comprehensive database of enrollment and retention data. Furthermore, the director supports assessment done as part of accreditation efforts, conducts specific institutional research studies at the request of the vice-president for Academic Affairs, and supports other ongoing assessment efforts. An example of the latter is Plymouth’s participation in the National Survey of Student Engagement, which began in 2001. We will now administer this survey to a sample of first-year and senior students each spring. See exhibit 4.22, for a summary of the 2001 findings.

It is gratifying to see the amount of assessment data the General Education Task Force has been able to bring together to guide its effort. It remains troublesome, however, that we do not have a faculty group regularly engaged in review of the curriculum as a whole. The Curriculum Committee is charged with this function, but it appears last on a long list of mostly administrative functions. The accomplishments of the Curriculum Resources Group speak to the usefulness of active engagement in such a function.

Institutional Self-Study

28
PROJECTION

The program review process works well and will undoubtedly continue to be an important force in the evolution of the curriculum. The departmental planning process, which Vice-President Barry instituted in 2001, likewise appears to be successful and thus will likely occur on a regular cycle. Other accreditation agencies will increasingly demand more extensive program assessment and evaluation, just as the National Council on the Accreditation of Teacher Education does.

The General Education Task Force is incorporating a mechanism for on-going assessment into its proposal for the Compass Program. This mechanism should provide for implementation of the 1998 change to the program review policy, which now includes regular general education assessment.

Over the past ten years, Plymouth State has engaged in a number of piecemeal assessment efforts positively affecting the curriculum and speaking to our enthusiasm for such endeavors. Creation of the Office of Institutional Research in the spring of 2001 has begun a new era of centralizing assessment efforts. This new era promises to be characterized by increased efficiency and use of data in planning for change.

In the near future, Plymouth will need more coordination of assessment than the associate vice-president for Undergraduate Studies can provide; that position had many duties before taking on assessment. The institution should consider creating a new position with the sole responsibility of coordinating assessment efforts.

The Curriculum Committee continues to be so busy with its administrative function as to leave the faculty without a group overseeing the curriculum as a whole. Perhaps the faculty should revive the motion to create a Curriculum Planning and Review Committee that failed to survive scrutiny by the Executive Council in 1999.

CONTINUING EDUCATION AND ENRICHMENT ACTIVITIES

DESCRIPTION

Continuing Education Courses

Plymouth State offers continuing education courses year-round—during the fall and spring semesters, in winter and summer, and at varying times of day including weekends. The Continuing Education program is responsible for the undergraduate courses offered in winter and summer. In all cases, the academic departments responsible for offering these courses oversee selection and approval of faculty, course content, delivery, and student evaluation.

Courses offered for credit off-campus are consistent with the educational objectives of the institution, and they maintain the same academic standards as courses and programs offered on-campus. Off-campus sites include archaeological field schools in such places as Wallis Sands State Park in Rye, N.H., and Canterbury Shaker Village in Canterbury, N.H.; courses on Natural History and Cultural Ecology of East Africa, held at Ndrakwai Game Ranch near Arusha, Tanzania; and at locations in Keene, Hanover, Lebanon, Conway, Twin Mountain, Littleton, Manchester, Portsmouth, Newport, and elsewhere (See exhibit 4.23, Plymouth State College Graduate Catalog, 2002-2003 and exhibit 24, Plymouth State Summer Schedule 2002).

Continuing education also includes programs at other levels. See exhibit 4.24 for examples.

Enrichment Activities

The Medieval Forum; The Eagle Pond Authors’ Series; The Sidore Lecture Series; Phi Delta Kappa’s annual Conference for Parents; The Educational Theatre Collaborative (ETC)* (a joint venture of Plymouth State, Plymouth Elementary School, and the Friends of the Arts); and The Children’s Arts Festival (an Integrated Arts Conference for teachers) all serve as good examples of Plymouth sponsored programs enriching both campus and community.

Also, Plymouth hosts the annual New Hampshire Music Festival, which during the summer

Chapter 4: Programs and Instruction

29
attracts performers from across the country, and music-lovers from a wide area.

The active Silver Cultural Arts Center not only features high-quality student plays and musical performances, open to the public, but also draws performers from Europe, Africa, the Far East, and South America (Exhibit 4.25: Arts & Events at Plymouth State 2002-2003, Silver Cultural Arts Catalog).

*ETC Educational Theatre Collaborative
http://www.plymouth.edu/psc/theatre_coll/etcindex.htm

APPRaisal

Continuing Education Courses

The Continuing Education program continues to enable part-time students to work toward a degree, and full-time students to take winter and summer courses in order to complete their degrees in a timely fashion. The variety of credit and non-credit course offerings serves the community well, as do the workshops, weekend institutes, etc., which bring Plymouth State’s offerings to the community and to the north country of New Hampshire (Exhibit 4.24: Plymouth State Summer Schedule 2002).

Increased allocation of resources to marketing and advertising helps to explain the very recent upturn in summer and winter enrollment, and combining the administration of continuing education with graduate and outreach programs enables more collaboration among the key providers of off-campus programs. Also, the president has established a President’s Council composed of alumni and community members; this council has helped to fund students who wished to enroll in a summer course involving costs relating to travel, board, and tuition.

Enrichment Activities

Plymouth State’s enrichment programs flourish, providing academic content as well as opportunity for students, staff, and faculty to perform or become involved in the arts. They also present the community at large with exceptionally fine academic and arts programs.

PROjection

Continuing Education Courses

The reorganization of the graduate programs, outreach, and continuing education occurred only a

year ago, so it is difficult to determine all the effects of the change. However, the success of the graduate programs and numerous outreach events, partnerships, and programs provides mutual benefits for continuing education.

Enrichment Activities

We expect the enrichment programs hosted and supported by the institution, such as the Medieval Forum, Eagle Pond Authors’ Series, Sidore Lecture Series, etc. to continue to draw fine scholars, writers, speakers, and performers.

GRADUATE PROGRAMS

DESCRIPTION

Graduate programs include the Master of Business Administration (M.B.A.), the Master of Education (M.Ed.), the Certificate of Advanced Graduate Studies (C.A.G.S.), introduced in 1997, as well as professional certification programs.

M.B.A.
http://www.plymouth.edu/psc/graded/begin.htm

M.Ed. & C.A.G.S.
http://www.plymouth.edu/psc/graded/begin.htm

The most significant change in the graduate programs since 1993 has been the reorganization, in July 2001, of what were three different entities (the M.B.A., the M.Ed., and Continuing Education) into one unit administered by an associate vice-president who reports to the vice-president for Academic Affairs.

Since 2001, Graduate Studies has restructured the M.B.A. program from twelve to ten courses, and has added new certificate programs in Strategic Marketing Management, Organizational Communication, Small Business and Entrepreneurship, and Investment and Finance. Two other proposed certificate programs were discontinued (Exhibit 4.23).

The M.Ed. degree offers ten major programs in departments ranging from Art to Education to Natural Science. Over forty program options allow students to obtain teacher certification; to advance professional knowledge of content areas—such as computers, environmental studies, heritage studies, or integrated arts; to acquire new skills; or to design their own program.

Institutional Self-Study
The Certificate of Advanced Graduate Study program is affiliated with Argosy/University of Sarasota in Sarasota, Florida, allowing students from the C.A.G.S. program to continue their studies for an Ed.D. in Educational Leadership and Curriculum or Instruction.

The graduate programs now have close to fifty collaborative and professional development partnerships with institutions throughout the state, region, and in other countries. These include school systems, other state academic institutions, businesses, and institutions abroad—including Bretton Hall and Leeds University in England. Since the 1993 NEASC visit, enrollments have continued to grow in the M.Ed. program. The total enrollment for all graduate programs exceeds one thousand students.

Several other events are worth noting. The New Hampshire Journal of Education, a peer-reviewed journal of the Plymouth State Center for Professional Educational Partnerships (CPEP) (now into its fifth volume), has received a New Hampshire Excellence in Education Award (Exhibit 4.26). In 2000, two Distinguished Graduate Teaching Awards were established, one in Business, one in Education.

Each year, the President’s Commission on Diversity selects a graduate student to assist the chair of the commission in attaining the institution’s goals on diversity as described in the strategic plan (Exhibit 4.13). The diversity fellow not only helps with commission functions (arranging speakers, etc.), but also assists faculty with developing materials on diversity for courses (Exhibit 4.23: Graduate Catalog).

The Graduate Council serves in an advisory capacity to the graduate faculty in curriculum, program development and revisions, recommendations of new courses and programs, and in coordinating all graduate programs. It has an elected speaker, faculty representatives from the departments offering graduate courses, and graduate student representatives from both the M.Ed. and M.B.A. programs. See chapter three, Organization and Governance, as well as exhibit 4.12, the Faculty Handbook.

The Graduate Council has gone through some reorganization in keeping with the reorganization of the graduate programs, continuing education, and outreach. It is currently rewriting its bylaws in order to reflect this reorganization, as well as the growth and change in the graduate programs. The current bylaws appear in the Faculty Handbook (Exhibit 4.10). The graduate faculty approves all major curricular or policy changes. The graduate faculty, after the program coordinators and the Graduate Council, also give final approval to its faculty’s credentials. See exhibit 4.23, Graduate Catalog, 2002-2003, p. 99, for a list of graduate faculty.

Graduate admission and registration for all graduate programs now reside together in one building. The graduate division considers applications on a rolling admission basis. Students may apply at any time of the year. The M.B.A. program schedules courses quarterly—fall, winter, spring, and summer. Students may begin their program at any term, and, at the Plymouth location, may finish in one year. Other locations, such as Littleton, Hanover, and Lebanon, offer all courses necessary for completing the M.B.A., but completion will take longer than a year. The M.Ed. also admits students on a rolling basis, with the exception of the M.Ed. in Athletic Training. The Graduate Catalog clearly states admission standards and procedures for admission to both programs (Exhibit 4.23).

Due to its location in central New Hampshire, Plymouth enjoys a unique geographical position to offer both continuing and graduate education opportunities to people living in what the state refers to as the North Country—the area north of Plymouth. The institution offers courses at three sites north of Plymouth: Littleton, Twin Mountain, and Conway. Arrangements have been made to offer courses at sites administered by the College for Lifelong Learning (i.e., Lebanon, Concord, Newport, and Portsmouth) and also at Keene State College, the University of New Hampshire-Manchester, and the New Hampshire Community Technical colleges in Concord and Laconia. Furthermore, the M.Ed. program has created collaborative partnerships with school districts such as Merrimack Valley, Goffstown, Lebanon, and Gilford to offer graduate courses and district-initiated programs. Courses in curriculum and instruction are also offered in Bedford, Bristol, and Concord.

The division offers both credit and non-credit daylong and weekend workshops. For example, in the Exploring New Hampshire series, the M.Ed. in Heritage Studies offers a one-day workshop for teachers and others interested in New Hampshire
and New England history, geography, or archaeology. Students can receive one to three credits for completing a significant research project or for developing lesson plans incorporating materials drawn from the presenters at the workshop.

Both Plymouth and Keene State College sponsor an eighteen-credit graduate certificate program on alternative health and healing. For more information on outreach and collaborative programs and partnerships, see exhibit 4.27, the fall 2002 Schedule of Graduate Courses, p. 25.

APPRAISAL

The graduate programs have experienced significant growth and reorganization since 1993. The M.Ed. program has seen vigorous leadership, and for much of that time, marketing and advertising budgets were increased, new off-campus sites were created, and enrollments climbed significantly. The C.A.G.S. program, celebrating its fifth anniversary, has over forty graduates, and over one hundred students enrolled. For a variety of reasons, enrollments in the M.B.A. program declined. Some of those reasons include a changing economy, as well as strong competition from other educational institutions that have moved into locations in which Plymouth has offered off-campus programs.

Plymouth has done a good job at outreach to the surrounding communities, and efforts to do so continue with affiliations in Littleton and Berlin, to work with their businesses, schools, and arts and cultural institutions.

The creation of the position of associate vice-president for Graduate Programs, Continuing Education and Outreach has taken some of the burden of administration from the vice-president for Academic Affairs as well as from the coordinators of the two graduate programs. Additional staff have been added to the office, and the attractively refurbished Hogan House provides ample room for operations. Having all programs under one roof will make communication and organization of programs more efficient than has been the case in the past.

Assessment of graduate student learning takes a variety of forms. Students in the M.Ed. program are expected to demonstrate learning through a capstone course in which they demonstrate skills in research, scholarship, and writing. This capstone experience can take the form of a graduate thesis, a graduate practicum or internship, or individual research in education, which demonstrates ability to research, write, and teach others at a high level of achievement. See exhibit 4.23, the Graduate Catalog.

Students in the M.B.A. program are expected to take as a capstone course, the Seminar in Executive Management, or take part in a Small Business Institute (SBI) consulting team project. Plymouth is the only school in the state hosting a small business program of this kind. The SBI, now over twenty-five years old, gives M.B.A. students a chance to consult with New Hampshire small businesses and in the process prepare a final report recommending a course of action. This six-credit program has received statewide, regional, and national awards in Small Business Administration and SBI Directors' Association competitions. The Plymouth State Small Business Institute won first place in the New England regional competitions in 1999 and 2000; the national award in 2000; and was the runner-up in 2001 and 2002 (Exhibit 4.23).

Students evaluate graduate faculty through evaluation forms distributed at the end of the semester. These forms go directly to the graduate office and then to the M.Ed. or M.B.A. coordinators. From there, they are distributed to the coordinators of the individual programs.

Plymouth State Small Business Institute
http://www.plymouth.edu/psc/busdept/sbi/index.htm
Small Business Institute Directors' Association
http://www.cba.uc.edu/cba/signs/usa/sources.htm

PROJECTION

The graduate and outreach programs will continue to grow and change in response to demand. The administration demonstrates strong support for the graduate programs and outreach efforts by personally taking the lead in supporting and enhancing programs of collaboration and partnership, as well as the Diversity Fellowship. No one foresees any change in that position. The undergraduate faculty have often been unaware of the strength and growth of the graduate programs, and possibly its greater visibility will encourage undergraduate faculty to become involved in the research and scholarly opportunities the graduate programs make available.
Students in the Certificate of Advanced Graduate Study program who wish to take doctoral courses here at Plymouth will soon be able to do so through an arrangement with Argosy/University of Sarasota. Plymouth faculty will be teaching courses in that program on our own campus, and a member of the Argosy faculty will also teach at Plymouth. Doctoral program partnerships with Southern New Hampshire University in Manchester, N.H., and with Bretton Hall, at Leeds University, in England are currently under discussion.

Southern New Hampshire University
http://www.snhu.edu/

Bretton Hall/Leeds University
http://www.leeds.ac.uk/about/index.htm

FACULTY PROGRAMS TO ENHANCE PROGRAMS AND INSTRUCTION

DESCRIPTION

The Office of the Vice-President for Academic Affairs administers a budget for faculty development. The vice-president uses this fund to support and encourage scholarship and instructional innovations that will improve the quality of teaching. See chapter five, Faculty, for a more complete description of faculty development.

In addition, Plymouth State supports faculty development by providing faculty with the Frost Academic Commons.

One faculty group making frequent use of Frost Commons is the Society for Scholarly Dialogue. The Society for Scholarly Dialogue sponsors luncheons and dinner presentations by its members, other faculty, and scholars from off campus.

Another group is the Writing Across the Curriculum Task Force that oversees Plymouth’s exemplary Writing Across the Curriculum (WAC) program.

The taskforce, in partnership with the College Writing Center* (which itself exists to support the program) publishes both a newsletter and a Writing Across the Curriculum journal. These publications provide faculty and staff members with opportunities to share their successes and to approach WAC as a scholarly activity.

*College Writing Center
http://www.plymouth.edu/psc/cwc/

New Faculty Orientation, and Reflective Practice

The Writing Across the Curriculum Task Force, along with a number of other groups and offices, also plays a role in New Faculty Orientation, itself an important faculty development activity. New faculty meet monthly for an entire academic year to participate in workshops, to hear presentations, to talk with veteran faculty, to provide one another with support and encouragement, and to engage in Reflective Practice.

Reflective Practice came to Plymouth two years ago as part of an Equity and Excellence in Higher Education project. At Plymouth, reflective practice began with the recruitment of a small group of faculty to oversee the project. These faculty introduced the technique to others, and now several reflective practice groups meet regularly on campus and involve several dozen faculty members.

Fellowships

The faculty have engaged in considerable discussion about the role of technology in instruction. Chapter seven, Library and Information Resources, reports on the widespread use of information technology. In 2001-2002 a faculty fellowship was created enabling a faculty member to work on our vision and mission regarding the future use of technology in teaching. In 2002, another faculty fellow started working on implementing outreach initiatives by planning services in such areas as planning and tourism, distance delivery models through distance education, and WebCT instruction.

Plymouth’s President’s Commission on Diversity has, in accordance with the institution’s goals on diversity described in the Strategic Plan (Exhibit 4.13), instituted a Diversity Fellowship. The Diversity Fellow assists with planning commission events and meetings, and works with faculty from the Council of Teacher Education. Furthermore, new opportunities for the enhancement of faculty instruction are opening through exchange programs with the creation of collaborative partnerships with King Alfred’s College, Winchester, England, and with Babes-Bolyai University in Cluj-Napoca, Romania. Plymouth students are currently at King Alfred’s, and Plymouth faculty

Chapter 4: Programs and Instruction 33
expect to be facilitating workshops there by fall 2003.

Course Evaluations

Finally, the faculty policy on student course evaluations reveals the seriousness with which faculty regard teaching (Faculty Handbook, exhibit 4.10). In 1999, the faculty voted to extend this policy to mandate such evaluations in all courses for all faculty—not just non-tenured faculty as a previous version of the policy had directed.

APPRAISAL

Faculty Development

Evaluation of the efforts of the vice-president for Academic Affairs to support and fund scholarship and instructional innovations appears in chapter five, Faculty.

The activities of Frost Commons, the Society for Scholarly Dialog, the WAC Task Force, and, most recently, Plymouth’s Reflective Practice groups, all enhance the development of faculty as scholars and teachers.

In recent years, the Writing Across the Curriculum program has been less visible. For example, it now sponsors fewer events, and its role in New Faculty Orientation has been trimmed back considerably. We attribute some of this change to a natural fading of early enthusiasm; what was once regarded as an innovative program has become a familiar tool. Also, budget cuts have eliminated some of the more visible aspects of the program.

At the same time, however, the publications of the taskforce have flourished. The Plymouth State Journal on Writing Across the Curriculum—which was, we believe, for the first twelve years of its existence the only in-house Writing Across the Curriculum journal in the country—began in 2001 to solicit articles nationally. In 2002, it became a full-fledged national publication, changing its name to The WAC Journal.

New Faculty Orientation & Reflective Practice

Plymouth’s efforts to provide new faculty with a meaningful yearlong orientation and to encourage veteran faculty to continue their development as teachers through reflective practice are both commendable. These efforts are tied loosely to another effort, the creation of a Teaching / Learning Center. The Teaching / Learning Center has been under discussion for several years; faculty have discussed and formulated a preliminary plan, but neither a space nor a source of significant funding has yet been located.

Fellowships

The creation of fellowships in order to enhance faculty development in technology and distance education, and in enhancing understanding diversity issues, is a relatively new initiative; it is early for appraising the success of this approach. Partnerships with colleges in England (Breton Hall at the graduate level, King Alfred’s College at the undergraduate level) and in Romania are still maturing, and the administration enthusiastically supports them.

Course Evaluation

Plymouth’s policy on student course evaluations is good in that it mandates course evaluations for all faculty in all courses. The policy, however, leaves to the individual departments the task of designing appropriate course evaluation forms as well as deciding what use to make of the results. Both aspects of the process differ considerably from department to department.

PROJECTION

Faculty Development

Chapter five, Faculty, speaks to the efforts of the Office of the Vice-President for Academic Affairs to support and fund scholarship and instructional innovations.

Frost Commons, the Society for Scholarly Dialogue, and the Writing Across the Curriculum program are all important sources of intellectual stimulation and opportunities for faculty development. Plymouth has every reason to continue supporting each of these programs.

New Faculty Orientation, & Reflective Practice

New Faculty Orientation and Reflective Practice are likely to flounder if left to depend on the goodwill and hard work of its few faculty volunteers. These programs need a permanent home, and the proposed Teaching / Learning Center
would seem to be the ideal place. Their implementation should receive high priority.

**Fellowships**

Faculty and other fellowships can provide important vision and support to a hard-working faculty. The fellowship concept has the support of the vice-president for Academic Affairs and will continue for the foreseeable future. We expect the partnerships with King Alfred’s College to strengthen as faculty become more involved in programs offered in England. The partnership with Babes-Bolyai University will probably gain strength once the program becomes more widely advertised.

**Course Evaluation**

The institution might consider the usefulness of standardizing student course evaluation procedures across departments, particularly with regard to the issue of what use to make of the results.

**ADMISSION AND RETENTION, ADMISSION POLICIES AND STANDARDS**

**DESCRIPTION**

The Admission Office follows the Statement of Principles of Good Practice of the National Association of College Admission Counselors* (Exhibit 4.28). The faculty Admissions Policy Committee formulates standards that the Admission Office* uses to select and enroll students: curriculum, grade trends, activities, and class rank serve as particularly important admission criteria. These criteria are listed in the Academic Catalog and in the Plymouth Viewbook—the Admission Office’s primary recruiting piece (Exhibit 4.29).

*National Association of College Admission Counselors
http://www.nacac.com/

*Admission Office
http://www.plymouth.edu/psc/admit/

One exception to these admission criteria stands out; each year Plymouth admits a small number of students who do not meet the requirement of three years of high school mathematics. The Academic Catalog and their letter of admission make clear what these students must do to remedy the deficiency and the consequences of not doing so prior to completing forty-five credits of college work. Exhibit 4.30, Fall 1998-Fall 2001 Math Restriction Analysis, presents the mathematics restriction data for four recently admitted classes.

The admission staff engage in a number of recruitment activities designed to attract international and minority students. Each year, staff members attend Hispanic student college fairs in Massachusetts and the National Scholarship Service for Negro Students (NSSFNS) college fair in Boston. Plymouth has an articulation agreement with ESL Language Centers, Inc., which submits applications from qualified English proficient international students. Staff visit high schools with diverse populations in Massachusetts, Connecticut, and New York. Plymouth also participates in a new program sponsored by the New Hampshire College and University Council designed to attract Latino students to the four-year colleges of New Hampshire, and it has begun advertising in Spanish in Hispanic newspapers in southern New Hampshire and in Massachusetts. The office also sends letters of introduction to more than six hundred American Community, International, and Department of Defense high schools overseas. The Admission website links directly to the International Students website* providing a wealth of information to potential international students. Finally, Plymouth offers $2,000 and $2,500 renewable scholarships to ethnically underrepresented applicants.

*International Students website
http://www.plymouth.edu/psc/international/

NSSFNS - National Scholarship Service for Negro Students
http://www.nssfns.com

**APPRAISAL**

The Admission Office follows appropriate ethical guidelines in its recruitment of students and makes its criteria for admission clear.

The policy for how students admitted with a mathematics deficiency may remedy the deficiency is clearly stated, and placement in an appropriate remedial course occurs automatically during their first semester. The policy, however, does not identify responsibility for following these students and enforcing the sanction specified if they do not remedy the deficiency by the time
they complete forty-five credits, and it is not clear that anyone is doing this.

The efforts of the Admission Office staff in recent years have paid off in increased numbers of students admitted and slight increases in the credentials of these students. See exhibit 4.31, Five Year Summary Statistics from the on-line PSC Factbook*.

The efforts of the Admission Office to increase the number of international and minority students are critical to the Plymouth's effort to increase diversity.

*PSC Factbook
http://www.plymouth.edu/psc/frfactbook

PROJECTION

The Admission Office will continue its ethical recruitment of students using well-publicized criteria. It will continue to monitor students admitted with a mathematics deficiency. The institution may want to revisit this policy in light of the fact that the number of students entering with the deficiency shows no sign of declining, and it may want to assign responsibility for monitoring these students once they have matriculated.

The Admission Office needs additional discretionary funding to test new marketing opportunities. For example, Plymouth might improve its recruitment of minority students by creating collaborative service relationships with key high schools, and it might increase its recruitment of international students by buying the services of companies that assist in such efforts. The Admission Office is also presently developing a plan to expand faculty and staff mentoring of international students, and it is looking for a way to turn expansion of study abroad opportunities, currently underway through the Academic and Career Advising Office, into a new source for recruitment.

TRANSFER OF CREDITS

DESCRIPTION

Plymouth accepts transfers of undergraduate credit from regionally accredited degree-granting institutions for the completion of courses appropriate to our curriculum and for which students have earned grades of C or higher. Plymouth does not award credit for life experience or previous work experience.

The transfer policy is described in detail in the Academic Catalog (Exhibit 4.1). A computerized database called T-Course* has facilitated the transfer application process since 1990. T-Course stores all decisions regarding the equivalence of transfer credits to Plymouth courses or requirements (Exhibit 4.32).

At the graduate level, the associate vice-president for Graduate Studies, Continuing Education and Outreach oversees the process of applying accepted transfer courses to the curriculum. Nine credits from an approved accredited college or university may be approved for transfer.

*T-Course
www.plymouth.edu/psc/undergrad/courses/

APPRAISAL

Plymouth is proud of the consistency and accuracy with which it evaluates and applies transfer credit. T-Course has been celebrated within the region as a model for others to follow.

Plymouth applies the same standards of stringency when applying transfer courses to general education requirements as it applies to transfer of major requirements. Unless a transfer course has already been declared equivalent to a Plymouth general education course, it must match both the description of the general education component and the general description of qualities required of Plymouth's general education courses in order to satisfy the requirement.

The director of curriculum support strives to complete each transfer student's evaluation and application of credit in a timely way. In particular, she works hard to complete the process before students arrive for the June or January orientations to register for the coming semester. Her efforts, however, depend on the Admission Office processing admitted transfer students promptly and on departments evaluating specific courses in a timely way.

PROJECTION

Plymouth will continue its efforts to evaluate transfer credit consistently. Efficient evaluation of transfer credit, however, can only be guaranteed with full cooperation from all offices and departments feeding information into the system.
Plymouth will continue to respond positively to requests from two-year institutions for articulation agreements; much of the content of such agreements already resides in T-Course.

The General Education Task Force appears to be planning to recommend that Plymouth adopt a more flexible application of transfer credit to general education requirements. It remains to be seen, however, whether such flexibility can be achieved without too great a sacrifice in consistency.

**ADVISING FOR RETENTION**

**DESCRIPTION**

Plymouth has long been committed to the notion that an important factor in retaining students depends upon giving them opportunities to form one-on-one relationships with faculty or staff members. Our academic advising system shows evidence of our commitment.

The Registrar’s Office provides electronic resources to assist students and their advisors. SILAS (Student Information Lookup Access System), now located on the myPlymouth gateway service, allows students private access to their course schedules, transcripts, holds, academic advisories, and financial accounts. It also includes a degree-auditing program, DAREL. This program will automatically analyze a student’s completed coursework, and generate a list of courses still needed to complete any major program. This allows easy “degree shopping.”

Several options provide supplemental academic guidance assistance to that provided by the assigned advisor. The Academic and Career Advising Center* provides walk-in academic advising of any sort. We encourage undecided students, in particular, to use the services of this office, since they will often benefit from the career advice the office also provides. Much of the career advising function of the office is now computerized; students log in to CHOICES, an interactive program allowing them to explore careers, majors, and graduate schools.

Supplemental advising has for many years been available informally in the Undergraduate Studies office. Recently the office has established this service more formally. The coordinator of Undergraduate Advising and her assistant now staff the recently named Office of Undergraduate Advising and conduct degree audits for juniors. These audits serve the purpose of making sure students are on track or of discovering program planning mistakes in time to correct them. The audit typically includes helping the student make a specific plan for fulfilling all remaining graduation requirements.

The faculty Academic Advising Committee serves as an advisory board with regard to the delivery of academic advising. Its charge includes the periodic review of the philosophy and practice of academic advising, and the development and interpretation of evaluation instruments to assess advising effectiveness. The committee meets monthly and has periodically conducted surveys of students and faculty. The most recent student survey occurred in 1995-96 (Exhibit 4.33). The committee often participates in training workshops for new faculty and occasionally sponsors campus-wide advising workshops.

*Academic and Career Advising Center
http://www.plymouth.edu/psc/career/

**APPRAISAL**

Probably no issue at Plymouth has received more discussion and debate over the years than advising. Periodic surveys, including the most recent, generally reveal mixed, even bimodal, results.

In recent years, all significant changes in the advising system can be categorized as attempts to supplement the existing system in order to provide alternatives for those advisees not getting the desired help from their assigned advisors. This was one of the motivations for initiating the Introduction to the Academic Community course almost twenty years ago, and it was certainly the prime impetus behind the computerized degree auditing functions.

Two years ago, the function of the career advising office expanded to include academic advising. Just a year later, even more advising options arose when the Office of Undergraduate Advising began degree auditing and advising services for juniors.

Perhaps because these developments are somewhat controversial, they have happened with little fanfare or advertisement. Some faculty puzzle over the existence of two advising centers,
when for years we made do with none, and few understand the distinction between them.

**PROJECTION**

There is reason to hope the recent creation of not one, but two, new supplemental advising centers, may in fact prove to be the solution to Plymouth’s long-standing problem of inconsistent advising. It may well happen that each of those advising centers will quickly develop individual identities. What seems most likely is that the Academic and Career Advising Center may come to cater to the needs of undecided students who are apt to need help clarifying career goals as part of the academic planning process. Meanwhile, the Undergraduate Advising Center, with its emphasis on degree audits for juniors, and program planning for the final two or three semesters, is the likely resource for students with declared majors needing help beyond what their individual advisor will provide. Since the coordinator of Undergraduate Advising also works closely with students on academic probation, students in academic difficulty will probably seek solutions to their academic problems at the Undergraduate Advising Center. It will be critical to assess the effectiveness of these new services as they develop.

**ACADEMIC SUPPORT SERVICES**

---

**DESCRIPTION**

The federally funded Plymouth Academic Support Services* (PASS) provides individualized academic assistance with regard to such skills as time management, exam preparation, and note taking. The office also provides services for students with documented disabilities, and it organizes a student tutoring service for those needing assistance with particular courses.

The Reading and Writing Center, operated by the English Department, offers writing assistance to students in the first-year English Composition course, as well as instruction for those wishing to improve their reading skills.

The College Writing Center, which is tied to the Writing Across the Curriculum program, offers assistance during any part of the writing process to students in any course.

The Math Activities Center offers walk-in tutorial assistance to students in any mathematics course.

And finally, in addition to its academic and career counseling functions described in the previous section, the Academic and Career Advising Center oversees study abroad and provides supervision of internships offered by most of the academic departments.

**APPRAISAL**

The five academic support service centers described above create annual usage reports. See as examples exhibits 4.34, 4.35, and 4.36. Recent reports for PASS, the Reading and Writing Center, and the College Writing Center respectively. All appear to be much used and to provide helpful services contributing to student success.

The Academic and Career Advising Center, which only recently assumed responsibility for study abroad programs and for supervision of internships, has already brought new levels of attention and organization to both endeavors.

**PROJECTION**

There is every reason to suppose these five academic support services will continue to flourish. We are hopeful that after years of neglect in the case of study abroad, and inconsistent management in the case of internships, these programs will thrive in their new home.

**ACADEMIC CONTINUANCE STANDARDS**

---

**DESCRIPTION**

Plymouth maintains a set of academic continuance standards for its undergraduates. These are described under the heading, Academic Standing, in the Academic Catalog (Exhibit 4.1). Generally, in order to be in good academic standing, students must maintain a 2.00 grade point average on a 4.00 scale. Those who do not are given an aca-
academic warning, put on academic probation, or severed.

The standards have been revised several times since their creation in the 1980s. Members of the faculty Academic Review Committee assist in administering the standards by writing probation contracts and acting on severance appeals. Each semester, the Undergraduate Studies office creates and distributes (to principal administrators and to the Academic Review Committee) a report revealing the number of students falling into each sanction category over a number of semesters—see exhibit 4.37 for the Fall 1993-Spring 2002 report.

APPRAISAL

Plymouth created academic continuance standards in the early 1980s in an attempt to motivate students to either achieve good standing or, if that possibility seemed unlikely, to leave. An earlier set of standards was not working well; significant numbers of students stayed three years or longer only to find themselves in a situation where achieving the cumulative grade point average of 2.00 necessary for graduation had become a mathematical impossibility. Since the new standards, the number of juniors and seniors in academic difficulty has steadily decreased.

PROJECTION

Academic continuance standards seem to achieve their purpose and will continue, as will the process of evaluating their effectiveness and modifying them as necessary.

All Web sites referred to in this chapter were accurate when this document was printed; all sites, with updated addresses, are available from the Self-Study Web site:

http://www.plymouth.edu/psc/library/Self-Study

CHAPTER FOUR DIRECTORY

Academic Affairs, Vice-President
Virginia Barry, vbarry@mail.plymouth.edu x2230
Admission, Senior Assoc. Director Admissions
Gene Fahey, gfahey@mail.plymouth.edu x2437
Continuing Education (see Graduate Studies)
Curriculum Committee, Chair
Robert Miller, rmiller@mail.plymouth.edu x2953
Curriculum Support, Director
Mary Campbell, mcampbell@mail.plymouth.edu x2688
First Year Experience, Chair
Katherine Donahue, kdonahue@mail.plymouth.edu x2424
Frost Commons Association, President
H. David Zehr, zehr@mail.plymouth.edu x2404
General Education Committee, Chair
Sheryl Shirley, sshirley@mail.plymouth.edu x2498
General Education Task Force, Co-Chair
Daniel Moore, dmoore@mail.plymouth.edu x2525
Graduate Studies, Associate Vice-President
Dennise Bartolo, dbartolo@mail.plymouth.edu x2286
Institutional Research, Director
Nick Mathis, nmathis@mail.plymouth.edu x2100
International Students
David McBride, dmcbride@mail.plymouth.edu x2438
President
Donald Wharton, dwharton@mail.plymouth.edu x2210
Reflective Practice Contacts
Patricia Cantor, pcantor@mail.plymouth.edu x2381
Mary Cornish, mcornish@mail.plymouth.edu x2449
Robert Miller, rmiller@mail.plymouth.edu x2953
Meg Petersen, mpetersen@mail.plymouth.edu x2684
Registrar
Stacey Curdie, scurdie@mail.plymouth.edu x2446
Society for Scholarly Dialogue, Chair
H. David Zehr, zehr@mail.plymouth.edu x2404
Undergraduate Studies, Assoc. Vice-President
Julie Bernier, jbernier@mail.plymouth.edu x2235
Writing Across the Curriculum Task Force, Chair
H. David Zehr, zehr@mail.plymouth.edu x2404

Chapter 4: Programs and Instruction

39
CHAPTER 5:

FACULTY

DESCRIPTION

FACULTY ADEQUACY

In FY02 (ending June 2002) Plymouth had 3,384 FTE students and 216 FTE faculty [The FTE faculty number is equal to the number of full time faculty plus one third of the part time faculty.], making the student to faculty ratio 16:1. See CIHE Data Forms IV and VI.

The CIHE Data Forms will give the reader a more specific picture of the numbers of students and faculty.

Ten full-time equivalent faculty teach graduate courses, excluding faculty teaching in winter and summer. Approximately thirty-five graduate affiliate faculty (i.e., part-time faculty meeting Plymouth’s established criteria and approved by the Graduate Council) teach during the academic year. Graduate affiliates generally teach at off-campus sites.

FACULTY PREPARATION AND QUALIFICATIONS

Among tenured and tenure-track faculty 97% hold terminal degrees including doctoral degrees, master’s of library science, master’s of fine or performing arts, and juris doctorates. Part-time faculty must hold either doctoral or master’s degrees, or possess the professional qualifications of a specialist in their teaching area.

ADDITIONAL DUTIES OF FACULTY

In addition to teaching twenty-four credit hours per year, and holding four office hours per week, expectations of full-time faculty members include meeting the needs of the curriculum, academic advising, committee work, and outreach.

Individual faculty expectations may vary, however. For example, some faculty in the Business, Education, and English departments have a portion of in-load teaching assignments in the graduate programs.

The Office of Undergraduate Studies assigns all full-time faculty twenty-five advisees. Students have the opportunity to choose their advisors, and they tend to gravitate toward those advisors who best meet their needs.

The Division of Graduate Studies, Continuing Education, and Outreach also considers advising an essential responsibility for all full-time faculty. Graduate students are assigned to graduate program coordinators who act as their primary advisors in concert with the division.

The Faculty Handbook (Exhibit 5.3) explains the duties of faculty in addition to teaching and advising. Primarily, these duties include participation in governance, curricular development, and policy making. These activities are among the criteria for annual evaluation, promotion, and tenure considerations. The handbook indicates the expectation that faculty attend faculty meetings, department meetings, committee meetings, convocation, and commencement.

RECRUITMENT AND HIRING

Facilitated by the vice-president for Academic Affairs and a representative from Human Resources, each academic department recruits its own faculty—linking decisions to the strategic plans for undergraduates and graduate programs. Both department and institutional policy determine minimum and desirable qualifications of job candidates. Salaries are commensurate with
qualifications, experience, and competitive regional conditions.

Human Resource's Faculty Search Manual, outlines faculty recruitment processes and policies (Exhibit 5.4: Faculty Search Manual). The assistant director of Human Resources coordinates and documents each step. She ensures the process complies with equal employment opportunity regulations, affirmative action guidelines, and all applicable state and federal laws.

The relevant academic departments, the vice-president for Academic Affairs, and the associate vice-president for the Division of Graduate Studies, Continuing Education, and Outreach coordinate the hiring process for part-time undergraduate and graduate affiliate faculty.

In the case of part-time faculty, established schedules based on credentials, experience, and course enrollment determine salary. A contract outlines part-time faculty's specific responsibilities and remuneration.

A thorough discussion of affirmative action and equal opportunity occurs in chapter eleven, Integrity.

Vice-President for Academic Affairs
http://www.plymouth.edu/psc/acadaff/

APPOINTMENT AND EVALUATION OF ACADEMIC SUPPORT STAFF

Academic support staff include those who teach and support academic initiatives such as the Writing Center; the Math Center; IS 101: Introduction to the Academic Community; Academic Advising; Career Counseling; and Curriculum Support. The classification categories include professional and technical staff (PATs), operating staff (OS), and supplemental employees. The institution conducts national, regional, and local searches to fill these positions. Specific job descriptions, educational requirements, and job qualifications govern the selection process. General conditions of employment are set forth in University System of New Hampshire policies, the Professional and Technical Staff Handbook, and the Operating Staff Handbook. For more details on these publications and on hiring procedures, see chapter eleven, Integrity.

Professional and technical staff, and operating staff supporting Academic Affairs, are evaluated in relation to their specific job responsibilities and to institutional initiatives.

The professional and technical staff, as well as the operating staff, are hired on some percentage of full-time (100% time being twelve months) depending upon the needs and responsibilities of the position. Equivalent university system position descriptions and pay grades determine salaries and benefits.

GRADUATE ASSISTANTS

Twelve to fifteen master of education graduate assistants and five master of business administration graduate assistants provide teaching, research support, and administrative service. M.Ed. graduate assistants serve in varied roles, such as helping supervise undergraduate students in selected early childhood and childhood studies methods courses; assisting in athletic training clinicals; helping students at the Writing Center; supporting special projects and grants; providing research support for the Counseling Center faculty; and assisting in classrooms. M.B.A. graduate assistants assist in teaching courses in economics, accounting, management, and other areas designated by the department.

The selection process for graduate assistants follows established procedures (Exhibit 5.5: Graduate Assistant Recruitment Materials). The M.Ed. and M.B.A. coordinators, in partnership with department committees, review the applications. After their interviews, Graduate Admissions confirms acceptance status. Committee and coordinator's recommendations determine the selection of candidates.

The department faculty of the program in which the graduate assistants serve appoint and supervise these students. Each term, the graduate assistant and the supervising faculty complete an evaluation form (Exhibit 5.6: Graduate Assistant Evaluation Form). The supervising faculty as well as the M.Ed. and M.B.A. coordinators provide on-going mentoring meetings. Continuation of graduate assistantship status requires satisfactory review by the supervising faculty and by the M.Ed. and M.B.A. coordinators.

The full-time graduate assistants receive a waiver for eighteen credits per year and a stipend of $4,000. Part-time graduate assistants receive a waiver for nine credits per year and a stipend of $2,000. Additionally, the diversity graduate assistant receives a stipend of $10,000 per year and a
tuition waiver in return for working with students, faculty, and administration on diversity issues.

**APPOINTMENT, SALARY, AND BENEFITS**

Tenured faculty members are re-employed for successive contractual periods subject to terms and conditions of employment current at the time. The *Faculty Handbook* clarifies conditions for continued employment.

As outlined in the *Faculty Handbook*, newly hired faculty receive letters of appointment setting forth the terms of employment appropriate to status and rank.

All status employees receive annual notification of continued employment from the president. Tenure-track appointments cover single academic-year terms—late August through the Friday after undergraduate commencement in May. Contracts may be renewed following an annual performance review by the department chair and the vice-president for Academic Affairs. In the case of terminal appointments, notification to non-tenured faculty is required by March 15th of the first year of employment, by December 15th of the second year and, by September 1st of the 3rd and subsequent years.

Faculty-in-residence appointments cover a specified period of one, two, or three years. The usual period of appointment is one year, renewal being based on an annual performance review and the needs of the department.

Full-time lecturers receive letters of appointment from the vice-president for Academic Affairs for one academic year. Full-time lecturer appointments may be renewed following an annual review by the department chair and are contingent upon the needs of the department.

Graduate part-time faculty receive contracts for teaching each semester (Exhibit 5.7: Sample Contract for Graduate Part-Time Faculty). Full-time undergraduate faculty who also teach graduate courses receive contracts during the winter and summer terms, and during the year, too, if the course is an overload.

The University System of New Hampshire’s Personnel Policy Committee regularly monitors faculty salaries and benefits, and it periodically recommends improvements to both. The system’s position in the market is driven, in part, by a combination of competitive comparisons in retirement, medical, and time-loss benefits.

In 2002, the university system provided a total compensation report (prepared by the Mercer Group) reviewing various aspects of the system employee benefits package. This report will provide a basis for each campus to analyze its own compensation programs. In fall 2002, the president met with the Faculty Welfare Committee to begin a study of new comparator institutions to use for further salary advancement.

Part-time faculty are compensated based on professional preparation with a scaled increase related to years of service (Exhibit 5.8: Part-Time Faculty Compensation Schedule). The institution recognizes these faculty members in the *Faculty Handbook*, in the campus directory, and in the catalog. Furthermore, Plymouth makes professional development funds available to part-time faculty on a limited basis.

Each semester Plymouth employs approximately thirty to thirty-five graduate part-time faculty to teach on and off campus. Salaries are based on comparisons with similar programs at other institutions (Exhibit 5.9: Graduate Part-Time Faculty Salary Comparison Data).

**ASSIGNMENTS AND WORKLOADS**

The faculty workload is twelve credit hours of course instruction per semester, equivalent to twenty-four credits per year. The twelve credits generally involve teaching, but may also include program coordination, curriculum development, field supervision, new initiatives, and outreach efforts.

Full-time undergraduate faculty who teach in the graduate program coordinate their teaching load during the regular semesters with their department chairs.

The *Faculty Handbook* outlines the expectation for faculty regarding scholarly activities—to continue study and research in their respective discipline. Professional development activities vary, however, and each department sets guidelines for scholarship leading to promotion and tenure.

As a regional institution, the service component of faculty assignments is critical to the success of our mission.

**FACULTY CATEGORIES**

The University System of New Hampshire explicitly defines faculty categories. A recent policy
revision creates a category for a full-time lecturer with benefits. The full-time lecturer may be employed on a yearly basis with the potential for yearly contract renewal. Creation of this position enables departments to hire quality faculty while analyzing future departmental needs. This also allows flexibility in a variety of circumstances, such as sabbaticals and other leaves.

Each department carefully monitors the use of part-time faculty. The vice-president for Academic Affairs works closely with the department chairs to ensure effective use of part-time faculty compatible with the institutional mission and the strategic planning of the departments.

THE FACULTY HANDBOOK

The Faculty Handbook defines faculty rank and part-time faculty categories (Exhibit 5.3: Faculty Handbook). The Faculty Handbook also contains the policies governing evaluation, promotion, and tenure procedures.

As discussed in chapter three, Organization and Governance, the Faculty Handbook clearly states governance policy. Chapter eleven addresses the issues in the Faculty Handbook regarding integrity.

In 1997, Plymouth wrote a Graduate Affiliate Faculty Handbook that includes information about division policies and procedures. The handbook also includes information about forms, rosters, computer passwords, directions to and contacts at off-campus sites, and library information (Exhibit 5.10: Graduate Affiliate Faculty Handbook).

FACULTY PERFORMANCE

Department chairs, or a designated representative, and the vice-president for Academic Affairs observe and evaluate non-tenured faculty each year prior to promotion and tenure decisions. Faculty policy requires members of all ranks in both undergraduate and graduate programs to conduct course evaluations each term. All faculty members complete an annual self-evaluation, as discussed above, which is reviewed by the departmental chair and forwarded to the vice-president for Academic Affairs. Additionally, chairs submit a written review to the vice-president for all faculty members.

Written course evaluations in both the M.Ed. and M.B.A. programs are sent to the respective program coordinators and are reviewed by the associate vice-president for Graduate Studies. In turn, all graduate faculty receive written summary reviews. The M.Ed. and M.B.A. coordinators and the associate vice-president review unsatisfactory course evaluations. In a follow-up meeting with the faculty member the associate vice-president or the program coordinator discuss appropriate steps for improvement.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Faculty professional development activities are critical to supporting their many roles. Faculty seek funding for teaching, research, curriculum development, technology, travel (both domestic and abroad), and for other areas of academic interest.

The varieties of faculty support include sabbaticals, travel funding, professional development grants, special project funding, and the funding for the annual Faculty Day presentations. Departments budget a range of $265 to $375 for professional development per faculty member.

In addition, the vice-president for Academic Affairs manages funds to support professional development, accreditation, travel, research, and innovative projects. Faculty development funds are awarded through an application process. Awards average approximately $400.

ACADEMIC FREEDOM, AND ETHICAL AND RESPONSIBLE ACTION

Plymouth defines academic freedom according to the tradition of the American Association of University Professors as outlined in the Faculty Handbook.

The handbook and University System of New Hampshire guidelines also clearly designate the characteristics of ethical and responsible action. A revised policy on sexual harassment has been adopted for all employees. See chapter eleven, Integrity.

APPRAISAL

FACULTY ADEQUACY

The faculty is in a period of significant transition. In the last ten years, approximately seventy-eight
have either retired, taken advantage of a separation incentive plan, or left. In response to this attrition, Plymouth has recruited for both existing tenure-track lines, and also, full-time lecturer positions with benefits.

Furthermore, one-third of the faculty is aged fifty-five or older (Exhibit 5.11: Age Distribution of Full-Time Faculty). Given the current age distribution, the institution faces hiring a large number of new faculty over the next decade.

Recent enrollment increases at both the undergraduate and graduate levels are having a positive effect on financial resources.

The concept of adequacy in terms of faculty to student ratios, however, depends upon the specific assignment of faculty to program needs. Over the last decade, curricular changes have resulted in a shift of many faculty activities. Some faculty perceive their number to be inadequate, and they cite contributing causes as the demands of general education, degree requirements, service courses for other departments, service on committees, and inequities in advising loads.

**Faculty Preparation and Qualifications**

Based on the number of faculty with terminal degrees, Plymouth faculty possess excellent academic qualifications.

The annual faculty evaluation form was revised in spring 2001 to reflect teaching, scholarship, and service in concert with departmental goals and campus-wide strategic planning (Exhibit 5.12: Annual Faculty Evaluation Form). This report provides an opportunity for faculty to inventory and report all of their teaching, service, and scholarly activities to their department chairs and to the vice-president for Academic Affairs. Based in part on this evaluation, the department chairs develop recommendations to distribute a recognition award of 1% of salary for faculty demonstrating high quality teaching, advising, scholarship, and outreach efforts.

In interviews with faculty across all ranks, many expressed concern about the number of teaching preparations. Faculty members report limited time to reflect on teaching, and they indicate that committee work and advising can be overwhelming at times.

**Additional Duties of Faculty**

Undergraduate advising continues to be a concern and is discussed more completely in chapter four, Programs and Instruction.

Evening, and some weekend, advising for continuing education students is a new initiative. The Division of Graduate Studies, Continuing Education, and Outreach offers these expanded advising opportunities to accommodate the non-traditional population they serve. Chapter four also includes a discussion of graduate advising.

Faculty participation on committees is essential to campus governance. However, currently, nineteen elected faculty committees and forty-three appointed faculty committees require a total enrollment of 415 faculty. Realizing the availability of only 156 faculty, a problem becomes apparent. This issue receives a more detailed analysis in chapter three, Organization and Governance.

Undergraduate Advising Center website
http://www.plymouth.edu/psc/undergrad/advmaj/min.htm

Academic and Career Advising website
http://www.plymouth.edu/psc/career/

**Recruitment and Hiring**

As Plymouth recruits new faculty, it makes every effort to offer regionally competitive salaries. While the institution has been able to recruit highly qualified faculty, these regional salaries continue to climb.

The president has made a commitment to try to maintain competitive salaries at the associate and full professor levels. The minimum for associate professor in FY03 will be $51,000 and full professor $61,910. While there is no established minimum for assistant professors or instructors; Plymouth operates on the principle that the market will help maintain competitive salaries.

The graduate faculty pay scale rose in 2000 for winter and summer courses. This increase applies to overload compensation as well. Plymouth has paid stipends for advising coordinators since 1997.

**Appointment and Evaluation of Academic Support Staff**

Current policies for appointment and evaluation of academic support staff are adequate and effective. Nevertheless, policies and processes undergo regular review. For example, in 2002, we initiated a new performance appraisal system for aca-
emic support staff (Exhibit 5.13: Support Staff Performance Appraisal Materials). This system is intended to promote a more comprehensive understanding of the functions of the support staff. The University System of New Hampshire and the Professional and Technical Staff Senate is reviewing salaries.

GRADUATE ASSISTANTS

As the graduate program grows, more programs request funding for graduate assistantships. In response to these needs more opportunities for graduate teaching assistants are being developed. The budget of the Division of Graduate Studies, Continuing Education, and Outreach supports these assistantships, and each year the vice-president for Academic Affairs reviews the number of assistantships giving consideration to departmental and institutional strategic plans. The division currently appoints twelve to fifteen graduate assistants per year to a variety of responsibilities, including teaching, research, and various administrative projects.

Typically, graduate students are also included in the pool of candidates. Graduate students may qualify as lecturers and student teaching supervisors when their specialized qualifications merit such consideration.

APPOINTMENT, SALARY, AND BENEFITS

Since 1998, faculty salaries have improved. Exhibit 5.14, Faculty Salary Data, shows the change in faculty pay by grade since 1998. From 1998 to 2003 the average pay for full professors has increased by 18%—and for associate professors by 15%. The average pay for assistant professors has increased by about 17%. The cost of the benefits package to the institution has increased substantially with limited additional cost to the employee.

Part-time faculty compensation is within the midrange of similar positions at comparator institutions. This is documented in the New Hampshire College and Union Consortium Report (Exhibit 5.15). Many chairs have expressed concern about part-time undergraduate faculty salaries and would like to see an increase, or at the minimum, a consideration for travel costs.

ASSIGNMENTS AND WORKLOADS

Plymouth is carefully analyzing short and long term faculty staffing needs—placing greater emphasis on linking departmental planning to overall budget planning.

We now have the flexibility to hire full-time lecturers with benefits in order to support programs and to enable departments to meet their teaching needs.

FACULTY CATEGORIES

Full-time faculty members across all ranks teach lower- and upper-division courses. Some departments face challenges in assigning full-time faculty to some courses because of specialized needs or fluctuations in available part-time faculty.

THE FACULTY HANDBOOK

The undergraduate Faculty Handbook is currently under revision [fall 2002], and the revised edition will be consistent with university system policies. It will be available on the Web for review and in print by spring 2003. This edition of the Faculty Handbook will follow the review process according to governance standards.

The Graduate Faculty Handbook has expanded to include more information about technology, current policies, and off-campus locations. The Graduate Faculty Handbook serves primarily as a support tool to affiliate faculty to become familiar with procedures for off-campus sites.

FACULTY PERFORMANCE

Salary enhancements over the past five years have been well received by the faculty, but salary levels still fall below national and regional norms (Exhibit 5.14: Faculty Salary Data). Nevertheless, recent gains in bringing the base salary scales closer to competitive levels have had a positive impact on recruitment and retention of faculty. In the spring of 2001, 82% of the faculty received a recognition award for their quality work in teaching, scholarship, and service.

In random interviews, some faculty have expressed concern about inconsistencies across campus regarding the faculty evaluation process and also the promotion and tenure process. Faculty members have indicated it would be helpful to have a campus-wide model for evaluations. On the other hand, some faculty expressed appreciation for the current flexible process, as it is largely within faculty and departmental control and there-
fore may take into account evaluation as it relates to a specific discipline.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The vice-president for Academic Affairs granted twenty-seven sabbaticals for the 2002-2003 academic year (Exhibit 5.16: Faculty Sabbatical Data). Plymouth’s financial support for sabbaticals and leaves has doubled since 1992.

The vice-president appoints a full-time teaching fellow each year for the purpose of studying a specific initiative. Additionally, as departments have encouraged mentoring activities, students’ requests for funding to attend professional conferences with faculty members has tripled and now totals $6,000—a figure that does not include $6,000 in endowment funding for faculty and student study abroad in 2002-2003. Ongoing efforts provide release time for faculty to pursue curriculum development, accreditation, assessment, and other discipline specific projects.

ACADEMIC FREEDOM, AND ETHICAL AND RESPONSIBLE ACTION

As stated in the Faculty Handbook, Plymouth protects academic freedom for all faculty members regardless of rank.

The Faculty Handbook clearly establishes conditions of employment consistent with our mission and purposes. The Faculty Handbook also sets forth the role of the faculty in upholding academic integrity at all levels.

Chapter eleven, Integrity, appraises these issues in greater detail.

PROJECTION

FACULTY ADEQUACY

As noted in the discussion of the Curriculum Resource Group and the Curriculum Committee in chapter four, Programs and Instruction, the creation of another faculty committee to oversee broad curricular issues might benefit the institution. Presumably, the Executive Council viewed this as creating more burdensome committee assignments when it defeated the motion in 2002. However, such a committee might possibly provide insight to new curriculum structures, thus enabling faculty a greater balance of responsibilities. It might be worth revisiting that proposal.

As faculty retire and we address replacing faculty lines, careful consideration must be given to overall institutional and departmental needs while aligning the curriculum with available resources. Faculty involvement in strategic planning continues to be an essential element of maintaining faculty adequacy.

The institution’s strategic planning goal promotes bringing course enrollment to an average of twenty-five students per course.

FACULTY PREPARATION AND QUALIFICATIONS

Our policy will continue to require new faculty to have, or in some cases to be completing, terminal degrees. Faculty will be expected to demonstrate their commitment to academic excellence in their discipline, to develop their skills in teaching, and to display a willingness to engage students in academic life.

Faculty will continue to be supported in their efforts to pursue scholarship. The vice-president for Academic Affairs will continue to work with college advancement to enhance faculty professional development funding.

Additionally, Plymouth will continue to increase its support for faculty choosing to write grants seeking support for research and scholarly activities.

Led by the four strategic planning themes—student success, enhanced academic vitality, assessment, and value-based resource management—the faculty is challenged to develop programs and curriculum with the goal of keeping up-to-date. Nevertheless, the gradual turnover of faculty is enabling departments to hire an enthusiastic and energetic group of new recruits in many disciplines.

ADDITIONAL DUTIES OF FACULTY

Advising will continue to be a priority and departments are encouraged to explore innovative ways to meet students’ advising needs. As we hire new faculty, careful attention will be given to departmental planning aligned with campus planning and faculty responsibilities. Faculty will be expected to continue outreach and partnership efforts with regional businesses, agencies, and institutions. Also, as the Executive Council re-
views the activities of all the various committees in the governance structure, it will assess the participation of faculty and students in committee work.

As we review the curriculum, faculty will need to become more mindful of program assessment and its importance to college-wide assessment. The associate vice-president for Undergraduate Studies has identified a group of faculty from various departments to serve on a committee to identify current assessment strategies and to develop an assessment plan to improve programs, examine learning outcomes, and strengthen teaching. As this process develops, the role of faculty in curricular renovation and enhancement will become even more essential. For more information about assessment practices see chapter two, Planning and Assessment.

RECRUITMENT AND HIRING

Plymouth will continue its efforts to recruit and hire high quality faculty. Institutional strategic planning efforts coupled with department planning will assist with the analysis of the replacement of faculty lines to support programs.

Plymouth will strive to remain competitive in the area of salaries and total compensation. The faculty committee appointed by the vice-president for Academic Affairs to study comparator institutions will identify approximately twelve institutions that will provide benchmarks for our own faculty salaries and compensation. This committee will make recommendations to the faculty and the president.

APPOINTMENT AND EVALUATION OF ACADEMIC SUPPORT STAFF

Plymouth will continue to use performance assessment tools for evaluation and determination of recognition and advancement. Additionally, Plymouth will continue to support setting goals for professional development aligning these with departmental and institutional planning.

GRADUATE ASSISTANTS

Funding graduate assistantships is an important component of the planned growth of the graduate program. As the number of graduate programs increases, the need for graduate assistants will expand. In order to recruit high quality graduate students, funding for assistantships needs to increase.

These assistantships will provide support for full-time faculty at the undergraduate level. As new programs are developed, the budget planning will include not only funding for materials and library support, but also funding for additional graduate assistantships.

APPOINTMENT, SALARY, AND BENEFITS

A new list of comparator institutions will affect the goals for salaries and benefits. The president is committed to maintaining compensation packages competitive within the appropriate comparator group. Efforts are ongoing to improve the compensation for part-time undergraduate faculty in terms of pay per credit, professional development, and recognition. The strategic plan includes an objective of assessing the use of part-time faculty and improving their effectiveness.

http://www.plymouth.edu/psc/cpe/cpchtome.htm

ASSIGNMENTS AND WORKLOADS

In response to faculty concerns regarding workload issues, it will be essential that faculty consider the importance of curricular revision and its relationship to the balance faculty seek in teaching, scholarship, and service. Some faculty believe it is time to revisit a four-credit course system similar to the University of New Hampshire's system.

In line with the strategic plan, there will be an increasing need for faculty to be active in assessment activities. With the increased public interest in accountability, and with the institution's interest in professional accreditation, faculty will need to address associated issues. All levels of governance need to acknowledge and understand the significant responsibilities and efforts required to achieve various accreditations.

FACULTY CATEGORIES

Hiring new faculty into tenure track lines will continue. Additionally, the new category of full-time lecturer with benefits allows departments to fulfill teaching needs while aligning curriculum with departmental and institutional goals. This flexibility will reduce dependency on part-time faculty.

Institutional Self-Study

48
THE FACULTY HANDBOOK

The Faculty Handbook Committee, the Faculty Welfare Committee, and university legal counsel will review the revised Faculty Handbook. It will be important that the faculty maintain a Faculty Handbook Committee to monitor future changes.

FACULTY PERFORMANCE

In general, the faculty response to recognition remuneration has been favorable. Budget planning is incorporating funding for faculty pay increases—across the board, recognition, equity, and promotion. It will be essential for the faculty to engage in a review of the conditions of the promotion and tenure guidelines campus-wide. It will also be important for faculty to revisit the promotion and tenure requirements to be sure they reflect current expectations at each level.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The president and vice-president for Academic Affairs will continue to recognize the importance of faculty development by increasing funding of release time, professional development, conference and program stipends, innovative initiatives, and sabbaticals. Continued efforts will be made to support faculty seeking grants and other external funding sources. The vice-president for Academic Affairs will continue to work closely with the advancement office to increase faculty and student endowments for a variety of developmental activities.

ACADEMIC FREEDOM, AND ETHICAL AND RESPONSIBLE ACTION

Plymouth will continue to honor the American Association of University Professors code of academic freedom. We will continue to offer training in the areas of gender equity, sexual harassment, and human resource management. Since spring 2000, all employees participate in training focused on sexual harassment. Again, chapter eleven discusses issues regarding integrity in greater detail.
CHAPTER 6:
STUDENT SERVICES

DESCRIPTION

The philosophical foundation for student services derives primarily from the guiding principles published by the National Association of Student Personnel Administrators*. Departments employ student development theory and professional practices in fulfilling both their individual and institutional missions.

*http://www.naspa.org/
NASPA

The directors and coordinators of most of the student services discussed in this chapter meet biweekly; and while much time is spent on business, even more is spent discussing the greater role Student Affairs plays advancing the institution’s mission. At least once a year the entire division gathers at a daylong retreat that often involves strategic planning initiatives. Student Affairs strives to ensure that all students have equal access to programs and facilities.

The Student Affairs division assesses, evaluates, and plans aggressively. More information on individual department self-assessment can be found in the Student Affairs Division Departmental Plans—Fall 2001 (Exhibit 6.1). These plans, developed as part of the strategic planning initiative, provide detailed analysis of strengths and weaknesses as well as the articulation of goals and objectives.

Organizational Chart
http://www.plymouth.edu/psc/presoff/pscorg.pdf

ATHLETICS

As a member of the NCAA, Plymouth subscribes to Division III philosophy; financial aid is not awarded based on athletic ability.

Approximately 409 students, some multisport athletes, participated on eighteen intercollegiate teams in 2001-2002. There are nine men’s and nine women’s varsity sports. Plymouth embraces the National Collegiate Athletic Association philosophy statement and has further enhanced the statement to make it more meaningful for our institution (Exhibit 6.2).

The program emphasizes the overall quality of the educational experience and the successful completion of all students’ academic programs.

http://www.plymouth.edu/psc/athletic/
Athletics website

CAMPUS POLICE

Campus Police includes nine full-time and two part-time officers. Each full-time officer attends a twelve-week police academy training certification program; part-time police officers must attend a 100-hour part-time academy. The New Hampshire Police Standards and Training Council accredits and sponsors the training programs for both full-time and part-time officers. Campus police officers receive their authority from the towns of Plymouth and Holderness.

In addition to campus security, officers support and assist neighboring communities as appropriate, and they have jurisdiction in both Plymouth and Holderness where campus properties are located.

http://www.plymouth.edu/psc/cpolice/
Campus Police website
COLLEGE UNION, STUDENT ACTIVITIES, 
AND RECREATION

The College Union and Student Activities office includes the functions of new-student orientation, community service learning, recreation, and experiential learning. The office also oversees student activities including the programming board, Greek life, and student government.

The office offers orientation programs in January for the start of spring term and again in June and September for the fall.

The Community Service-Learning Center offers programs for both the campus and the community. The center strives to channel student talents, energy, and creativity into existing agency programs and to offer innovative co-curricular service opportunities to assist the community beyond the campus.

Recreation programs offer fourteen intramural sports throughout the year. Up to six hundred students participate in the more popular sports. The recreation staff advises eight club sports.

The Student Activities office provides advising and support to the ninety social and co-curricular organizations recognized by the student government. The three staff members also advise a total of five fraternities and sororities, the student government, and PACE (Programming Activities in a College Environment).

http://www.plymouth.edu/psc/hub/
The Hartman Union Building website
http://www.plymouth.edu/psc/hub/gap/student_organization_manual/
Student Organization Manual
Exhibit 6.3: Sample issues of the student publications
Exhibit 6.4: Student Senate Charter and By-Laws

COUNSELING AND HUMAN RELATIONS

The Counseling and Human Relations Center* supports the growth and development of each student as well as contributing to the health and vitality of the institution. It makes referrals to appropriate resources if the center is unable to address a particular student’s need.

The center provides or coordinates numerous services including the Chemical Health Advisory Task Force, the Peer Educator Student Organization, and the administration of the CORE Alcohol and Drug Study.

http://www.plymouth.edu/psc/counsel/
Counseling and Human Relations website

DEAN OF STUDENTS AND 
COORDINATOR OF JUDICIAL PROGRAMS

Six functional areas report to the dean of Student Affairs: Health Services, International Student Services, Residential Life and Dining Services, Wellness, Judicial Programs, and Community Relations.

The coordinator of Judicial Programs works with and supervises the other judicial officers, who are all live-in professional Residential Life staff, and he also serves as a primary hearing officer. Expanded efforts have been made to communicate more clearly student rights and expectations in the Student Handbook*. (Exhibit 6.5: Dean of Students and Judicial Programs—representative printed policies)

The division designs training programs for judicial officers and administrators in order to develop procedural consistency; an understanding of due process; facilitation of the hearing process; appropriate sanctioning; and appropriate record keeping. An understanding of adherence to federal guidelines (the Family Educational Rights and Privacy Act, and the Campus Crime Act) is a component of this training. The office of the coordinator of Judicial Programs maintains all necessary compliance documentation.

The office of Student Affairs and Judicial Programs edits and maintains the online Student Handbook. The handbook outlines the rights and responsibilities of both on- and off-campus students. The handbook also outlines services to students and discloses compliance with federal mandates.

*http://www.plymouth.edu/psc/stulife/handbook/handbook.html
Student Handbook

FINANCIAL AID

The Financial Aid office plans and administers programs that include funds from federal, state, campus, and private sources. Aid packages combine grants, scholarships, loans, and work opportunities in order to meet as much of a student’s financial need as possible within available funding limitations. The office disseminates information on financial aid opportunities upon request and also via the Student Handbook, the Academic Catalog, and brochures sent to each admission applicant. The results of regular external audits
are available in the team workroom (Exhibit 6.6: Financial Aid audits).
http://www.plymouth.edu/psc/finaid/
Financial Aid website

HEALTH SERVICES

Currently, Health Services is a contract operation provided by Plymouth Pediatrics, an affiliate of Dartmouth-Hitchcock Medical Services. The Health Services staff consists of a group of physicians, nurse practitioners, healthcare providers, and two registered nurses.

When in session, Health Services provides supervised daytime care for ill students along with medical clinics in the areas of reproductive health, orthopedics, psychopharmacology, colds and flu, vaccination, blood pressure, and health clearance for athletes. Other services include laboratory testing, HIV counseling, allergy and immunization injections, storage and dissemination of student medications, pill checks, and referrals.

The Health Services contract provides for medical coverage at appropriate athletic events as well. Health Services providers participate in the Whole Health Team discussed below.
http://www.plymouth.edu/psc/health/
Health Services website

INTERNATIONAL STUDENT AFFAIRS

The Admission office recruits and admits international students. The dean of Student Affairs provides general oversight for International Student Affairs. Staff participate in meetings of the New Hampshire branch of the National Association of Foreign Student Advisors*.
http://www.nafsa.org
NAFSA

While our population of international students is relatively small, it adds a wealth of diversity (Exhibit 6.7: International Student Enrollment data). Many efforts are made to celebrate that diversity, and the International Student Association has been active to that end.
http://www.plymouth.edu/psc/internat/
International Students website

RESIDENTIAL LIFE AND DINING SERVICES

The Residential Life program accommodates approximately two thousand students in a variety of housing environments. There are seven traditional residence halls, each staffed with a live-in professional and six to eight paraprofessional students. Both men and women, and first-year through senior students, live together in all halls. Special interest floors include: outdoor recreation; wellness; music, theatre, and arts; skiing, snowboarding, and biking; and community service.

Dining Services, through contracts with Sodexho Management, offers traditional meal plans as well as a debit card purchasing option (flex-cash) for dining facilities outside the dining hall—such as the union. Periodic visits from a nutritionist provide students with information regarding diet and nutrition. Regular special-theme events help minimize the monotony sometimes accompanying contract food services.
http://www.plymouth.edu/psc/reslife/home.htm
Residential Life website
http://www.plymouth.edu/psc/dining/
Dining Services website

WELLNESS

Wellness Center services include a wellness resource library, personal and group health education programs, peer education, health promotion campaigns, and a yearly wellness retreat.

The Whole Health Team is made up of several wellness-oriented departments including: the Wellness Center; Health Services; Women’s Services and Gender Resources; the Counseling and Human Relations Center; Campus Ministry; and the Health, Physical Education, and Recreation Department. These groups work collaboratively to provide quality services and learning opportunities meeting the dimensions described in the Whole Person Wellness Model.
http://www.plymouth.edu/psc/wellness/
Wellness Center website

WOMEN’S SERVICES AND GENDER RESOURCES

The Women’s Services and Gender Resources Center organizes and implements programs and events aimed at facilitating better communication and understanding between the sexes.

One of these important programs is the sexual assault and domestic violence advocacy service. Through this outreach program, the center provides confidential crisis-intervention counseling and advocacy for survivors of sexual assault and domestic violence. The center loans materials

Chapter 6: Student Services
from its library of books, magazines, handouts, and videotapes.

http://www.plymouth.edu/psg/wsg/index.shtml
Women's Services and Gender Resources website

APPRAISAL

ATHLETICS
The cooperative relationship between the athletic training department and the athletic training program provides both clinical and academic opportunities. Staffing has increased in recent years, and accommodations have been made to meet the standards set forth by the National Athletic Training Association and the Council for Accreditation for Allied Health Professionals.

The athletic program appears balanced in men’s and women’s sports. The department has adopted one of the three NCAA criteria as a goal, and it is in a process of review in order to comply with the eleven specific associated variables. A major weakness is the absence of a written plan.

CAMPUS POLICE
As a result of a goal developed by the president’s Campus Safety Task Force, the Campus Police department has moved from a campus security agency to a fully certified, full-time, law enforcement agency.

Campus Police offers the campus numerous educational and training-related programs; see the Student Affairs Strategic Departmental Plan for a detailed list (Exhibit 6.1).

In 2001, in order to provide backup in an emergency, and in response to the request of the Plymouth Police Department, Campus Police moved to a selective arming model.

COLLEGE UNION AND STUDENT ACTIVITIES
The Hartman Union Building staff build strong connections with students, and the staff manage the programs but do not dictate them. This approach provides students with a laboratory of citizenship as described in the role of the union published by the Association of College Unions International.*

*http://www.acui.org/acui/index.cfm
Association of College Unions International

The department is interested in developing its own mission statement to replace that of the Association of College Unions International. While individual units within the HUB conduct assessment, there is neither department-wide assessment nor benchmarking activity. Currently, there is no well-documented strategic plan; this is now a primary goal of the department.

COUNSELING AND HUMAN RELATIONS
Faculty from the Education Department, all certified counselors with exceptional skills in dealing with students, fill several counselor positions.

This part-time approach, however, highlights the weakness of too few full-time staff. The hourly nature of service and support providers makes it difficult to provide services outside normal work hours.

Plymouth has been involved in administering the CORE Alcohol and Drug Survey since its inception (Exhibit 6.8). New Hampshire has now developed a similar tool to assist the “social norms” campaign of a very active Alcohol and Other Drug Committee.

DEAN OF STUDENT AFFAIRS
AND COORDINATOR OF JUDICIAL PROGRAMS
The creation of the Student Affairs and Judicial Programs office strengthens compliance with federal reporting mandates. These offices now maintain, review, and modify all policy and practice materials. While judicial and student affairs areas strictly adhere to the Family Educational Rights and Privacy Act, there is no process to ensure all offices on the campus are fully trained and educated.

The offices collect and analyze data regarding student judicial processes each semester (Exhibit 6.9: Judicial processes data). These data, along with CORE Alcohol and Drug Survey statistics and focus-group studies, provide valuable feedback and guidance in policy review and formation.

FINANCIAL AID
The Financial Aid department uses a homegrown version of the POISE software to run most of its computerized functions. While this is currently [2002] a strength, POISE is being phased out and replaced campus-wide with Banner. The staff needs additional training as increasing numbers
of applications and increasing amounts of financial information move to Web-based formats. The staff sometimes has difficulty managing the paperwork during peak periods.

**HEALTH SERVICES**

Given the relatively limited resources and available hours, doctors and nurse practitioners at times feel rushed. This lack of time can inhibit desired broader, more holistic, health education experiences. In addition, limited staff time prohibits the provision of educational outreach activities beyond the health services facility, and there is little integration of other health and wellness provider services in the Baker Health Service facility. However, their physical connection to Speare Hospital does provide benefits such as easy access to labs and radiology.

Increasing demands for psychopharmacologic services necessitated an expansion of the contracted number of hours for physician services. One of the physicians has an expertise in adolescent medicine and has made very strong connections with the staff at Counseling and Human Relations. The institution does not currently offer any health insurance plan for students, leaving uncovered students at risk.

**INTERNATIONAL STUDENT AFFAIRS**

The small number of international students has allowed International Student Affairs to provide personalized services. Using a residence hall director as the advisor to the International Student Association has worked well but can cause stress during critical times in the Residential Life area; peak times for the two areas often overlap.

The addition of a pilot undergraduate fellowship position, in the fall of 2001, added some additional support and continuity for the international student population. The international student website was expanded and enhanced during the summer of 2001, and it provides information and links to other valuable sites for international students as well as for American students with international interests.

**RESIDENTIAL LIFE AND DINING SERVICES**

A weakness in the Residential Life program is the age and condition of some facilities. While maintenance has been kept to a high standard, few of the facilities are accessible to students with disabilities, and many need extensive infrastructure upgrades. Residential Life allows flexible resource management; however, current facility needs, and the already high price of housing, make future renovation and repair projects daunting. For example, very few rooms on campus are standard singles, a commodity in increasing demand. There is currently a shortage of housing for students both on and off campus. Chapter eight, Physical Resources, discusses this issue in greater detail.

The Residential Life program has been engaged in the Association of College and University Housing Officers International* benchmarking program since 1999–2000. The benchmarking tool includes information on dining services as well as a small number of self-designed questions (Exhibit 6.10: ACUHO-I Benchmarking Studies). The results of this study provide satisfaction feedback as well as knowledge and needs assessment. Data are provided in a comparative format to give Plymouth a sense of how satisfaction levels compare with institutions across the country. Where appropriate, data support budgetary decisions and fee increase requests.

http://www.acuho.ohio-state.edu/
Assoc. of College and University Housing Officers International

**WELLNESS**

Health-related programs are located across the campus, making referrals and sharing of resources challenging. The Wellness Center addresses this problem. The website provides students, faculty, and staff with health information and referrals.

The student wellness organization, OSSIPEE, has become more self-focused in recent years. Their annual alternative spring break trip is a rewarding experience for the students.

In the spring of 2002 the center initiated campus-wide health assessment using the American College Health Association’s National College Assessment. This assessment provides a population health overview from which to guide services and programs (Exhibit 6.11: American College Health Association’s National College Assessment).
WOMEN'S SERVICES AND GENDER RESOURCES

This program has lost energy and visibility with the reduction of the coordinator's position to hourly as a result of budgetary concerns two years ago [2000]. Some constituents describe the center as invisible. There is a strong commitment to revitalize the program, but to do so with a clearer focus.

PROJECTION

ATHLETICS

The department is developing a first draft of a plan for Title IX compliance (Exhibit 6.12), setting June of 2002 as the goal for distribution to the Athletic Council, Athletic Department, administration, and Student Senate. This will be the guide for making institutional budget decisions for programmatic, facilities, and personnel changes over the next few years.

CAMPUS POLICE

The student officer program, a peer-connecting component of the Campus Police department, shows evidence of renewal. Officers' salaries need evaluation in order to ensure balanced compensation as compared to other full-time police agencies within the state. The Student Officer program has been a hallmark of this department in past years, but its presence has waned recently. Its redevelopment should be considered.

COLLEGE UNION AND STUDENT ACTIVITIES

The Association of College Unions International and Educational Benchmarking, Inc. have been implementing benchmarking programs in college unions. The Hartman Union staff will be evaluating those tools with the intent to implement them as soon as feasible.

COUNSELING AND HUMAN RELATIONS

In the near future, Counseling and Human Relations will implement a new plan allowing the provision of some counseling services at Baker Health Services.

Concern with the limitations in the Plymouth area for twenty-four hour psychological care is ongoing. Lack of local emergency service often requires students to travel some distance in order to receive assessment and treatment. Negotiations are underway to bring additional psychological services to Plymouth.

DEAN OF STUDENT AFFAIRS AND COORDINATOR OF JUDICIAL PROGRAMS

The registrar's office is a primary keeper of confidential records and assumes some responsibility for developing guidelines. However, the Student Affairs and the Judicial Programs office is also a key area in this regard. Since responsibility for record keeping belongs to many areas of the campus, all offices must be equally and appropriately trained. Developing Web based training tools will help other offices on campus to understand regulations regarding the maintenance, appropriate distribution, and destruction of student records. This issue is also discussed in chapter eleven, Integrity.

FINANCIAL AID

Expanding use of electronic filing and assessing how aid applications are processed will be important initiatives in the management of personnel resources. In order to achieve compliance with federal standards, the office must upgrade current PCs. The implementation of the Banner financial aid system will require extensive training to ensure a smooth transition.

HEALTH SERVICES

With the administration of the American College Health Association's benchmarking assessment program in the spring of 2002, data are available to assess the health knowledge and needs of our students. These data will be invaluable for programming, resource allocation, and staffing decisions. In addition, some of the state's college administrators have joined together to discuss possible group insurance options for students.

INTERNATIONAL STUDENTS

The President's Commission on Diversity, and the staff working with international students, promote increased international student enrollment as one means of enhancing diversity. If Plymouth decides to encourage additional inter-
national student enrollment it must commensurately increase resources and staff time.

Another goal is the expansion of faculty and staff mentoring connections. Plans are developing to institute a program that more intentionally creates such connections. With the expansion of study-abroad opportunities currently underway through the Academic Advising and Career Development office there may be a synergistic effect regarding international students interested in attending Plymouth.

RESIDENTIAL LIFE/DINING SERVICES

In order to compete with off-campus housing, Plymouth needs single rooms, especially in the White Mountain Apartments.

The institution also needs to fully integrate the results of the Association of College and University Housing Officers International benchmarking program into long-range planning and resource allocation. We need to consider new approaches to manage the financial burden of facilities renovation.

The campus has contributed $5,000 to a housing study being launched by the town of Plymouth. The results should provide guidance on future housing expansion initiatives.

WELLNESS

With the implementation of the American College Health Association Health Assessment in spring of 2002, data will be available to develop programs with learning objectives and to assess change over time (Exhibit 6.13: American College Health Association Health Assessment data).

Collaboration and strengthening of the Whole Health Team, developed by using the health assessment results, will ensure maximum resource use and consistent delivery of services from all health providers. Greater integration of services, particularly health and wellness, is evolving but will require additional staff resources. This was not selected as a budget priority for 2003, but the concern will be reviewed again this fiscal year [2002-2003].

WOMEN’S SERVICES

AND GENDER RESOURCES

The reinstatement of a full-time position is a top priority. The new coordinator will conduct an analysis of the mission of the center to ensure a manageable focus.

All Web sites referred to in this chapter were accurate when this document was printed; all sites, with updated addresses, are available from the Self-Study Web site:

http://www.plymouth.edu/psc/library/Self-Study

CHAPTER SIX DIRECTORY

Athletics, Director
John P. Clark jpclark@mail.plymouth.edu x2750

Campus Police, Chief
John E. Clark jeclark@mail.plymouth.edu x2331

Community Service-Learning Center, Coordinator
Nancy Conklin nconklin@mail.plymouth.edu x2376

Counseling and Human Relations, Director
Michael Fischler mfischle@mail.plymouth.edu x2461

Financial Aid, Director
Robert Tuverson rtuveson@mail.plymouth.edu x2338

Hartman Union Building, Director
Terri Potter tpotter@mail.plymouth.edu x2376

Health Services, Supervisor of Nurses
Edna Merrill emerrill@mail.plymouth.edu x2350

International Student Affairs (Dean of Students)
Tim Keefe timk@mail.plymouth.edu x2206

International Student Association Advisor
Sara Torbet storbet@mail.plymouth.edu x2575

Judicial Programs, Coordinator
Bobbi Jo Watkins bwaterkin@mail.plymouth.edu x2206

Residential Life and Dining Services, Director
Frank Cocchiarella frankc@mail.plymouth.edu x2260

Student Activities and Greek Life, Assistant Director
Tracie Massey tmmassey@mail.plymouth.edu x2639

Student Affairs (Dean of Students)
Tim Keefe timk@mail.plymouth.edu x2206

Vice-President for Academic Affairs
Virginia Barry vbarry@mail.plymouth.edu x2230

Vice-President for Student Affairs
Dick Hage dhage@mail.plymouth.edu x2241

Wellness Center, Coordinator
Wynne Lobel wlobel@mail.plymouth.edu x2853

Women’s Services and Gender Resources, Director
Delilah Smith drsmith@mail.plymouth.edu x2387

Chapter 6: Student Services
CHAPTER 7:  
LIBRARY AND INFORMATION RESOURCES

DESCRIPTION

PROGRAMS AND SERVICES
Library divisions include Reference Services; Access Services, which includes Circulation and Interlibrary Loan; Technical Services; Systems and Technology Services; and Periodicals. The library is open 93.5 hours per week (Exhibit 7.1: Library Hours).

Information Technology Services (ITS) provides and supports the entire campus with computers and computing operations for academic, administrative, and residential student computing. In addition, ITS provides multimedia equipment, software applications, equipment sales and repair, training and support services, and networking and telecommunications services.

ITS is organized into two divisions: Telecommunications and Network and User Services.

RESOURCES
As of July 1, 2001 the library collections contained 302,519 cataloged volumes, nearly 600,000 units of microform, and 958 periodical subscriptions.

The library uses the Innovative Interfaces, Inc. (III) automated system. The library website* allows remote access to the library’s information resources and serves as a gateway to general Internet access. Most electronic resources, including LOLA (the online catalog) are available through the campus network both on and off campus. Workstations are readily available within the library and throughout the campus and residence halls.

* www.plymouth.edu/psc/library
Lamson Library website

All librarians hold faculty status and serve as liaisons to academic departments and programs in order to keep informed of academic departmental course-related research needs and concerns. Through departmental liaisons, the library encourages faculty to be actively involved in the materials selection process.

Information Technology Services operates a Lucent G2 PBX telephone switch providing telephone and voice-mail services to all faculty, staff, and on-campus students.

The institution operates a local area network featuring gigabit backbone technology, switched 10/100mbps edge device access, and a 12mbps connection to the Internet and University System of New Hampshire resources. ITS uses packet-shaping technology to manage bandwidth, firewall, Unix authentication, LDAP, and virtual private networking technologies to manage network security.

Plymouth uses more than five hundred computers in twenty-four laboratories, clusters, and computer classrooms. More than four hundred of these computers are available for student use.

More than fifty servers facilitate academic and general purpose computing needs. To survive failures and maintain high availability, many of these servers employ redundant features.

The institution is currently engaged in Project SMART, a $1.3 million capital project, to replace a twenty-three-year-old legacy POISE administrative system with modern technologies and improved business processes.
INSTRUCTION

First-year students receive four hours of library instruction. During IS101: Introduction to the Academic Community (IAC)—the first-year experience course—all first-year students receive two hours of basic library skills instruction and may spend time out of class using the seven-chapter *Introduction to Lamson Library* available through the website (Exhibit 7.2: *Introduction to Lamson Library*). Two more hours of instruction occur in EN120: English Composition. In 2001, library faculty taught 152 library instruction classes reaching 3,311 students.

In support of its formal instruction program, librarians prepare a wide range of electronic and print course-related bibliographies, research and course guides, pathfinders, and tip sheets (Exhibit 7.3: Sample Library Instruction Guides).

Annually, library faculty participate in new-faculty orientation, which features a revised and updated Library Faculty Handbook (Exhibit 7.4: *Library Faculty Handbook*), and they attend the IAC teacher workshop to present the library skills resource materials to be used in that class.

*http://www.plymouth.edu/psc/library/IAC
Library instruction website

The ITS Technology Learning Center supports the instructional needs of the learning community, both on and off campus, through media equipment loan, multimedia classroom support, advanced digital media applications and editing, help-desk assistance, WebCT course development services, and test scoring and proctoring. The Technology Learning Center also provides traditional and digital media services as well as support for faculty teaching in multimedia classrooms. In addition, ITS supports and develops online components of IS 101: Introduction to the Academic Community.

RESOURCE SHARING AND OUTREACH

Lamson Library is the largest state-supported library in northern New Hampshire. The library serves all residents of New Hampshire by permitting direct access to the facility, in-house use of many library resources, borrowing privileges, and access to a password-free computer workstation with Web access. Through interlibrary loan, the library shares its resources with hundreds of New Hampshire public and school libraries. In addition, the library is a New Hampshire State Document Depository. Through a grant from the New Hampshire Charitable Foundation, Lamson houses a cooperating collection of the Foundation Center made available to all residents of the state through the library’s Grants Research Center*.

Through a reciprocal borrowing agreement among the libraries of the New Hampshire College and University Council (NHCUC), Plymouth students and faculty have direct borrowing privileges at eleven other college libraries in the state. The NHCUC libraries collaborate annually on the group purchase of electronic resources to ensure quality and accessibility for their users at a reasonable cost to their institutions.

Over the past decade, the university system libraries have received $400,000 in system funding for cooperative projects. In 2001, the libraries collectively received $250,000 in system funding for Millennium, the library automation update currently being implemented.

The library website forms the basis of outreach to students and faculty. A library guide lists the NHCUC libraries honoring direct borrowing as well as other useful information for remote users (Exhibit 7.5: Graduate Students library guide).

* http://www.plymouth.edu/psc/library/grantwriting/
Grant Research Center information website

ITS works with all departments to support their resource sharing and outreach missions. ITS works with the other institutions within the university system to share policy, methods, planning, and computing resources.

PERSONNEL

Lamson Library’s permanent staff of nineteen (18.45 FTE) consists of the director, who reports directly to the vice-president for Academic Affairs, seven library faculty, and eleven support staff. The library also employs part-time staff at the circulation and reference desks including many work-study students. The organizational chart outlines the structure (Exhibit 7.6: Library Organizational Chart).

ITS is a staff of twenty-nine professionals (28.5 FTE) consisting of the ITS director, who reports directly to the vice-president for Financial Affairs, two assistant directors, six area managers,
and twenty support staff. ITS also employs about fifty students. The ITS professional staff are classified as professional and technical staff (24 FTE), operating staff (3 FTE), and supplemental staff (1.5 FTE). The organization chart outlines the structure (Exhibit 7.7: ITS Organizational Chart).

FACILITIES

After a sixteen-month renovation and expansion project, Lamson Library reopened to the public on December 29, 1997. A facility of 72,492 net assignable square feet includes seating for 830 people. In addition to general seating, the library includes eleven group-study rooms. Three larger multi-purpose study or meeting rooms are generally available by reservation. A specially outfitted bibliographic instruction room provides a hands-on online environment for research instruction.

ITS occupies facilities in Hyde Hall and Speare Hall. Hyde Hall houses the main computing center, staff offices, IT Training Center, workshop and meeting rooms, and the Technology Learning Center. Speare Hall is the site of the Telecommunications and Network Center. The Computer Store and repair center is located in a six hundred square foot building on Merrill Street. Additional staff offices are located in other buildings on campus.

FINANCIAL SUPPORT

The library’s budget for FY01 totaled $1,519,515. The operating budget of $1,086,095 included $958,186 for faculty, staff, student, and part-time employees. The remaining $127,909 included funding for all library operating expenses, excluding acquisitions.

The library’s acquisitions budget of $433,420 included $215,477 for books and related print resources, $169,116 for periodical subscriptions and $26,418 in annual fees for electronic resources.

The library’s FY01 budget was 4.19% of the institution’s General and Educational budget and represented an increase of 5.3% over FY00.

Information Technology is funded through auxiliary, fee-based, capital grant, and general fund budgetary sources. While the Network and User Services division of ITS is funded through general budget allocations and capital projects, the Telecommunication Services division is funded largely through auxiliary enterprises.

In FY02, ITS had a general fund budget of $2,121,424 of which $1,299,852 (61%) was allocated in support of academic programs. The ITS auxiliary expense budget during this same fiscal year was $1,800,390.

Technology fees provide funding for most instructional technology maintenance and enhancements. In addition, these fees support grant funds of about $420,000 that are annually allocated by the Computer Advisory Board to technology projects requested by individual academic departments.

EVALUATION

The Library assists academic departments in evaluating library resources and services for accreditations and self-studies. It works with academic departments who seek library information during program reviews and is frequently included in scheduled site visits.

Formal library evaluation has included a facilities planning process (late 1980s-1997), the library program review and visit (1998-1999), a university system internal audit (1998-1999), a title-by-title evaluation of the reference collection, and most recently a library planning process resulting in a comprehensive three-year plan (2001). (Exhibit 7.8: Library Evaluation Documents)

Chapter five, Faculty, discusses faculty evaluation procedures.

The active involvement of library faculty and staff in campus governance also supports library evaluation. Library faculty have served on many major faculty policy-making committees and recently have chaired the Executive Council, the Women’s Studies Council, the Information Resources Committee, the Council of Chairs, and the NEASC Self-Study Committee. This participation provides important opportunities to assess library programs and to link library resources and services to significant academic initiatives.

Students complete evaluation forms to assess the effectiveness of library skills instruction in EN120: English Composition and in other courses.
ITS participates in an annual departmental and divisional planning and review process that includes assessment of current goals and objectives as they relate to the institution’s strategic plan. Staff are evaluated on personal performance, departmental goals, and objectives.

A bi-annual faculty computing survey supplies additional information concerning ITS services and the use of resources (Exhibit 7.9: ITS Faculty Computer Survey). Survey results are compared with the National Campus Computing Survey.

Individual instructional technology grants awarded by the Computer Advisory Board are peer-reviewed at poster sessions held during Faculty Day prior to the beginning of the fall semester.

ITS collects and tracks information related to help-desk calls and to evaluations on training sessions. ITS management staff monitor these statistics and comments.

APPRAISAL

PROGRAMS AND SERVICES

Existing policies and procedures for user access to library programs and services are adequate, shared throughout the community, and work well for students and faculty (Exhibit 7.10: Library Mission and Policies).

While the number of reference transactions and library instruction sessions has remained constant over the past decade (Exhibit 7.11: Library Usage Statistics), the library notes a decline in some traditional measures of library programs and services. Book circulation which numbered 98,557 items in 1993, numbered 45,649 items in 2001. Attendance, which was 215,887 in 1993, was 162,061 in 2001.

During the 2000-2001 school year, interlibrary loan processed 4,987 transactions, including 1,476 items borrowed for Plymouth users and 3,511 items loaned to other libraries.

The Technical Services department catalogs and links websites to the library catalog, adding more than five hundred Web links in the past year. The department annually adds expanded content notes to catalog records.

The library commitment to providing access to electronic resources and services in a highly automated and networked environment has had an impact on traditional library measures. The commitment has resulted in a new standard for how students and faculty access and use library resources. The library website, for example, receives more than 120,000 page-views per semester.

ITS programs and services successfully support its mission (Exhibit 7.12: ITS Mission Statement). In the fall 2001 Faculty Survey, 90% of respondents agreed that technology support services are accessible and generally helpful (Exhibit 7.9).

Eighty percent of students in the residence halls now connect their own computers to the campus network.

RESOURCES

Library collections and resources adequately support all programs of study as well as Plymouth’s resource sharing and outreach missions. The Collection Development Policy Statement (Exhibit 7.13) works well in providing guidelines for evaluating, selecting, and weeding materials.

The library is increasingly challenged by specialized and time-consuming technological concerns. All library faculty and staff have assumed some responsibilities for technology. The library has one full-time systems librarian and one half-time technical support position to manage evaluating, acquiring, and maintaining electronic resources.

The current system of dividing subject responsibilities among the library faculty and pairing the library faculty with departmental liaisons works well. Outside evaluators who examine various departments and programs during the program review process respond favorably to the library's resources.

ITS resources adequately support current administrative, academic, and residential computing needs.

Finances have supported ITS recommendations for equipment upgrades, averaging 3.5 years for desktop devices and workstations and 4.5 years for servers. Networking devices are running slightly further behind schedule.
INSTRUCTION

The library has identified thirty-one most desirable library skills for first-year students requiring a minimum of seven hours of instruction (Exhibit 7.14: Thirty-One Library Skills). While half of these skills are the focus of IAC and English Composition sessions, the remaining skills cannot be adequately covered in the four hours available.

While advanced, course integrated, library instruction works well, the library faculty still sees the need for more opportunities to meet classes. Instruction statistics attest to the vitality of the program (Exhibit 7.15: Library Instruction Statistics).

Research skills are a mandate of the General Education program. The IAC faculty are responsible for assessing student proficiency in the basic library skills presented in that course. Transfer students are required to pass a library proficiency test (Exhibit 7.16: Library Proficiency Test). Evaluation forms serve as an impetus for reevaluating and improving English Composition sessions.

More than 50% of the faculty have participated in ITS workshops and summer institutes to learn about using WebCT and other methods of using advanced technology for instruction. The number of courses using WebCT has grown steadily from 72 courses in fall 2000, to 210 courses in fall 2001. In this time period WebCT affected 6,648 student seats—20% of the total available seats.

According to the 2001 faculty survey, 97% of respondents indicated that technology can enhance teaching and learning, 84% indicated they already used technology to enhance teaching and learning, and 89% indicated plans to integrate more technology into their instruction (Exhibit 7.9: ITS Faculty Computer Survey).

RESOURCE SHARING AND OUTREACH

The library serves residents of the state well, including students and faculty of the New Hampshire College and University Council colleges.

For more than a decade, the library has been an interlibrary loan net-lender, and non-PSC users directly borrowed 7,877 items in FY01, accounting for more than 17% of the library’s annual circulation transactions.

ITS provides direct support for numerous Plymouth-sponsored conferences and faculty-run summer programs, such as Ice-T and Mindflight. In addition, ITS staff participate in the New Hampshire Society for Technology in Education of which an ITS staff member is a former president.

PERSONNEL

The full and part-time staff represents an appropriate combination of professional preparation, training, talent, and library experience. Despite a net loss of positions over the past decade, coupled with an increasingly complex workload due to the electronic revolution and the new library facility, the staff are highly motivated, dedicated, and service-oriented (Exhibit 7.17: Noel-Levitz study excerpts).

Between 1993 and 1998, the library lost three full-time positions all with significant responsibilities. Since 1999, the institution has provided additional permanent staff to support library technology (half-time) and in Access Services (full-time). While the new permanent position in Access Services does not represent an expansion of library staff, it reduces the library’s dependence on part-time staff.

The ITS staff represent an appropriate combination of professional preparation, training, talent, and experience essential to providing effective technology services to students, faculty, alumni, and friends (Exhibit 7.7: ITS Organizational Chart; and Exhibit 7.9: ITS Faculty Computer Survey).

FACILITIES

With materials storage capacity in excess of 400,000 volumes, growth room for as many as 1,000 public seats, a flexible design to accommodate changes in programs and services, and substantial capacity for technology, the new library will meet library space needs for the next twenty years.

The current ITS facilities are adequate to the needs of the department.

FINANCIAL SUPPORT

Over the past decade, annual funding for the library has not kept pace with increases in the
General and Educational budget (G&E). While funding for library personnel matches G&E increases, funding for library operations and acquisitions failed to keep pace with either the G&E budget or inflation. As a percentage of G&E, total library funding decreased from 4.72% in FY92 to 4.19% in FY01.

The library operating budget has seen little or no real increase over the ten-year period even as Plymouth opened a vastly expanded and more complex new library facility. Maintaining and upgrading the library’s automated system and seventy public and staff workstations requires consistent annual funding.

The library acquisitions budget has seen increases beginning in FY99 totaling $69,382 through FY01 for a recent annual growth rate of 6.33%. The annual rate of inflation for a cross-section of library resources meets or exceeds this recent growth rate. For instance, an analysis of 679 periodicals to which the library subscribes indicates a cost increase of 28.3% over a four-year period, for an annual inflation rate of 7%.

Since FY92, the acquisitions budget has varied each year, from decreases of more than 5% in both FY94 and FY95 to an increase of 10% in FY00. Over the past ten years, the library has had to support an expanding array of both traditional and new information resources. It has attempted to maintain its commitment to essential print and non-print resources, while at the same time investing heavily in an ever-increasing number of electronic resources. Dependable acquisitions funding is key to meeting this goal.

Since 1998, the library has requested one additional permanent faculty line to fund the position of Electronic Resources and Outreach Librarian. This need has not been met. The library remains heavily dependent on part-time and student employees to accomplish library tasks. While student wages have increased regularly, wages for part-time staff and reference librarians are not competitive.

The combination of budget sources, as mentioned in the description, has allowed an increase of ITS resources to meet demand and to keep existing facilities technologically current. Major infrastructure improvements such as building wiring, network backbone, and administrative systems upgrades have been funded through capital projects.

EVALUATION

In 1999 library resources and services and the helpfulness and approachability of library staff received the highest student satisfaction ratings on the Noel-Levitz survey, ranking first and second in satisfaction out of ninety-eight campus-wide categories (Exhibit 7.17). In addition, the survey revealed that library satisfaction was substantially greater than the national group mean for other four-year public college students. Library resources and services also ranked among the top ten in importance to our students.

Specific outcomes of the Plymouth’s recent library assessment efforts include: the new library facility (1997); increased funding for library acquisitions (1999-); additional library staff to support library technology (1999) and Access Services (2001); implementation of a new automated library system (2001); enhancements to library security (1999-); and expanded access to library resources.

In a 2001 survey of faculty, 90% of the respondents agreed or strongly agreed that the technology support services were accessible and generally helpful. Student satisfaction surveys in 2001 gave strong marks to ITS. Surveys of student residents have indicated a strong satisfaction level with ITS services and the Residential Network (ResNet) infrastructure though, predictably, network speed assessments ranked low (Exhibit 7.18: ITS Student Satisfaction Survey).

PROJECTION

PROGRAMS AND SERVICES

The library needs to monitor and evaluate continually its programs and services in order to ensure a good fit between the available technology, the library resources and services it provides, and the student and faculty culture of library use and information access. The library may need to work more closely with teaching faculty on the limits of Web resources, the value of both traditional and electronic information resources, and
methods to ensure student success in the use of these resources.

Given the heavy use of the library computer clusters by students and the substantial use of the library website, LOLA, and other electronic library resources, the library is positioned to become even more of a focus for student computing on campus. Lamson Library and Information Technology Services are studying the possibility of a greater ITS presence at Lamson as well as a wireless network to support student computing.

ITS will continue to monitor and evaluate its programs and services in order to match available technology and resources with the needs of students, faculty, administration, and alumni.

RESOURCES

Staffing and training to support library technology need to be addressed. The library must prioritize its technology projects and be innovative in using existing library faculty and staff to aid in new technological initiatives.

Traditional funding for technology resources is under stress. The institution will have to examine whether the current philosophy of department-based facilities and institution-owned clusters of workstations is appropriate or even financially viable for the future. Programs encouraging student-owned laptops and new ways of thinking about funding the institution's computing infrastructure will require investigation and extensive dialogue.

INSTRUCTION

The library recognizes the need to develop more effective tools for evaluating library instruction. During the 2002-2003 school year, two library faculty sabbaticals will focus on issues of first-year library instruction and instruction assessment methods and evaluation tools.

The integration of technology into instruction will continue to increase. Eighty-one percent of the faculty responding to a 2001 survey indicated the need to learn more about instructional technology and how to apply it to their teaching. This demand for training and support services will place significant pressures on ITS.

RESOURCE SHARING AND OUTREACH

The library will continue its resource sharing and cooperative purchasing activities working closely with the university system and the New Hampshire Colleges and University Council libraries. In the future, the library will seek to work closely with the newly organized Office of Graduate Studies, Continuing Education, and Outreach to identify needed library programs, services, and methods of delivery. Finally, the library will continue to seek approval for the additional library faculty position of Electronic Resources and Outreach Librarian. The library’s ability to plan and implement new outreach services will be contingent upon obtaining needed funding and staffing.

Increasingly, ITS will both depend upon and support relationships outside of the institution in order to broaden and diversify applications of technology.

PERSONNEL

The existing complement of library staff cannot address the remaining unmet needs. Since 1998, the library has needed and requested an Electronic Resources and Outreach Librarian with chief responsibilities to evaluate and develop electronic information resources, to maintain and update the library website, to assist in developing programs to train students and faculty in the effective use of electronic information resources, and to increase awareness of library services for the campus’s outreach and distance education programs.

The provision of a library staff sufficient in number, appropriately qualified, and adequately trained must remain a priority.

ITS has made a formal budget request for additional staff to support the new administrative systems, address threats to the security of the network and server systems, manage increasing numbers of specialized servers, support increased use of multimedia in classrooms, and support faculty in the development of Web-based instructional systems.

More resources must be spent on training and professional development. In addition, academic departments have increasingly asked for techni-
cal support resources specific to the needs of their discipline needs.

FACILITIES

Foot traffic through the library front door is down about 25% from the mid-1990s, while use of new remote electronic library resources has exploded. The institution’s commitment to computing technology and networks has been substantial, as has been its commitment to building the newest generation of library facilities.

As ITS staffing needs increase, so too will the need for expanded facilities. The need for increased physical security will also require upgrades.

The institution will require a testing center to support WebCT as an assessment tool and for proctored WebCT testing. A more appropriate space for conducting assessments could also accommodate additional testing needs for such activities as Praxis and placement exams.

FINANCIAL SUPPORT

On balance, current funding allows the library to make some progress toward its goals. Over the past few years, the library has added a half-time technology support position and most recently an additional full-time library assistant in Access Services. Beginning in 2001, through a combined commitment of $120,000 in Plymouth and university system funds, the library has begun to implement Millennium, the library’s new generation of automation.

Since FY99, the institution has been able to make consistent and necessary annual commitments to the library acquisitions budget. In addition, similar funding increases for basic library operations will be essential. Funding for an additional library faculty member will be important to meet the library’s service goals for electronic resources and outreach. Increases in wages for part-time staff are needed to be competitive in the local and regional job market, and to assure the quality and number of part-time staff.

Additional growth of ITS resources will require funding. Like many other institutions, Plymouth can no longer fund projects from budgetary surplus derived from auxiliary telecommunications services. Substantial new capital project funding will be needed to expand the infrastructure and to support new technological initiatives. ITS has requested additional staff for server support, student support, and multimedia professional development.

EVALUATION

While the library believes it effectively uses the feedback it currently receives from students and faculty, it needs to conduct user studies and surveys to examine trends of use over time, to identify user needs and expectations, to determine the effectiveness of library services, and to understand which services are most valued.

A plan for thorough evaluation of all aspects of library service is now being conducted. The final plan will be based on the library mission and goals, and it will include specific methods of assessment and the use of assessment to improve services. The plan will be available by the time the NEASC team visits in October 2003.

ITS will continue its participation in evaluations at institution and academic department levels as well as its assessment activities within the department. Assessment mechanisms will have to be expanded to collect information from a broadening community of users, including parents and alumni.

Both the library and ITS will need to work diligently to fold current assessment techniques, tools and resulting data into the greater campus assessment effort.

All Web sites referred to in this chapter were accurate when this document was printed; all sites, with updated addresses, are available from the Self-Study Web site:

http://www.plymouth.edu/psc/library/Self-Study

CHAPTER SEVEN DIRECTORY

Chief Information Officer
Dwight C. Fischer dwight.fischer@mail.plymouth.edu x2443
Library Director
Todd Trevorrow tt@mail.plymouth.edu x2817

Institutional Self-Study
CHAPTER 8:
PHYSICAL RESOURCES

DESCRIPTION

BUILDINGS AND GROUNDS

For a complete listing of the buildings, acreage, and parking lots, see exhibits 8.1, College Buildings; 8.2, Campus Acreage; and 8.3, Campus Parking Lots. Exhibit 8.4, Off-campus Graduate, Outreach, and Partnership Sites, provides details on sites away from the main campus used by our graduate and outreach programs.

Since our last self-study the institution has completed a number of noteworthy building projects. For a list and details see exhibit 8.5, Major Building Projects, 1993-2000.

Besides these facility projects, there have been significant infrastructure projects undertaken in 1996, 1997, 1998, 2001, and 2002 addressing defective steam lines, underground electrical and telecommunications wiring, site lighting, walkways, and parking lots.

In addition to these important construction projects, there have been several significant demolitions, most notably the central heating plant and former maintenance shop which until 1995 stood between Rounds Hall and Speare Hall.

NETWORK INFRASTRUCTURE

The campus operates a local area network connecting twenty-nine academic and administrative buildings, seven residence halls, and 166 student apartments. The network features a gigabit backbone, shared and switched 10/100mbs connections providing over 2,000 student connections, 1,400 faculty and staff connections, and 500 public connections—a total of 3,900 data connections. All faculty offices have data connections. The backbone is connected to the University System of New Hampshire Wide Area Network, and to the Internet, using an ATM 12mbs connection. Information technology is also discussed in chapter seven, Library and Information Resources.

The campus network provides virtually all faculty and staff with access to the network and to the Internet. As part of their housing contract, on-campus students receive telephone, cable television, and Internet access through Resnet, the Residential Network Program (Exhibit 8.6: Information Technology Services Brochure). Approximately 80% of students living on-campus connect to the campus network. In addition, students have access to more than 400 personal computers in more than two-dozen clusters, laboratories, and classrooms. On the network more than fifty servers provide a variety of administrative, academic, and general services. Finally, the institution operates an AVAYA G3R PBX switch providing telephone and Audix voice-mail service to all faculty, staff, and on-campus students.

EQUIPMENT

Information Technology Services assists departments in monitoring, repairing, and upgrading equipment. ITS also maintains control for some equipment acquired with Computer Advisory Board funding.

Plymouth maintains a property control inventory of major equipment; currently the cut-off is $3,000, but it was $1,000 until 1999 (Exhibit 8.7: Inventory of Major Equipment). The total value of major equipment is over $6.25 million, and
equipment not inventoried is surely worth several million more.

In 1993 the president appointed a Computer Advisory Board to consider proposals from the departments for funding technological initiatives in the academic programs (Exhibit 8.8: Computer Advisor Board Documents). In 1996 the Computer Advisory Board developed an Information Technology Plan, and in FY97 it funded eleven projects totaling over $281,000. In March 1998 the advisory board published its Academic Information Technology Objectives, which included important infrastructure and access improvements. It allocated about $360,000 in FY98, nearly $370,000 in FY99, $430,000 in FY00, over $429,000 in FY01, and nearly $420,000 in FY02. Since it began, the advisory board has supported over 150 projects, allocated nearly $2.3 million to improve the use of technology in academic programs, and has established a goal of replacing PCs on a three-year cycle.

**MAINTENANCE AND STAFFING**

*Buildings and Grounds*

To maintain the buildings and grounds, Physical Plant employs seventy-eight full-time benefited staff, four part-time benefited staff, and between fifteen and twenty hourly staff. A twenty-one member maintenance staff includes carpenters, painters, electricians, plumbers, boiler operators, heating and air-conditioning specialists, a locksmith, an alarm specialist, a hazardous waste specialist, and general maintenance workers. A grounds staff of thirteen, augmented by additional summer hourly staff, maintains the lawns and athletic fields, trees, shrubs and flowers, sidewalks, parking lots, and signage. The custodial staff, twenty-four full-time and four part-time, clean and service all buildings. The organizational chart of the Physical Plant Department provides the organizational structure of this vital office (Exhibit 8.9).

All three staffs use a computerized work-order system to manage maintenance and custodial tasks and non-contracted construction. During the last five years the department has handled an average of 9,115 work orders yearly (Exhibit 8.10: Work Orders, FY01).

Network

To maintain the network, servers, computer clusters, telephone, 911, and security call box systems, Information Technology Services employs thirty-one professional staff organized in two divisions: eighteen FTE in the User Services Division, and thirteen FTE in the Network and Telecommunications Division.

In addition, Information Technology Services employs about fifty students who assist in help-desk operations, network installation, repairs, and programming. The staff are well qualified and have received certifications from an impressive array of schools, institutions, organizations, and associations.

Information Technology Services
www.plymouth.edu/psc/inforotech/

**ACCESS, SAFETY, AND SECURITY**

Since the writing of the *Americans with Disabilities Act* guidelines, Plymouth has been pursuing compliance in all its facilities, and much has been accomplished since its *ADA* self-study in 1992 (updated in 1998), but there is still much to do. As buildings undergo major renovation, they are brought into compliance with *ADA* regulations. Some buildings receive attention on an as-needed basis, and all new buildings, of course, are fully *ADA* compliant. Exhibits 8.11: *ADA* Information for Academic and Administrative Buildings, and 8.12: *ADA* Information for Residential Buildings, provide details of efforts to be in full compliance.

Plymouth has established an Environmental Health and Safety office whose goal is to create "a safe environment in a peaceful, reflective setting." Meeting this goal requires diligence during routine activities in classrooms, residence halls, and across the campus, creating a spirit of cooperation with the community and the surrounding towns, along with constant planning for improvements to the system. The office addresses safety issues with educational outreach programs, environmental safety activities, emergency planning, and asbestos abatement.

In summer 2001 Plymouth began a $3.4 million project to equip the remainder of its residence halls still lacking sprinkler systems and to upgrade fire alarm controls. This project will be completed by fall 2006.

Environmental Health & Safety
www.plymouth.edu/psc/fsb/safety/safety1.htm
Officers of Campus Police (see chapter six, Student Services) use directive patrol practices to ensure that each area of the campus receives scrutiny. Besides foot patrolling, the police use bicycles and cruisers designed to be highly visible and immediately recognizable. Located across the campus, numerous emergency “blue light” telephones provide quick access to assistance. These telephones can be used to call any campus number but include an emergency response button that connects automatically to the Plymouth Regional Dispatcher. In addition, Campus Police are actively engaged with the Residential Life office in promoting personal security; alcohol, drug, and abuse awareness; and crime prevention. An officer of Campus Police is a newly trained crime prevention instructor who works with residence hall staff in developing appropriate programs for staff and residents.

Campus Police receive approximately ten thousand calls annually, including calls from citizens in the community. Each year, Campus Police provide campus crime statistics for publication in the Student Handbook. The office carefully monitors our campus crime rates, which have declined in the past five years.

Campus Police
www.plymouth.edu/psc/cpolicel

PHYSICAL RESOURCE PLANNING

Since our last self-study, we have taken many significant steps related to physical resource planning, including the completion of a Master Plan, development of Strategic Plans, installation of a space reservation system, and implementation of facilities audits and assessments. Details may be found in exhibit 8.13, Physical Resource Planning, 1993-2002.

APPRAISAL

BUILDINGS AND GROUNDS

While it is probably the case that every department and office would still like more space, the institution has successfully addressed many of the problems identified in the Owen Report (Exhibit 8.14: Master Plan Studies, 1992) and ensuing master plan (Exhibit 8.15: Master Plan, Findings and Recommendations, 1993).

As described above, the campus has added significant capacity by renovating and enlarging existing buildings and by acquiring a major new academic building. In 1992, the Owen Report identified an additional need of 186,700 assignable square feet (approximately 282,000 gross square feet) of academic and administrative space (Exhibit 8.14, p. vii), and projects completed or currently underway meet a great part of that need. Also, the “severe limitations of indoor recreation space” found in the last self-study (Exhibit 8.18: Plymouth State College Institutional Self-Study Report, Fall 1993, p. 73) have been alleviated by the completion of the renovated and expanded union building.

The facilities assessments and goals in several academic department strategic plans suggest that the condition, design, and amount of space will be issues for some departments, particularly those growing in enrollment or altering their modes of pedagogy. Room size and inflexible seating in a number of classrooms create barriers for instructors wishing to depart from the lecture mode and use collaborative, small-group activities. While space needs do not appear to be high priorities for some departments, others have listed significant needs. These, in particular, include: Art (Exhibit 8.19: PSC Academic Department Strategic Plans, 2001-2004, Art Department Strategic Plan, pp. 23-4); Education (Exhibit 8.19: Education Department Plan, p. 10); Foreign Language (Exhibit 8.19: Department of Foreign Languages Plan, p. 7); Music, Theater, & Dance (Exhibit 8.19: Department of Music, Theatre, & Dance, Academic Department Planning Document, p. 13); and Social Science (Exhibit 8.19: Department of Social Science, Plan and Policy, pp. 8 and 14).

The concentration of classes from 9:00AM until about 2:00PM contributes to academic space problems. Some schedule restructuring could help alleviate classroom space problems. Planning by the Office of Graduate Studies, Continuing Education, and Outreach to offer evening degree programs in business and childhood studies should be an added incentive for schedule restructuring.

A wag once defined a college as a gathering of factions united only by dissatisfaction with
parking, and indeed parking is a source of low-level complaint from all sectors. This topic received considerable attention in the master plan (Exhibit 8.15: Master Plan, Findings and Recommendations, 1993, pp. 20-24, 28, 32, 34, and 49) which proposed a growth in parking spaces from 1,962 existing in 1993 to 2,028, and we have met that goal almost exactly; 2,030 is the current count. Of course, not all of these are located as close to residence halls, classrooms, and offices, as many students, faculty, and staff would like. Parking issues persist in part because demands have grown since 1993; more students bring cars to school, and more part-time faculty and a larger staff put pressure on faculty/staff lots. Fortunately for those who believe they search too long and walk too far, Plymouth is just beginning to update its master plan, so all will have an opportunity to participate in a re-analysis of the source, qualities, and dimensions of our parking problems and to propose new solutions balancing our desires for both convenience and a beautiful campus.

The formation of the space-planning group described earlier is an important step toward rationalizing space planning and allocation activities. The group has already considered several requests for additional space or for adjustments in space use. An example of the outcome of that process is the recent relocation of an office with a staff of eight from a building that could accommodate a dozen or more staff to a space more suited to its numbers and activities. Similarly, after a request from the registrar for consideration of a redesign of that office's space, the planning group recommended study by an architect who developed a plan acceptable to the group and approved and initiated by the administrative cabinet. Further consideration of the space allocation process may be found in the sections on physical resource planning below.

The Owen Report (Exhibit 8.14) found no additional need for space in the residence halls in 1992; however, by 2000 Plymouth had begun to experience a greater demand for on-campus housing than it could accommodate without altering room capacities. In 2000-2001 and again in 2001-2002, Residential Life redesigned room configurations to house an additional hundred students each year. Though meeting current needs, some rooms currently configured as triples have inadequate space, and a better long-term solution is desirable. If our evolving enrollment management plan provides for increased residential capacity, the department plans to retain an outside consultant for advice on how best to choose among remodeling, expanding, or building options.

NETWORK INFRASTRUCTURE

Increasing popularity of network-based applications taxes the network. Advances in technology in all areas—academic, administrative, and residential—depend on the network. To provide equitable access, Information Technology Services has deployed a Packeteer network traffic shaping system to manage priorities and bandwidth. Despite these management tools, the demand for bandwidth is apparently insatiable. ITS continues to work actively with the university system to upgrade bandwidth configurations and policies that help to solve problems and clarify priorities.

Information Technology Services is concerned about conditions restricting improvements to the network and in some cases threatening it. Limits in conduit space have made it difficult to run additional fiber optics or create alternative routes. In addition, steam leaks near network backbones threaten the integrity of the fiber and copper that have been exposed to high heat and steam. So, while the network has grown significantly in the last decade, there continue to be conditions diminishing its overall effectiveness.

During the past several years while operational costs in software and hardware maintenance and student labor costs have increased significantly, and when threats to network security have grown, the budget to support network enhancements and growth has declined. Requests for budget increases to offset these increased operational costs were not given high priority by the budget planning committee. The lack of additional funding has resulted in the reallocation, to other even more critical needs, of more than 70% of the equipment acquisitions and upgrade budget. This money would have been used for network enhancements. The department believes this budget was already insufficient for implementing the campus networking plan; it is using the remaining budget to fund the most critical upgrades and enhancements to ensure network availability. Although capital project

Institutional Self-Study
budgets for building construction and renovations have often provided a source for some network enhancements, these budgets are not available for systems upgrades and building network infrastructure.

Plymouth prides itself on the quality of its network infrastructure and calls attention to its connectivity in publications and presentations to prospective students. See, for example, the description on page 28 of the 2002-2003 Academic Catalog of Internet connections provided in the library. In fact very few connections outside the computer clusters are live, and students have complained to the library about the dead connections at carrels and study tables throughout the building. Given students increasingly experienced in the use of the Internet for academic purposes, it is important to provide high quality and easy-to-locate Internet access in all student facilities.

EQUIPMENT

Among the academic programs the greatest equipment needs undoubtedly lie in the natural sciences, and the remodeling and expansion of Boyd Hall provides an opportunity to fulfill many of these needs. Plymouth has identified nearly $1.5 million in equipment needs, ranging from computers to highly specialized scientific instruments, in order to outfit the new classrooms and laboratories. The Office of Institutional Advancement has developed a fundraising campaign to support the new facility (Exhibit 8.20: Boyd Fundraising Campaign Brochure).

Besides Natural Science, other departmental strategic plans reveal significant equipment needs in the next several years. Representative examples include: English (Exhibit 8.19: PSC Academic Department Strategic Plans, 2001-2004, English Department Planning, [n.p., “Technology” section]); Computer Science (Exhibit 8.19, Departmental Plan, Computer Science Department, p.10); and Health, Physical Education, & Recreation (Exhibit 8.19: Department of Health, Physical Education and Recreation, Planning Document, [n.p., see tables for each major]).

Clearly the funds distributed by the Computer Advisory Board will continue to be important to meeting requests for technological equipment, and Plymouth may need to spend even more money in this critical and rapidly changing area.

Significant equipment needs also exist in administrative areas that for the most part do not have access to Computer Advisory Board funding. For instance, Silver Cultural Arts Center, which has had no significant equipment upgrades since it opened a decade ago, has identified $32,000 of shop and lighting equipment in need of immediate replacement, over $66,000 of equipment needing replacement within two or three years, and nearly $200,000 of equipment needing replacement five to twelve years from now (Exhibit 8.21: Expected Replacement Expenditures, Silver Cultural Arts Center). Further, the audio equipment in Silver is getting badly out of date and will also need replacing in the next several years. Similarly, the union building is developing plans to upgrade furniture and carpeting and to add to the ropes course. The Registrar’s Office is probably typical of other administrative offices in needing to replace several desktop computers, laser printers, and its fax machine in the next several years.

Physical Plant has taken the initial steps in a project to replace classroom furniture across the campus. This is a much-needed effort, and while only limited funds are available to accomplish this project, it is a start in upgrading and standardizing campus classroom furniture.

Physical Plant also reports that budget constraints are limiting their ability to replace vehicles as they reach the end of their useful lives, creating a backlog of vehicles and grounds equipment in need of major repairs or replacement. High maintenance costs, breakdowns, and inefficiencies result from continued reliance on this aged equipment. In addition, the increasing complexity in building systems has created an ongoing need for more sophisticated safety and maintenance equipment in order to monitor, test, and repair these systems as well as to train personnel to carry out these tasks. The department's increased reliance on technology has also increased the need for specialized software, computer systems, servers, and peripherals, all of which must be routinely updated. Finally, there is a growing cost in yearly maintenance fees associated with commercial software packages.
MAINTENANCE AND STAFFING

Due to increases both in building square footage and increased service requirements, Physical Plant has undertaken a staffing review and has proposed increasing current levels of full-time benefited staff by two building services positions (one grounds and one trades position) in the new fiscal year.

The growth of Web-based technologies and client-server computing has resulted in an explosion of servers performing numerous critical tasks. Whereas the computer center contained a few main-frame computers just a few years ago, now it is host to more than twenty central systems and more than a dozen systems throughout campus. Information Technology Services presently has three FTE staff managing these systems, and the department has requested additional network staff positions to ensure that appropriate mechanisms are in place to protect the network from intrusion and to plan and deploy new technologies and methods of access.

Protecting the network from hackers is increasingly time consuming for the information technology technical staff (three FTE) who are already challenged to perform network planning and operations work. As a result, these staff have limited time to explore the new technologies and network improvements necessary to maintain security and performance.

ACCESS, SAFETY, AND SECURITY

Plymouth has made substantial strides in bringing its buildings into Americans with Disabilities Act compliance, but it still has some way to go. Currently, all major academic buildings are fully or partially accessible. Among the residential buildings, Blair Hall, Hall Residence Hall, Mary Lyon Hall, and all but two of the non-traditional student apartments are not accessible to wheel chair users; the other residence halls have at least some accessible units, and Belknap Hall, Grafton Hall, Pemigewasset Hall, and Smith Hall are fully accessible. Finally, at the Physical Education Center, the location for major campus events, sporting competitions, and classes, the outside ramp that enables access to the second level of the building does not meet current ADA guidelines.

In general, our appropriate, active, and successful security programs create a safe and secure campus. There is ongoing upgrading of exterior lighting to meet student and public safety needs. Most of the south side of the campus has been upgraded to the new lighting standard, leaving the north side of the campus to be done as funding becomes available. In addition, Campus Police have a plan to introduce a pilot card-access system on exterior building doors for safer monitoring of access to buildings.

The Campus Police are well-trained professionals sensitive to the special requirements of an academic institution. Our environmental health and safety officer is experienced and expert and is reinvigorating activities in health and safety.

PHYSICAL RESOURCES PLANNING

Until recently, Plymouth did not have a consistent, reliable, and well-understood process which reviewed the allocation of space in relation to the mission, enrollment in the major programs, changing teaching and learning methods, and evolving means of delivery of services. But slowly the elements needed to do such planning have come into being, and we now have the tools required to do effective physical resources planning. These tools include a master plan; strategic plans for the institution and individual departments; databases supporting building maintenance and space use; and a space planning group. The first few months of the group's operations suggest this approach works and can improve space planning significantly.

The newly completed facilities assessment and building component audit offers a comprehensive analysis of current deferred maintenance and future renewal needs for most buildings. Using cost and life cycle data, the vice-president of finance and the director of Physical Plant have developed a funding plan addressing current deferred maintenance projects estimated at between $12 million and $15 million, as well as upcoming renewal and major maintenance, life safety, and energy conservation projects necessary for the future (Exhibit 8.22: Forecast of Deferred Maintenance Spending).

By fall 2003, Physical Plant will complete an infrastructure audit of all site utilities such as steam and water lines, electrical distribution, drainage, and site lighting. This will include es-

Institutional Self-Study
timates for completing steam and electrical loops that will make servicing and repair of these systems much less disruptive. In conjunction with the facilities audit, the infrastructure audit will give a comprehensive picture of all major deferred maintenance as well as the projected renewal costs for both buildings and site infrastructure.

We currently estimate that to fully meet our deferred maintenance needs over the next twenty years, we should be budgeting approximately $3 million annually for this purpose. The FY03 budget currently has approximately $1.6 million budgeted for deferred maintenance. The University System of New Hampshire Board of Trustees has a policy requiring Plymouth to increase funding for deferred maintenance and replacement by $200,000 annually. We have had that requirement waived for the last three years as a result of the decline in undergraduate enrollment in the late 1990s.

PROJECTION

BUILDINGS AND GROUNDS

The space-planning group should assess the space needs identified in the various department strategic plans, including the Owen Report and the master plan, and develop appropriate short- and long-term plans of action. Priority should go to master plan recommendations not yet implemented.

The institution should routinely produce space use reports. In conjunction with the principal administrators, the space-planning group should periodically review the efficiency of room use and recommend changes in space allocations when appropriate.

The institution should provide academic department schedule planners with department room-use reports and ask the planners to seek ways to improve efficiency of room-use and to make better use of space outside the currently concentrated weekday periods from 9:00AM to 2:00PM.

Using the facilities and infrastructure audits as a basis, we should develop a plan to deal systematically with growing deferred maintenance costs. Not to do so is to invite continual disruptions in operations as critical equipment fails and we repair or replace it in circumstances that preclude careful planning, preparation, and bidding.

Parking issues should receive careful attention in the updated master plan. Those developing the plan should analyze the size and causes of parking problems and propose new approaches and goals to alleviate them.

NETWORK INFRASTRUCTURE

Because of the anticipated growth in the number of systems supported by Information Technology Services and an increasing need to maintain heightened security, it is important to provide enough resources to maintain, expand, and secure the network infrastructure. Plymouth should develop a funding plan for network maintenance and expansion to ensure this vital resource is capable of supporting our needs.

The institution should provide ample, high-quality Internet connections in facilities where students study and do research.

EQUIPMENT

We need to develop a systematic equipment assessment and monitoring process, an acquisition and replacement plan, and a funding strategy to support them. This plan should take into account the activities of the Computer Advisory Board but should extend beyond their range to cover all departments and offices.

We should establish a new funding model to meet the ongoing need for campus fleet replacement and repair.

MAINTENANCE AND STAFFING

Plymouth should carefully monitor the demands placed on its various physical resources staffs. We expect more and more in the areas of safety and security, compliance with governmental regulations, building maintenance and campus landscaping, and networking—indeed in all the activities related to physical resources maintenance and management. As demands grow, so must resources to support increased activity and more complex tasks. Guidelines currently under development by Physical Plant and Financial Affairs should serve as the basis for ongoing monitoring.
ACCESS, SAFETY AND SECURITY

The institution should develop a plan to achieve full Americans with Disabilities Act compliance as soon as feasible and to improve accessibility in buildings that, while technically compliant, are not friendly to wheelchair users. Because of its heavy use by both students and the public, the Physical Education Center's ADA compliance should be improved as soon as possible. We should also consider what might be done to improve the experience of students using wheelchairs to move about the campus.

The institution should apprise the entire community of the important safety and security initiatives underway or planned and should seek its active support.

PHYSICAL RESOURCES PLANNING

Physical resource planning tools should be used more effectively. In particular, we need to have more complete room-use efficiency reports, which a soon to be implemented update of our room reservation system should make feasible. Also, Plymouth has not yet formalized the space planning process nor publicized the principles informing the recommendations of the planning group. Further, the planning group must integrate existing space studies and the various strategic plans into its own analyses and actions. As the space planning process continues, it will be important for the entire community to understand the process by which the planning group makes decisions and to make those decisions in the context of the broader planning already completed or underway. The space-planning group in conjunction with the Master Planning Committee should play a key role in identifying the long-term space needs and in prioritizing and allocating space.

Funding for deferred maintenance is a serious concern. It is important that the institution not allow the outstanding problems to grow. We should continue our current commitment to develop a detailed plan and the necessary financing to bring deferred maintenance problems under better control.

All Web sites referred to in this chapter were accurate when this document was printed; all sites, with updated addresses, are available from the Self-Study Web site:

http://www.plymouth.edu/psc/library/Self-Study

CHAPTER EIGHT DIRECTORY

Associate Vice-President for Graduate Studies,
Continuing Education, and Outreach
Dennis Bartelo, dbartelo@mail.plymouth.edu x2286
Campus Police, Director
John E. Clark, jeclark@mail.plymouth.edu x2331
Chief Information Officer
Dwight C. Fischer dwight.fischer@mail.plymouth.edu x2443
Computer Advisory Board Chair
Ned Harding, harding@mail.plymouth.edu x2612
Director of Physical Plant
Ellen Shippee, eshippee@mail.plymouth.edu x2255
Environmental Health and Safety Coordinator
Carol Swete, cmswete@mail.plymouth.edu x2409
Facilities Information Systems Manager
Michael Horton, mhorton@mail.plymouth.edu x2340
Space Planning Group Chair
Bill Crangle, bcrangle@mail.plymouth.edu x2550
Vice-President for Financial Affairs
Bill Crangle, bcrangle@mail.plymouth.edu x2550
Vice-President for Institutional Advancement
Retha Fielding, rfielding@mail.plymouth.edu x2722

Institutional Self-Study

74
CHAPTER 9:
FINANCIAL RESOURCES

DESCRIPTION

FINANCIAL STABILITY
The current operating budget for fiscal year 2003 is over $61.9 million, including $42 million for undesignated general fund expenses; $1.7 million for designated fund expenditures; $13.5 million for auxiliary enterprises; and $4.7 million for grants and contracts, the largest percentage of which is for federal financial aid programs. State appropriations represent 27% of the undesignated general fund—down from 29% in FY93. Student tuition and fees provide approximately 70% of the undesignated general fund, and the remaining 3% derives from other sources such as interest income.

Spending on instruction and academic support was 57.1% of the total general fund budget expenses for the fiscal year ending June 30, 2002. Expenditures for salary, wages, and fringe benefits account for approximately 75% of the undesignated general operating budget. General fund expenditures for technology have grown by 46%, and allocation to repairs and deferred maintenance have increased by 46% since FY92.

As a result of an informal agreement with the University System of New Hampshire Board of Trustees, faculty salaries at Plymouth have increased at relatively the same rate as salaries at the unionized university system institutions (Exhibit 9.1: Comparison of Annual Salary Increases by Campus).

ENROLLMENT AND ADMISSION STANDARDS
The institution is financially dependent on enrollment and needs a mix of 55% in-state and 45% out-of-state students to ensure the resources necessary to meet our institutional mission. The offices of Institutional Research*, Admissions, and Financial Affairs* monitor enrollment trends each semester and prepare a five-year forecast. These models are periodically shared with the College Planning Committee*, the Campus Budget Committee*, and the administrative cabinet. These models are part of annual and long-range financial planning efforts (Exhibit 9.2: Enrollment History and Forecast).

Beginning in 1997, Plymouth increased admission standards for incoming first-year students. As part of this change, $850,000 was reallocated within the budget over four fiscal years to support a new scholarship program designed to attract better academically prepared students (Exhibit 9.3: Investment in New Scholarship Program).

*Institutional Research website
http://www.plymouth.edu/psc/r/index.htm
*Financial Affairs Office website
http://www.plymouth.edu/psc/finman/
*College Planning Committee
http://www.plymouth.edu/psc/cpc/cpchome.htm
*Campus Budget Committee
http://www.plymouth.edu/psc/cbc/homecbc.htm

FINANCIAL PLANNING AND BUDGET STRATEGIES
As a result of the change in standards, beginning with FY97 and going through FY01, Plymouth struggled with budget reductions and reallocations as a result of an enrollment drop of approximately five hundred students. In order to achieve the goals of the standards change, it was necessary for
the institution to freeze spending and make cuts in many areas. With the exception of fee driven expenses, such as technology and residential life, all supply, service, and equipment budgets have been frozen at 1996 levels. The one major exception to this has been the library acquisition budget, which has increased every year but one.

Additional cost saving strategies have included a separation incentive program offered and accepted by thirty employees (Exhibit 9.4: Separation Incentive Program Results 2002), and major cuts in contingency funds within the divisions.

Despite the financial strains of the past ten years, the cabinet has remained committed to being competitive with other institutions through a number of major initiatives: increasing salaries (Exhibit 9.5: Comparison of Salaries by Rank 1997 and 2001); establishing minimum salary levels for associate and full professor ranks; establishing a recognition pay system for benefited faculty and staff; increasing the number of faculty and staff (Exhibit 9.6: Change In Staffing Levels from 1993-2002); increasing available campus reserves (Exhibit 9.7: Ten Year Growth in Campus Available Reserves); purchasing five real estate properties critical to the institution’s future growth (Exhibit 9.8: Property Acquisitions 1993-2002); receiving capital funding from the state of New Hampshire to upgrade and expand facilities (Exhibit 9.9: State of New Hampshire Capital Funding 1993-2002); borrowing internally through the University System of New Hampshire and externally with the New Hampshire Health and Education Facilities Authority to upgrade our residential life facilities (Exhibit 9.10: Major Improvements to Residential Life Facilities 1993-2002); investing an additional $873,761 in funding from the general fund annually to support our deferred maintenance program; entering into a twenty-year contract with NORESCO to build and operate a state-of-the-art cogeneration facility; and making significant investments in academic and administrative computing that support faculty and student needs. Through the use of the student technology fee we are investing approximately $420,000 annually.

**State Appropriation**

State appropriation remains very low. The State of New Hampshire ranks 50th in appropriation among all states (Exhibit 9.11: Comparison of State Support 2002). Over the last ten years our state appropriation has increased on average by only 4% per year.

The state also calls for rescissions on a regular basis (Exhibit 9.12: Rescission by the State of New Hampshire 1992-2002).

Plymouth tuition rates are relatively high in comparison with comparator schools (Exhibit 9.13: Comparison of Tuition Rates). Over the past ten years the increase in in-state tuition has averaged 6.8% per year and out-of-state tuition has increased 4.6% per year. As a result, Plymouth is a very tuition-dependent institution, and New Hampshire is a net exporter of students attending higher education institutions. Out-of-state student tuition rates fairly represent the full cost of education; therefore, the mix of in-state and out-of-state students is critical for meeting our budget requirements.

**CAMPUS CONTROL OF FINANCIAL RESOURCES**

The University System of New Hampshire has an annual budget cycle allowing the system’s institutions a great deal of autonomy to allocate money according to individual needs. The university system trustees approve budget guidelines annually based on the system-wide input of the university system’s Presidents Council and Financial Planning Advisory Board. Following this, the university system budget guidelines are presented to the governor and legislature for review and consideration.

The chancellor’s office works with these political groups to approve a final biennial budget. The eventual state appropriation is distributed to each campus in a lump sum.

Recent policy changes at the university system Board of Trustees level provide greater access to unbudgeted funds. For example, campus presidents can authorize the use of the first 2% of tuition income over budget—currently around $450,000—without further approval. Accessing additional income over amounts budgeted requires approval of the trustees’ Finance Committee. The chancellor’s office has also granted the campus presidents the full use of all campus reserves in excess of an amount totaling 3% of the annual budget. Plymouth has full authority to reallocate annual budget funds allowing the institution to address emergencies and other unanticipated costs.
STRATEGIC INDICATORS

Beginning in 1997, Plymouth and the university system began an annual process of collecting and reporting on a series of indicators covering revenue and expenses, human resources, student demographic data, and student success data (Exhibit 9.14: Strategic Indicators for 2001). The university system is currently collecting additional data that will measure the financial health of our organizations (Exhibit 9.15: Balance sheet strategic indicators).

BUDGET PROCESSES

The budget starts with the university system's vice-chancellor for finance and treasurer. Guidelines provide recommendations for tuition increases and an appropriation request from the State of New Hampshire. At the system level, these guidelines are approved by the Financial Policy and Advisory Committee (Finpac) of the Presidents Council, and then presented to the Finance Committee of the Board of Trustees.

Once the board approves the guidelines, the biennial budget request is prepared and submitted to the governor's office for inclusion in his biennial request of the legislature. The final budget reflects the actual operating budget for the next fiscal year.

Historically, President Wharton and the vice-president for Financial Affairs, with input from each of the principal administrators, prepared and recommended an annual institutional budget to the university system Board of Trustees. Each principal administrator represented a division of the institution, thus all campus groups were assured indirect input into the budgeting process. In general, a system of incremental budgeting was employed.

However, two years ago, the faculty, acting on concerns about the allocation of funds, created the Faculty Resource and Budget Committee*. The administration was, at the same time, discussing ways to improve the process, and it took the opportunity to broaden the input into the budgeting process even further by establishing the Campus Budget Committee. This broad based committee was made up of persons from all campus constituencies and includes all the members of the Faculty Resource and Budget Committee (Exhibit 9.16: Formation of the Campus Budget Committee).

Negotiations between these groups resulted in the institution of value centered budgeting (Exhibit 9.17: Value Centered Budgeting). Each department now participates in a consistent and formal process (Exhibit 9.18: Department Strategic Plans).

The Campus Budget Committee has been developing a series of measures to help with the process of allocation. Budget Model Categories are an attempt to measure three primary categories: capacity, contribution margin, and service (Exhibit 9.19: Budget Model Categories).

The determination of mandatory fees, as well as fees for housing and dining, have always been made with the involvement of students and the student government.

*Faculty Resource and Budget Committee
http://www.plymouth.edu/committee/faculty/frbc/frbcmain.htm

FINANCIAL INTEGRITY

As called for in its long-range technology plan, the University System of New Hampshire replaced its fifteen-year-old legacy financial system, CUFIS, with the SCT Banner product, FRESH, on January 2, 2002—implementing Web Intelligence at the same time.

Plymouth, under both the university system's long-range technology plan and strategic plan, has also undertaken the process of replacing our student information system, Smart. The need to provide e-commerce and other Web-based services in a safe and secure environment required this change. The campus was able to acquire the SCT Banner student information system at no cost as a result of the university system's contract with SCT for the development of the FRESH project. The general fund and the student technology fee are funding the remaining $1.2 million for development, hardware, and installation.

Budget controls are set by fund type with appropriate controls based on risk associated with a fund group. The university system has a decentralized financial system with departments doing their own document entry. All contracts and agreements under $10,000 require the approval of the director of purchasing, and contracts between $10,000 and $25,000 require approval of the vice-president for Financial Affairs. Any agreement in excess of $25,000 requires approval of the vice-chancellor and treasurer of the university system.
The Financial Affairs office prepares and then reviews monthly budget reports with the president and the cabinet. Division and department heads have ready access to information through the use of Web Intelligence. The vice-president for Financial Affairs provides the Campus Budget Committee and the entire campus with a budget update at least three times a year, and shares ongoing budget reports with the Board of Trustees on a fixed schedule of three times per year.

INSTITUTIONAL ADVANCEMENT AND FUNDRAISING

The current mission of the Office of Institutional Advancement is to enhance the image and stature of the institution through thoughtful stewardship, and by building endowments. To be fully effective in that mission, the office, in collaboration with the president’s office, has established the Plymouth State College President’s Council (Exhibit 9.20: Expanding Our Reach Campaign).

With a goal of $4.5 million, the Expanding Our Reach capital campaign was stimulated by a state legislature capital appropriation of $16 million for the reconstruction of Boyd Hall, the building that houses the science department. The specific goals are outlined in exhibit 9.20.

FINANCIAL RECORDS AND AUDIT

PricewaterhouseCoopers are the external auditors for the university system. They perform the annual audit, the A-133 Federal Awards audit that includes Title IV financial aid, and all federal grants and contracts. The university system has received unqualified opinions for the past thirty years.

The university system Internal Audit Department assists the Board of Trustees and system management in establishing and maintaining policies and procedures adequately protecting assets and complying with federal, state, and campus regulations (Exhibit 9.21: USNH Policy and Procedures Manual, IV. Financial Polices, External Audit 1).

When an audit is completed, the audit reports, along with any comments from the Board of Trustees, are discussed among the principal administrators. Copies of the audit are distributed to the departments involved including the Business Office*, Accounts Payable*, Purchasing*, the Bursar’s Office*, Grants and Loan*, and Human Resources*.

*Business Office website
www.plymouth.edu/psc/control/
*Accounts Payable website
http://www.plymouth.edu/psc/accpay/
*Purchasing website
http://www.plymouth.edu/psc/purchase/
*Bursar’s Office website
http://www.plymouth.edu/psc/bursar/
*Grants and Loan website
http://www.plymouth.edu/psc/finman/grantac.htm
*Human Resources website
http://www.plymouth.edu/psc/personl/index.htm

APPRAISAL

FINANCIAL STABILITY

Available resources sufficiently sustain and improve our educational objectives. With some exceptions, the institution has not been able to provide budget increases needed for supplies and equipment, which has required belt-tightening. However, funds directed toward maintaining competitive salaries, keeping positions filled during our enrollment slump, and keeping our academic programs funded have been important for leading to higher retention rates.

In relation to our comparator institutions, expenditures per student for instruction and academic support have increased. Plymouth has moved from a ranking of 24th for instruction and 22nd for academic support in FY95 to 20th and 21st respectively out of the twenty-nine institutions surveyed (Exhibit 9.22: Changes in E&G Expenditures per FTE student).

EXPENSE TRENDS

Facility improvements have occurred in accordance with the campus master plan (Exhibit 9.23: Campus Master Plan), although funding constraints will inhibit our ability to complete all of the elements of the master plan on time.

The institution has experienced a number of fixed-cost increases, particularly those relating to benefits and utilities not supported by increases in state appropriation or tuition increases. These increases have put a strain on resource allocations. Benefit costs for full-time employees have in-
creased from 34.5% of salary cost in FY99 to 37% in FY03, and they are scheduled to increase again in FY04 to 39%. This increase is driven primarily by the cost of health care, which is expected to continue to increase into the foreseeable future. In addition, utility costs, primarily the cost of fuel oil, have risen significantly in the past few years. Plymouth produces the majority of its own electricity—and all of its steam for heat and hot water—purchasing approximately 1.3 million gallons of fuel annually to do so. Major fluctuations in price can have a severe impact on the budget.

Faculty salaries have been a growing concern. Pay increases for faculty have been consistent with the other institutions within the university system (Exhibit 9.1). Annual starting salaries for new faculty averaged $35,000 in 1996, and our average for fall 2002 was $44,000. We monitor comparator institutions annually and measure faculty salaries by rank (Exhibit 9.24: Average Salaries of Faculty by Rank). Between FY97 and FY00 our ranking with our comparator institutions dropped in each of our faculty ranks, 1% for assistant professor, .1% for associate professor, and 2.2% for full professor.

ENROLLMENT AND ADMISSION STANDARDS

Effective strategic planning, improved campus budgeting processes, the new scholarship program, and increased academic admissions standards have all served to enhance the institution’s reputation, admissions, and retention, thereby stabilizing our overall enrollment (Exhibit 9.2). In fact, the combination of efforts has resulted in a significant improvement in retention for fall 2002 and a stable and more proportional first-year student body. Our overall enrollment has returned to the levels of the early 1990s (Exhibit 9.25: Twenty-Year Enrollment Trend).

Expansion and growth of the graduate program has also provided considerable additional resources (Exhibit 9.26: Graduate and Continuing Education Enrollment 1992-2002).

FINANCIAL PLANNING AND STRATEGIES

Plymouth has tried to obtain critical needs funding from the State of New Hampshire to help us meet the demands of technology for three biennia without success. As a result, the campus has funded our growth in technology from general funds and from a student technology fee. The technology fee, which has grown from $140 in FY95 to $302 in FY03, has permitted needed improvements.

Funding sources for new campus priorities called for by our strategic and master plans, particularly in the form of state appropriations, have not been reliable. New initiatives often require the depletion of campus reserves.

Mandatory fee increases have been the most reliable source for inflationary and programmatic changes. The best example of this is the technology fee used to fund academic and administrative computing initiatives. Funding for program and enrollment management initiatives, and salary and benefit increases, is achieved through the reallocation of funds, reassignment of non-personnel inflationary increases, and the use of funds generated from enrollment growth. One of the goals of the new budget process is to attempt to break this cycle and to develop a strategic budget process allowing the campus to achieve its mission with the proper resources allocated in the most effective manner.

General operating fund reserves had increased to 3.5% of budgeted expenditures at the end of FY02. This is an improvement over past years, but it remains low in comparison to the recommended 3-5% guidelines established by the National Association of College and University Business Officers*. The overall reserve balances are low in comparison with other institutions in the university system. The enrollment drop from 1997 through 2000, and related loss of revenue, did not allow the institution to grow reserves at the same rate as our sister institutions. This has affected our ability to generate short-term interest income.

* National Association of College and University Business Officers
http://www.nacubo.org/

STATE APPROPRIATION

Appropriation support from the State of New Hampshire, though low, has remained relatively stable over the past ten years. Rescissions of appropriation have not occurred with the same frequency or severity as in the past, and new and creative ways of funding the rescissions have helped minimize their impact.

CAMPUS CONTROL OF FINANCIAL RESOURCES

The relative autonomy we enjoy in relation to the State of New Hampshire and within the state uni-
versity system provides for financial flexibility. Allowing the institution to carry over all unused funds and build contingency reserves rewards the responsibility for managing resources at the local level.

**STRATEGIC INDICATORS**

The annual indicators included in the institution’s *Fact Book* are available to all campus constituents via the Web. The University System of New Hampshire strategic indicators (Exhibit 9.14: USNH Strategic Indicators 2001) are shared with the Board of Trustees, the president and his cabinet. One meeting annually of the College Planning Committee is spent reviewing this report; the information is used to develop the ongoing plan. The president, the cabinet, and the Campus Budget Committee also meet annually with representatives of the College Planning Committee for a review of financial conditions. The issues and concerns raised at these meetings become part of our budget planning.

The *Fact Book*
*http://www.plymouth.edu/psc/ir/factbook/index.htm*

**BUDGET PROCESSES**

The system-wide and legislative budget process has been consistent over the years. Changes in leadership among the Board of Trustees, the governor’s office, and legislative branches have not caused significant changes. The difficulty with the current process is that because the legislature ends its session in May, or more often in June, tuition rates are not approved until the end of June when tuition bills for the fall term are almost ready for mailing. This creates a challenge in estimating financial aid, publishing catalogues and brochures, and in some years has delayed the mailing of fall billing.

During this past budget year the Faculty Resources Budget Committee and the Campus Budget Committee built budget models that were updated throughout the budgeting cycle as enrollment data and projections became clear (Exhibit 9.27: Campus Budget Committee Budget Book).

In an effort to develop and increase the current level of trust held by the campus community regarding budget processes and procedures, both committees have been meeting regularly with faculty, staff, and student groups informing them of budgetary realities and campus priorities. Minutes, reports, and recommendations are also posted on the Web.

Budgeting concerns remain. In the year 2000, with a student population of only 3,400, Plymouth offered even more sections than it had offered ten years earlier when the student population was 4,000. In that period, the resource requirements resulted in some painful budget stretching.

The disparity between student enrollment and the number of sections has improved slightly in the past two years. Nevertheless, the curriculum must undergo some reform in order to match existing and potential resources with quality educational experiences. The past decade’s apparently uncontrolled proliferation of programs has caused an untenable stress on financial resources (Exhibit 9.28: Campus Budget Committee Memo on Budget and Other Recommendations for FY03 and Beyond).

Linking the budget process more directly to the strategic planning process and opening the budgeting process to all constituencies has brought the campus a better understanding of how little latitude or discretion administrators have in their budgetary representations.

Campus Budget Committee website
*http://www.plymouth.edu/psc/cbc/homecbc.htm*

**FINANCIAL INTEGRITY**

The combination of budget controls and document routing decreases the likelihood of overspending. Plymouth now has a range of budget control options. These options include tighter review of higher risk funds including general, educational, auxiliary, grant, and some internally designated funds. In addition to budget controls, reports are used to regularly monitor fund balances for those accounts not having full budget controls.

Historically, departmental deficits have been relatively small and funded before the fiscal year ended. However, the business office staff reviews documents routed due to non-sufficient funds and contact departments as necessary. If a department does not have the means to cover the transactions, it is instructed to either remove the request or contact its division vice-president to seek alternative funding.
Over the years Plymouth has built a sophisticated network and infrastructure. However, excess revenues from our Telecom operation provided the funding, and these funds are no longer available. It is critical that we identify a new source of funds or reallocate existing general funds to keep the network current.

ENROLLMENT AND ADMISSION STANDARDS
The enrollment picture for New England and for Plymouth looks very good for the next ten years (Exhibit 9.30: Forecast of Graduating High School Seniors). This growth, along with our location and size, should ensure that enrollments remain strong. The changes made in 1997 to improve the quality of our student body have improved retention, and it appears likely that we will meet our campus capacity within the next few years. The institution is committed to increasing resources allocated to financial aid and to scholarships, and to improving the quality of our incoming students.

FINANCIAL PLANNING AND STRATEGIES
The evolving strategic planning process has served us very well. The addition of the Campus Budget Committee in FY02 has taken the process another step forward towards a more open and effective process for creating and funding institutional goals and objectives. While we do not have the resources to fund everyone’s wants and needs, Value Centered Budgeting provides the campus with a clear process involving all constituent groups.

Plymouth is committed to its academic mission, and because of this we are committed to increasing our instruction and academic support budgets. Increases in faculty salaries, operating supplies, and investments in technology are all part of our strategic plan as well as our three-year budget model. These increases will be a challenge as we continue to deal with uncontrollable fixed cost increases, such as benefits and utility costs, but with modest growth and some reallocation we believe it is possible.

One of the outcomes of our compensation study was to break away from the policy of linking faculty salaries at Plymouth with the salaries of the unionized faculty at the system’s other colleges. This will allow Plymouth to establish its own benchmarks with comparator institutions and, over time, improve faculty salaries. This new approach will involve discussions with the College Planning Committee, the Campus Budget Committee, the Curriculum Committee*, and the Faculty Welfare Committee. As an initial result, the faculty has received .25% over the Board of Trustees recommendation for FY03.

*Curriculum Committee Minutes website http://www.plymouth.edu/psc/carcom/

STATE APPROPRIATION
Plymouth feels that the university system Board of Trustees’ efforts to increase state funding are critical. We also recognize the need to increase our own advocacy efforts with legislators.

We need to keep in-state tuition rates affordable to ensure access for New Hampshire residents and, equally important, we need to keep out-of-state tuitions competitive. Our out-of-state tuition is currently competitive for those students who wish to receive higher education outside of their home state, but our in-state tuition rate is high when compared to other states.

CAMPUS CONTROL OF FINANCIAL RESOURCES
The recent decision of the university system Board of Trustees to relax policies governing budget authority, property acquisition, and campus reserves shows that the current climate favors moving away from command and control at the board level and placing more responsibility and control at the institutional level.

STRATEGIC INDICATORS
The use of strategic indicators is growing at both the system and local levels. As we develop credible historical data and compare it with current data, the recognition of developing trends will be important to our future planning efforts and will serve to improve our institution. Commitment to strategic planning is further visible in the establishment of the Office of Institutional Research with its mission of bringing the elements of strategic indicators and other forms of assessment into focus for the College Planning Committee and for the administration.

BUDGET PROCESSES
The recent revisions to the budgeting processes are a valid strategy allowing the campus to reallocate resources to meet new challenges. The Cam-
pus Budget Committee and the Faculty Resources Budget Committee will continue to communicate their efforts. As continued communication makes it apparent to the campus community that the strategic plan drives the allocation of resources and budget—and that valid input into the planning process will yield a budget based upon campus priorities—planning efforts should improve, and trust in the budget process will be enhanced. These two committees will continue to play a pivotal role in implementing the campus strategic plan through the budgeting process.

The two budget committees have recommended that the Curriculum Committee take a more active role in controlling and influencing the size and shape of the curriculum. Many departments find themselves having to support a curriculum with so many courses that faculty resources are not well deployed. The vice-president for Academic Affairs is working with departments to help them better manage their resources.

**FINANCIAL INTEGRITY**

The improvements to the university system finance and human relations systems, the improvements to the student information system, and related business process redesign will benefit Plymouth for many years. While the new systems are causing some initial disruptions and are placing significant stress on the affected staff, we are already seeing the advantages of the conversions. The processes are more automated and require less human intervention. We are beginning to meet the goals we established at the beginning of these projects, and all of our clients will very soon be enjoying the improved services.

**INSTITUTIONAL ADVANCEMENT AND FUNDRAISING**

Our strategic plan calls on College Advancement to increase the total of giving to the institution, increase involvement by our alumni, and increase our advocacy at the federal and state level. These efforts are critical in our attempts to improve appropriation and capital funding support from the state and to provide the institution with funding for academic equipment, scholarships, and other projects.

To ensure success of the *Expanding Our Reach* capital campaign, the Presidents Council has committed itself to sponsoring receptions where council members live including: Massachusetts; The District of Columbia; Minnesota; Maine; New Hampshire; Florida; and California. The receptions are designed to reconnect with alumni, to report to them on the state of their alma mater, and to promote a currently unrealized culture of giving.

**FINANCIAL RECORDS AND AUDIT**

The addition of the new finance and student record systems will provide the institution with a modern financial system with updated controls and significant improvements in reporting capabilities. The Smart project will allow us to move toward more efficient use of e-commerce.

The process of converting student information systems has been healthy for the staff and for the organization. The staff involved have embraced the business process reviews, and departments are looking forward to the implementation of the improvements. The process has brought together a number of departments for needed discussions that had not taken place in the past. We believe that this will lead to better service.

All of these systems are so new they have not had the scrutiny of an audit. The university system's Internal Audit department, working with the external auditing firm, will be active participants in testing and reviewing the results. The administration and financial managers welcome external reviews and readily work with internal and external auditors in an ongoing process of improvement.
All Web sites referred to in this chapter were accurate when this document was printed; all sites, with updated addresses, are available from the Self-Study Web site:

http://www.plymouth.edu/psc/library/Self-Study

CHAPTER NINE DIRECTORY

Academic Affairs, Vice-President
Virginia Barry, vbarry@mail.plymouth.edu x2230
Admissions, Sr. Associate Director
Gene Fahey, gfahey@mail.plymouth.edu x2437
Business Office, Budget Coordinator
Judy Landry, jlandry@mail.plymouth.edu x2788
Business Office, College Controller
Barbara Fahey, bfahey@mail.plymouth.edu x2552
Business Office, Bursar
Ann Thurston, annt@mail.plymouth.edu x2416
Financial Affairs, Vice-President
William Crangle, bcrangle@mail.plymouth.edu x2550
Grants and Loan, Manager of Accounting and Support Services
Loreta Muzzey, reggie@mail.plymouth.edu x2462
Human Resources, Director
Laura Alexander, lalexander@mail.plymouth.edu x2551
Institutional Advancement, Director of College Development
Angela Matthews, amathews@mail.plymouth.edu x2212
Institutional Advancement, Directory of Alumni Relations
Kimberly Smith, ksmith@mail.plymouth.edu x2217
Institutional Advancement, Vice-President
Reda Fielding, rfielding@mail.plymouth.edu x2212
Institutional Research, Director
Nick Mathis, nmathis@mail.plymouth.edu x2345
President
Donald Wharton, dwharton@mail.plymouth.edu x2210
Student Affairs, Vice-President
Dick Hage, dhage@mail.plymouth.edu x2241
University System of New Hampshire
Ed MacKay, Vice-Chancellor for Finance and Treasurer
Dunlop Center, Lee NH, emackay@maple.unh.edu
CHAPTER 10: 
PUBLIC DISCLOSURE

DESCRIPTION

ACADEMIC CATALOGS

Plymouth annually publishes undergraduate and graduate catalogs describing academic programs and setting forth the academic obligations and responsibilities of both the students and the institution (Exhibits 10.1.A: Undergraduate Catalog 2002-2003; and 10.2.C: Graduate Catalog 2002-03). The catalogs include information about academic requirements; policies related to admissions and the transfer of credit; student fees, charges and refund policies; and academic programs and course offerings. The catalogs list full-time faculty, showing degrees held and institutions granting them. The undergraduate catalog lists part-time faculty as well. Both catalogs list the names and positions of administrators and the members of the University System of New Hampshire Board of Trustees.

Each catalog also includes the characteristics of the student body, a description of the campus setting, details regarding academic resources, an outline of co-curricular opportunities, and descriptions of all accreditations.

An affirmative action statement appears in each academic catalog. In selecting photography, we make an effort to reflect gender and ethnic representation mirroring the campus population.

Editors carefully check the undergraduate academic catalog for consistency and accuracy. Annual revisions reflect changes in academic programs approved by the Curriculum Committee as well as any changes in academic requirements and policies. The office of the vice-president for Academic Affairs annually updates information related to faculty, administrators, and members of the Board of Trustees. See exhibit 10.16, Catalog Preparation Documents, for complete documentation of the review process.

With each new catalog cycle, graduate program coordinators review the graduate catalog text and submit approved changes to the office of Graduate Studies. In turn, the project manager of the Public Relations office checks the text for accuracy and consistency.

RECRUITMENT MATERIALS

Undergraduate Students

High school juniors receive our “search piece” as a result of a mailing list purchased from the College Board. At this point, a student may or may not have visited the website* or made a phone call to request information. During the summer before a student’s senior year in high school, he or she will receive a copy of the Viewbook. (Exhibit 10.38.A: 2002-03 Viewbook; Exhibit 10.38.B: College Fair piece; and Exhibit 10.38.C: 2002-03 Visitor Guide)

*Plymouth State University website
http://www.plymouth.edu

The Admissions Office carefully trains student admissions representatives to conduct tours for prospective students by providing an information manual and by meeting with them at least three times a year to update information. The associate director of Admissions and the student Admissions Fellow also shadow tours throughout the year in order to monitor accuracy and consistency. See exhibit 10.41, Admission Rep Manual, 2002-03.
Accepted undergraduate students receive a new-student packet in the mail (Exhibit 10.39: New Student Packet).

The Institutional Research office and the Public Relations office share responsibility for the accuracy of information used in these publications. The Public Relations office is responsible for submitting descriptive text for publications such as *Peterson’s Guide* (Exhibit 10.5: *Peterson’s Guide* Copy). To communicate a consistent message, Public Relations reuses the narrative copy for other publications.

Each publication has an assigned team, consisting of an editor and a designer. The editor works with the campus client in ensuring the accuracy of the copy, suggesting additional copy, facilitating distribution of the publication, and advising on how to market events or programs. See exhibit 10.15, the “Teacher Education” brochure for an example.

**Graduate Students**

The primary means of communication with prospective graduate students include direct mail and television, radio, and print advertising. Follow-up has historically been via e-mail. Other forms of outreach to prospective students include a presence at trade shows and higher education forums, and hosting open houses at the various off-site locations where Plymouth delivers M.B.A. and M.Ed. classes. See exhibits 10.6, 10.12, 10.13, and 10.14 for examples of graduate program information packets. For graduate schedules, see exhibits 10.7A and 10.7B.

The graduate programs in business and education have different audiences and require different advertising approaches. The M.B.A. and M.Ed. programs use a range of media for local, regional, and international advertising—including television and radio ads, print, website information, graduate fairs, newsletters and brochures, special mailings, and local Rotary and school meetings. The Office of Public Relations writes the scripts, and the stations produce the spots with input from public relations staff. The Office of Graduate Studies approves the ads before they are placed.

For graduate program brochures, the program coordinators write the copy, and both the associate vice-president for Graduate Studies and the Public Relations office review it. In some instances, the Public Relations office and an outside marketing firm may also write advertising copy. See exhibits 10.24 through 10.37 for examples.

**STUDENT HANDBOOK**


*http://www.plymouth.edu/psc/stulife/handbook/handbook.html

Plymouth State Student Handbook*

In addition to describing the rights and responsibilities of students, the *Student Handbook* also reports the compliance information required by federal mandates. Chapter six, Student Services, and chapter eleven, Integrity, include discussions of compliance.

This year, for the first time, students have search capabilities within the *Student Handbook* database allowing easy access. Students can also print the handbook from the website.

**OTHER PUBLICATIONS**

*Plymouth Week*, a major vehicle for internal communication, is printed and distributed weekly during the academic year and every other week during the summer. It has evolved from a mimeographed newsletter distributed weekly in the 1970s to a four-page weekly newsletter with photos and special columns. See exhibit 10.18.A, *Plymouth Week* Change Process; and exhibits 10.18.D, E, and F for examples of *Plymouth Week* in 1999, 2000, and 2001. *Plymouth Week* includes community-building information about individual faculty and staff, a column from the president, and news from campus departments.

*Plymouth Magazine*, published three times a year, is the main vehicle for communicating with alumni. While not strictly an alumni magazine, much of its news is about alumni, and the back section, “The Alumni Green,” focuses completely on alumni activities and events. The *Viewbook* and *Plymouth Magazine* both feature alumni success stories. The magazine editor checks for accuracy. See exhibits 10.9, 10.10, and 10.11 for examples of *Plymouth Magazine*.

An advisory board was established for *Plymouth Magazine* in 2001. The board meets annually to critique previous issues and to discuss upgrades and story ideas. External input has
broadened the appeal of the magazine, which has a distribution of approximately 27,000.

Parents receive a newsletter four times each year informing them of changes on campus or of opportunities for their sons or daughters. Additionally, they receive letters from President Donald Wharton when major changes are considered, such as the decision to allow Campus Police to be armed or the dialogue about whether Plymouth State College should change its name to include the word university. See exhibits 10.19.A and B, “Letter to Parents,” and exhibits 10.20.A and B, “Plymouth Parents.”


Plymouth’s responsibilities regarding public disclosure of financial information are discussed in chapter nine, Financial Resources.

THE WEB: www.plymouth.edu

The World Wide Web is interwoven into nearly every communication process, including the presentation of academic information. Information posted on the Web is database driven allowing for easy updating. Catalogs are now available online in a database-driven form.

During the school year, students receive much information on the Web, with many classes having a Web instructional component via WebCT. For matriculation questions, students can refer to the undergraduate academic catalog, and for behavior or judicial policies, students refer to the Student Handbook.

Alumni access the alumni website for information, and recent graduates have lifetime Plymouth alumni e-mail accounts.

APPRAISAL

ACADEMIC CATALOGS

In 2000-01, the undergraduate catalog underwent major changes. In response to recommendations from an outside consultant, Plymouth has widened the circle of involvement to include a project manager from Public Relations. In 2001-02 and 2002-03, further changes created more opportunities for faculty, staff, and students to have informal input into the process. As a result, the updates to the 2003-2004 catalog will include input collected from campus community members. See exhibits 10.1.A-C and 10.2.A-C for examples of Undergraduate and Graduate Catalogs. See exhibit 10.16, Catalog Preparation Documents.

RECRUITMENT MATERIALS

In 1996, the entering first-year class came with many behavior problems resulting in bad press, lower performance, lower retention rates, higher rates of probation, and more judicial cases. As a result of faculty complaints, Plymouth raised admissions standards to increase the number of entering students from the top half of their high school class. A resulting enrollment dip had a negative financial impact.

In response to this financial situation, and as a result of previous planning considerations, the institution hired the nationally recognized enrollment consulting firm of Noel-Levitz to prepare an enrollment potential report (Exhibit 10.4: Noel-Levitz Report). In addition to many practical suggestions for the recruitment process, Noel-Levitz found that Plymouth suffers from a lack of a clear, crisp, and compelling image or niche in the marketplace, and that our current recruiting publications do not adequately or persuasively communicate the value or benefits of a Plymouth education.

For more than ten years, outside firms (either an advertising agency or a printer with design services) had designed the admissions publications. However, motivated by the Noel-Levitz findings, Plymouth hired Creative Communication of America, from Albany, New York (a firm with experience in higher education) to develop the next generation of publications.

Thereafter, the development of new publications took into consideration a number of issues and resources, including Noel-Levitz and extensive campus input. With the data gathered, Plymouth decided to position itself by showcasing its breathtaking environment. Since students who enjoy outdoor winter sports are among our most

Chapter 10: Public Disclosure
successful students, we also showcased winter sports.

With the new publications, the enrollment trend began to reverse and a more positive public perception of Plymouth began to evolve. Given the success of this group of publications, Plymouth kept the same design, with annual updates, for four consecutive years.

Plymouth hired OGBE Communications in 1998 to complete a Communications and Positioning Assessment for Plymouth State College. See exhibit 10.17, OGBE Assessment. The key finding of the report stated, "PSC’s communications reporting structure is highly fragmented. The lack of more dedicated management resources to oversee and improve major communications functions has hindered communication. The fragmented communications structure impacts enrollment, retention, identity, advancement and community support." The company recommended, "A new management level position should be established to coordinate and be responsible for all major communications. This position, reporting directly to the president, would be responsible for all public affairs, communications, community relations, and marketing."

As a result of this report, Plymouth created the position of director of Public Relations in the fall of 1999. Within three years, the director of Public Relations was promoted to vice-president for Institutional Advancement and now oversees the Public Relations office as part of her responsibilities for communications. The institution addressed other findings and recommendations from the OGBE report when the position of director of Public Relations was first created and News Services became the Office of Public Relations.

High Point Media Communications completed a more recent assessment of media coverage last year (Exhibit 10.3: High Point Media Analysis).

The Admissions office tracks responses to undergraduate recruitment publications, and despite the limitations of print publications in this electronic age, our print publications still appear to be effective. No system currently in place tracks responses to graduate recruitment publications, such as brochures, so it is difficult to assess their effectiveness.

**Student Handbook**

Despite the care taken in editing publications, in the past there have been a few instances of conflicting information appearing in the catalog and the Student Handbook. In order to prevent this from recurring, the Student Affairs office decided not to duplicate information in the handbook if it appears in the catalog. A statement appears on the Student Handbook website informing readers, "This handbook...may not include all policies, services, and needed information." It also refers readers to additional publications.

The online format makes it possible to update and change the handbook. The office of the dean of students has made a concerted effort since the Student Handbook went online to solicit, verify, coordinate, and authorize information regarding updates or changes to policies. The office of the vice-president for Student Affairs verifies the updates before inclusion. See exhibit 10.23.B for the list of Student Handbook reviewers.

The Student Handbook serves undergraduate and graduate students, but the Graduate Studies office is not involved in the review process. The Public Relations office, which serves as the editor of all publications, has not had any involvement in the Student Handbook.

A link to the Student Handbook appears on the website of the Office of Undergraduate Studies, but not on the website of the Office of Graduate Studies. The handbook is accessible from the Graduate Studies web page, but it takes several clicks to find it.

**Other Publications**


This year, for the first time, the vice-president for Financial Affairs e-mailed all employees explaining the availability of the annual audit report.
THE WEB: www.plymouth.edu

Ongoing dialogue among faculty and staff often occurs via e-mail, and Plymouth uses an all-employee distribution list to communicate matters affecting all faculty and staff.

The communication demands and expectations of our various audiences have increased with the development of technology. Students, parents, alumni, and other audiences demand more information, more frequently, and they often prefer to receive the information electronically. Current and prospective students and their parents are accustomed to accessing information on any day at any hour.

During the spring of 2002, Plymouth sent its prospective undergraduate students a “Flash file” imbedded in an e-mail message. Also, the Admissions office sends students birthday cards and holiday cards via e-mail.

The Admission Office tracks the source of the initial contact with all prospects, and for fall 2001, the Web was the third largest source of prospects. It was the first source for those who apply, the first source for those who are admitted, and the second source (after campus visits) for those who actually enroll.

The pace of growth and limited resources make it difficult to keep the information posted on the Web current. Until now, the ownership of content and design has been a partnership between the offices of Public Relations and Information Technology Services. However, with the conversion of the computer system to Banner in the fall of 2002, the Public Relations office created a much-needed Web Administrator position.

The mission statement is not currently displayed on the website. Access to the most current catalog information is not immediately available from the website, and Web pages have not been updated on a regular basis.

Virtually all communication with current graduate students is via direct mail, whether it be upcoming course offerings, registration materials, grades or program information. All registration has to be done in person or through the mail. For graduate programs, the Web is used as a tool, but is not actively promoted as a resource.

Chapter 10: Public Disclosure

PROJECTION

ACADEMIC CATALOGS

Guidelines exist for reviewing courses not offered within the last three years for possible deletion from the academic catalogs. This process, approved by the faculty in 1990, is part of the regular department program review. Unfortunately, the process has been only sporadically enforced (usually at the instigation of the registrar and the Curriculum Committee). In the fall of 2002, the Curriculum Committee made a serious effort to implement the course review policy. See exhibit 10.40, Memo from Curriculum Committee Chair, October 8, 2002. There is a need for a consistent policy of deleting courses no longer offered from both the undergraduate and the graduate catalogs.

Until recently, the graduate catalog was not published on a regular annual schedule. For this reason, exhibits related to the graduate catalog are limited. However, within the last two years, the graduate catalog has begun to follow a publication schedule and a review process similar to the undergraduate catalog.

The graduate catalog still does not list part-time faculty, and the Graduate Council and Graduate Studies office should address the issue of how to include them.

We should continue to assess this review process and make refinements as needed.

RECRUITMENT MATERIALS

The new approach to designing recruitment materials has been highly successful in bringing better-prepared students. A firm has been identified to develop a new design for the next two to three years.

Beyond this, however, we need to evaluate more systematically the effectiveness of our print publications in reaching their target audiences. A publication plan should be developed for graduate recruitment materials to ensure accuracy and timeliness.

STUDENT HANDBOOK

Plymouth should examine the possibility of involving the Graduate Studies and Public Relations offices in the review process for the Student
Handbook. In particular, Public Relations should be involved in the process in order to prevent conflicts with information provided in other publications and in order to ensure consistent messages among publications.

OTHER PUBLICATIONS

Readership surveys for Plymouth Week and Plymouth Magazine should be conducted every two or three years to ensure that the publications serve the needs of their readers.

THE WEB: www.plymouth.edu

The undergraduate class entering in the fall of 2002 was the first class with access to Plymouth's "campus pipeline" portal, called my.Plymouth. For future classes, access to the pipeline will begin during orientation and registration. When a student logs onto the Web, his or her screen will be unique according to class rank, major, extra-curricular activities and current class schedule. It will also be the student's path to billing information, grades, transcripts, financial aid status, and more.

Plymouth should explore the possibility of expanding upon the department, program, and course information currently available on the Web from the home page's "Undergraduate Students" link.

Increased attention and resources should be devoted to keeping the Admissions Office website dynamic and to offering opportunities for prospective students to interact electronically with Admission staff.

The graduate programs should explore the possibilities of using the Web to recruit students and to provide current students with information about course offerings and grades.

Beginning in the spring of 2003, alumni will also begin to have an individualized portal entry into the website, and they will be able to make donations online.

All Web sites referred to in this chapter were accurate when this document was printed; all sites, with updated addresses, are available from the Self-Study Web site:

http://www.plymouth.edu/psc/library/Self-Study

CHAPTER TEN DIRECTORY

Academic Affairs, Vice-President
Virginia Barry vbarry@mail.plymouth.edu x2230
Admissions Office, Senior Associate Director
Gene Fahy gfahey@mail.plymouth.edu x2437
Chief Information Officer
Dwight C. Fischer dwight.fischer@mail.plymouth.edu x2443
Curriculum Committee, Chair
Robert Miller rmiller@mail.plymouth.edu x2953
Financial Affairs, Vice-President
William Crangle bcrangle@mail.plymouth.edu x2550
Graduate Studies, Associate Vice-President
Denise Bartelo dbartelo@mail.plymouth.edu x2286
Institutional Advancement, Vice-President
Retha Fielding rfielding@mail.plymouth.edu x2722
Institutional Research Officer
Nick Mathis nickm@mail.plymouth.edu x2100
President
Donald Wharton dwharton@mail.plymouth.edu x2210
Public Relations, Director
Michele Hutchins mhutchins@mail.plymouth.edu x2476
Student Affairs, Dean
Tim Keefe tkeefe@mail.plymouth.edu x2206
Student Affairs, Vice-President
Richard Rase rrase@mail.plymouth.edu x2241
Undergraduate Studies, Associate Vice-President
Julie N. Bernier jbernier@mail.plymouth.edu x2235
Web Administrator
Tina C. Newberry tinewberry@mail.plymouth.edu x3057
CHAPTER 11: INTEGRITY

DESCRIPTION

Plymouth State is chartered through the University System of New Hampshire (USNH) and is governed through the university system Board of Trustees and the New Hampshire State Department of Education in compliance with New Hampshire State Law Revised Statutes Annotated, Chapter 187-A (Exhibit 11.1: New Hampshire Revised Statutes Annotated 187-A). Plymouth maintains compliance with the USNH Board of Trustees Charter and By-laws and all local, state, and federal laws, rules, and regulations (Exhibit 11.2: USNH Policy Manual). See chapter three, Organization and Governance, for more details on authority and governance.

MAINTAINING AND COMMUNICATING ETHICAL STANDARDS ACROSS THE CAMPUS

Explicit in the well-distributed mission statement is our fundamental commitment to the moral, social, and intellectual growth of students (Exhibit 11.3: Mission Statement, and Exhibit 11.4: Strategic Plan).

Institutional policy, procedures, rules, and regulations provide the foundation for ethical conduct and integrity, while programming and committee initiatives actively cultivate them.

In order to communicate policies, procedures, rules, and regulations, the institution provides The Faculty Handbook (Exhibit 11.5), The Operating Staff Handbook (Exhibit 11.6), The Professional and Technical Staff Handbook (Exhibit 11.7), The Adjunct Faculty Handbook (Exhibit 11.8), The Student Handbook (Exhibit 11.9), The Academic Catalog (Exhibit 11.10), and the university website.

* www.plymouth.edu
Plymouth State University website

The university system Board of Trustees bylaws, Article VI: Nondiscriminatory Policy, prohibits discrimination on the basis of sex, race, color, religion, age, sexual orientation, physical or mental disability, veteran’s status, or political orientation.

Admission requirements are identified in the College Catalog and on the university website.

The Diversity Committee actively addresses diversity and global awareness concerns from multiple perspectives.

MAINTAINING ETHICAL STANDARDS FOR STUDENTS

All first-year students complete the one-credit course, IS101: Introduction to the Academic Community, in which they review and discuss policies, standards, and responsibilities (Exhibit 11.11: Sample IAC Syllabus). Ongoing dialogue with advisors, faculty, program directors, and services personnel further addresses student questions and needs.

The Student Handbook comprehensively details student rights and responsibilities. The policy information includes the right to due process and the right to governance participation.

In addition, the handbook outlines The Family Educational Rights and Privacy Act (FERPA), including policies regarding educational, medical, counseling, law enforcement, and disciplinary records.
Student handbook information includes policies regarding cooperation with law enforcement agencies, rules and regulations governing student conduct, judicial procedures and policies, and the authority of both the Advisory Committee on Discipline and the Administrative Hearing Panel.

Standards of conduct include compliance with New Hampshire laws regarding the prohibition of hazing; the unlawful possession, use, or distribution of alcohol and illegal drugs; the abuse of legal drugs by students, faculty, and staff; and harassment. Forms of harassment are identified with clear differentiations among verbal abuse, physical or mental harassment, physical assault, hate crimes, sexual assault, and sexual harassment.

Students have the freedom to select their own programs of study, which they may change at any time following standard procedures. The Academic Catalog and academic advisors identify the consequences of such changes in terms of time to degree.

As stated in the Academic Catalog, "academic integrity is the foundation of the pursuit of knowledge." The catalog defines academic integrity as, "the pursuit of knowledge in an honest, responsible, respectful, and ethical manner." The catalog's policies outline violations of academic integrity as well as formal procedural actions in the event of transgression. Penalties and record keeping policies are clearly delineated. These policies and procedures are also available on the Office of Undergraduate Studies website.

The Academic Catalog identifies academic standards and requirements. Here the student will also find an explanation of the grading system and a list of academic requirements for continued enrollment. The catalog outlines degree requirements, qualifications for honors and scholarly societies, as well as procedures regarding probation, severance, reinstatement, and readmission. The Academic Review Committee oversees these proceedings, thus ensuring an impartial review.

The Family Educational Rights and Privacy Act, the Buckley Amendment, ensures students access to their personal educational records and provides regulations for protecting their privacy. Maintenance of student records is discussed in chapter six, Student Services.

The library subscribes to the American Library Association's Bill of Rights, particularly those governing issues of censorship and confidentiality (Exhibit 11.12: The American Library Association Bill of Rights).

*http://www.plymouth.edu/psc/undergrad/
Office of Undergraduate Studies website

The Academic Catalog and the Student Handbook direct students to discuss academic grievances with their instructors or the appropriate department chairs. If the situation is not resolved at this level, the question may be brought to the associate dean for Undergraduate Studies for further review. The associate dean may request that the Academic Standards Committee handle the situation following sections I and II under Standards of Fair Grading.

With regard to residential life grievances, the Student Handbook provides a detailed grievance procedure beginning with the communication of the complaint to the dean of Student Affairs and to the Title IX coordinator. Matters involving sexual discrimination or discrimination on the basis of a physical handicap are referred to both the Title IX coordinator and the 504 coordinator—referring to section 504 of the Rehabilitation Act.

The University System of New Hampshire upholds the Americans with Disabilities Act of 1990 (ADA) and strives to comply with both the letter and the spirit of this legislation.

MAINTAINING ETHICAL STANDARDS FOR FACULTY, STAFF, AND ADMINISTRATION

Plymouth fosters open avenues of communication including open forums for the debate of ongoing issues. The interrelated network of committees and taskforces informs developing policy.

All new employees receive the appropriate handbook and a personal orientation session with the Assistant Director of Benefits and Employee Relations. The Adjunct Faculty Handbook is not distributed consistently, although it is available within the respective departments. Human Resources and supervisory personnel are available to all employees for consultation and advice.

As mentioned in the 1998 NEASC Fifth-Year Interim Report (Exhibit 11.13), Human Resources created the position of Assistant Director for Employment & Training/Development in March of 1994. This person assesses the training and development needs of all employees, develops a
training curriculum, and establishes a formal training evaluation process.

Hiring policy upholds the university system Board of Trustees bylaw—Article VI: Nondiscrimination Policy—prohibiting discrimination on the basis of sex, race, color, religion, age, sexual orientation, physical or mental disability, veteran’s status, political orientation, or political activity. This policy holds for the recruitment, employment, retention, and advancement of faculty and staff. It complies with Federal Executive Orders 11246 and 11375; section 503 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990; and New Hampshire RSA:345A (Exhibit 11.14: USNH Policy Manual). In its strategic plan the institution affirms its commitment to uphold affirmative action policies as published on its website*. 

*http://www.plymouth.edu/psc/pers/prhome.htm
Plymouth State Strategic Plan website
http://usnh.unh.edu/HR/AA/II.html
USNH EEO Policy

Clear policies and procedures guide job classification, compensation, advancement, and performance evaluation of all staff. Performance evaluations are fundamental to all decisions concerning retention, promotion, and salary adjustments.

Procedures are in place for annual reviews of faculty, professional, and operating staff. These comprehensive policies and procedures are published in the appropriate handbooks, and on the Human Resources website*.

Principal administrator performance evaluations follow university system policy. The Board of Trustees reviews the president annually. Individual administrators prepare an annual self-evaluation and establish professional goals on a voluntary basis. They meet with the president for an annual evaluation.

*http://www.plymouth.edu/psc/person/index.htm
Plymouth State Human Resources website
http://www.plymouth.edu/psc/person/HomeStuff/Classification.htm
Staff Classification/Compensation

The Faculty Handbook and the website notify the campus of comprehensive complaint and grievance policies. Section V.B.5 of Plymouth State College Personnel Policies (PSC.V.B.1.1), published on the university system website*, addresses the affirmative action and sexual harassment policies and outlines the complaint resolution procedures. The Faculty Review Committee mediates faculty grievances.

* http://usnholpm.unh.edu/PSC/V_Pers/Default.html
USNH Personnel Policies website

Plymouth follows the academic freedom and professional ethics guidelines established by the American Association of University Professors in 1940.

The campus Institutional Review Board reviews internally and externally funded research. The review board ensures that research is in compliance with the Federal Policy for the Protection of Human Research Subjects (45CFR46). There is also a review board for animal subjects in research—the Animal Care and Use Committee. This too, is guided by federal standards and university system policy.

Established university system policies currently govern the ethical issues resulting from commercial uses of faculty research, the ownership of intellectual property, and conflict of interests.

http://www.unh.edu/oipm/
UNH Intellectual Property Rights

Administrative financial expenditures comply with university system policies and regulations. These are published in the USNH Policy Manual. As stated in the USNH Introduction to Business Expenditures (Exhibit 11.15), Plymouth must be “committed to the highest level of accountability and stewardship with regard to USNH funds.”

There is also a comprehensive USNH Financial and Administrative Procedures Manual (Exhibit 11.16) governing all financial transactions. Both manuals are published on the university system website*, and the Business Office website* also provides links. All financial transactions comply with these procedures including mandated annual A-133 external audits.

Information is easily and publicly accessible. Comprehensive financial data is reported and published in the USNH FACTBOOK (Exhibit 11.17) available via the university system website.

* http://usnholpm.unh.edu/
USNH Online Policy Manual

*http://www.plymouth.edu/psc/control/
Business Office

Chapter 11: Integrity

93
MAINTAINING ETHICAL STANDARDS
FOR EXTERNAL COMMUNITY RELATIONSHIPS

Plymouth seeks to maintain the highest standards of service, communication, and relationship with external organizations and with the community. To this end, Plymouth delegates related responsibilities to the Office of Institutional Advancement, the Director of Advancement, the Director of Public Relations, the Center for Professional Educational Partnerships, the Campus Community Council, the Community Service Learning Center, and the position of Community Outreach Coordinator.

APPRAISAL

MAINTAINING AND COMMUNICATING
ETHICAL STANDARDS ACROSS THE CAMPUS

The governance structure as described in chapter three, Organization and Governance, fosters open communication and provides a forum for discussion, debate, and deliberation. Committees and taskforces address ongoing and emerging curricular, policy, and decision-making needs. Committee meeting dates, agendas, and minutes are published on the website, making the activities and decisions of nearly every committee readily available to all members of the campus. Student membership on nearly all campus committees ensures student input. Therefore, almost all members of the campus have a voice in the creation of policies, procedures, and regulations.

The faculty, operating staff, professional and technical staff, and student handbooks are all current and newly revised. However, they need to be available online for ease of access and revision. The online Student Handbook is a model in this regard. There is currently no cross-referencing between the Student Handbook and the Academic Catalog. The Adjunct Lecturer Handbook is out-of-date.

The first-year experience course, IS101: Introduction to the Academic Community, adequately covers student orientation to policies, standards, and regulations. Additional clarification by faculty, academic advisors, and staff adequately serves the institution.

As further evidence of maintaining integrity, Plymouth undergoes accreditation reviews for several of its programs as listed in the preface’s Institutional Characteristics.

Plymouth State is not satisfied with a passive approach to admissions with regard to diverse applicants. Records from the newly instituted Office of Institutional Research indicate that the percentage of students representing diverse cultures has remained relatively constant over the past decade in spite of new recruiting initiatives (Exhibit 11.18: Student Profile Data).

Current admissions initiatives include diversification of student body, as discussed in chapter six, Student Services, and as identified in goal IV of the strategic plan. To this end, the institutional researcher keeps records of student profiles, and each academic department is now charged with the task of developing plans to increase diversity in teaching and student populations. The Board of Trustees receives an annual report on the affirmative action plan.

Chapter four, Programs; chapter five, Faculty; and chapter six, Student Services, have all addressed efforts regarding diversity. The institution also supports diversity through its support of gay, lesbian, bisexual, and transgender students and employees with activities including the 2002 celebration of the 25th anniversary of the Alternative Lifestyle Organization (ALSO), Safe Zone workshops, and the Taskforce on Homophobia.

MAINTAINING ETHICAL STANDARDS
FOR STUDENTS

In response to emerging student needs, Plymouth occasionally provides forums on particular subjects for discussion, reflection, and debate. In the past, the murder of Matthew Shepard and campus sexual violence both spawned such forums.

The Student Handbook effectively presents standards of conduct. It presents, as does the Faculty Handbook discussed above, the nondiscrimination policy.

The dean of Student Affairs and the Title IX coordinator are identified as the contacts for policy information. The dean of Student Affairs is also identified as the coordinator for processing student grievances. Human Resources, the Task Force on Homophobia, and the Women’s Services and Gender Resource Center offer nondiscrimination information, support groups, counsel, class-

Institutional Self-Study
room and group presentations, and residential life workshops.

Sexual harassment policy follows requirements established by the Higher Education Reauthorization Act of 1992. The sexual harassment policy, also printed in the Student Handbook, is designed with the intent to foster responsible and respectful behavior. The policy provides a very clear definition of sexual harassment, and it emphasizes the legal mandate to report any incidents. Procedures for reporting sexual assault are well detailed and comprehensive. Additional information is available on the Task Force Against Homophobia website.

* http://oz.plymouth.edu/~estiller/about.html
Task Force Against Homophobia website

As indicated previously, Plymouth provides many venues for support and counseling and has established the Women's Services and Gender Resource Center for coordinating educational programs addressing the problems of sexual assault, sexual harassment, dating violence, prejudice, discrimination, and homophobia. These programs promote awareness of the problems and explore solutions.

The Residential Life orientation program includes the thorough reading and discussion of behavioral expectations. Students sign behavioral expectation statements indicating their understanding. Students working as residential hall supervisors or assistants receive extensive training regarding all student rights, regulations, and behavioral policies.

In the effort to end sexual violence in particular, and violence against women in general, members of athletic teams, sororities, and fraternities participate in programs designed to educate them with regard to these issues.

Plymouth also provides a support group for sexual assault survivors accessed through the Women's Services and Gender Resource Center, and the Plymouth Area Task Force Against Domestic and Sexual Violence. Further information about these groups is available in chapter six, Student Services.

Although, IAC, the first-year experience course, is an excellent vehicle for introducing and training students regarding rights and responsibilities, that section of the Student Handbook is not a mandatory course component. Thus, this area is inconsistently addressed, and there is no comprehensive assessment system for evaluating it.

Neither off-campus nor part-time students have the same opportunities to take advantage of the Residential Life services and programs as residential students. Part-time students do not necessarily take IAC early in their studies; these students must rely on their own initiative to access policy information and to obtain counsel.

One of the concerns to surface during this self-study process regards terminology. Language differs among academic catalogs dated prior to 2001-2002, the current Student Handbook, and the 2002-2003 Academic Catalog. For example, the earlier catalogs use the phrase academic grievance while the Student Handbook refers to grievance concerning academic performance. The 2002-2003 Academic Catalog does not use either term but rather refers to fair grading policy.

Terminology used for academic grievance procedure needs consistency; we need to apply the same search terms to all websites. The description of populations included within the grievance policy should include the phrase sexual orientation in order to be consistent with affirmative action standards and statements.

PASS (Plymouth Academic Support Services), discussed in chapter four, Programs and Instruction, also provides support for teachers who request help in accommodating the learning and alternative assessment needs of students with disabilities.

Students may request appropriate accommodation in compliance with ADA and section 504 of the Rehabilitation Act. Older buildings have been modified for accessibility. New buildings are designed to fulfill state accessibility codes.

MAINTAINING ETHICAL STANDARDS FOR FACULTY, STAFF, AND ADMINISTRATION

The integrity chapter of the 1993 NEASC self-study identified the need to continue working to develop communication and teamwork among campus constituencies. The report suggested the creation of a taskforce charged with finding ways to increase communication and respect. The solution was to provide a communication structure allowing more joint planning and decision-making. In response to the identified need, the Campus Constituency Group has become an effective vehicle for full constituency communic-
tion. Since that time, Plymouth embarked upon the comprehensive strategic planning process described in chapter two, Planning and Evaluation. The bi-annual planning process now includes campus-wide participation.

Part-time faculty do not have a systematic orientation program, and they have identified lack of professional mentoring as a concern in the Human Resources Task Force Survey (Exhibit 11:19).

There is also no systematic evaluation of the new-faculty orientation program. Faculty and lecturer handbooks are not online to date, and there is no systematic means of providing policy information to part-time faculty beyond discussion with department members and staff.

Human Resources provides policy-training sessions for operating staff (OS) and professional and technical staff (PATS). Their updated handbooks and websites further provide clarity of information and available resources.

Human Resources created a full-time international assistant position in October 2001. The position provides a centralized resource on all matters pertaining to exchange visitors and to the employment of foreign nationals. This position also provides information for foreign national employees and prepares and processes petitions and visa applications.

Human Resources oversees recruitment and hiring processes for faculty and staff in compliance with search procedures, hiring policies, and equal employment considerations. As required by university system Personnel Policy V, Human Resources provides an institutional compliance officer to ensure proper hiring policies and to act as an information resource. Human Resources provides the Faculty/PAT Hiring Packet (Exhibit 11.20) to assist departmental and college search efforts and to ensure adherence to affirmative action guidelines.

Human Resources created the Strategic Planning Task Force in 1999. This taskforce designed, implemented, and evaluated the all-campus employee satisfaction survey and published the results on the Human Resources website. Inequities identified by operating staff, and professional and technical staff, regarding performance evaluations resulted in the development of the ad hoc Performance Evaluation Task Force.

The Administration Evaluation Committee, according to the Faculty Handbook, is responsible for the development and execution of the effective evaluation of those administrators. The 1999 Administration Evaluation Committee reviewed the director of Administrative Services, the director of Financial Affairs, the dean of Student Affairs, the vice-president for Academic Affairs, and the president. Results were disseminated to the president and to those immediately affected. A general statement was provided for the faculty. (Exhibit 11.21: Administrator Evaluation Committee Survey).

Faculty job descriptions, ethical expectations, and performance expectations are well documented, as are rank and tenure requirements and procedures for change in status. These policies need to be accompanied by detailed compensation scales in order to ensure equity across departments and ranks.

The Equal Employment Opportunity Commission provides definitions of sexual harassment. However, a sexual harassment case arising on campus in 1993 crystallized the need for revision and clarification of sexual harassment definition and policy. It also alerted the institution to the need for a comprehensive training program for administration, faculty, and staff.

Complying with the Faculty Handbook's PSC V.B.6.2 and PSC V.B.6.6.1, the institution has trained a group of six intake officers through the director of Human Resources, and it has provided a trained group of investigators appointed by the president.

Supporting the effort to develop an atmosphere of mutual trust and respect, Plymouth provides ongoing voluntary educational programs and services for students, faculty, and staff. However, there is no mandatory comprehensive annual training program concerning affirmative action or sexual harassment. There is also no related mandatory program of sexual harassment and affirmative action education regarding student rights.

http://vanholpm.unh.edu/PSC/V_Pers/Default.html
USNH Personnel Policies website

Faculty have the responsibility to be accurate, to exercise appropriate restraint, to show respect for the opinions of others, and to clarify that they do not speak for the institution. Additionally, faculty are expected to maintain the highest degree of professional, ethical, and legal standards and to uphold the rules, regulations, and policies of the institution as expressed in the Faculty Handbook.

Institutional Self-Study

96
The Institutional Review Board ensures that research is in compliance with federal policy. Board members are available for advice and have an easily accessed website*.

*http://or.plymouth.edu/87Egodno/humansubjects.htm
Institutional Review Board website

While there is a university system policy, Plymouth still lacks a comprehensive policy of its own to address ethical and legal issues resulting from commercial uses of faculty research, ownership of intellectual property, and conflict of interests.

Chapter nine, Financial Resources, adequately details issues of financial integrity.

Each administrative department goes through an annual evaluation and planning process using standard forms developed in 2001. These parallel the forms used for academic departmental strategic planning (Exhibit 11.22: Departmental Planning Forms). The development of standardized systematic annual reporting as well as strategic planning across departments is an excellent means of establishing consistency and effectiveness.

MAINTAINING ETHICAL STANDARDS FOR EXTERNAL COMMUNITY RELATIONSHIPS

All individuals working on behalf of the institution are expected to follow professional ethical standards and guidelines as detailed in the Faculty Handbook, the Office of Human Resources website, and the university system Affirmative Action Policy. University system financial and administrative procedures and guidelines govern all business transactions. A few examples of integrity with regard to external relations may be seen on the websites of Community Service Learning*, Diversity*, the N.H. Impact Center*, and the Center for Educational Partnerships*. As a result of these initiatives, community relationships have been greatly strengthened over the past ten years.

The extension of our graduate programs, of off-site and Web based courses, of development initiatives, and of community participation in campus cultural events have also contributed to strengthened community relationships.

*www.plymouth.edu/psc/hub/ceez/
Community Service Learning website

*www.plymouth.edu/psc/undergrad/Diversity/divcom.htm
President's Commission on Diversity website

*www.plymouth.edu/psc/grants/nhimpact/
The N.H. Impact Center website

PROJECTION

MAINTAINING AND COMMUNICATING ETHICAL STANDARDS ACROSS THE CAMPUS

Plymouth fulfills its obligation to act openly and with regard for equal opportunity, diversity, and accessibility. It demonstrates and models ethical conduct for its employees and students. This self-study is a measure of its commitment to integrity.

The dissemination of policies and procedures is critical to the maintenance of ethical standards and to the facilitation of critical and reflective dialogue. The continued progress in Web publication is a powerful source of such communication. The Web provides an outstanding vehicle for clarity, consistency, and currency. There is an exciting opportunity to publish all handbooks on the Web, to upgrade content descriptions and policy changes as they occur, and to use consistent terminology to ease finding information when it's needed.

The faculty, the operating staff, and the professional and technical staff handbooks have all been recently revised.

Continued action is needed to fulfill cultural diversity goals. Due to geographical location, financial resources, and existing demographics, new approaches to the recruitment of culturally diverse students, staff, and faculty may be needed. Some efforts regarding admissions are discussed in chapter six, Student Services.

The first-year theme of cultural diversity provides a strong foundation for the development of the yearlong multicultural forum.

The success of diversity training sessions provided by Human Relations and the Women's Services and Gender Resources Center indicates the potential for even higher levels of impact.

MAINTAINING ETHICAL STANDARDS FOR STUDENTS

As mentioned in the appraisal, the Student Handbook has been published online. This, in combination with first-year instruction, effectively helps familiarize and provide easy access to policy in-
formation. These successful practices are likely to continue.

The institution, especially Student Services, is creative and flexible in initiating incident specific forums to further the discussion and instruction of ethical standards.

Plymouth is proud of its many mission-driven efforts to educate students in good citizenship. However, the standardization of a core component within the first-year experience course syllabus would enhance the training of students regarding their rights and responsibilities.

Development of formal training opportunities for part-time, off-campus, and graduate students appears warranted. Appropriate offices should encourage the design, training, and documentation of these ethical initiatives.

Established mechanisms successfully implement these policies and identify emerging issues and needs.

Both academic and residential life policies and procedures regarding student grievances continue to be effective.

Future editions will address problems regarding inconsistent language among publications.

The administration is very much aware of the needs of students with disabilities. Continued compliance with ADA, sensitivity to the needs of the disabled, and concerns regarding building access and retrofitting will continue to be priorities. Chapter eight, Physical Resources, also addresses access issues.

MAINTAINING ETHICAL STANDARDS
FOR FACULTY, STAFF, AND ADMINISTRATION

As the website becomes increasingly complex and comprehensive, there is a need to develop a revised index or directory. A Web directory could also be published in print within the campus telephone directory. The development of an interactive community bulletin board could enable Web discussion without further impositions on e-mail.

The new-faculty orientation program could be augmented to include an orientation evaluation. An orientation and mentoring program for adjunct faculty needs to be researched and developed. An evaluation of the orientation could provide essential information concerning first-year needs of new faculty and adjunct faculty. While there is no evidence that the current practice of new-faculty orientation is ineffective, more formal evaluation might help target the challenges of academic advising and highlight some of the policies and procedures printed in the Faculty Handbook, Student Handbook, and Academic Catalog.

Plymouth has made significant progress in diversification of its workforce. Women are well represented among the executive, administrative, managerial, faculty, and professional staff. Cultural diversity of the workforce, however, is an ongoing endeavor in part due to our geographic location. Nevertheless, the hiring policy and strategic plan continue to support and seek cultural diversity. The expansion of off-campus learning sites, educational partnerships, and national and international educational opportunities augment the diversification of professionals, educators, and students.

The institution is currently engaged in the effort to increase the number of women and minority faculty and staff (Exhibit 11.23: Diversity Data). Additionally, the President’s Commission on the Status of Women* is monitoring the representation of women on campus committees. Department chairs have been asked to develop specific plans for the amelioration of gender and minority under-representation. The Affirmative Action Committee has created a detailed affirmative action plan available in the Business Office, the Student Affairs Office, the Office of the Vice-President for Academic Affairs, the library, the Faculty Handbook, and the website.

The graduate school has allocated funds for the creation of a diversity scholar and a diversity graduate assistant.

*www.plymouth.edu/psc/statusw/index.htm
Presidents Commission on the Status of Women website

Plymouth is currently undergoing a review and analysis of faculty salary equity and salary competitiveness. In the process, it is researching minimum faculty compensation scales for instructor and associate professor. Plymouth is now implementing a minimum salary scale for the ranks of professor and assistant professor as developed during the spring of 2001. See chapter five, Faculty, for more discussion.

Currently, the Evaluation Task Force represents Human Resources, operating staff (OS), and professional and technical staff (PATs). It is charged with revising evaluation forms in order to address prior inequities relating to the assessment of performance and merit.

Institutional Self-Study
Regarding merit, there has been no consistent evaluation process nor have there been mandatory guidelines for the evaluation of PATs. Instead, the principal administrators of each area have guided the evaluation process. The new evaluation forms being developed, which will be operational by spring 2002, provide a clear definition of merit for all parties and provide clear rubrics and criteria for evaluation. Appraisal and preparation brochures accompany these forms for supervisor and employee and outline steps for recourse if disagreements occur. The new system is designed to be fair, equitable, and clear, and it will be the same for all OS and PATs. (Exhibit 11.24: Performance Evaluation Questions; Exhibit 11.25: New OS and PAT Performance Appraisal Form; and Exhibit 11.26: Supervisor Preparation for Performance Appraisal)

The Administrator Evaluation Committee needs standardized formal performance evaluation policies for principal administrators.

Human Resources is currently engaged in the construction of an updated sexual harassment policy. This new policy transfers the primary procedural responsibilities from the intake officers mentioned above in the appraisal to the Office of Human Resources. The new policy will also enhance objectivity by creating a team of three principal administrators to guide decision-making rather than placing this responsibility solely in the hands of the administrator of the area affected. As this chapter is written, this new policy is slated for consideration and approval by OS, PATs, faculty, the administrative cabinet, and legal counsel. As soon as this policy is passed, Human Resources will develop a comprehensive training program. The Assistant Director for Benefits & Employee Relations will be responsible for all training including sexual harassment and discrimination.

There is a need to document employee-training sessions for each employee.

The Faculty Handbook articulates academic freedom and ethical expectations.

The Information Resources Committee is currently engaged in the design of an intellectual property rights policy. This committee has also developed an appropriate use of technology policy, which has been approved by all campus constituents. A draft is pending for an e-mail policy that complies with the Digital Millennium Copy-

right Act (Exhibit 11.27: UNH Intellectual Property Rights).

The vice-president for Financial Affairs is currently working to consolidate and update specific operational policy and procedures—see chapter nine, Financial Resources.

MAINTAINING ETHICAL STANDARDS FOR EXTERNAL COMMUNITY RELATIONSHIPS

Due to the extensive number of outreach initiatives undertaken by the members of the community, the development of a comprehensive outreach website could enhance communication across initiatives and provide an index of information.

Continued expansion of service-learning opportunities offers students the opportunity to realize our mission as a form of engaged praxis, and this embodies the affirmation of service and community values.

RELATIONSHIP WITH CIHE AND COMPLIANCE WITH THE COMMISSION’S STANDARDS

Plymouth demonstrates honesty, integrity, and compliance with the Commission on Institutions of Higher Education regarding standards, policies, and requests. Our meetings and correspondence with representatives of the commission, our attendance at related training sessions and conferences, our candid self-study process, and finally, our presentation of this Self-Study help to support this claim.
All Web sites referred to in this chapter were accurate when this document was printed; all sites, with updated addresses, are available from the Self-Study Web site:

http://www.plymouth.edu/psc/library/Self-Study

CHAPTER ELEVEN DIRECTORY

504 Coordinator
Laura Alexander jalexand@mail.plymouth.edu x2551
Assistant Director for Employment & Training/Development
Elaine Doell edoell@mail.plymouth.edu x2618
Assistant Director of Benefits and Employee Relations
Carol Kuzdeba ckuzdeba@mail.plymouth.edu x2619
Associate Vice-President for the Division of Graduate Studies
Denise Bartolo dbartolo@mail.plymouth.edu x2286
Associate Vice-President for Undergraduate Studies
Julie Bernier jbernier@mail.plymouth.edu x2235
Campus Community Council
Tim Keefe tinkle@mail.plymouth.edu x2206
Center for Professional Educational Partnerships
Mary McNeil mmcenil@mail.plymouth.edu x2349
Community Outreach Coordinator
Blakeman Allen 786-9089
Community Service Learning Center
Nancy Coakley pcoakiln@mail.plymouth.edu x2639
Director of Human Resources
Laura Alexander jalexand@mail.plymouth.edu x2551
Dean of Student Affairs
Time Keefe tinkle@mail.plymouth.edu x2206
Director of Advancement
Angela Matthews amathews@mail.plymouth.edu x2212
Director of the Library
Todd Treworrow tt@mail.plymouth.edu x2817
Director of Public Relations
Michelle Hutchins mhutchins@mail.plymouth.edu x2476
Director of the Silver Cultural Arts Center
Diane Jeffrey djeffrey@mail.plymouth.edu x2874
Director of Women’s Services and Gender Resources
Stephanie Gould sgould@mail.plymouth.edu x2387
Human Resources Institutional Compliance Officer
Laura Alexander jalexand@mail.plymouth.edu x2551
Human Resources Institutional Coordinator
Lisa Ladd jladd@mail.plymouth.edu x2251
Institutional Research Officer
Nick Mathis nickm@mail.plymouth.edu x2100
Office of Institutional Advancement
Reita Fielding rfielding@mail.plymouth.edu x2722
Title IX Coordinator
Laura Alexander jalexand@mail.plymouth.edu x2251

Institutional Self-Study
APPENDIX A: MISSION STATEMENTS

CURRENT MISSION STATEMENT

Institutional Mission

A residential, comprehensive college with a predominantly undergraduate mission that emphasizes the liberal arts, including fine arts, the performing arts, and the sciences. The College also offers professional undergraduate programs in education, business, and several selected areas as well as professional master's programs in education and business. The College has a special commitment for providing baccalaureate transfer programs for New Hampshire Technical College graduates, outreach efforts to students in other areas of the state, and services to area businesses and industries.

Academic Mission

Plymouth State College is proud of its historic commitment to the education of teachers and of its many excellent degree programs. Those who have access to the College should be able to pursue more than a career or a specialization, however. They should have the desire as well as the ability to assume the responsibilities of citizenship, to appreciate the power of the cultural arts and, most important of all, to enjoy the informed pursuit of human happiness. Plymouth State College demands the very best in its professional programs and its liberal arts majors, but its primary concern is the development of the individual as a whole, including the student's moral, social and intellectual growth. The College measures its excellence not by the quality of the students who enter its doors, but rather by the quality it adds to those who graduate.

Because of this commitment, Plymouth State believes that every student must receive a strong general education as well as specialized instruction in a field. Those who truly have a general education should possess the ability to communicate well, to reason quantitatively, and to use effectively learning resources and tools, such as the library and the computer. They should possess a fundamental knowledge of the arts, literature, philosophy, history, global events and the social, psychological, natural and technological sciences. They should appreciate the role and the importance of physical activity in personal development.

Most important of all, they should know how to integrate these skills and areas of knowledge in encountering specific problems, in studying special topics, or simply in appreciating the beauty of life.

To provide students with these and other powers of life-long development, Plymouth State College aspires to strength in three areas. First and foremost, it seeks a curriculum as strong in the liberal as in the professional areas, and one especially dedicated to general education. Secondly, to enliven that curriculum, it strives to be a community of scholars, known for excellent teaching, effective advising, good student orientation, careful course assessment, and, especially, a caring attitude toward those who would learn. It presumes a faculty committed to their own professional development, but concerned above all with imparting knowledge, skill and appreciation to others.

A critical part of a student's intellectual, social, and moral growth takes place outside the classroom, and that requires an environment that also encourages development. For that reason, a third
strength the Plymouth State College seeks is a
campus life that expects accountability, that en-
courages extracurricular activities, that inspires
student leadership, that offers a rich, cultural ex-
perience, and that above all else demands that the
students grow in character as well as in mind.
This presumes a student life program that works
hand-in-hand with the academic program for one
common goal, and that goal is personal growth.

Because Plymouth State College is a residential
campus, it has historically viewed its mission pri-
marily in terms of activities on that campus. Cer-
tainly campus-based activities will always be of
key importance to faculty, staff and students alike.
Nonetheless, new challenges require the College to
assume a greater leadership role in its own region
and in the state as a whole. If the College is to
produce graduates with the skills, attitudes, and
knowledge described in this statement, then it must
affect in a positive way the preparation of New
Hampshire students before as well as after they en-
ter an institution of higher education. If it is to
remain faithful to its historic commitment of ac-
cess, then it must do more than serve those stu-
dents who live on or near the Plymouth campus. It
must provide greater opportunities for non-
traditional students who commute to the College.
It must reach out to those who live in other com-
munities and who cannot be a part of the campus
experience. In brief, the College sees its future
educational role as a broader one, more responsive
to the various needs of the region and the state and
unrestricted by the physical boundaries of its cam-
pus.

Values

Plymouth State College provides opportunities for
students to develop into citizens who will contrib-
ute to the betterment of society. In order to realize
this aim, faculty members and students work to-
wards the following objectives:

- To receive and impart ideas with clarity, ef-
fективeness and validity. Educated persons
need competence in reading and listening
comprehension and in oral and written expres-
sion.

- To demonstrate the ability to think critically.
Critical thinking as defined by the faculty in-
volves the following:

  - Knowledge of methods of inquiry
  and of problem-solving
  - Skills in employing such knowledge
  - A skeptical attitude that demands
    supporting evidence for opinions or
    conclusions before assuming them to
    be valid

- To apply in personal life sound principles of
  physical, spiritual, and mental health.

- To respond sensitively to some forms of crea-
tive expression and to participate in creative
  endeavor.

- To acquire a comprehensive grasp of broad
  understandings in one or more intellectual dis-
ciplines.

- To search for a comprehensive view of hu-
  manity, as well as of human and environ-
mental interrelationships.

- To strive toward a consistent personal phi-
  losophy of life.

All students are expected to show substantial
growth toward these general objectives. Increas-
ingly, each student's progress in college is mea-
sured by the extent to which these objectives are
realized. The courses students take and the co-
curricular activities in which they participate are of
value to the degree they help students to realize
these goals.

It is the belief of the faculty of the College that
students receiving the baccalaureate should have a
comprehensive background concerning the nature
of humanity and of the universe, should be persons
acquainted with the cultures of the world, past and
present, and should have acquired a depth in at
least one area of human knowledge. Examination
of the curricula will show that these objectives
have been carefully observed in the construction of
each of the courses of study.
Plymouth State University Mission Statement

Description

Plymouth State University has a long tradition of meeting the evolving educational needs of the New Hampshire and New England community. Established in 1871 as Plymouth Normal School, the institution became Plymouth Teacher's College in 1939, Plymouth State College in 1963, and Plymouth State University in 2003. A founding member of the University System of New Hampshire, Plymouth State now serves New Hampshire and the New England region as a comprehensive institution of higher education. The University confers Bachelor of Arts, Bachelor of Fine Arts, and Bachelor of Science degrees as well as Master's degrees and Certificates of Advanced Graduate Study in selected areas. Professional outreach activities and graduate courses are offered at several satellite locations around the state, and articulation agreements with other campuses of the University System and the NH Community Technical Colleges offer a variety of program and transfer opportunities. The University also contributes directly to the ongoing academic and cultural life of the region by providing a variety of continuing education programs, concerts and theater performances, art exhibits, and the athletic events of 17 varsity sports. PSU's attractive residential campus of wide greens, tree-lined walkways, traditional brick buildings with an array of towers is located in the White Mountains and Lakes Region of New Hampshire, a pristine rural setting of great natural beauty and multiple outdoor recreational opportunities within easy access of the New England region.

Values

The college motto Ut Prosim, that I may serve, underscores the values upon which the Plymouth State University mission is built. Dedicated to providing a learning environment that supports development of the mind, body and spirit, Plymouth State strives to prepare students for meaningful lives. Students are encouraged to be active agents in the education process together with the faculty, staff, and community. This philosophy is supported by the faculty and administration through a commitment to excellent teaching based on scholarship and creative endeavor, active involvement in college activities, and service to the wider community. Plymouth State is dedicated to providing learning experiences that promote understanding and respect for all people and constructive discourse that includes a range of perspectives. PSU strives to create an environment which supports diversity, equity and inclusiveness for the entire community and strives to prepare students to participate respectfully and responsibly in a pluralistic society.

Mission

As a public regional university, Plymouth State University serves the state of New Hampshire and New England by providing well-educated graduates; by offering ongoing opportunities for graduate education and professional development; and by extending to communities partnership opportunities for cultural enrichment and economic development. In each of these roles, Plymouth State University has a special commitment of service to the North Country and Lakes Region of New Hampshire. As a Carnegie Masters I University, Plymouth State confers a comprehensive range of bachelor's degrees as well as Master's degrees and Certificates of Advance Graduate Study in selected areas.

Vision

The educational philosophy of the University is based on the concepts of learner-centered teaching, experiential learning and academic excellence. The Plymouth State University education features a complementary relationship between liberal arts and professional studies, between academic and personal development, between service and individual growth, and between the University campus and the larger community. Programs of study are designed to engage students and to prepare them for gratifying and productive careers. The undergraduate general education program gives students a broad perspective on ideas and an awareness of diverse human experiences and cultures. Academic majors and minors build on this foundation by providing concentrated learning in areas of choice. Graduate programs provide professional competency and leadership as well as the advancement of knowledge in specialized areas. In both undergraduate and graduate programs, experiential learning in the world of career and professional practice such as internships, field experiences, service learning, study abroad programs and other practical learning partnerships allow students to become directly involved in testing and applying academic theories and ongoing personal and professional development.

Appendix A: Mission Statements
APPENDIX B:
EXHIBITS

CHAPTER ONE EXHIBITS

1.1: Department and Division Mission Statements
1.2: Charge of the College Planning Committee
1.3: The Strategic Plan
1.4: The Academic Bulletin
1.5: Copies of PSC Week showing faculty accomplishments
1.6: Noel-Levitz Report
1.7: 1993 NEASC Evaluation
1.8: 1998 NEASC Evaluation
1.9: Planning Day documents

CHAPTER TWO EXHIBITS

2.1: Noel-Levitz Report
2.2: Plymouth State College Organizational Chart
2.3: Academic Department Strategic Plans
2.4: Semester-by-Semester Chronology of the General Education Task Force
2.5: Development of the Criminal Justice Program
2.6: Evaluation of Math Skills (College Catalog p.58)
2.7: Student Affairs Division -- Annual Department Strategic Plans
2.8: Preliminary Report to the Computer Advisory Board from the Assessment Subcommittee

CHAPTER THREE EXHIBITS

3.1: RSA 187-A: 13
3.2: Organizational Chart of PSC
3.3: Plymouth State College Faculty Handbook
3.4: Committee and Council Memberships
3.5: Professional and Technical Staff Handbook
3.6: Operating Staff Handbook
3.7: 2000-2001 "Committee and Council Memberships"
3.8: Faculty Committee membership analysis
3.9: 2001 Faculty & Staff Satisfaction Survey
3.10: 2002 Executive Council Committee Survey

CHAPTER FOUR EXHIBITS

4.1: Plymouth State College Academic Catalog 2002-2003
4.2: Enrollments in Majors and Options (online)
4.3: Curriculum Guide: Definitions, Processes and Procedures
4.4: Board of Trustees Policy II.G. and USY Administrative Board Policy II.G.
4.5: General Education Handbook
4.6: The Compass Program
4.7: General Education Task Force: Semester-by-Semester Chronology
4.8: Introduction to the Academic Community Program Review Summary Report and Recommendations
4.9: Results of Fall 2000 General Education Assessment (Available in Office of Vice President for Academic Affairs)
4.10: Plymouth State College Faculty Handbook
4.11: Academic Program Review Guidelines
4.12: Most Recent Program Review for Each Academic Department (Available in Office of Vice President for Academic Affairs)
4.13: Strategic Plan of the College
4.14: Academic Department Planning Worksheet
4.15: Plymouth State College Academic Departments Strategic Plans 2001-2004
4.16: PSC Unit Assessment System (for NCATE)
4.17: Program Reports (for NCATE) (Available in Office of Vice President for Academic Affairs)
4.18: General Education Task Force Draft Review 7/31/01

Appendix B: Exhibits
4.19: Final Report of the Assessment Task Force (online)
4.20: Noel/Levitz Student Satisfaction Inventory Summary of 1998 PSC Results (Available in Office of Vice President for Academic Affairs)
4.21: Noel/Levitz Plymouth State College Enrollment Potential Report, 1999
4.23: Plymouth State College Graduate Catalog 2002-2003
4.24: Plymouth State College Summer Schedule 2002
4.25: Arts & Events at Plymouth State College, 2002-2003, Silver Cultural Arts
4.27: Plymouth State College Fall Schedule 2002
4.28: Statement of Principles of Good Practice of the National Associate of College Admission Counselors
4.29: Plymouth State College Viewbook
4.30: Fall 1998-Fall 2001 Math Restriction Analysis
4.31: Five Year Summary Statistics (on line)
4.32: Transfer Course Database (T-Course) (on line)
4.33: Advising Surveys 1995-96
4.35: Reading/Writing Center Annual Report 2001-2002
4.36: College Writing Center Statistical Report, Spring 2002
4.37: Academic Warning, Probation, and Severance, Fall 1993-Spring 2002

CHAPTER FIVE EXHIBITS

5.1: CIHE Data Forms IV, VI, and VII
5.2: CIHE Data Forms VI, VII, and VIII
5.3: Faculty Handbook
5.4: Faculty Search Manual
5.5: Graduate Assistant Recruitment Materials
5.6: Graduate Assistant Evaluation Form
5.7: Sample Contract for Graduate Part-Time Faculty
5.8: Part-Time Faculty Compensation Schedule
5.9: Graduate Part-Time Faculty Salary Comparison Data
5.10: Graduate Affiliate Faculty Handbook
5.11: Age Distribution of Full-Time Faculty
5.12: Annual Faculty Evaluation Form
5.13: Support Staff Performance Appraisal Materials
5.14: Faculty Salary Data
5.15: New Hampshire College and Union Consortium Report
5.16: Faculty Sabbatical Data

CHAPTER SIX EXHIBITS

6.1: Student Affairs Division Departmental Plans – Fall 2001
6.2: NCAA philosophy statement
6.3: Sample Issues of Student Publications
6.4: Student Senate Charter and By-Laws
6.5: Dean of Students/Judicial Programs - representative printed policies
6.6: Financial Aid audits
6.7: International Student Enrollment data
6.8: CORE Alcohol and Drug Survey
6.9: Judicial Process Data
6.10: ACUHO-I benchmarking studies
6.11: American College Health Association's National College Assessment
6.12: Draft for Title IX compliance
6.13: American College Health Association Health Assessment data
6.14: Student Affairs Division Exhibits

CHAPTER SEVEN EXHIBITS

7.1: Library Hours
7.2: Introduction to Lamson Library
7.3: Library Instruction Guides
7.4: Library Faculty Handbook
7.5: Graduate Students library guide
7.6: Library Organizational Chart
7.7: ITS Organizational Chart
7.8: Library Evaluation Documents
7.9: ITS Faculty Computer Survey
7.10: Library Mission and Policies
7.11: Usage Statistics
7.12: ITS Mission Statement
7.13: Library Collection Development Policy
7.14: Thirty-one Library Skills
7.15: Library Instruction Statistics
7.16: Library Proficiency Test
7.17: Noel-Levitz study excerpts
7.18: ITS Student Satisfaction Survey

Institutional Self-Study
CHAPTER EIGHT EXHIBITS

8.1: College Buildings  
www.plymouth.edu/psc/fsb/facility/bldtable2.htm
8.2: Campus Acreage  
www.plymouth.edu/psc/fsb/acreage.htm
8.3: Campus Parking Lots  
www.plymouth.edu/psc/fsb/facility/parking/p_lot.htm
8.4: Off-campus Graduate, Outreach, and Partnership Sites
8.5: Major Building Projects, 1993-2002
8.6: Information Technology Services Brochure
8.7: Inventory of Major Equipment
8.8: Computer Advisor Board Documents  
www.plymouth.edu/psc/cab/cab.htm
8.9: Organizational Chart of the Physical Plant Department
8.10: Work Orders, FY 2001
8.11: ADA Information for Academic and Administrative Buildings  
www.plymouth.edu/psc/fsb/ada/ada_sury.htm
8.12: ADA Information for Residential Buildings  
www.plymouth.edu/psc/fsb/ada/ada_sury.htm
8.14: Master Plan Studies, 1992
8.15: Master Plan, Findings and Recommendations, 1993
www.plymouth.edu/psc/cpc/cp3jv7.htm
8.17: Facilities Audit
8.18: Plymouth State College Institutional Self-Study Report, Fall 1993
8.19: PSC Academic Department Strategic Plans, 2001-2004
8.20: Boyd Fundraising Campaign Brochure.
8.21: Expected Replacement Expenditures, Silver Cultural Arts Center
8.22: Forecast of Deferred Maintenance Spending

CHAPTER NINE EXHIBITS

9.1: Comparison of Annual Salary Increases by Campus
9.2: Enrollment History and Forecast
9.3: Investment in New Scholarship Program
9.4: Separation Incentive Program Results 2002
9.5: Comparison of Salaries by Rank 1997 and 2001
9.6: Change in Staffing Levels from 1993 - 2002
9.7: Ten Year Growth in Campus Available Reserves

Chapter Ten Exhibits

10.1: Undergraduate Catalogs  
A. 2002-2003  
B. 2001-2002  
C. 2000-2001
10.2: Graduate Catalogs  
A. 2001-2002  
B. 2000-2001  
C. 2002-2003
10.3: High Point Media Analysis
10.4: Noel-Levitz Report
10.5: Petersen's Guide Copy
10.6: Graduate MBA Packet
10.7: Graduate Schedules  
A. Fall Schedule  
B. Summer Schedule
10.8: Faculty Headliner  
A. 1999-2000  
B. 2001-2002
10.9: Plymouth Magazine, XVII-1
CHAPTER ELEVEN EXHIBITS

11.2: USNH Policy Manual
11.3: College Mission Statement
11.4: The Plymouth State College Strategic Plan
11.5: The Faculty Handbook
11.6: The Operating Staff Handbook
11.7: The Professional and Technical Staff Handbook
11.8: The Adjunct Faculty Handbook
11.9: The Student Handbook
   http://www.plymouth.edu/psc/stulife/handbook/handbook.html
11.10: The Academic Catalog
11.11: Sample IAC syllabus
11.12: The American Library Association Bill of Rights
11.15: USNH Introduction to Business Expenditures
11.17: USNH Factbook
   www.plymouth.edu/psc/rc/factbook
11.18: Student Profile Data
11.19: Human Resources Task Force Survey
11.20: Faculty/PAT Hiring Packet
11.21: Administrator Evaluation Committee Survey
11.22: Departmental Planning Forms
11.23: Diversity Data
11.24: Performance Evaluation Questions
11.25: New OS and PAT Staff Performance Appraisal Form
11.26: Supervisor Preparation for Performance Appraisal
11.27: UNH Intellectual Property Rights
   http://www.unh.edu/oipm/
APPENDIX C:
AUTHORS & CONTRIBUTORS

CHAPTER ONE AUTHORS

Peng-Khuan Chong
Associate Professor
Social Science Department
109 Rounds Hall
(603) 535-2329
khuanc@mail.plymouth.edu

Robert Fitzpatrick
Professor
Lamson Library
(603) 535-2626
fitz@mail.plymouth.edu

Contributors:
Virginia Barry, Vice-President for Academic Affairs
Speare Administration Building
vbarry@mail.plymouth.edu x2230

Bill Crangle, Vice-President for Financial Affairs
Speare Administration Building
bcrangle@mail.plymouth.edu x2550

Gene Fahey, Senior Admission Director
Russell House
gfahey@mail.plymouth.edu x2437

Tim Keefe, Dean of Students
Speare Administration Building
timk@mail.plymouth.edu x2206

Barbara Mccahan, H.P.E.R.
Assistant Professor
College Planning Committee Chair
bmccahan@mail.plymouth.edu x2578, x2939

Chapter Two Authors

Julie N. Bernier
Associate Vice-President for Undergraduate Studies
Speare Administration Building
(603) 535-2235
jbernier@mail.plymouth.edu

Daniel Moore
Business Department Chair
Hyde Hall
(603) 535-2525
dmoore@mail.plymouth.edu

Contributors:
Virginia Barry, Vice-President for Academic Affairs
304D Speare Administration Building x2230
vbarry@mail.plymouth.edu

Bill Benoit, Business Department
Past Chair of College Planning
202 Taylor House x2435
bbenoit@mail.plymouth.edu

Patricia A Cantor
Associate Professor, Department Chair, Education
Rounds Hall 012 x2381
pcantor@mail.plymouth.edu

Frank L Cocchiarella
Director of Residential Life
Holmes House 102 x2260
frankc@mail.plymouth.edu

Dwight C. Fischer
Chief Information Officer
MSC 28 Hyde Hall 339A x2443
dwight.fischer@mail.plymouth.edu
CHAPTER THREE AUTHORS

Robert Fitzpatrick
Professor
Lamson Library
(603) 535-2626
fitz@mail.plymouth.edu

Wavell Fogleman
Chair of the Natural Sciences
Boyd Hall
(603) 535-2289
wwf@mail.plymouth.edu

Contributors:
Virginia Barry, Vice-President for Academic Affairs
Speare Administration Building
vbarr@plymouth.edu

Denise Bartolo,
Assoc. Vice-President - Div. Of Graduate Studies,
Continuing Ed. and Outreach
Hogan House
dbartolo@mail.plymouth.edu

Rebecca Carey, Administrative Assistant,
Office of the Vice-President for Academic Affairs
Speare Administration Building
rcarey@mail.plymouth.edu

Bill Crangle, Vice-President for Financial Affairs
Speare Administration Building
bcrangle@mail.plymouth.edu

Mitchell LeFleur, Student Senate,
1st Year Representative
Hartman Union Building (Student Senate Office)
m_lefluer@mail.plymouth.edu

Barbara McCahan, Chair, H.P.E.R.,
Planning Committee Chair
Drapr & Maynard Building
bmcchah@mail.plymouth.edu

Gary McCool, Associate Professor,
Executive Council Chair (2001-2002)
Lamson Library
gmccool@mail.plymouth.edu

Alice O'Connor, Senior Administrative Assistant,
Office of the Vice-President for Academic Affairs
Speare Administration Building
aoconnor@mail.plymouth.edu

Institutional Self-Study
CHAPTER FOUR AUTHORS

Robert S. Miller
Professor, Education Department
Rounds Hall
(603) 535-2953
rmiller@mail.plymouth.edu

Katherine Donahue
Professor, Social Sciences
Department
Hyde Hall
(603) 535-2424
kdonahue@mail.plymouth.edu

Contributors:
Roy Andrews, Director, College Writing Center
Mary Lyon Basement
ryo@mail.plymouth.edu x2831

John Barry, Director, Math Activities Center
Hyde Hall
jbarry@mail.plymouth.edu x2819

Virginia Barry, Vice-President for Academic Affairs
Speare Administration Building
vbarry@mail.plymouth.edu x2230

Denise Bartolo, Associate Vice-President, Graduate Studies,
Continuing Education, and Outreach
Hogan House
dbartolo@mail.plymouth.edu x2286

Julie Bernard, Associate Vice-President for Undergraduate Studies
Speare Administration Building
jbernard@mail.plymouth.edu x2235

Mary E. Campbell, Director of Curriculum Support
Speare Administration Building
marcv@mail.plymouth.edu x2688

Patricia Cantor, Chair, Education Department
Rounds Hall
pcantor@mail.plymouth.edu x2381

Gail Carr, Continuing Education and Outreach Coordinator
Hogan House
gailc@mail.plymouth.edu x2228

Mary Cornish, Associate Professor, Education
Rounds Hall
mcornish@mail.plymouth.edu x2449

Robert E. Fitzpatrick, Professor, Library
Lamson Library
fitz@mail.plymouth.edu x2626

Wavell Fogelman, Professor, Natural Science
Boyd Hall
wfw@mail.plymouth.edu x2289

Patricia Hage, Director of Academic Support Services
Speare Administration Building
phage@mail.plymouth.edu x2269

Richard Hage, Vice-President for Student Affairs
Speare Administration Building
rhage@mail.plymouth.edu x2241

Timothy Keefe, Dean of Students
Speare Administration Building
tink@mail.plymouth.edu x2206

Stephen Lambert,
Director, Academic and Career Advising Center
Bagley House
slambert@mail.plymouth.edu x2336

Patricia Lindberg,
Associate Professor, Education; Coordinator, M.Ed. Program
Rounds Hall
plindber@mail.plymouth.edu x2647

Nick Mathis, Director of Institutional Research
Speare Administration Building
nickm@mail.plymouth.edu x2100

Gary McCool, Associate Professor, Library
Lamson Library
gmccool@mail.plymouth.edu x2457

Mary E. McNeil,
Professor, Education, Coordinator of Special Education
Hogan House
mmcm@mail.plymouth.edu x2982
CHAPTER FIVE AUTHORS

Virginia Barry
Vice-President for Academic Affairs
Speare Administration Building
(603) 535-2230
vbarry@mail.plymouth.edu

Dennise Bartelo
Associate Vice-President for Graduate Affairs, Continuing Education, and Outreach
Hogan House
(603) 535-2286
mailto:dbartelo@mail.plymouth.edu

Barbara McCahan
Chair, HIPER Department
Draper & Maynard Building
(603) 535-2578 / 535-2939
mailto:dbartelo@mail.plymouth.edu

Contributors:

The three interviewers discussed chapter five’s standards with a total of fifty faculty who were chosen at their own discretion:

Irene Cucina, Assistant Professor
Draper & Maynard Building
icucina@mail.plymouth.edu   x2

Mark Turski, Professor
Boyd Natural Sciences Building
mturski@mail.plymouth.edu   x2

Naomi Kline, Professor
Draper & Maynard Building
nkleine@mail.plymouth.edu   x2

Others who contributed:

Laura Alexander, Director of Human Resources
Speare Administration Building
lalexander@mail.plymouth.edu x 2551

Pat Campbell, Assistant to the Vice-President for Academic Affairs
Speare Administration Building
pcamp@mail.plymouth.edu x 2991

Institutional Self-Study
CHAPTER SIX AUTHORS

Emily Denby
Student
Student Senate
mailto:edrenby@mail.plymouth.edu

Timothy Keefe
Dean of Students
Speare Administration Building
(603) 535-2206
mailto:timk@mail.plymouth.edu

Shaughn Piper
Administrative Assistant, HPER Department
Draper & Maynard Building
(603) 535-2293
mailto:spiper@mail.plymouth.edu

Contributors:

John P. Clark, Director of Athletics
Physical Education Center
jpc Clark @mail.plymouth.edu x2750

Frank Cocchiarella, Director of Residential Life
Holmes House
frankc@mail.plymouth.edu x2260

Emily Denby, Student
HUB Suite 2976
c_denby@mail.plymouth.edu

Michael L. Fischler, Director of Counseling and Human Relations
Rounds Hall
mfischle@mail.plymouth.edu x2474

Stephanie A. Gould, Interim Director of Women’s Services and Gender Resource Center
Holmes House x2387

Richard Hage, VP for Student Affairs
Speare Administration Building
rhape@mail.plymouth.edu x2241

Timothy Keefe, Dean of Student Affairs
Speare Administration Building
timk@mail.plymouth.edu x2206

Shaughn L. Piper, Administrative Assistant
D & M Building
spiper@mail.plymouth.edu x2293

Teresa Potter, Director of College Union/Student Activities
Hartman Union Building
tpotter@mail.plymouth.edu x2376

Robert Tuveson, Director of Financial Aid
Speare Administration Building
rtuveson@mail.plymouth.edu x2338

Bobbi Jo Watkins, Coordinator of Judicial Programs
Speare Administration Building
bwatkins@mail.plymouth.edu x2206

Beth Ayn Wheeler, Wellness Coordinator
Hartman Union Building
bwheeler@mail.plymouth.edu x2853

Appendix C: Authors & Contributors
Contributors:
Elaine Allard, Systems Librarian
Lamson Library
eallard@mail.plymouth.edu x2458

Virginia Barry, Vice-President for Academic Affairs
Speare Administration Building
vbarry@mail.plymouth.edu x2230

Dwight C. Fischer
Chief Information Officer
MSC 28  Hyde Hall 339A x2443
dwight.fischer@mail.plymouth.edu

Robert Fitzpatrick, Instruction Coordinator
Lamson Library
fitz@mail.plymouth.edu x2626

Wavelle Foglieman, Chair Natural Sciences
Boyd Hall
wfw@mail.plymouth.edu x2289

Judith A. Landry, Budget Coordinator
Speare Administration Building
jlandry@mail.plymouth.edu x2788

Nick Mathis, Institutional Research
Speare Administration Building
nickm@mail.plymouth.edu x2100

Gary McCool, Reference Services Coordinator
Lamson Library
gmcool@mail.plymouth.edu x2457

Daphne Morein, Administrative Assistant
Lamson Library
dmorein@mail.plymouth.edu x2257

Alice Staples, Access Services Librarian
Lamson Library
astaples@mail.plymouth.edu x2961

Todd Trevorrow, Library Director
Lamson Library
tst@mail.plymouth.edu x2817

Gay Zimmerman, Technical Services Coordinator
Lamson Library
gazy@mail.plymouth.edu x2456

Lissa Zins, Reference Librarian
Lamson Library
lissa@mail.plymouth.edu x2960

Contributors:

Major contributions came from:

Virginia Barry, Vice-President for Academic Affairs
Speare Administration Building
vbarry@mail.plymouth.edu x2230

William Crangle, Vice-President for Financial Affairs
Speare Administration Building
bcrangle@mail.plymouth.edu x2550

Dwight C. Fischer
Chief Information Officer
MSC 28  Hyde Hall 339A x2443
dwight.fischer@mail.plymouth.edu

Michael Horton, Manager-Facilities Information Systems Facilities Services
mhorton@mail.plymouth.edu x2340

Carol Swete, Environmental Health and Safety Coordinator Facilities Services
cmswete@mail.plymouth.edu x2409

Others who provided vital information and assistance include:

Janet Ames, Business Services Assistant
Campus Services
janca@mail.plymouth.edu x2268

Dennise Bartolo, Assoc. Vice-President for Graduate Studies, Continuing Education, and Outreach
Hogan House
dbartolo@mail.plymouth.edu x2286

John E. Clark, Chief of Campus Police
Campus Police
jclark@mail.plymouth.edu x2331

Frank Cocchiarella, Director of Residential Life
Holmes House
frankc@mail.plymouth.edu x2260

Stacey Curdle, Registrar
Speare Administration Building
scurdie@mail.plymouth.edu x246

Diane Jeffrey, Director of Silver Cultural Arts Center Silver Cultural Arts Center
djeffrey@mail.plymouth.edu x2874

Institutional Self-Study
CHAPTER TEN AUTHORS

Patricia Cantor
Chair, Education Department
(603) 535-2381
pcantor@mail.plymouth.edu

Mary Cornish
Associate Professor, Education Department
(603) 535-2449
mcornish@mail.plymouth.edu

Retha Fielding
Vice-President for Institutional Advancement
(603) 535-2722
rfielding@mail.plymouth.edu

Contributors:
Deannise Bartelo, Assoc. Vice-President for Graduate Studies, Continuing Education, and Outreach
Hogan House
dbartelo@mail.plymouth.edu x2286

Mary E. Campbell, Director of Curriculum Support
Speare Administration Building
marvc@mail.plymouth.edu x2688

William Crangle, Vice-President for Financial Affairs
124 Speare Administration Building x2550
bcrangle@mail.plymouth.edu

Michael L. Fischer, Director of Counseling and Human Relations
Rounds Hall
mfischc@mail.plymouth.edu x2474

Richard Hage, Vice-President for Student Affairs
305 Speare Administration Building x2241
dhage@mail.plymouth.edu

Michele B. Hutchins
Director of Public Relations
Speare Admin Building 201
mhutchins@mail.plymouth.edu

Appendix C: Authors & Contributors

115
CHAPTER ELEVEN AUTHOR

Cynthia Vasck, Coordinator of Art Education
Art Department
603-535-2649
cynthisv@mail.plymouth.edu

Contributors:

Laura Alexander, Director of Human Resources
Speare Administration Building
lalexanders@mail.plymouth.edu x 2551

Pat Campbell, Assistant to the Vice-President for Academic Affairs
Speare Administration Building
pate@mail.plymouth.edu x 2291

Pat Cantor, Chair of Education Department
Round Hall
pcantor@mail.plymouth.edu x 2381

Bill Crangle, Vice-President for Financial Affairs
Speare Administration Building
bcrangle@mail.plymouth.edu x 2550

Gene Fahey, Senior Associate Director of Admissions
Russell House
gfahey@mail.plymouth.edu x 2437

Dick Hage, Vice-President for Student Affairs
Speare Administration Building
dhage@mail.plymouth.edu x 2241

Ed Keesee, Dean of Students
Speare Administration Building
timk@mail.plymouth.edu x 2206

Patricia Lindberg, Associate Professor, Education; Coordinator, M.Ed. Program
Round Hall
plindber@mail.plymouth.edu x 2647

David McBride
Associate Director of Admissions
Russell House
dmcbride@mail.plymouth.edu x 2438

Barbara McCan, HPER
Associate Prof. – Chair of College Planning Committee
416A Draper & Maynard Building x 2578
bmcuire@mail.plymouth.edu

Gary McCool, Reference Services Coordinator
Lamson Library
gmccool@mail.plymouth.edu x 2457

Tim Keele, Dean of Student Affairs
Speare Administration Building
mailto:timk2@mail.plymouth.edu x 2206

Terri Lessard, Personnel Officer
Speare Administration Building
tlessard@mail.plymouth.edu x 2618

Nick Mathis, Institutional Research Officer
Speare Administration Building
nickm@mail.plymouth.edu x 2345

Wendy Palmquist, Professor of Psychology
Hyde Hall
palm@mail.plymouth.edu x 2527

Shaughn Piper,
Administrative Assistant, Health and Physical Education
Draper Maynard
spiper@mail.plymouth.edu x 2293

Todd Tewerrow, Director of Lamson Library
Lamson Library
tst@mail.plymouth.edu x 2817

Mark Tursky, Associate Professor of Natural Science
Boyd Hall
markt2@mail.plymouth.edu x 2749
### Appendix D:
**Program Changes Since 1993**

<table>
<thead>
<tr>
<th>1994-1995 Academic Catalog</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education reduced the number of required upper-division credits outside of the major from 12 to 9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS Applied Computer Science</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>BS Childhood Studies with options</td>
<td>Created</td>
</tr>
<tr>
<td>BA Computer Information Systems</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>BS Early Childhood Studies with options</td>
<td>Created</td>
</tr>
<tr>
<td>BS Elementary Education with options</td>
<td>Deleted</td>
</tr>
<tr>
<td>BA French/Teacher Certification option</td>
<td>Created</td>
</tr>
<tr>
<td>BS French Education</td>
<td>Deleted</td>
</tr>
<tr>
<td>BS Outdoor Recreation</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>BS Physical Education/Fitness and Rehabilitation option</td>
<td>(Specified Quantitative and Technological perspectives to prepare students to go to UNH)</td>
</tr>
<tr>
<td>BA Psychology</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>BS Psychology</td>
<td>Changed core requirements</td>
</tr>
<tr>
<td>BS Social Science Education</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>BS Social Science Education</td>
<td>(Specified non-western history)</td>
</tr>
<tr>
<td>BS Social Work</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>BS Social Work</td>
<td>(Specified non-western history)</td>
</tr>
<tr>
<td>BA Spanish/Teacher Certification option</td>
<td>Created continuance standards</td>
</tr>
<tr>
<td>BS Spanish Education</td>
<td>Created</td>
</tr>
<tr>
<td>Business Administration minor</td>
<td>Deleted</td>
</tr>
<tr>
<td>Communications Studies minor</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>Computer Information Systems minor</td>
<td>Created in English Department</td>
</tr>
<tr>
<td>Computer Programming minor</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>Literature minor</td>
<td>Renamed Computing minor and changed requirements</td>
</tr>
<tr>
<td>Maritime History minor</td>
<td>Reduced credits from 21 to 15</td>
</tr>
<tr>
<td></td>
<td>Created</td>
</tr>
<tr>
<td>1995-1996 Academic Catalog</td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td></td>
</tr>
<tr>
<td>• Broadened methods for transfer students to satisfy Library and Computer General Education Skills</td>
<td></td>
</tr>
<tr>
<td>• Articulation agreement with Dean College added</td>
<td></td>
</tr>
<tr>
<td>BS Biology/2+2 Conversion Medical Technology</td>
<td>Deleted</td>
</tr>
<tr>
<td>BS Geography/Terrain Analysis</td>
<td>Changed to BS Geography/Terrain Analysis and Geographic Information Systems</td>
</tr>
<tr>
<td>BS Geography/Tourism Studies</td>
<td>Changed to BS Geography/Travel and Tourism Development</td>
</tr>
<tr>
<td>BS Health Education</td>
<td>Changed core requirements</td>
</tr>
<tr>
<td>BS Local and Regional Planning</td>
<td>Changed to BS Community and Regional Planning</td>
</tr>
<tr>
<td>BS Management/General Management</td>
<td>Changed requirements (academic minor required)</td>
</tr>
<tr>
<td>BS Management/Management Science</td>
<td>Changed requirements (academic minor required)</td>
</tr>
<tr>
<td>BS Psychology/Mental Health</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>Child Development minor</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>Pacific Rim minor</td>
<td>Created in Social Science Department</td>
</tr>
<tr>
<td>Psychology minor</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>Art Education (AE)</td>
<td>Created</td>
</tr>
<tr>
<td>Art History (AH)</td>
<td></td>
</tr>
<tr>
<td>Graphic Design (AG) disciplines</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1996-1997 Academic Catalog</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Academic Dishonesty policy became Academic Integrity policy</td>
</tr>
<tr>
<td>• Criteria for Participating in Commencement revised</td>
</tr>
<tr>
<td>AS Childhood Studies</td>
</tr>
<tr>
<td>BS Childhood Studies/Teacher Certification</td>
</tr>
<tr>
<td>BS Early Childhood Studies/Teacher Certification</td>
</tr>
<tr>
<td>BS Health Education options in Athletic Training, School Health, and Wellness Management</td>
</tr>
<tr>
<td>BS Management/Human Resource Management</td>
</tr>
<tr>
<td>BS Meteorology</td>
</tr>
<tr>
<td>BA Music</td>
</tr>
<tr>
<td>BS Physical Education options in Athletic Training, Coaching, Exercise Science, Fitness and Rehabilitation and Teacher Certification</td>
</tr>
<tr>
<td>BS Physical Education/Teacher Certification</td>
</tr>
<tr>
<td>BS Social Work</td>
</tr>
<tr>
<td>Health minor</td>
</tr>
<tr>
<td>Human Resource Management minor</td>
</tr>
<tr>
<td>Social Work minor</td>
</tr>
</tbody>
</table>
### 1997-1998 Academic Catalog

- Method by which transfer courses can satisfy General Education requirements revised
- Classification of students revised
- Articulation agreement with Community College of Rhode Island added
- Academic Warning, Probation and Severance changed
- Satisfactory Progress requirements changed
- Leave of Absence deleted

<table>
<thead>
<tr>
<th>Program</th>
<th>Change Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS Accounting</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>BS Applied Economics</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>BS Applied Computer Science</td>
<td>Changed requirements (simplified science requirements)</td>
</tr>
<tr>
<td>BS Art Education</td>
<td>Required 2.70 GPA to Student Teach</td>
</tr>
<tr>
<td>BA English</td>
<td>Changed core requirements; created new courses; retired courses</td>
</tr>
<tr>
<td>BA English/Teacher Certification</td>
<td>Required 2.70 GPA to Student Teach</td>
</tr>
<tr>
<td>BS Health Education/Athletic Training</td>
<td>Deleted</td>
</tr>
<tr>
<td>BS Health Education/School Health</td>
<td>Required 2.70 GPA to Student Teach</td>
</tr>
<tr>
<td>BS Physical Education/Recreation Leadership</td>
<td>Created admittance requirements</td>
</tr>
<tr>
<td>BS Psychology</td>
<td>Changed core requirements</td>
</tr>
<tr>
<td>BS Social Work</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>Craft minor</td>
<td>Deleted</td>
</tr>
<tr>
<td>Statistics minor</td>
<td>Created by Mathematics Department</td>
</tr>
</tbody>
</table>

### 1998-1999 Academic Catalog

<table>
<thead>
<tr>
<th>Program</th>
<th>Change Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA Public Service</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>BS Applied Computer Science</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>BA Biology</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>BS Biology</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>BS Biology/Biological Science Education</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>BA Computer Information Systems</td>
<td>Changed Requirements</td>
</tr>
<tr>
<td>BS Environmental Biology</td>
<td>Created (formerly option of BS Biology)</td>
</tr>
<tr>
<td>BS Marketing</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>BS Mathematics Education</td>
<td>(freed Philosophical Perspective)</td>
</tr>
<tr>
<td>BS Mathematics Education/Middle/Junior High Mathematics</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>BS Meteorology</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>BA Philosophy</td>
<td>Changed requirements (specified MT courses, reduced MT electives)</td>
</tr>
<tr>
<td>BS Physical Science Education (both options)</td>
<td>Changed requirements (complete Set I or II)</td>
</tr>
<tr>
<td>BA Political Science</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>BS Public Management</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>Computer Information Systems minor</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>Computer minor</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>Latin American Studies minor</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>Physics minor</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>Women's Studies minor</td>
<td>Changed requirements (allowed one Component course to double count)</td>
</tr>
<tr>
<td>Computer Science courses</td>
<td>Changed</td>
</tr>
</tbody>
</table>

*Appendix D: Program Changes*
1999-2000 Academic Catalog

- The Mathematics Proficiency General Education requirement was replaced by Mathematics Foundations (any three-credit mathematics course numbered 150 or higher; one course may not satisfy both the Mathematics Foundations and the Quantitative Reasoning Perspective); Mathematics Foundations waived for students who had fulfilled Mathematics Proficiency by 8/31/99 and chose to declare the 1999 or subsequent catalog. Mathematics Placement exams were redefined.
- Several experiences were approved to substitute for one credit of the Physical Education General Education requirement (one elective credit would be required).
- Requirements for a second or subsequent minor were clarified.
- Policy approved for alternative testing arrangements for students with disabilities.
- The sequence of Calculus courses was changed from three credits each to four credits each, affecting Applied Computer Science, Biology, Chemistry, Environmental Biology, Mathematics, Meteorology, Physical Science Education majors and Mathematics minors.
- Business Honors Program created.
- First Year Honors program created (sections of General Education courses were designated as Honors)

<table>
<thead>
<tr>
<th>Program</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA Anthropology/Sociology</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>BS Athletic Training</td>
<td>Created</td>
</tr>
<tr>
<td>BS Childhood Studies/Integrated Arts Option</td>
<td>(formerly an option of the BS in Physical Education)</td>
</tr>
<tr>
<td>BA Communication Studies</td>
<td>Created</td>
</tr>
<tr>
<td>BA Community and Regional Planning</td>
<td>Created by Communication Studies Council</td>
</tr>
<tr>
<td>BA Computer Information Systems:</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>BS Early Childhood Studies/Integrated Arts Option</td>
<td>Created</td>
</tr>
<tr>
<td>BS Geography/Terrain Analysis and Geographic Information Systems Option</td>
<td>Reduced total credits required from 132 to 127</td>
</tr>
<tr>
<td>BS Geography/Travel and Tourism Development</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>BA History</td>
<td>Changed requirement of History Groups</td>
</tr>
<tr>
<td></td>
<td>(more flexible choice)</td>
</tr>
<tr>
<td>BA Medieval Studies</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>BA Music</td>
<td>Changed to requiring an option</td>
</tr>
<tr>
<td>BA Music with Business Administration minor</td>
<td>Deleted</td>
</tr>
<tr>
<td>BS Physical Education/Health Fitness Administration Option</td>
<td>Created</td>
</tr>
<tr>
<td>BS Psychology/Psychology and Law Option</td>
<td>Created</td>
</tr>
<tr>
<td>BS Social Work</td>
<td>Created new elective options in Aging Services, Child and Family Services, Health Services, Mental Health Services and Spanish Language</td>
</tr>
<tr>
<td>BA Theatre Arts</td>
<td>Changed to requiring an option</td>
</tr>
<tr>
<td></td>
<td>(Acting, Contract, Music Theatre Performance, Theatrical Design/Tech)</td>
</tr>
<tr>
<td>Computer Information Systems minor</td>
<td>Renamed Information Technology</td>
</tr>
<tr>
<td>Human Services minor</td>
<td>Deleted</td>
</tr>
</tbody>
</table>
2000-2001 Academic Catalog

- Catalog was redesigned; majors, options, minors were presented in a new format.

<table>
<thead>
<tr>
<th>Major/Program</th>
<th>Change Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS Applied Economics</td>
<td>Changed requirements (freed Philosophical Perspective)</td>
</tr>
<tr>
<td>BS Biotechnology</td>
<td>Created</td>
</tr>
<tr>
<td>BS Community and Regional Planning</td>
<td>Renamed Environmental Planning</td>
</tr>
<tr>
<td>BA English/Contract Option</td>
<td>Deleted</td>
</tr>
<tr>
<td>BA English/Teacher Certification Option</td>
<td>Changed requirements (freed Integrative Component)</td>
</tr>
<tr>
<td>BS Management</td>
<td>Discontinued requirement of an academic minor for General Management, Human Resource Management and Management Science Options</td>
</tr>
<tr>
<td>BS Outdoor Recreation</td>
<td>Discontinued sending their majors to UNH for their junior year by revising the degree requirements and offering all courses on campus; reduced total credits required from 127 to 122</td>
</tr>
<tr>
<td>Communication Studies minor</td>
<td>Changed requirements; now administered by Communication Studies Council (formerly by English Department)</td>
</tr>
<tr>
<td>Earth Science minor</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>Medieval Studies minor</td>
<td>Changed requirements</td>
</tr>
<tr>
<td>Peace and Justice Studies minor</td>
<td>Created</td>
</tr>
<tr>
<td>Quebec Studies minor</td>
<td>Deleted</td>
</tr>
<tr>
<td>Women's Studies minor</td>
<td>Changed requirements to give more choice</td>
</tr>
<tr>
<td>Anthropology/Sociology discipline:</td>
<td>Split into separate disciplines</td>
</tr>
</tbody>
</table>

Mary E. Campbell  
Director of Curriculum Support  
July 18, 2002
<table>
<thead>
<tr>
<th>Fiscal Year Ends</th>
<th>3 Years Prior (FY99)</th>
<th>2 Years Prior (FY00)</th>
<th>1 Year Prior (FY01)</th>
<th>Most Recently Completed FY (FY02)</th>
<th>Current Budget (FY 03)</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CURRENT FUND REVENUES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RESTRICTED AND UNRESTRICTED</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Tuition and Fees</td>
<td>23,662</td>
<td>23,857</td>
<td>25,218</td>
<td>27,704</td>
<td>29,173</td>
</tr>
<tr>
<td>2) Government Appropriations</td>
<td>9,194</td>
<td>9,611</td>
<td>10,072</td>
<td>10,561</td>
<td>11,074</td>
</tr>
<tr>
<td>3) Government Grants &amp; Contracts</td>
<td>3,471</td>
<td>3,045</td>
<td>3,441</td>
<td>3,939</td>
<td>75</td>
</tr>
<tr>
<td>4) Private Gifts, Grants, and Contracts</td>
<td>506</td>
<td>924</td>
<td>872</td>
<td>962</td>
<td>75</td>
</tr>
<tr>
<td>5) Endowment Income</td>
<td>90</td>
<td>111</td>
<td>168</td>
<td>175</td>
<td>0</td>
</tr>
<tr>
<td>6) Auxiliary Enterprises</td>
<td>11,577</td>
<td>12,502</td>
<td>13,542</td>
<td>13,319</td>
<td>13,449</td>
</tr>
<tr>
<td>7) Other</td>
<td>2,010</td>
<td>2,027</td>
<td>2,168</td>
<td>2,275</td>
<td>1,404</td>
</tr>
<tr>
<td><strong>8) TOTAL EXPENDITURES</strong></td>
<td><strong>50,508</strong></td>
<td><strong>52,078</strong></td>
<td><strong>55,481</strong></td>
<td><strong>58,937</strong></td>
<td><strong>55,250</strong></td>
</tr>
<tr>
<td><strong>CURRENT FUND EXPENDITURES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RESTRICTED AND UNRESTRICTED</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9) Instruction</td>
<td>15,912</td>
<td>15,948</td>
<td>16,568</td>
<td>17,342</td>
<td>16,867</td>
</tr>
<tr>
<td>10) Research</td>
<td>724</td>
<td>997</td>
<td>882</td>
<td>1,120</td>
<td>43</td>
</tr>
<tr>
<td>11) Public Service</td>
<td>392</td>
<td>428</td>
<td>437</td>
<td>544</td>
<td>521</td>
</tr>
<tr>
<td>12) Academic Support</td>
<td>2,752</td>
<td>4,056</td>
<td>4,205</td>
<td>5,264</td>
<td>5,401</td>
</tr>
<tr>
<td>13) Student Services</td>
<td>4,411</td>
<td>4,475</td>
<td>4,695</td>
<td>5,226</td>
<td>3,408</td>
</tr>
<tr>
<td>14) Institutional Support</td>
<td>3,991</td>
<td>3,242</td>
<td>3,086</td>
<td>5,227</td>
<td>6,796</td>
</tr>
<tr>
<td>15) Operation, Maintenance of Plant</td>
<td>2,361</td>
<td>2,811</td>
<td>2,899</td>
<td>2,885</td>
<td>2,899</td>
</tr>
<tr>
<td>16) Scholarships &amp; Fellowships</td>
<td>5,082</td>
<td>4,948</td>
<td>5,464</td>
<td>6,288</td>
<td>3,523</td>
</tr>
<tr>
<td>17) Mandatory Transfers</td>
<td>1,869</td>
<td>1,880</td>
<td>1,672</td>
<td>1,892</td>
<td>1,746</td>
</tr>
<tr>
<td>18) Non-mandatory Transfers</td>
<td>3,359</td>
<td>3,376</td>
<td>4,669</td>
<td>3,793</td>
<td>3,644</td>
</tr>
<tr>
<td>19) Auxiliary Enterprises</td>
<td>9,863</td>
<td>10,120</td>
<td>9,886</td>
<td>9,480</td>
<td>10,403</td>
</tr>
<tr>
<td>20) Other</td>
<td>54</td>
<td>(212)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>21) TOTAL EXPENDITURES</strong></td>
<td><strong>50,771</strong></td>
<td><strong>52,039</strong></td>
<td><strong>54,473</strong></td>
<td><strong>59,062</strong></td>
<td><strong>55,250</strong></td>
</tr>
<tr>
<td><strong>22) REVENUE LESS EXPENDITURES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(263)</td>
<td>39</td>
<td>1,009</td>
<td>(125)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>23) REVENUE LESS EXPENDITURES NOT INCLUDING AUXILIARY ENTERPRISES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(98)</td>
<td>(85)</td>
<td>593</td>
<td>287</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>24) Tuition and Fees Charge for Full Time Undergraduate Students (Actual figures)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resident</td>
<td>4,780</td>
<td>5,032</td>
<td>5,314</td>
<td>5,550</td>
<td>5,856</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>10,080</td>
<td>10,342</td>
<td>10,624</td>
<td>11,050</td>
<td>11,516</td>
</tr>
</tbody>
</table>

Notes:
1. Used the Updated Fiscal Year Data for FY99, FY00, and FY01
2. Please refer to Exhibit 9.7: analysis of Current Unrestricted Fund Balances for background and support.
3. Current budget 2003 – Does not include budgets for Internally designated and Restricted funds
### CIHE Data Form II. Changes in Fund Balance and Indebtedness (000 Omitted)

<table>
<thead>
<tr>
<th>Fiscal Year Ends June 30</th>
<th>3 Years Prior (FY99)</th>
<th>2 Years Prior (FY00)</th>
<th>1 Year Prior (FY01)</th>
<th>Most Recently Completed FY (FY02)</th>
<th>Current Budget (FY03)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRENT-UNRESTRICTED</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fund Balance Beginning of Year</td>
<td>(1,330)</td>
<td>(1,532)</td>
<td>(1,704)</td>
<td>(808)</td>
<td>(1,049)</td>
</tr>
<tr>
<td>Net Increase/(Decrease)</td>
<td>(202)</td>
<td>(172)</td>
<td>897</td>
<td>(241)</td>
<td>0</td>
</tr>
<tr>
<td>Fund Balance End of Year</td>
<td>(1,532)</td>
<td>(1,704)</td>
<td>(808)</td>
<td>(1,049)</td>
<td>(1,049)</td>
</tr>
<tr>
<td><strong>CURRENT-RESTRICTED</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fund Balance Beginning of Year</td>
<td>281</td>
<td>220</td>
<td>335</td>
<td>447</td>
<td>564</td>
</tr>
<tr>
<td>Net Increase/(Decrease)</td>
<td>(61)</td>
<td>115</td>
<td>112</td>
<td>117</td>
<td>0</td>
</tr>
<tr>
<td>Fund Balance End of Year</td>
<td>220</td>
<td>335</td>
<td>447</td>
<td>564</td>
<td>564</td>
</tr>
<tr>
<td><strong>LOAN FUNDS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fund Balance Beginning of Year</td>
<td>2,380</td>
<td>2,408</td>
<td>2,446</td>
<td>2,597</td>
<td>2,616</td>
</tr>
<tr>
<td>Net Increase/(Decrease)</td>
<td>28</td>
<td>38</td>
<td>151</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Fund Balance End of Year</td>
<td>2,408</td>
<td>2,446</td>
<td>2,597</td>
<td>2,616</td>
<td>2,616</td>
</tr>
<tr>
<td><strong>ENDOWMENT &amp; SIMILAR FUNDS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fund Balance Beginning of Year</td>
<td>2,623</td>
<td>2,939</td>
<td>3,299</td>
<td>2,982</td>
<td>2,606</td>
</tr>
<tr>
<td>Net Increase/(Decrease)</td>
<td>317</td>
<td>360</td>
<td>(317)</td>
<td>(376)</td>
<td>0</td>
</tr>
<tr>
<td>Fund Balance End of Year</td>
<td>2,939</td>
<td>3,299</td>
<td>2,982</td>
<td>2,606</td>
<td>2,606</td>
</tr>
<tr>
<td><strong>ANNUITY &amp; LIFE INCOME FUNDS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fund Balance Beginning of Year</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Net Increase/(Decrease)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fund Balance End of Year</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>PLANT FUNDS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fund Balance Beginning of Year</td>
<td>39,783</td>
<td>38,340</td>
<td>36,351</td>
<td>36,240</td>
<td>37,076</td>
</tr>
<tr>
<td>Net Increase/(Decrease)</td>
<td>(1,443)</td>
<td>(1,989)</td>
<td>(111)</td>
<td>836</td>
<td>0</td>
</tr>
<tr>
<td>Fund Balance End of Year</td>
<td>38,340</td>
<td>36,351</td>
<td>36,240</td>
<td>37,076</td>
<td>37,076</td>
</tr>
<tr>
<td><strong>INDEBTEDNESS ON PHYSICAL PLANT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance Owed on Principal at Beginning of Year</td>
<td>20,832</td>
<td>20,625</td>
<td>19,954</td>
<td>29,032</td>
<td>33,445</td>
</tr>
<tr>
<td>Additional Principal Borrowed During Year</td>
<td>424</td>
<td>0</td>
<td>9,708</td>
<td>6,208</td>
<td>0</td>
</tr>
<tr>
<td>Payment made on Principle During Year</td>
<td>631</td>
<td>671</td>
<td>630</td>
<td>1,796</td>
<td>479</td>
</tr>
<tr>
<td>Balance Owed on Principle at End of Year</td>
<td>20,625</td>
<td>19,954</td>
<td>29,032</td>
<td>33,445</td>
<td>32,966</td>
</tr>
<tr>
<td>Interest Payments on Physical Plant Indebtedness</td>
<td>1,227</td>
<td>1,199</td>
<td>1,280</td>
<td>1,736</td>
<td>1,773</td>
</tr>
</tbody>
</table>

**Notes:**
1. In FY02 the Plant funds were restated to properly reflect the capital lease for the Cogeneration plant
2. Interest Payments not stated in the Annual Report
# CIHE Data Form III. Student Admissions Data (Fall Term)

<table>
<thead>
<tr>
<th>FALL TERM (YEAR)</th>
<th>4 YEARS AGO (FY99)</th>
<th>3 YEARS AGO (FY00)</th>
<th>2 YEARS AGO (FY01)</th>
<th>1 YEAR AGO (FY02)</th>
<th>CURRENT YEAR (FY03)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed Applications</td>
<td>2836</td>
<td>3104</td>
<td>3326</td>
<td>3571</td>
<td>3668</td>
</tr>
<tr>
<td>Applications Accepted</td>
<td>2175</td>
<td>2489</td>
<td>2589</td>
<td>2768</td>
<td>2478</td>
</tr>
<tr>
<td>Applicants Enrolled</td>
<td>780</td>
<td>910</td>
<td>882</td>
<td>951</td>
<td>365</td>
</tr>
<tr>
<td>Statistical Indicator of Aptitude of Enrollees used by Institution (describe below)</td>
<td>53%/965</td>
<td>52%/970</td>
<td>54%/966</td>
<td>50%/967</td>
<td>63%/964</td>
</tr>
<tr>
<td><strong>Transfers - Undergraduate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed Applications</td>
<td>391</td>
<td>432</td>
<td>428</td>
<td>451</td>
<td>442</td>
</tr>
<tr>
<td>Applications Accepted</td>
<td>267</td>
<td>298</td>
<td>315</td>
<td>320</td>
<td>143</td>
</tr>
<tr>
<td>Applicants Enrolled</td>
<td>174</td>
<td>192</td>
<td>185</td>
<td>198</td>
<td>28</td>
</tr>
<tr>
<td><strong>Master's Degree</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed Applications</td>
<td>74</td>
<td>178</td>
<td>199</td>
<td>279</td>
<td>25*</td>
</tr>
<tr>
<td>Applications Accepted</td>
<td>74</td>
<td>173</td>
<td>181</td>
<td>206</td>
<td>25*</td>
</tr>
<tr>
<td>Applicants Enrolled</td>
<td>67</td>
<td>161</td>
<td>157</td>
<td>136</td>
<td>n/a*</td>
</tr>
<tr>
<td><strong>First Professional Degree - All Programs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed Applications</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Applications Accepted</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Applicants Enrolled</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Doctoral Degree</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed Applications</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Applications Accepted</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Applicants Enrolled</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* Contains fall applicants only
## CIHE Data Form IV. Student Enrollment Data (Fall Term)

<table>
<thead>
<tr>
<th>UNDERGRADUATE</th>
<th>4 YEARS AGO (FY98)</th>
<th>3 YEARS AGO (FY99)</th>
<th>2 YEARS AGO (FY00)</th>
<th>1 YEAR AGO (FY01)</th>
<th>CURRENT YEAR (FY02)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year: Full-Time Headcount</strong></td>
<td>1360</td>
<td>1299</td>
<td>1286</td>
<td>1392</td>
<td>1405</td>
</tr>
<tr>
<td><strong>Part-Time Headcount</strong></td>
<td>18</td>
<td>19</td>
<td>23</td>
<td>24</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Headcount</strong></td>
<td>1378</td>
<td>1318</td>
<td>1309</td>
<td>1416</td>
<td>1425</td>
</tr>
<tr>
<td><strong>Total FTE</strong></td>
<td>1348</td>
<td>1305</td>
<td>1282</td>
<td>1398</td>
<td>1385</td>
</tr>
<tr>
<td><strong>Second Year: Full-Time Headcount</strong></td>
<td>737</td>
<td>693</td>
<td>688</td>
<td>683</td>
<td>785</td>
</tr>
<tr>
<td><strong>Part-Time Headcount</strong></td>
<td>26</td>
<td>11</td>
<td>18</td>
<td>21</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Headcount</strong></td>
<td>763</td>
<td>704</td>
<td>706</td>
<td>704</td>
<td>805</td>
</tr>
<tr>
<td><strong>Total FTE</strong></td>
<td>742</td>
<td>691</td>
<td>697</td>
<td>692</td>
<td>789</td>
</tr>
<tr>
<td><strong>Third Year: Full-Time Headcount</strong></td>
<td>652</td>
<td>642</td>
<td>580</td>
<td>608</td>
<td>570</td>
</tr>
<tr>
<td><strong>Part-Time Headcount</strong></td>
<td>27</td>
<td>18</td>
<td>11</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total Headcount</strong></td>
<td>679</td>
<td>660</td>
<td>591</td>
<td>621</td>
<td>593</td>
</tr>
<tr>
<td><strong>Total FTE</strong></td>
<td>674</td>
<td>668</td>
<td>592</td>
<td>628</td>
<td>589</td>
</tr>
<tr>
<td><strong>Fourth Year: Full-Time Headcount</strong></td>
<td>605</td>
<td>602</td>
<td>565</td>
<td>509</td>
<td>545</td>
</tr>
<tr>
<td><strong>Part-Time Headcount</strong></td>
<td>64</td>
<td>72</td>
<td>70</td>
<td>60</td>
<td>53</td>
</tr>
<tr>
<td><strong>Total Headcount</strong></td>
<td>669</td>
<td>674</td>
<td>635</td>
<td>569</td>
<td>598</td>
</tr>
<tr>
<td><strong>Total FTE</strong></td>
<td>622</td>
<td>628</td>
<td>584</td>
<td>526</td>
<td>560</td>
</tr>
<tr>
<td><strong>Unclassified: Full-Time Headcount</strong></td>
<td>9</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td><strong>Part-Time Headcount</strong></td>
<td>169</td>
<td>154</td>
<td>170</td>
<td>152</td>
<td>137</td>
</tr>
<tr>
<td><strong>Total Headcount</strong></td>
<td>178</td>
<td>157</td>
<td>176</td>
<td>161</td>
<td>144</td>
</tr>
<tr>
<td><strong>Total FTE</strong></td>
<td>73</td>
<td>62</td>
<td>77</td>
<td>67</td>
<td>62</td>
</tr>
<tr>
<td><strong>Total Headcount Undergraduate</strong></td>
<td>3667</td>
<td>3513</td>
<td>3417</td>
<td>3471</td>
<td>3565</td>
</tr>
<tr>
<td><strong>Total FTE Undergraduate</strong></td>
<td>3459</td>
<td>3354</td>
<td>3231</td>
<td>3311</td>
<td>3384</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADUATE</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Headcount</td>
<td>27</td>
<td>28</td>
<td>32</td>
<td>41</td>
<td>45</td>
</tr>
<tr>
<td>Part-Time Headcount</td>
<td>534</td>
<td>449</td>
<td>448</td>
<td>528</td>
<td>808</td>
</tr>
<tr>
<td>Total Headcount Graduate</td>
<td>561</td>
<td>477</td>
<td>480</td>
<td>569</td>
<td>853</td>
</tr>
<tr>
<td>Total FTE Graduate</td>
<td>230</td>
<td>201</td>
<td>214</td>
<td>255</td>
<td>352</td>
</tr>
</tbody>
</table>

**Grand Total Headcount** | 4228 | 3990 | 3897 | 4040 | 4418 |
**Grand Total FTE** | 3688 | 3555 | 3445 | 3566 | 3736 |

Definition of FTE used (Undergraduate): 15 credit hours, (Graduate): 9 credit hours
CIHE Data Form V. Projected Financial, Tuition, and Enrollment Data
For Next Three Years

<table>
<thead>
<tr>
<th>Fiscal Years</th>
<th>FY 2004</th>
<th>FY 2005</th>
<th>FY 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Projected Financial Data</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Current Fund Revenues</td>
<td>$67,330,000.00</td>
<td>$70,439,000.00</td>
<td>$73,287,000.00</td>
</tr>
<tr>
<td>Total Current Fund Expenditures (including Mandatory Transfers for Principal and Interest)</td>
<td>$66,930,000.00</td>
<td>$70,039,000.00</td>
<td>$72,887,000.00</td>
</tr>
<tr>
<td>Revenues less Expenditures</td>
<td>$400,000.00</td>
<td>$400,000.00</td>
<td>$400,000.00</td>
</tr>
<tr>
<td>Other Transfers</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Change in Current Fund Balance</td>
<td>$400,000.00</td>
<td>$400,000.00</td>
<td>$400,000.00</td>
</tr>
</tbody>
</table>

| **Projected Tuition and Fees Charge** | | | |
| for Full-Time Student | In-State | $6,240.00 | $6,110.00 | $6,910.00 |
| Out-of State | $12,290.00 | $13,050.00 | $13,640.00 |

**Projected Enrollment - Fall Term**
(Credit Seeking Students Only, including Continuing Education)

| Undergraduate | | | |
| Full-Time Headcount | 3540 | 3560 | 3540 |
| Part-Time Headcount | 280 | 300 | 320 |
| Total Headcount | 3820 | 3860 | 3860 |
| Total FTE | 3690 | 3720 | 3720 |

| Graduate | | | |
| Full-Time Headcount | 55 | 60 | 60 |
| Part-Time Headcount | 800 | 820 | 820 |
| Total Headcount | 855 | 880 | 880 |
| Total FTE | 360 | 370 | 370 |
### CIHE Data Form VI. Faculty Profile

<table>
<thead>
<tr>
<th></th>
<th>4 YEARS AGO (FY98)</th>
<th>3 YEARS AGO (FY99)</th>
<th>2 YEARS AGO (FY00)</th>
<th>1 YEAR AGO (FY01)</th>
<th>CURRENT YEAR (FY02)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FT</td>
<td>PT</td>
<td>FT</td>
<td>PT</td>
<td>FT</td>
</tr>
<tr>
<td><strong>NUMBER OF FACULTY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>69</td>
<td>73</td>
<td>71</td>
<td>73</td>
<td>73</td>
</tr>
<tr>
<td>Associate</td>
<td>58</td>
<td>54</td>
<td>54</td>
<td>56</td>
<td>59</td>
</tr>
<tr>
<td>Assistant</td>
<td>25</td>
<td>25</td>
<td>24</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>Instructor</td>
<td>7</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>8</td>
<td>120</td>
<td>8</td>
<td>133</td>
<td>7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>167</td>
<td>120</td>
<td>164</td>
<td>133</td>
<td>160</td>
</tr>
</tbody>
</table>

### AGE (RANGE/MEAN) -- OF FULL-TIME FACULTY

- **Professor**
  - 42 – 75 / 56
  - 42 – 71 / 55
  - 43 – 72 / 56
  - 44 – 73 / 56
  - 44 – 73 / 57
- **Associate**
  - 37 – 67 / 49
  - 35 – 69 / 51
  - 35 – 70 / 51
  - 36 – 71 / 51
  - 36 – 71 / 50
- **Assistant**
  - 30 – 66 / 45
  - 26 – 57 / 42
  - 27 – 58 / 43
  - 31 – 59 / 44
  - 31 – 56 / 42
- **Instructor**
  - 33 – 52 / 43
  - 38 – 53 / 48
  - 39 – 53 / 46
  - 42 – 54 / 48
  - N/A

### MALE / FEMALE

<table>
<thead>
<tr>
<th></th>
<th>FT</th>
<th>PT</th>
<th>FT</th>
<th>PT</th>
<th>FT</th>
<th>PT</th>
<th>FT</th>
<th>PT</th>
<th>FT</th>
<th>PT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>56M / 14F</td>
<td>55M / 18F</td>
<td>54M / 17F</td>
<td>55M / 18F</td>
<td>55M / 18F</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate</td>
<td>42M / 21F</td>
<td>35M / 18F</td>
<td>36M / 18F</td>
<td>36M / 20F</td>
<td>37M / 22F</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant</td>
<td>12M / 12F</td>
<td>12M / 13F</td>
<td>9M / 15F</td>
<td>11M / 13F</td>
<td>13M / 12F</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>2M / 4F</td>
<td>1M / 3F</td>
<td>1M / 3F</td>
<td>0M / 2F</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>1M / 7F</td>
<td>64M/56F</td>
<td>1M / 7F</td>
<td>58M/75F</td>
<td>2M / 5F</td>
<td>81M/72F</td>
<td>2M/7F</td>
<td>89M/89F</td>
<td>2M / 12F</td>
<td>85M / 69F</td>
</tr>
</tbody>
</table>

### YEARS AT THIS INSTITUTION (RANGE/MEAN)

- **Professor**
  - 4 – 35 / 25
  - 4 – 36 / 24
  - 5 – 37 / 21
  - 1 – 38 / 20
  - 2 – 39 / 21
- **Associate**
  - 2 – 32 / 10
  - 3 – 33 / 9
  - 4 – 34 / 10
  - 1 – 35 / 10
  - 2 – 36 / 10
- **Instructor**
  - 1 – 7 / 4
  - 2 – 8 / 3
  - 1 – 9 / 5
  - 2 – 4 / 3
  - N/A
CIHE Data Form VI. Faculty Profile (continued)

<table>
<thead>
<tr>
<th></th>
<th>4 YEARS AGO (FY98)</th>
<th>3 YEARS AGO (FY99)</th>
<th>2 YEARS AGO (FY00)</th>
<th>1 YEAR AGO (FY01)</th>
<th>CURRENT YEAR (FY02)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FT</td>
<td>PT</td>
<td>FT</td>
<td>PT</td>
<td>FT</td>
</tr>
<tr>
<td>HIGHEST DEGREE EARNED</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DOCTORATE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>61</td>
<td>64</td>
<td>63</td>
<td>66</td>
<td>66</td>
</tr>
<tr>
<td>Associate</td>
<td>50</td>
<td>46</td>
<td>45</td>
<td>47</td>
<td>48</td>
</tr>
<tr>
<td>Assistant</td>
<td>13</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Instructor</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>23</td>
<td>2</td>
<td>22</td>
<td>3</td>
</tr>
<tr>
<td>MASTER'S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>8</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Associate</td>
<td>8</td>
<td>8</td>
<td>9</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Assistant</td>
<td>12</td>
<td>10</td>
<td>9</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Instructor</td>
<td>7</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>n/a</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>70</td>
<td>6</td>
<td>83</td>
<td>4</td>
</tr>
<tr>
<td>BACHELOR'S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Associate</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistant</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Instructor</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>26</td>
<td>0</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>PROFESSIONAL LICENSE (no degree)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Associate</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistant</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Instructor</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>
## CIHE Data Form VI. Faculty Profile (continued)

<table>
<thead>
<tr>
<th></th>
<th>4 YEARS AGO (FY98)</th>
<th>3 YEARS AGO (FY99)</th>
<th>2 YEARS AGO (FY00)</th>
<th>1 YEAR AGO (FY01)</th>
<th>CURRENT YEAR (FY02)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FT</td>
<td>PT</td>
<td>FT</td>
<td>PT</td>
<td>FT</td>
</tr>
</tbody>
</table>

### TEACHING LOAD FALL TERM ONLY FOR EACH YEAR (RANGE/MEDIAN IN CREDIT HOURS)

<table>
<thead>
<tr>
<th></th>
<th>3-15/12</th>
<th>6-15/12</th>
<th>6-18/12</th>
<th>6-18/12</th>
<th>6-15/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>3-15/12</td>
<td>6-15/12</td>
<td>6-18/12</td>
<td>6-18/12</td>
<td>6-15/12</td>
</tr>
<tr>
<td>Associate</td>
<td>6-15/12</td>
<td>6-15/12</td>
<td>3-15/12</td>
<td>3-15/12</td>
<td>6-15/12</td>
</tr>
<tr>
<td>Assistant</td>
<td>12-15/12</td>
<td>12-14/12</td>
<td>10-14/12</td>
<td>10-14/12</td>
<td>12-15/12</td>
</tr>
<tr>
<td>Instructor</td>
<td>12/12</td>
<td>6-15/12</td>
<td>5-15/12</td>
<td>5-15/12</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>12/12</td>
<td>12/12</td>
<td>12/12</td>
<td>12/12</td>
<td>12/12</td>
</tr>
</tbody>
</table>

### BASE SALARY FOR ACADEMIC YEAR (RANGE/MEDIAN)

<table>
<thead>
<tr>
<th></th>
<th>49 - 77/ 60</th>
<th>47 - 77/ 60</th>
<th>51 - 79/ 61</th>
<th>54 - 81/ 63</th>
<th>56 - 86/ 66</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>49 - 77/ 60</td>
<td>47 - 77/ 60</td>
<td>51 - 79/ 61</td>
<td>54 - 81/ 63</td>
<td>56 - 86/ 66</td>
</tr>
<tr>
<td>Associate</td>
<td>39 - 63/ 46</td>
<td>40 - 64/ 47</td>
<td>42 - 66/ 48</td>
<td>46 - 68/ 50</td>
<td>47 - 72/ 52</td>
</tr>
<tr>
<td>Assistant</td>
<td>34 - 55/ 41</td>
<td>33 - 53/ 39</td>
<td>34 - 55/ 40</td>
<td>38 - 56/ 42</td>
<td>40 - 60/ 45</td>
</tr>
<tr>
<td>Instructor</td>
<td>31 - 41/ 35</td>
<td>32 - 42/ 37</td>
<td>37 - 43/ 40</td>
<td>40 - 41/ 41</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### FRINGE BENEFITS (RANGE/MEDIAN)

<table>
<thead>
<tr>
<th></th>
<th>FT</th>
<th>PT</th>
<th>FT</th>
<th>PT</th>
<th>FT</th>
<th>PT</th>
<th>FT</th>
<th>PT</th>
<th>FT</th>
<th>PT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>29%</td>
<td>8.40%</td>
<td>31%</td>
<td>8.40%</td>
<td>33%</td>
<td>8.40%</td>
<td>33%</td>
<td>8.40%</td>
<td>35%</td>
<td>8.40%</td>
</tr>
<tr>
<td>Associate</td>
<td>29%</td>
<td>8.40%</td>
<td>31%</td>
<td>8.40%</td>
<td>33%</td>
<td>8.40%</td>
<td>33%</td>
<td>8.40%</td>
<td>35%</td>
<td>8.40%</td>
</tr>
<tr>
<td>Assistant</td>
<td>29%</td>
<td>8.40%</td>
<td>31%</td>
<td>8.40%</td>
<td>33%</td>
<td>8.40%</td>
<td>33%</td>
<td>8.40%</td>
<td>35%</td>
<td>8.40%</td>
</tr>
<tr>
<td>Instructor</td>
<td>29%</td>
<td>8.40%</td>
<td>31%</td>
<td>8.40%</td>
<td>33%</td>
<td>8.40%</td>
<td>33%</td>
<td>8.40%</td>
<td>N/A</td>
<td>8.40%</td>
</tr>
<tr>
<td>Other</td>
<td>29%</td>
<td>8.40%</td>
<td>31%</td>
<td>8.40%</td>
<td>33%</td>
<td>8.40%</td>
<td>33%</td>
<td>8.40%</td>
<td>35%</td>
<td>8.40%</td>
</tr>
</tbody>
</table>

### NUMBER OF FACULTY APPOINTED (ALL FULL-TIME)

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>9</th>
<th>3</th>
<th>5</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>5</td>
<td>9</td>
<td>3</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Associate</td>
<td>8</td>
<td>2</td>
<td>5</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Assistant</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Instructor</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### NUMBER OF FACULTY IN TENURED POSITIONS

<table>
<thead>
<tr>
<th></th>
<th>70</th>
<th>73</th>
<th>71</th>
<th>72</th>
<th>72</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>70</td>
<td>73</td>
<td>71</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>Associate</td>
<td>59</td>
<td>52</td>
<td>52</td>
<td>52</td>
<td>57</td>
</tr>
<tr>
<td>Assistant</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Instructor</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>135</td>
<td>130</td>
<td>128</td>
<td>131</td>
<td>137</td>
</tr>
</tbody>
</table>
CIHE Data Form VI. Faculty Profile (continued)

<table>
<thead>
<tr>
<th></th>
<th>4 YEARS AGO (FY98)</th>
<th>3 YEARS AGO (FY99)</th>
<th>2 YEARS AGO (FY00)</th>
<th>1 YEAR AGO (FY01)</th>
<th>CURRENT YEAR (FY02)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NUMBER OF FACULTY DEPARTING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROFESSOR</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASSOCIATE</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASSISTANT</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>INSTRUCTOR</td>
<td></td>
<td></td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>OTHER</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

| **NUMBER OF FACULTY RETIRING** | 2 | 2 | 0 | 5 |
| PROFESSOR        | 6 | 2 | 2 | 0 |
| ASSOCIATE        | 0 | 1 | 0 | 0 |
| ASSISTANT        | 1 | 0 | 0 | 1 |
| INSTRUCTOR       | 0 | 0 | 0 | 0 |
| OTHER            | 0 | 0 | 0 | 0 |
| **TOTAL**        | 7 | 0 | 3 | 2 |

Institutional Self-Study

130
### CIHE Data Form VI. Faculty Profile (continued)

<table>
<thead>
<tr>
<th>NAME OF DEPARTMENT OR ACADEMIC UNIT</th>
<th>NUMBER OF FACULTY</th>
<th>CURRENT YEAR (FY02)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FT</td>
<td>PT</td>
</tr>
<tr>
<td>Art</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>Business</td>
<td>22</td>
<td>11</td>
</tr>
<tr>
<td>Computer Science</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Education</td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>English</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Health, Physical Education &amp; Recreation</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>Mathematics</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>Music/Theatre</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Natural Science</td>
<td>17</td>
<td>8</td>
</tr>
<tr>
<td>Philosophy</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Psychology</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Social Science</td>
<td>20</td>
<td>9</td>
</tr>
<tr>
<td>Social Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>167</td>
<td>120</td>
</tr>
</tbody>
</table>
## UNDERGRADUATE PROGRAMS

<table>
<thead>
<tr>
<th>Associate Degrees</th>
<th>FALL TERM (YEAR)</th>
<th>4 YEARS AGO (FY98)</th>
<th>3 YEARS AGO (FY99)</th>
<th>2 YEARS AGO (FY00)</th>
<th>1 YEAR AGO (FY01)</th>
<th>CURRENT YEAR (FY02)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA General Studies</td>
<td></td>
<td>72</td>
<td>68</td>
<td>63</td>
<td>56</td>
<td>25</td>
</tr>
<tr>
<td>AA Public Service</td>
<td></td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>AS Childhood Studies</td>
<td></td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Associate</strong></td>
<td></td>
<td><strong>79</strong></td>
<td><strong>70</strong></td>
<td><strong>64</strong></td>
<td><strong>56</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bachelor of Arts</th>
<th>FALL TERM (YEAR)</th>
<th>4 YEARS AGO (FY98)</th>
<th>3 YEARS AGO (FY99)</th>
<th>2 YEARS AGO (FY00)</th>
<th>1 YEAR AGO (FY01)</th>
<th>CURRENT YEAR (FY02)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA Anthropology/Sociology</td>
<td></td>
<td>46</td>
<td>55</td>
<td>42</td>
<td>39</td>
<td>43</td>
</tr>
<tr>
<td>BA Art</td>
<td></td>
<td>94</td>
<td>100</td>
<td>111</td>
<td>116</td>
<td>109</td>
</tr>
<tr>
<td>BA Biology</td>
<td></td>
<td>16</td>
<td>9</td>
<td>9</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>BA Chemistry</td>
<td></td>
<td>7</td>
<td>10</td>
<td>6</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>BA Communication Studies</td>
<td></td>
<td>0</td>
<td>0</td>
<td>31</td>
<td>96</td>
<td>144</td>
</tr>
<tr>
<td>BA Computer Information Systems</td>
<td></td>
<td>45</td>
<td>56</td>
<td>29</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>BA English</td>
<td></td>
<td>151</td>
<td>139</td>
<td>126</td>
<td>127</td>
<td>124</td>
</tr>
<tr>
<td>BA French</td>
<td></td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>BA History</td>
<td></td>
<td>54</td>
<td>42</td>
<td>35</td>
<td>37</td>
<td>40</td>
</tr>
<tr>
<td>BA Humanities</td>
<td></td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>BA Interdisciplinary</td>
<td></td>
<td>24</td>
<td>18</td>
<td>13</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>Pre-Interdisciplinary*</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>BA Mathematics</td>
<td></td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>BA Medieval Studies</td>
<td></td>
<td>4</td>
<td>7</td>
<td>8</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>BA Music</td>
<td></td>
<td>28</td>
<td>30</td>
<td>27</td>
<td>35</td>
<td>30</td>
</tr>
<tr>
<td>BA Philosophy</td>
<td></td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>BA Political Science</td>
<td></td>
<td>35</td>
<td>35</td>
<td>30</td>
<td>33</td>
<td>28</td>
</tr>
<tr>
<td>BA Psychology</td>
<td></td>
<td>75</td>
<td>67</td>
<td>52</td>
<td>57</td>
<td>57</td>
</tr>
<tr>
<td>BA Spanish</td>
<td></td>
<td>13</td>
<td>13</td>
<td>9</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>BA Theatre Arts</td>
<td></td>
<td>35</td>
<td>44</td>
<td>54</td>
<td>60</td>
<td>69</td>
</tr>
<tr>
<td><strong>Total BA</strong></td>
<td></td>
<td><strong>640</strong></td>
<td><strong>638</strong></td>
<td><strong>597</strong></td>
<td><strong>663</strong></td>
<td><strong>717</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bachelor of Fine Arts</th>
<th>FALL TERM (YEAR)</th>
<th>4 YEARS AGO (FY96)</th>
<th>3 YEARS AGO (FY99)</th>
<th>2 YEARS AGO (FY00)</th>
<th>1 YEAR AGO (FY01)</th>
<th>CURRENT YEAR (FY02)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Fine Arts</td>
<td></td>
<td>95</td>
<td>103</td>
<td>88</td>
<td>77</td>
<td><strong>110</strong></td>
</tr>
<tr>
<td><strong>Total BFA</strong></td>
<td></td>
<td><strong>95</strong></td>
<td><strong>103</strong></td>
<td><strong>88</strong></td>
<td><strong>77</strong></td>
<td><strong>110</strong></td>
</tr>
</tbody>
</table>
## CIHE Data Form VII.

**Student Headcount by Undergraduate Major and Graduate Program (continued)**

<table>
<thead>
<tr>
<th>Bachelor of Science</th>
<th>FALL TERM (YEAR)</th>
<th>4 YEARS AGO (FY98)</th>
<th>3 YEARS AGO (FY99)</th>
<th>2 YEARS AGO (FY00)</th>
<th>1 YEAR AGO (FY01)</th>
<th>CURRENT YEAR (FY02)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS Accounting</td>
<td></td>
<td>85</td>
<td>65</td>
<td>58</td>
<td>59</td>
<td>58</td>
</tr>
<tr>
<td>BS Applied Computer Science</td>
<td></td>
<td>61</td>
<td>50</td>
<td>64</td>
<td>67</td>
<td>63</td>
</tr>
<tr>
<td>BS Applied Economics</td>
<td></td>
<td>13</td>
<td>11</td>
<td>7</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>BS Art Education</td>
<td></td>
<td>67</td>
<td>63</td>
<td>63</td>
<td>59</td>
<td>59</td>
</tr>
<tr>
<td>BS Athletic Training</td>
<td></td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>Pre-Athletic Training*</td>
<td></td>
<td>0</td>
<td>0</td>
<td>22</td>
<td>42</td>
<td>45</td>
</tr>
<tr>
<td>BS Biological Science Education</td>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>BS Biology</td>
<td></td>
<td>129</td>
<td>107</td>
<td>61</td>
<td>45</td>
<td>37</td>
</tr>
<tr>
<td>BS Biotechnology</td>
<td></td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>BS Childhood Studies</td>
<td></td>
<td>372</td>
<td>349</td>
<td>341</td>
<td>334</td>
<td>323</td>
</tr>
<tr>
<td>BS Early Childhood Studies</td>
<td></td>
<td>165</td>
<td>153</td>
<td>153</td>
<td>139</td>
<td>146</td>
</tr>
<tr>
<td>BS Elementary Education</td>
<td></td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>BS Environmental Biology</td>
<td></td>
<td>0</td>
<td>8</td>
<td>28</td>
<td>26</td>
<td>30</td>
</tr>
<tr>
<td>BS Environmental Planning**</td>
<td></td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>BS Geography</td>
<td></td>
<td>42</td>
<td>44</td>
<td>40</td>
<td>33</td>
<td>30</td>
</tr>
<tr>
<td>BS Health Education</td>
<td></td>
<td>73</td>
<td>54</td>
<td>33</td>
<td>29</td>
<td>27</td>
</tr>
<tr>
<td>BS Information Technology</td>
<td></td>
<td>0</td>
<td>0</td>
<td>28</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>BS Interdisciplinary</td>
<td></td>
<td>62</td>
<td>63</td>
<td>64</td>
<td>51</td>
<td>18</td>
</tr>
<tr>
<td>BS Management</td>
<td></td>
<td>260</td>
<td>250</td>
<td>251</td>
<td>275</td>
<td>284</td>
</tr>
<tr>
<td>BS Marketing</td>
<td></td>
<td>147</td>
<td>160</td>
<td>153</td>
<td>156</td>
<td>150</td>
</tr>
<tr>
<td>BS Mathematics</td>
<td></td>
<td>11</td>
<td>12</td>
<td>6</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>BS Mathematics Education</td>
<td></td>
<td>23</td>
<td>25</td>
<td>26</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>BS Meteorology</td>
<td></td>
<td>52</td>
<td>48</td>
<td>50</td>
<td>56</td>
<td>68</td>
</tr>
<tr>
<td>BS Music Education</td>
<td></td>
<td>55</td>
<td>53</td>
<td>57</td>
<td>56</td>
<td>55</td>
</tr>
<tr>
<td>BS Outdoor Recreation</td>
<td></td>
<td>30</td>
<td>38</td>
<td>48</td>
<td>53</td>
<td>55</td>
</tr>
<tr>
<td>BS Physical Education</td>
<td></td>
<td>284</td>
<td>284</td>
<td>246</td>
<td>215</td>
<td>216</td>
</tr>
<tr>
<td>BS Physical Science Education</td>
<td></td>
<td>10</td>
<td>11</td>
<td>10</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>BS Psychology</td>
<td></td>
<td>100</td>
<td>104</td>
<td>95</td>
<td>97</td>
<td>126</td>
</tr>
<tr>
<td>BS Public Management</td>
<td></td>
<td>30</td>
<td>16</td>
<td>18</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td>BS Social Science Education</td>
<td></td>
<td>37</td>
<td>49</td>
<td>46</td>
<td>40</td>
<td>38</td>
</tr>
<tr>
<td>BS Social Work</td>
<td></td>
<td>73</td>
<td>60</td>
<td>51</td>
<td>42</td>
<td>58</td>
</tr>
<tr>
<td>BS Spanish Education</td>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total BS</strong></td>
<td></td>
<td>2186</td>
<td>2080</td>
<td>2028</td>
<td>2020</td>
<td>2053</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Undergraduate Categories</th>
<th>FALL TERM (YEAR)</th>
<th>4 YEARS AGO (FY98)</th>
<th>3 YEARS AGO (FY99)</th>
<th>2 YEARS AGO (FY00)</th>
<th>1 YEAR AGO (FY01)</th>
<th>CURRENT YEAR (FY02)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Certification</td>
<td></td>
<td>12</td>
<td>8</td>
<td>9</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Undeclared (Degree-seeking)</td>
<td></td>
<td>496</td>
<td>485</td>
<td>470</td>
<td>503</td>
<td>520</td>
</tr>
<tr>
<td>Undeclared (Not degree-seeking)</td>
<td></td>
<td>159</td>
<td>129</td>
<td>161</td>
<td>143</td>
<td>137</td>
</tr>
<tr>
<td><strong>Total Other UG</strong></td>
<td></td>
<td>667</td>
<td>622</td>
<td>640</td>
<td>655</td>
<td>660</td>
</tr>
</tbody>
</table>
### CIHE Data Form VII.

**Student Headcount by Undergraduate Major and Graduate Program (continued)**

<table>
<thead>
<tr>
<th>FALL TERM (YEAR)</th>
<th>4 YEARS AGO (FY98)</th>
<th>3 YEARS AGO (FY99)</th>
<th>2 YEARS AGO (FY00)</th>
<th>1 YEAR AGO (FY01)</th>
<th>CURRENT YEAR (FY02)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Undergraduate</strong></td>
<td>3667</td>
<td>3513</td>
<td>3417</td>
<td>3471</td>
<td>3565</td>
</tr>
</tbody>
</table>

### GRADUATE PROGRAMS

<table>
<thead>
<tr>
<th>FALL TERM (YEAR)</th>
<th>4 YEARS AGO (FY98)</th>
<th>3 YEARS AGO (FY99)</th>
<th>2 YEARS AGO (FY00)</th>
<th>1 YEAR AGO (FY01)</th>
<th>CURRENT YEAR (FY02)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Master of Business Administration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>149</td>
<td>113</td>
<td>81</td>
<td>69</td>
<td>65</td>
</tr>
<tr>
<td><strong>Total MBA</strong></td>
<td>149</td>
<td>113</td>
<td>81</td>
<td>69</td>
<td>65</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FALL TERM (YEAR)</th>
<th>4 YEARS AGO (FY98)</th>
<th>3 YEARS AGO (FY99)</th>
<th>2 YEARS AGO (FY00)</th>
<th>1 YEAR AGO (FY01)</th>
<th>CURRENT YEAR (FY02)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Master of Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED Master of Education</td>
<td>141</td>
<td>122</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MED Athletic Training</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>MED Counselor Education</td>
<td>0</td>
<td>0</td>
<td>35</td>
<td>41</td>
<td>49</td>
</tr>
<tr>
<td>MED Educ. Admin. &amp; Supervision</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>MED Elementary Education</td>
<td>0</td>
<td>0</td>
<td>29</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>MED English Education</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>MED Health Education</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>MED Mathematics Education</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>MED Reading and Writing Specialist</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>MED Secondary Education</td>
<td>0</td>
<td>0</td>
<td>31</td>
<td>40</td>
<td>27</td>
</tr>
<tr>
<td>MED Teacher Certification</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total MED</strong></td>
<td>141</td>
<td>122</td>
<td>137</td>
<td>174</td>
<td>200</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FALL TERM (YEAR)</th>
<th>4 YEARS AGO (FY98)</th>
<th>3 YEARS AGO (FY99)</th>
<th>2 YEARS AGO (FY00)</th>
<th>1 YEAR AGO (FY01)</th>
<th>CURRENT YEAR (FY02)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAGS Cert. of Adv. Grad. Studies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAGS Cert. of Adv. Grad. Studies</td>
<td>0</td>
<td>6</td>
<td>17</td>
<td>27</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total CAGS</strong></td>
<td>0</td>
<td>6</td>
<td>17</td>
<td>27</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FALL TERM (YEAR)</th>
<th>4 YEARS AGO (FY98)</th>
<th>3 YEARS AGO (FY99)</th>
<th>2 YEARS AGO (FY00)</th>
<th>1 YEAR AGO (FY01)</th>
<th>CURRENT YEAR (FY02)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Other Graduate Categories</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Certification</td>
<td>0</td>
<td>10</td>
<td>6</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>Undeclared (Not degree-seeking)</td>
<td>271</td>
<td>226</td>
<td>239</td>
<td>288</td>
<td>541</td>
</tr>
<tr>
<td><strong>Total Other Graduate</strong></td>
<td>271</td>
<td>236</td>
<td>245</td>
<td>299</td>
<td>558</td>
</tr>
</tbody>
</table>
TOTAL UNDERGRADUATE

<table>
<thead>
<tr>
<th>FALL TERM (YEAR)</th>
<th>4 YEARS AGO (FY98)</th>
<th>3 YEARS AGO (FY99)</th>
<th>2 YEARS AGO (FY00)</th>
<th>1 YEAR AGO (FY01)</th>
<th>CURRENT YEAR (FY02)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Undergraduate</td>
<td>3667</td>
<td>3513</td>
<td>3417</td>
<td>3471</td>
<td>3565</td>
</tr>
</tbody>
</table>

Total Graduate

<table>
<thead>
<tr>
<th>FALL TERM (YEAR)</th>
<th>4 YEARS AGO (FY98)</th>
<th>3 YEARS AGO (FY99)</th>
<th>2 YEARS AGO (FY00)</th>
<th>1 YEAR AGO (FY01)</th>
<th>CURRENT YEAR (FY02)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Graduate</td>
<td>561</td>
<td>477</td>
<td>480</td>
<td>569</td>
<td>853</td>
</tr>
</tbody>
</table>

Grand Total

<table>
<thead>
<tr>
<th>FALL TERM (YEAR)</th>
<th>4 YEARS AGO (FY98)</th>
<th>3 YEARS AGO (FY99)</th>
<th>2 YEARS AGO (FY00)</th>
<th>1 YEAR AGO (FY01)</th>
<th>CURRENT YEAR (FY02)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Total</td>
<td>4228</td>
<td>3990</td>
<td>3897</td>
<td>4040</td>
<td>4418</td>
</tr>
</tbody>
</table>
## CIHE Data Form VIII.
### Credit Hours Generated By Department or Program

#### Undergraduate

<table>
<thead>
<tr>
<th>FALL TERM (YEAR)</th>
<th>4 YEARS AGO (FY98)</th>
<th>3 YEARS AGO (FY99)</th>
<th>2 YEARS AGO (FY00)</th>
<th>1 YEAR AGO (FY01)</th>
<th>CURRENT YEAR (FY02)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNDERGRADUATE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>6,652</td>
<td>6,736</td>
<td>7,065</td>
<td>6,495</td>
<td>6,753</td>
</tr>
<tr>
<td>Business</td>
<td>11,926</td>
<td>11,501</td>
<td>11,401</td>
<td>11,949</td>
<td>13,130</td>
</tr>
<tr>
<td>Computer Science</td>
<td>3,503</td>
<td>3,801</td>
<td>3,855</td>
<td>4,346</td>
<td>4,658</td>
</tr>
<tr>
<td>Education</td>
<td>9,662</td>
<td>8,948</td>
<td>8,818</td>
<td>7,692</td>
<td>7,760</td>
</tr>
<tr>
<td>English</td>
<td>8,799</td>
<td>8,638</td>
<td>9,204</td>
<td>9,984</td>
<td>10,599</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2,643</td>
<td>2,529</td>
<td>2,004</td>
<td>2,074</td>
<td>2,403</td>
</tr>
<tr>
<td><strong>Graduate Studies in Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health, Physical Education &amp; Recreation</td>
<td>9,236</td>
<td>8,659</td>
<td>8,345</td>
<td>7,840</td>
<td>7,828</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>3,466</td>
<td>3,335</td>
<td>3,289</td>
<td>3,595</td>
<td>3,635</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8,617</td>
<td>8,098</td>
<td>8,227</td>
<td>8,791</td>
<td>8,110</td>
</tr>
<tr>
<td>Music &amp; Theatre</td>
<td>4,400</td>
<td>4,781</td>
<td>4,927</td>
<td>5,247</td>
<td>5,657</td>
</tr>
<tr>
<td>Natural Science</td>
<td>10,272</td>
<td>9,591</td>
<td>8,656</td>
<td>8,770</td>
<td>8,586</td>
</tr>
<tr>
<td>Philosophy</td>
<td>2,750</td>
<td>2,816</td>
<td>2,517</td>
<td>2,474</td>
<td>2,889</td>
</tr>
<tr>
<td>Psychology</td>
<td>8,018</td>
<td>6,581</td>
<td>6,275</td>
<td>6,104</td>
<td>6,491</td>
</tr>
<tr>
<td>Social Science</td>
<td>14,477</td>
<td>13,230</td>
<td>13,108</td>
<td>13,419</td>
<td>13,104</td>
</tr>
<tr>
<td>Social Work#</td>
<td></td>
<td></td>
<td></td>
<td>463</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>104,461</td>
<td>96,744</td>
<td>97,693</td>
<td>98,780</td>
<td>102,066</td>
</tr>
</tbody>
</table>

**Notes:**
- For fall and spring terms, enrollments are at census date (R+30); for other terms, enrollments are at end of term.
- * Beginning partially in Spring 1999 and fully in Fall 1999, graduate education courses are assigned to the office of Graduate Studies in Education.
- Social Work separated from Social Science effective Fall 2001.

#### Graduate

<table>
<thead>
<tr>
<th>FALL TERM (YEAR)</th>
<th>4 YEARS AGO (FY98)</th>
<th>3 YEARS AGO (FY99)</th>
<th>2 YEARS AGO (FY00)</th>
<th>1 YEAR AGO (FY01)</th>
<th>CURRENT YEAR (FY02)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art</strong></td>
<td>114</td>
<td>96</td>
<td>144</td>
<td>132</td>
<td>0</td>
</tr>
<tr>
<td>Business</td>
<td>2,028</td>
<td>1,944</td>
<td>1,266</td>
<td>1,404</td>
<td>1,161</td>
</tr>
<tr>
<td>Computer Science</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Education</td>
<td>5,461</td>
<td>3,513</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>English</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>36</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grad. Studies in Education*</td>
<td>1,574</td>
<td>6,572</td>
<td>8,584</td>
<td>11,742</td>
<td></td>
</tr>
<tr>
<td>Health, Physical Education &amp; Recreation</td>
<td>419</td>
<td>594</td>
<td>252</td>
<td>83</td>
<td>40</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>333</td>
<td>504</td>
<td>772</td>
<td>21</td>
<td>3</td>
</tr>
<tr>
<td>Music &amp; Theatre</td>
<td>89</td>
<td>204</td>
<td>151</td>
<td>135</td>
<td>0</td>
</tr>
<tr>
<td>Natural Science</td>
<td>6</td>
<td>144</td>
<td>114</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Philosophy</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Psychology</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Social Science</td>
<td>186</td>
<td>83</td>
<td>102</td>
<td>54</td>
<td>18</td>
</tr>
<tr>
<td>Social Work#</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>8,572</td>
<td>6,668</td>
<td>8,373</td>
<td>10,416</td>
<td>12,964</td>
</tr>
</tbody>
</table>

**Notes:**
- For Fall and Spring terms, enrollments are at census date (R+30); for other terms, enrollments are at end of term.
- * Beginning partially in Spring 1999 and fully in Fall 1999, graduate education courses are assigned to the office of Graduate Studies in Education.
- Social Work separated from Social Science effective Fall 2001.

*institutional Self-Study*