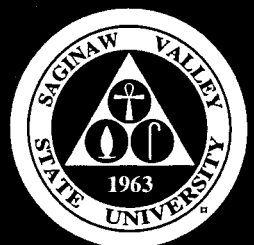


SVSU®

BOARD OF CONTROL

MINUTES

MAY 9, 2003



SAGINAW VALLEY STATE UNIVERSITY
BOARD OF CONTROL
MAY 9, 2003
REGULAR FORMAL SESSION
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MINUTES
BOARD OF CONTROL
Regular Formal Session
May 9, 2003

Board of Control Room – Third Floor, Wickes Hall

Present: Akbar
Braun
Cotter
Gilbertson
Law
Sims
Vitito
Yantz

Absent: DiCarlo

Others

Present: S. Barbus
A. Bauman
L. Beuthin
J. Boehm
R. Braddock
B. Byam
D. Dawson
A. Hratchian
M. Johnson
W. Kitter
T. Kullgren
D. Martin
R. Maurovich
J. Miller
J. Mitchell
J. Muladore
C. Ramet
S. Reminder
W. Schaiberger
R. Schneider
M. Shannon
J. Stanley
S. Strobel
M. Thorns
P. Uselding
G. Zimmerman
Press (1)

I. CALL TO ORDER

Chairman Vitito called the meeting to order at 1:30 p.m.

II. PROCEDURAL ITEMS

A. **Approval of Agenda and Additions to and Deletions from Agenda**

Chairman Vitito asked that resolutions in appreciation of Thomas E. Kullgren and commending the College of Business and Management for achieving AACSB accreditation be added to the agenda following Action Item #5. He asked if there were other changes to the agenda.

Hearing none, he declared the agenda approved as revised.

B. **Approval of Minutes of March 17, 2003 Regular Formal Session of the Board of Control.**

It was moved and supported that the minutes of the March 17, 2003 Regular Formal Session be approved.

The minutes were unanimously APPROVED as written.

C. **Recognition of the Official Representative of the Faculty Association**

Professor Marcia Shannon, President of the Faculty Association, thanked the Board members who had attended the SVSU Faculty Association Appreciation Luncheon, which was held earlier in the day. She also distributed copies of "The SVSU Faculty Association CONNECT," a newsletter which the Faculty Association began publishing this year.

D. **Communications and Requests to Appear Before the Board**

There were no communications or requests to appear before the Board.

III. ACTION ITEMS

1) Resolution to Grant Baccalaureate and Master's Degrees

RES-1536 It was moved and supported that the following resolution be adopted:

WHEREAS, Saginaw Valley State University is granted the authority to confer Baccalaureate and Master's Degrees as outlined in Section 5 of Public and Local Acts of Michigan-1965; and

WHEREAS, Operating Policy 3.101 Article III of the Board reserves to the Board the authority to grant degrees;

NOW, THEREFORE, BE IT RESOLVED, That the Board of Control of Saginaw Valley State University approve the awarding of Baccalaureate and Master's Degrees at the May 10, 2003 Commencement as certified by the faculty and Registrar.

The motion was APPROVED unanimously.

2) Resolution to Grant Honorary Degree to Dave Camp.

RES-1537 It was moved and supported that the following resolution be adopted:

WHEREAS, Dave Camp's distinguished political career includes serving as a special assistant attorney general in Michigan, as a State Representative, and as a United States Congressman first elected in 1990 and re-elected in 2002 to a seventh consecutive term; and

WHEREAS, Congressman Camp is a lifelong resident of Midland, Michigan and represents the people of the Fourth Congressional District, which encompasses all or parts of 14 counties in northwest and Mid-Michigan; and

WHEREAS, Congressman Camp has compiled an outstanding record of public service. As a practicing attorney prior to his first election, Dave Camp worked extensively with parents and children in the foster care system. As a U.S. Congressman, he has introduced or gained enactment of legislation assisting adoptive parents, has been instrumental in the passage of reform legislation to strengthen families, and has been an advocate for a sound economy; and

WHEREAS, In the U.S. House of Representatives, he has been a Regional Whip, a Deputy Majority Whip, and a member of the House Ways and Means Committee and of its Health, Trade, and Human Resources subcommittees, and has been appointed to the newly created Homeland Security Committee; and

WHEREAS, Congressman Camp has received awards and honors for his dedicated support of children and adoptive parents, has earned national recognition for his commitment to the agricultural community, and is a strong proponent of technology in higher education;

NOW, THEREFORE, BE IT RESOLVED, That the Board of Control of Saginaw Valley State University approve the granting of the Honorary Doctor of Laws degree to

Congressman Dave Camp to be presented at the May 10, 2003 Commencement.

President Gilbertson noted that Congressman Camp was very highly regarded at SVSU, having risen to the senior and most important ranks of the House of Representatives, while at the same time conscientiously representing his local constituency.

The motion was APPROVED unanimously.

3) Resolution to Approve Faculty Promotions, July 1, 2003

RES-1538 It was moved and supported that the following resolution be adopted:

WHEREAS, promotion to various academic ranks represents formal and traditional recognition of faculty accomplishments;

NOW, THEREFORE, BE IT RESOLVED, That the following faculty members be granted promotions to the ranks specified, effective July 1, 2003:

Rank of Associate Professor

Lorinda P. Adair	Accounting
Brooks Byam	Mechanical Engineering
J. Camille Cammack	Teacher Education
John Grolle	History
Scott James	Computer Science
B. Jean Jones	Teacher Education
David Karpovich	Chemistry
Dorothy M. Millar	Teacher Education
Ann-Catherine Sullivan	Teacher Education
Bing Yang	Biology

Rank of Professor

Jane Girdham	Music
Bing Liu	Mathematical Science

President Gilbertson reviewed the process through which faculty members are chosen to be

recommended for promotion.

The motion was APPROVED unanimously.

- 4) Resolution to Thank Matthew Johnson and the Elected Representatives for their Services as Student Association Members

RES-1539 **It was moved and supported that the following resolution be adopted:**

WHEREAS, Student Association President Matthew Johnson and the elected representatives listed below served students and the University with dedication during the 2002-2003 academic year;

Essam Al-Masalmeh	Jordan Nowotny
Jeff Bacholzky	Dianna Ray
David Bennett	Kami Stevens
Erica Bischer	Melissa Traub
Emily Bryce	Jason White
Wayne Hofmann	Danica Willis
Tiana Meyers	

NOW, THEREFORE, BE IT RESOLVED, That the Board of Control of Saginaw Valley State University formally expresses its appreciation to Matthew Johnson and the representatives for their dedicated service on behalf of the University and its student body.

BE IT FURTHER RESOLVED, That the Board conveys its best wishes to Mr. Johnson and the representatives for continued academic and future professional success.

Richard P. Thompson, Dean of Student Affairs, stated: "Matt worked hard at making the University even better, and that doesn't happen by just getting elected and sitting on the sidelines. He cares deeply about SVSU, and it showed all year. So, on behalf of the University, I want to thank him and wish him the very best."

The motion was APPROVED unanimously.

- 5) Resolution to Congratulate Armen Hratchian and Representatives of the Student Association on their Election

RES-1540 It was moved and supported that the following resolution be adopted:

WHEREAS, The Student Association represents the formal structure for student participation in the affairs of the University; and

WHEREAS, The individuals listed below were recently elected by vote of their fellow students to assume leadership positions in the Student Association for 2003-2004;

President

Armen Hratchian

Representatives

Erica Bischer

Stefanie Bovin

Emily Bryce

Angela Carey

Bryan Crainer

Nicholas Frees

Jamie Haag

Candice Jackson

James Kovalcik

Adam Mager

Crystal Meacham

Timothy O'Malley

Jason White

NOW, THEREFORE, BE IT RESOLVED, That the Board of Control of Saginaw Valley State University offers its congratulations and best wishes to the aforementioned leaders on their election to office;

BE IT FURTHER RESOLVED, That the Board conveys its pledge to work with these leaders toward the betterment of Saginaw Valley State University.

President Gilbertson noted that this was the largest voting turnout in recent memory, and that he and the Board were looking forward to working with Armen over the coming year.

The motion was APPROVED unanimously.

- 6) Resolution in Appreciation of Thomas E. Kullgren

RES-1541 It was moved and supported that the following resolution be adopted:

WHEREAS, Thomas E. Kullgren was appointed Dean of the College of Science,

Engineering and Technology in 1984 and has provided exemplary leadership in the areas of program development, faculty hiring, and the extension of physical facilities; and

WHEREAS, Under the guidance of Dr. Kullgren, the degree programs in engineering achieved initial accreditation, and regular renewal thereafter; and

WHEREAS, He has established numerous outreach programs to the community to encourage excellence in science education and to provide special programs for groups traditionally under-represented in technical education; and

WHEREAS, Thomas E. Kullgren has led his college in the development of graduate offerings for area science teachers, and has pioneered a master's of science in technological processes, a program endorsed by area companies as important preparation for career advancement and for broadening employees' experiences; and

WHEREAS, Dr. Kullgren has furthered the mission of the institution by preparing students for the challenges ahead, by working closely with them, and by committing himself to their education in his new role as Professor of Mechanical Engineering.

NOW, THEREFORE, BE IT RESOLVED, That the Saginaw Valley State University Board of Control wishes to convey to Dr. Thomas E. Kullgren its gratitude and admiration for his distinguished service and dedication to the University.

BE IT FURTHER RESOLVED, That a copy of this resolution be framed and presented to Dr. Kullgren as a permanent expression of the University's appreciation.

President Gilbertson stated: "One can only imagine where the College of Science, Engineering and Technology was 19 years ago when Tom Kullgren joined SVSU. Tom can stop and reflect with great pride on how far things have come and on how integral a part in that growth he has been. We are very proud of his work and very grateful to him for what he has done."

Dean Kullgren replied: ". . . I want to thank the Board for all its strong support of the College of Science, Engineering and Technology. When I came here, we had 29 faculty and staff – we now have 64. We had one building, and we now have three. I have personally been involved in conferring 2,615 bachelor of science degrees. I'm very proud of that and I'm very pleased with your support, because we couldn't have done what we did without that."

The motion was APPROVED unanimously.

- 7) Resolution to Commend the College of Business and Management for Achieving AACSB Accreditation

RES-1542 **It was moved and supported that the following resolution be adopted:**

WHEREAS, The College of Business and Management at Saginaw Valley State University hosted an accreditation visit by members of the American Assembly of Collegiate Schools of Business International in February 2003; and

WHEREAS, The members of the AACSB accreditation team recommended to their Board of Directors that the master's and undergraduate business degree programs at Saginaw Valley State University be accorded initial accreditation, with the Board of Directors subsequently granting to the University such recognition; and

WHEREAS, AACSB International accreditation represents superior accomplishment in academic programs in the field of business, elevates the College of Business and Management to a higher level of distinction, and confers upon it the honor of being amongst the relatively few colleges of business to have achieved such accreditation.

NOW, THEREFORE, BE IT RESOLVED, That the Board of Control of Saginaw Valley State University commend the faculty and staff of the College of Business and Management and their Dean, Dr. Paul J. Uselding, for an unswerving determination to attain accreditation and recognition in the area of business education.

President Gilbertson told the Board that it had approved the application for Program Accreditation by the American Assembly of Collegiate Schools of Business (AACSB) in 1993, and that only approximately a quarter of all business programs ever achieve this level of accreditation. He introduced Dr. James L. Mitchell, Dean Emeritus of the SVSU College of Business and Management, and Dr. Paul Uselding, Dean of the College for the past three years, who was the driving force behind the successful attempt at AACSB accreditation.

Dr. Uselding distributed materials related to the accreditation, and thanked the Board and the faculty of the Business College for their support and commitment to the effort.

The motion was APPROVED unanimously.

- 8) Report of Nominating Committee and Resolution to Elect Officers of the Board of Control

Trustee Braun told the Board that the Nominating Committee, consisting of herself and Trustees DiCarlo and Vitito, recommended the slate of officers named in Resolution 1543.

RES-1543 It was moved and supported that the following resolution be adopted:

WHEREAS, The Saginaw Valley State University Board of Control Bylaws stipulate that a Nominating Committee shall be appointed by the Board to recommend candidates for each office;

NOW, THEREFORE, BE IT RESOLVED, That the Nominating Committee of Ruth A. Braun, Sally Stegeman DiCarlo, and Robert J. Vitito submit for election the following slate of officers of the Saginaw Valley State University Board of Control for 2003-2004.

Chair	Linda L. Sims
Vice Chair	Jerome L. Yantz
Secretary	D. Brian Law
Treasurer	Sally Stegeman DiCarlo

The motion was APPROVED unanimously.

- 9) Resolution to Approve the Addition of Grades Kindergarten Through Eighth to HEART Academy

RES-1544 It was moved and supported that the following resolution be adopted:

WHEREAS, The Saginaw Valley State University Board of Control has approved the charter school application for grades 9-12 for HEART Academy; and

WHEREAS, The HEART Academy must currently reject the application of kindergarten through eighth grade students; and

WHEREAS, The HEART Academy has a desire to provide an education service for all grade levels (K-12);

NOW THEREFORE, BE IT RESOLVED, That the Saginaw Valley State University Board of Control approve the application and program amendment providing for the addition of Kindergarten through eighth grade students for the 2003-04 school year beginning the Fall of 2003.

Dr. Ronald Schneider, Director of School and University Partnerships, told the Board that HEART Academy is located in Harper's Woods, Michigan. They are connected to St. John's Hospital and Michigan Children's Hospital, and many of their students go into health occupations in some capacity.

The motion was APPROVED unanimously.

- 10) Resolution to Approve the Addition of Grades Nine Through Twelve to Grattan Academy

RES-1545 **It was moved and supported that the following resolution be adopted:**

WHEREAS, The Saginaw Valley State University Board of Control has approved the charter school application for grades K-8 for Grattan Academy; and

WHEREAS, The Grattan Academy must currently reject the application of ninth through twelfth grade students; and

WHEREAS, The current students being served by Grattan Academy and their parents have requested the opportunity to continue their education through the twelfth grade; and

WHEREAS, The Grattan Academy has a desire to provide an education service for all grade levels (K-12);

NOW THEREFORE, BE IT RESOLVED, That the Saginaw Valley State University Board of Control approve the application and program amendment providing for the addition of ninth through twelfth grade students for the 2003-04 school year beginning the Fall of 2003.

Dr. Schneider noted that Grattan Academy is located near Grand Rapids.

The motion was APPROVED unanimously.

- 11) Motion to Establish Board of Control Calendar for 2003-2004

BM-987 **It was moved and supported that the attached Board of Control Calendar for 2003-2004 be adopted. (See Appendix One: Calendar)**

Chairman Vitito asked for changes or discussion. Hearing none, he called for a vote.

The motion was APPROVED unanimously.

- 12) Motion to Accept Report on Long-Term Enrollment Planning – “Right-Sizing the University: Enrollment Goals for the Next Decade”

BM-988 **It was moved and supported that the Board accept the attached Report on Long-Term Enrollment Planning** (See Appendix Two: Enrollment Goals)

President Gilbertson stated: “. . . . This report looks at a number of factors, such as the stability of the overall population of the region around us and the peaking of the numbers of high school graduates toward the end of this decade. For those and other reasons it concluded that it would not be wise or prudent at this point for the institution to push beyond our current goal of 10,000 students by the year 2005. . . . I want to make certain that this is not misinterpreted. The report is not recommending an enrollment cap – that’s not the issue. The issue was whether we ought to undertake the capital borrowing and expansion right now that would be required to continue aggressively pushing enrollment growth. Our sense is that the failure to do those things will probably result in a leveling of our enrollment. So the recommendation is just simply not to do the aggressive things that would be required to push beyond . . . the enrollment target you have set in the strategic plan.”

Trustee Law stated that the Board had had the opportunity to discuss this document in detail at its retreat, and that it was the result of some very deep and serious thinking. He noted: “Situations and circumstances do change overtime, and we have to be constantly aware of that, but I think this is a well-thought-out document in the context of what it is reasonable to assume about where we are today and about where we’re going to be over the foreseeable future.”

The motion was APPROVED unanimously.

IV. INFORMATION AND DISCUSSION ITEMS

13) **Staff Members of the Month**

Janet Miller, Staff Member of the Month for March, and Shelly Reminder, Staff Member of the Month for April, were presented to the Board. (See Appendix Three: Miller, and Appendix Four: Reminder)

14) **Updated Five-Year Plan** (See Appendix Five: Five-Year Plan)

President Gilbertson noted that this document is a comprehensive review of one which had been adopted by the Board in May of 2000. He asked Dr. Carlos Ramet, Executive Assistant to the President, who is responsible for the coordination of institutional planning, to comment.

Dr. Ramet stated that the revised Five-Year Plan maps out the goals which were initially established by the Board and indicates what progress has been made toward the key actions related to each of those goals.

The University is on track in almost all areas. Enrollment is growing at about 3% per year, which indicates SVSU is on track to reach its enrollment goal of approximately 10,000 students by 2005. The physical facility is being expanded or has been expanded according to plan, and all the buildings are coming on-line as scheduled. The housing goal was reached early, and the University now has the capacity for approximately 1,730 students. The Center for Business and Economic Development (CBED) has been established, and all six endowed chairs have been filled.

The University has not reached anticipated levels in economic growth, due partly to the falling stock market and the impact of anticipated cuts in State appropriations. Despite that, enrollments are projected to be up for fall semester, and SVSU will still have the lowest tuition of the public universities in Michigan.

President Gilbertson noted that no vote was necessary, but that the minutes should indicate that the Five-Year Plan had been presented to and received by the Board.

15) **Schedule of 40th Anniversary**

Dr. Robert C. Braddock, Professor of History, reviewed the events being planned for the University's 40th Anniversary celebration.

V. **REMARKS BY THE PRESIDENT**

President Gilbertson introduced J. J. Boehm, the University's new Media Relations Officer.

Dean Kullgren introduced Brooks Byam, faculty advisor to SVSU's Formula SAE team, and Andy Bauman, captain of the team.

President Gilbertson told the Board that the Roberts Fellows would be leaving for Japan next week.

VI. **OTHER ITEMS FOR CONSIDERATION OR ACTION**

16) **Motion to Move to Informal Session to Discuss Collective Bargaining**

BM-989 **It was moved and supported that the Board move to Informal Session to discuss collective bargaining.**

The motion was APPROVED unanimously.

The Board moved to Informal Session at 2:20 p.m.

17) Motion to Reconvene in Formal Session

BM-990 **It was moved and supported that the Board reconvene in Formal Session.**

The motion was APPROVED unanimously.

The Board reconvened in Formal Session at 2:59 p.m.

VII. ADJOURNMENT

18) Motion to Adjourn

BM-991 **It was moved and supported that the meeting be adjourned.**

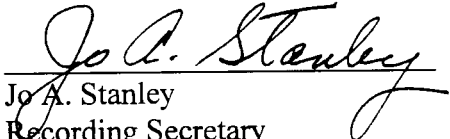
The motion was APPROVED unanimously.

The meeting was adjourned at 3:00 p.m.

Respectfully submitted:

Robert J. Vitito
Chairman

D. Brian Law
Secretary



Jo A. Stanley
Recording Secretary
Secretary to the Board of Control

2003-2004

REGULAR FORMAL SESSIONS AND COMMITTEE MEETINGS SCHEDULE

SAGINAW VALLEY STATE UNIVERSITY - BOARD OF CONTROL

University Center, Michigan 48710

Phone: (989) 964-4042 or from Midland 695-5325

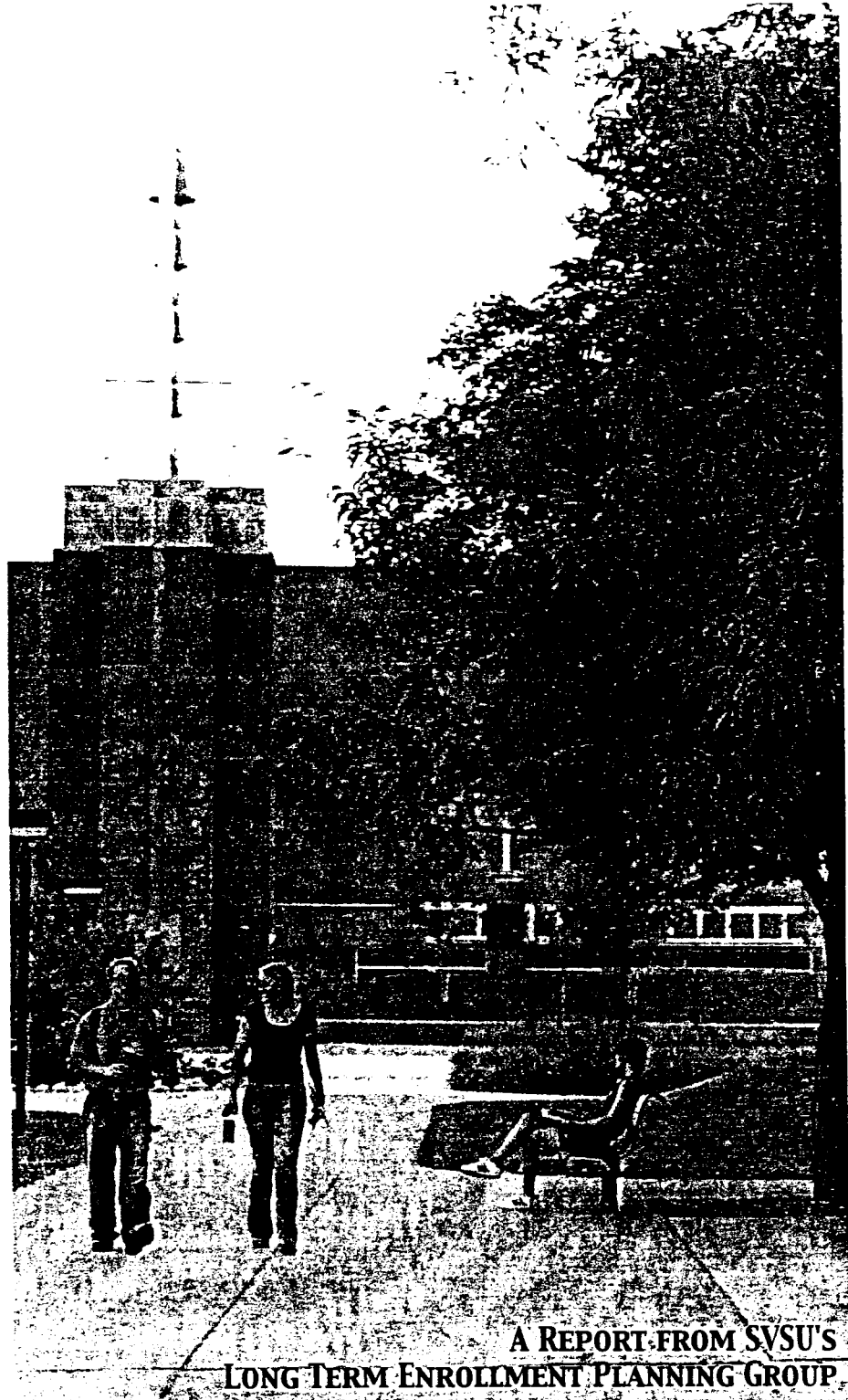
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Regular Formal Sessions will be held in the Board of Control Room, Third Floor, Wickes Hall

Day	Date	Type of Meeting	Time
Thursday	August 14, 2003	Regular Formal Session	1:30 p.m.
Thursday	August 14, 2003	Commencement	7:30 p.m.
Monday	September 8, 2003	Committees	1:30 p.m.
Monday	October 13, 2003	Regular Formal Session	1:30 p.m.
Monday	November 10, 2003	Committees	1:30 p.m.
Friday	December 12, 2003	Regular Formal Session	1:30 p.m.
Friday	December 12, 2003	Commencement	7:30 p.m.
Monday	February 9, 2004	Regular Formal Session	1:30 p.m.
Monday	March 8, 2004	Regular Formal Session	1:30 p.m.
Monday	April 12, 2004	Committees	1:30 p.m.
Friday	May 7, 2004	Regular Formal Session	1:30 p.m.
Saturday	May 8, 2004	Commencement	1:30 p.m.
Monday	June 14, 2004	Regular Formal Session	1:30 p.m.



RIGHT-SIZING THE UNIVERSITY: ENROLLMENT GOALS FOR THE NEXT DECADE



LONG TERM ENROLLMENT PLANNING GROUP MEMBERS

Stephen P. Barbus

Janalou Blecke

William R. Bowen

Jo Ann Crary

James P. Dwyer

George W. Eastland

Arthur Frock

Eric R. Gilbertson

Robert L. Maurovich

James G. Muladore

George M. Puia

Carlos Ramet

Robert S.P. Yien

INTRODUCTION:

As Saginaw Valley State University reaches an important milestone in its history – the fourth decade of service to this region – it finds itself with a stable base of enrollment support in a four-county area (Bay, Saginaw, Midland and Tuscola), with an on-campus student community that is the size of many liberal arts colleges, and with programs that increasingly make SVSU a college of choice.

At mid-point in its 2000-2005 five-year plan, the University has already neared its student population goal of 10,000 students by fall 2005, has reached its on-campus housing goal (prompting the recent approval of a new housing project for another 240 residential students by fall 2003) and has made some progress in its goal of enrolling 2,000 graduate students by fall 2005.

While such steady increases have allowed the University to effectively manage and anticipate growth, both intuition and the experience of our sister colleges in recent years suggest that institutional growth at some point reaches its logical end; or, if it is to be maintained, might require significant changes to the physical facility, to academic programs or to program delivery. With total population in the immediate four-county area expected to remain at the same level or just below current levels for the next several years and with a peak in the number of traditional-age students anticipated in 2007-2008, the University must also determine what efforts will be needed to maintain a suitable student population size. To that end, a Long Term Enrollment Planning Group was established in May 2002 to consider the implications of enrollments beyond the year 2005.

After careful assessment of the institution's identity, population factors, trends in undergraduate and graduate offerings, and issues related to international student enrollment and to the physical plant itself, the Planning Group has concluded that an appropriate near-term size for the institution is about 10,000 students. However, sustaining a population of 10,000 students, even for the near term, will require on-going marketing, recruitment and retention efforts, as well as innovation in program planning and flexibility in scheduling.

INSTITUTIONAL IDENTITY:

Since SVSU's stated mission is to provide academic and professional programs and services to the region at the highest levels of quality and value, recent gains in enrollment should be considered in an entirely positive light. Figure 1 illustrates the increase in the number of traditional-age students at SVSU since 1996, with the number of nontraditional-age students declining slightly during that same period.

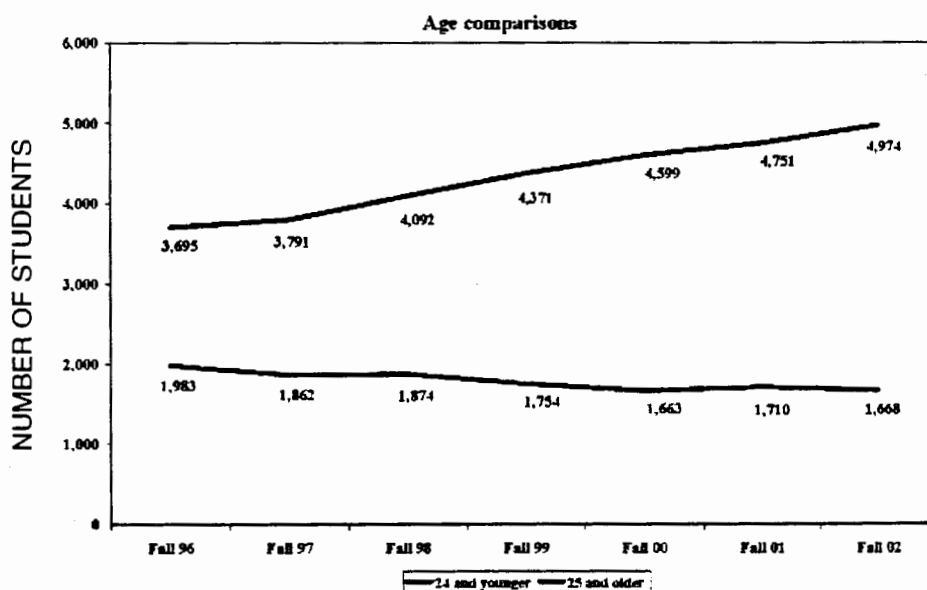


Figure 1

In addition to the increase in the traditional age population, many more students now are full time, as indicated by the rise in average credit hours per semester to 11.89. Moreover, the institution has experienced significant growth in the number of residential students and a dramatic rise in the number of Presidential scholars (high school valedictorians and salutatorians), as is shown in Figure 2.

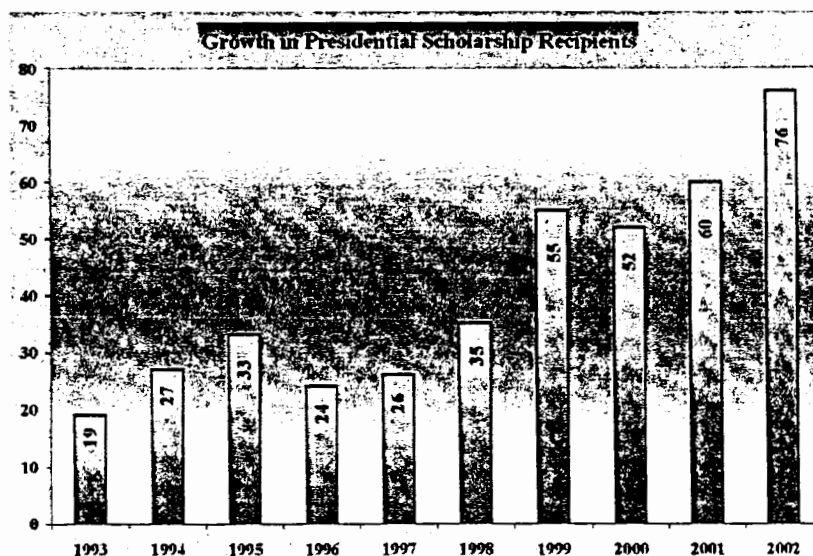


Figure 2

Figure 3 shows the improvement in high school G.P.A.s for entering freshmen during a comparable period.

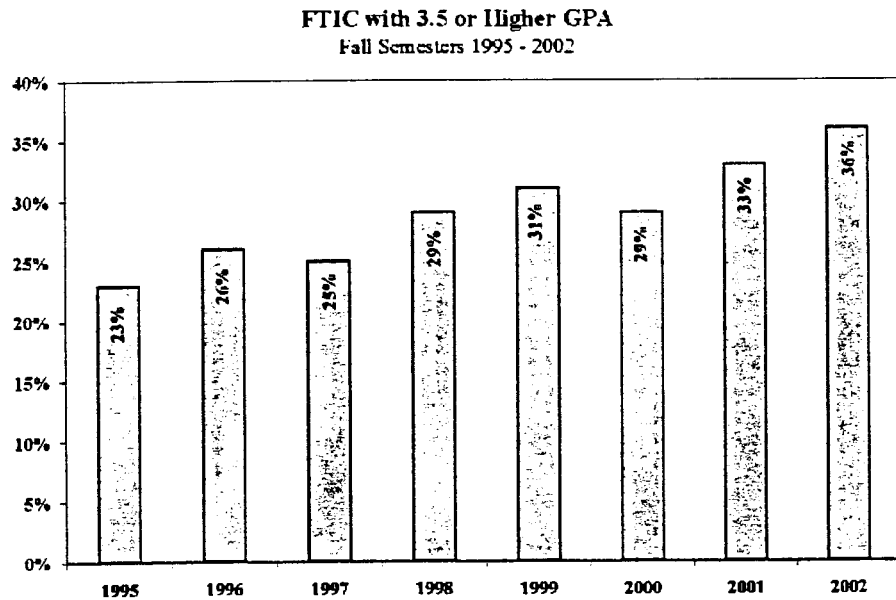


Figure 3

The increase in high-ability freshman students is an indication that the University is becoming an institution of choice as well as of access – goals consistent with the 2000-2005 Mission Statement. The University also recognizes that the nearby presence of a strong community college offering academic transfer, vocational and career programs to some 9,000 students represents an opportunity for SVSU to differentiate itself and to set its own direction as a modern university.

Figure 4 shows actual fall enrollment since the University's inception, with projections to 2005.

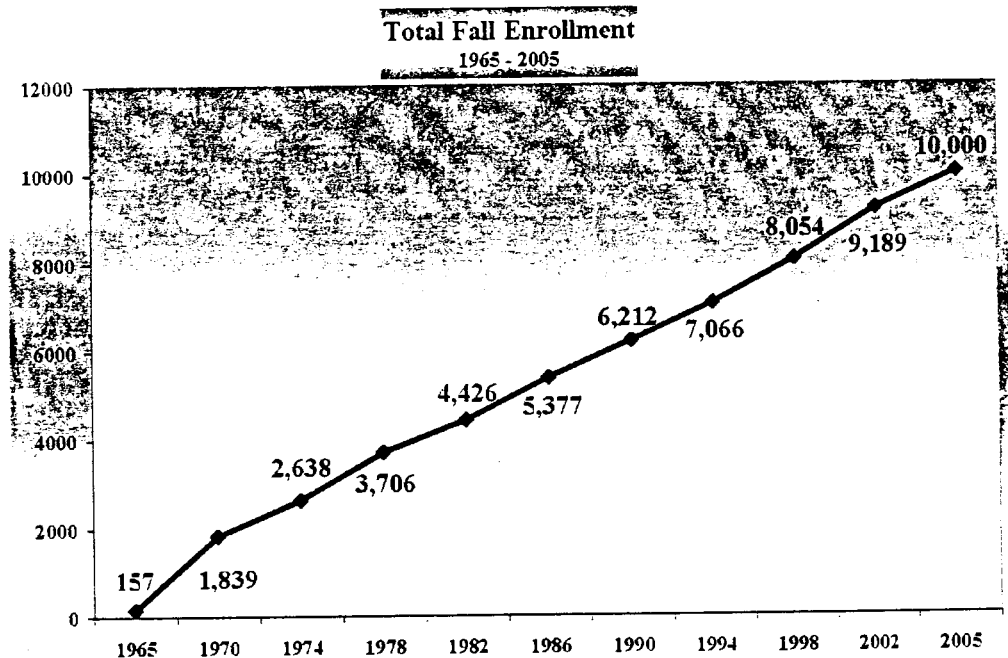


Figure 4

Although enrollment projections based on an annual 3% increase suggest that a population of 10,000 students can be attained by fall 2005, the attractiveness of SVSU historically has been based on its relatively small size, its personal attention to students, and its satisfying educational experience. Having entered a more competitive arena and seeking the same better-prepared students sought after by larger institutions, Saginaw Valley State University should recognize that its competitiveness resides in its quality of student and academic life – qualities which conceivably could be lost if the institution moves beyond a certain threshold. In short, remaining competitive and sustaining a target population of 10,000 students will require improved customer service, including additional scholarships and financial aid opportunities, rather than service diminished by size.

Some salient population factors are worth considering as the University looks to the next decade and beyond. Figure 5 shows fall semester enrollments by county during a seven-year period.

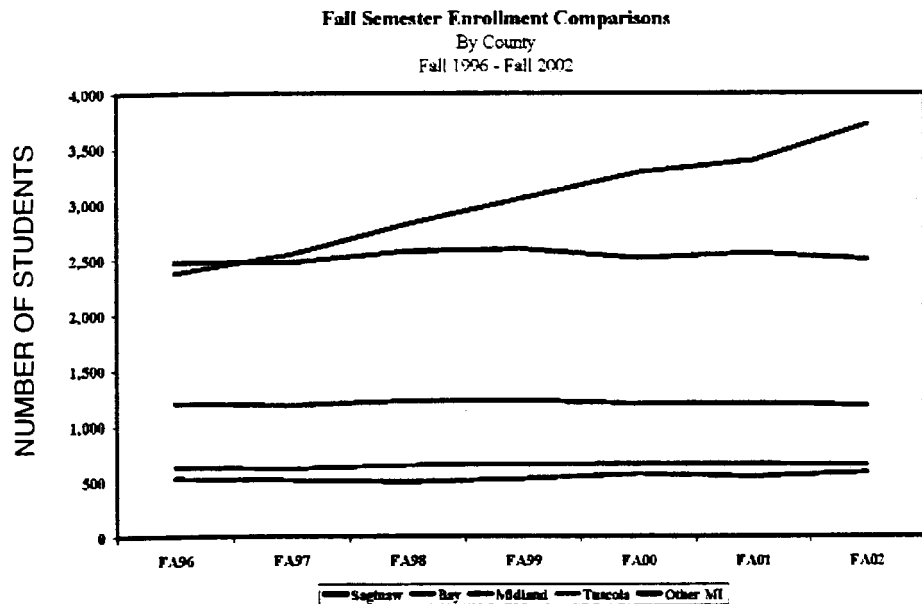


Figure 5

Saginaw, Bay, Midland and Tuscola counties demonstrate almost no significant increase in the number of students enrolling at SVSU while the number of students enrolling from other Michigan counties has risen sharply. Today, students who come from other Michigan counties total 3,715 out of 9,189, or 40%. New on-campus housing has almost certainly played an important part in recent enrollment increases since 87.5% (1,261) of the total number of residential students (1,444) hail from counties other than the immediate four.

Of equal significance is the pattern of total population growth or decline in the four base counties during the past thirty years. Figure 6 shows changes in total population for Bay, Midland, Saginaw and Tuscola counties between 1970 and 2000.

Selected County Population Changes
1970-200 U.S. Census Figures

	1970	1980	1990	2000
BAY	117,339	119,881	111,723	110,157
MIDLAND	63,769	73,578	75,651	82,874
SAGINAW	219,743	228,059	211,946	210,039
TUSCOLA	48,603	56,961	55,498	58,266
TOTAL	449,454	478,479	454,818	461,336

Figure 6

Total population in these counties is not expected to rise significantly over the next ten years, and labor market studies suggest that the population itself will be an aging one, with a diminishing number of eighteen-year olds. Of those eighteen-year olds, there will always be a certain percentage who enter the job market directly or who leave the area as part of the psychology of turning eighteen and "heading off to college."

In addition, Saginaw Valley State University is one of four post-secondary educational schools in the Tri-County area, and while the institution's neighbors appeal to different segments of the college-going population, the existence of extension programs, and of community and private colleges, translates into a shared market.

However, as the University continues to develop quality cultural and events programs in music, drama and conferences, and enhances the quality of student life through athletics and residential activities, the institution stands to gain state-wide recognition – a trend which has already started, as the increase in "Other Michigan" suggests. Put differently, the same reasons why high school graduates leave the Saginaw area to attend college elsewhere are reasons why students from other parts of the state would want to attend SVSU, assuming that programs and physical facilities are maintained to a high standard and that the University is willing to continue or increase its investment in out-of-region marketing.

As noted earlier, the University has entered a new stage, competing for better-prepared high school graduates within the immediate four-county area and state-wide. Figure 7 represents the actual and projected number of high school graduates in the State of Michigan for a twelve-year period (1998-1999 through 2010-2011). The number of high school graduates remains relatively constant for much of this time, reaching a peak in 2007-2008, and dipping back to previous levels after that.

S A G I N A W V A L L E Y S T A T E U N I V E R S I T Y

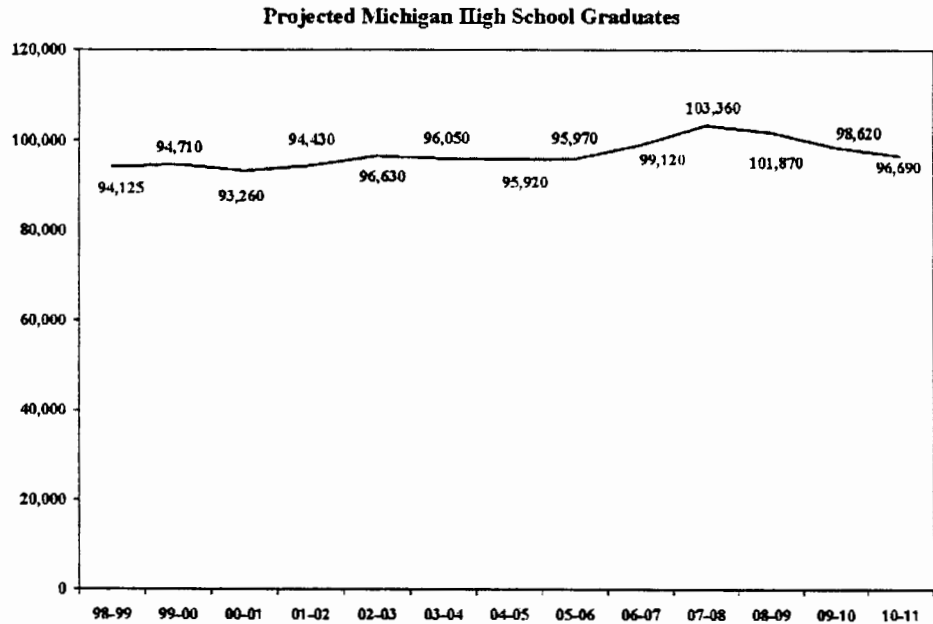


Figure 7

These changes, plus the overall aging of Michigan's population, suggest that should SVSU wish to sustain its traditional-age student population after 2008, recruitment will need to focus outside the historical target areas. Alternatively, a sustainable total population drawn largely from within the historical target area could result from programs and classes appealing to "life-long learners" or to traditionally under-served minority populations.

During the first quarter of the twenty-first century, Michigan's minority population is expected to increase from 18.6% to 24.3% of the total population. While all minority groups are projected to increase during this time-frame, the greatest increase is anticipated in the African-American population, as Figure 8 makes clear. These changes in the State's racial composition have implications for the University as it develops outreach and bridge programs, marketing strategies and degree offerings.

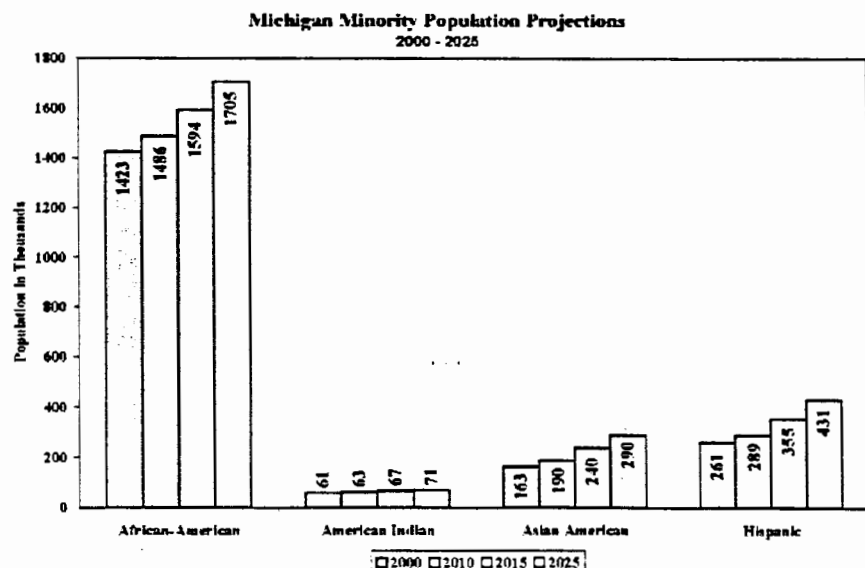


Figure 8

UNDERGRADUATE STUDENT PROFILE:

Each year, the Higher Education Research Institute at UCLA issues the results of a national survey of freshman goals, beliefs and career aspirations. While such information is useful for tracking enrollment shifts in various disciplines, it should be noted that some disciplines are more volatile than others, with the rate of student change from expected to actual major at times as high as 4.5%.

In recent years, Saginaw Valley State University has enjoyed unprecedented growth in its College of Education offerings, with nearly one out of every three students today selecting education or pre-education as a major. Benefitting from national trends as well as from weak area competition in teacher certification programs, the University acknowledges that such high student interest will inevitably wane and that predicting the next "hot" major is an inexact science, at best. Nevertheless, a comparison of national and local preferences gives some sense of changing terrain, of volatility in student choice, and of areas for possible development.

Figures 9 and 10 contrast student selection of discipline nationally and at SVSU and compare preferences today with preferences five years ago.

SAGINAW VALLEY STATE UNIVERSITY

Freshman Selection of Majors

UCLA National Study

Fall 1995 vs. Fall 2000

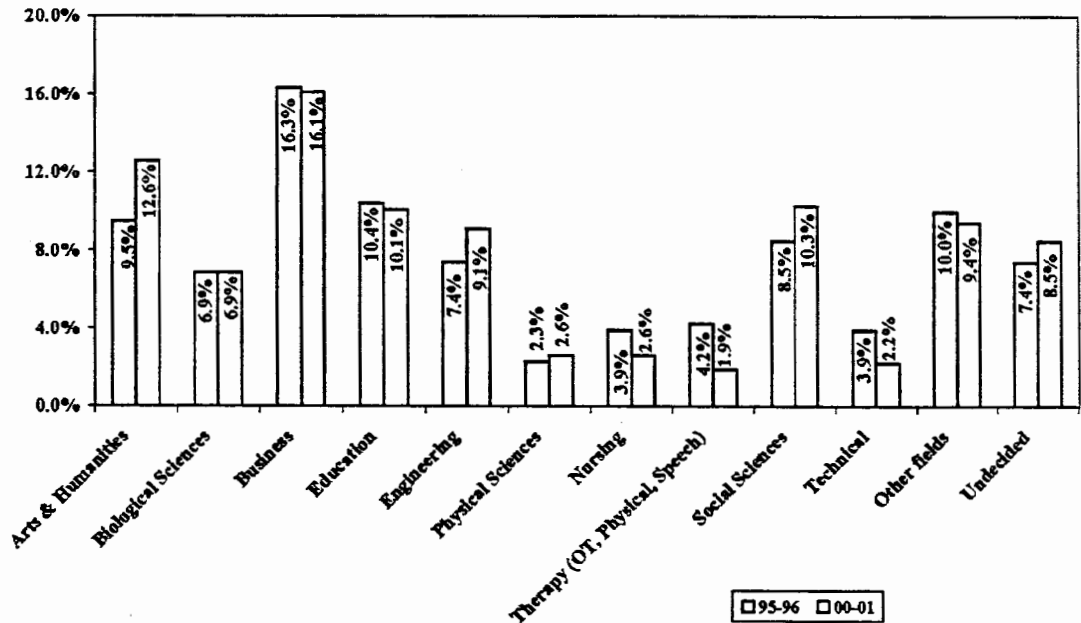


Figure 9

Freshman Selection of Majors

Saginaw Valley State University

Fall 1995 vs. Fall 2000

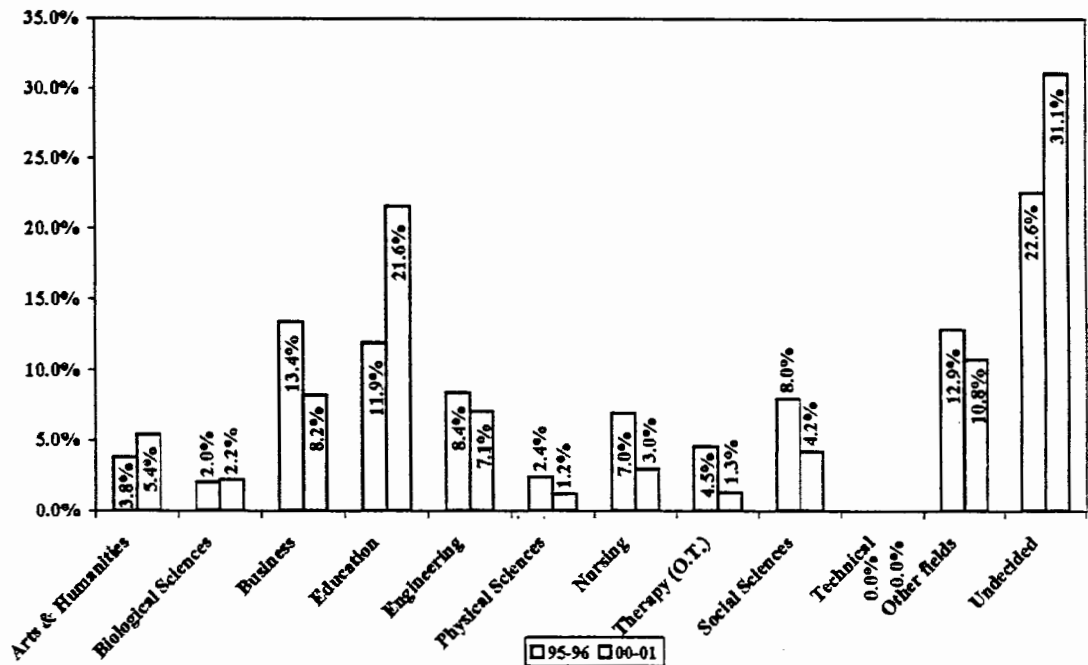


Figure 10

SOME OBSERVATIONS:

- Interest in education programs is higher at SVSU than the national norm and has increased dramatically over the past five academic years. However, employment opportunities in elementary and secondary education are predicted to decline after 2013, with a consequent lessening of interest in education as a career field.
- Business as a major at SVSU has fluctuated since 1995 and is currently selected by a smaller share of the entering freshman class than nationally. Local conditions to be considered include competition from three plus one and extension programs.
- By far, the major of choice at SVSU is "undecided," topping the list at 31.1% in the most recent survey. Exceeding the national norm by over 20%, this number also represents a 10% increase locally during the five-year period and emphasizes the importance of a strong General Education program where students are introduced to a wide range of disciplines and possible career fields.
- Interest in the health professions offered at SVSU, nursing and occupational therapy, continues to decline. From a high of 7% in 1995-1996, nursing was down to 3% in 2000-2001. Occupational therapy declined from 4.5% in 1995-1996 to 1.3% in 2000-2001. These changes, however, are consistent with changed preferences nationally.
- Although biology has remained stable since 1995-1996 both locally and nationally, at SVSU student interest in the field has consistently been below national norms. Similarly, interest in the physical sciences has remained at about the same level throughout the country, at approximately 2.5%, while dipping below the national norm at SVSU in recent years. To some extent, the decline in physical science majors at SVSU might be attributed to a concurrent increase in science education majors, with science-oriented students entering teacher certification programs.
- Contrasting snapshots of SVSU student interest in arts & humanities show an increase from 3.8% in 1995-1996 to 5.4% in 2000-2001. Interest in engineering as a field of study at SVSU has stayed about even with national norms, moving above 8% in 1995-1996 and edging just over 7% this past academic year. On this campus, the social sciences have dropped by almost half in the five-year period, with criminal justice showing a much greater decline than the national average, falling by nearly two-thirds.

While short term fluctuations in fashion can sometimes be attributed to staffing or scheduling problems, with students switching to majors that seem easier to complete on time, changes in student preference over the long term are sometimes generational and part of a "business cycle."

Protracted dips in student interest underscore the importance of on-going curricular review, undertaken with an eye to enhancing the quality of programs. Ultimately, it is the quality of programs that allows disciplines to recover from slow enrollment times.

As part of its accreditation process, the University is already engaged in institutional assessment and can further the goal of enhancement through its Qualitative Distinctive Programs and its recruitment of outstanding endowed chair holders. In part to respond to AACSB guidelines and requirements, the College of Business & Management completed major curricular revisions, and similar up-dating has taken place in the College of Nursing & Health Sciences and within departments, such as the Department of English. By nurturing some programs and by guarding others against a too rapid expansion, the University can achieve a stability of total student population, with the inevitable ebb and flow of preference for individual disciplines part of a much larger continuum.

GRADUATE PROGRAMS:

Graduate enrollment for fall 2002 totaled 1,683, a 4.1% increase, or 67 students, over the previous year. Although this increase might initially seem to indicate that the institution is making steady progress towards its enrollment goal of 2,000 graduate students by fall 2005, it should be emphasized that 81% of the total graduate enrollment is in the College of Education. The other master's degree programs – Business, Nursing, Communication & Multimedia, Technological Processes, and Criminal Justice – have instead shown some erosion since 1996.

Figure 11 illustrates fluctuations in graduate student enrollment since 1996.

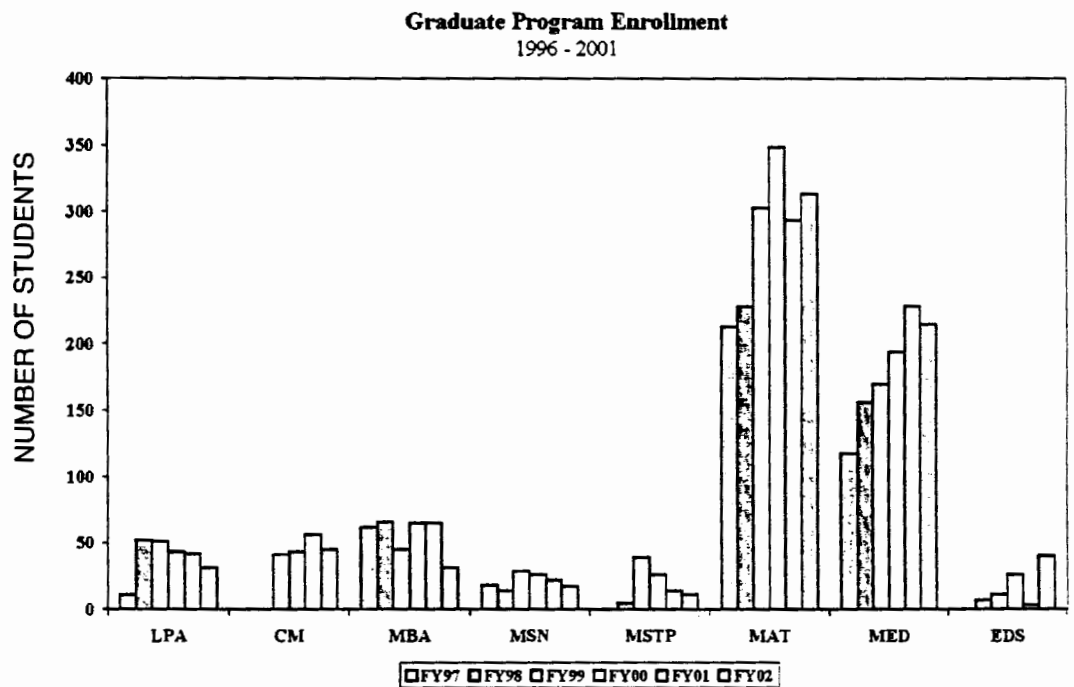


Figure 11

The development of several new or revised graduate programs a few years ago may have been predicated on the now questionable inference that the increasing number of baccalaureate degree holders in the four-county area would result in increased demand for master's degree programs. As can be seen above, such increase has only been the case for College of Education graduate offerings, where on-going course work to maintain a teaching credential is required. In contrast to the school system, many area businesses and manufacturers do not require a graduate degree for promotion, and while Saginaw Valley State University will continue to improve both marketing and delivery of new graduate programs, sufficient change has occurred in the past three years to require an adjustment of the near-term graduate population goal.

When the enrollment goal of 2000 graduate students by fall 2005 was established in 1999, the University had recently experienced double-digit graduate enrollment increases, led by the College of Education but complemented by initial growth in those new or newly revised graduate programs. In the past three years, enrollment

growth at the graduate level has averaged 3 to 4% and a review of current program delivery and of demographics suggests that the University is unlikely to exceed that annual growth rate in the near term.

Up to now, graduate education at SVSU has been defined as professional credentialing leading to an applied/terminal degree. The majority of SVSU's graduate students so far have been part-time, often fully employed individuals seeking career advancement through evening study, and the number of such students within the community may be relatively fixed by employment and labor market realities. Daytime graduate courses and teaching assistantships might be ways of encouraging full-time enrollment, though it should be noted that cultivating a traditional graduate student base does not imply developing traditional academic transfer programs.

Given that the region has established itself as a center of manufacturing, private services and health care specialization, the development of traditional academic transfer programs would neither meet the needs of regional employers nor attract graduate students in sufficient numbers to justify program cost. Instead, the institution should continue to foster specific "niche" programs by refining existing ones or by developing new programs – perhaps in software engineering, entrepreneurship or medical technology – with a clear connection to the local employment area. Sustaining, or increasing, enrollment in graduate programs will be dependent upon improved communication with area employers, more convenient weekend or compressed semester scheduling, and more determined marketing.

The anticipated annual enrollment gains of 3 to 4%, however, will not enable the University to achieve a total enrollment goal of 2,000 graduate students by fall 2005. Therefore, prudence dictates that Saginaw Valley State University revise the enrollment goal for fall 2005 to 1,865 graduate students.

OTHER FACTORS:

Although the present five-year plan envisions an increase of international student enrollment to 6% of total enrollment by fall 2005, this goal will probably need to be reconsidered in the light of changed geo-political circumstances. Since September 11, 2001, English Language schools nationally have experienced a significant drop in enrollments, sometimes resulting in the closing of such preparatory intensive English programs. While international student enrollment in academic programs tends to be more stable, the legislative consequences of 9-11 are clear: a slower application and processing time for interested international students, heightened monitoring and screening of students coming from certain countries, and a prohibition on the use of B1/B2 tourist/business visas for study.

SAGINAW VALLEY STATE UNIVERSITY

Figure 12 shows changes in international student enrollment at SVSU since fall 1990.

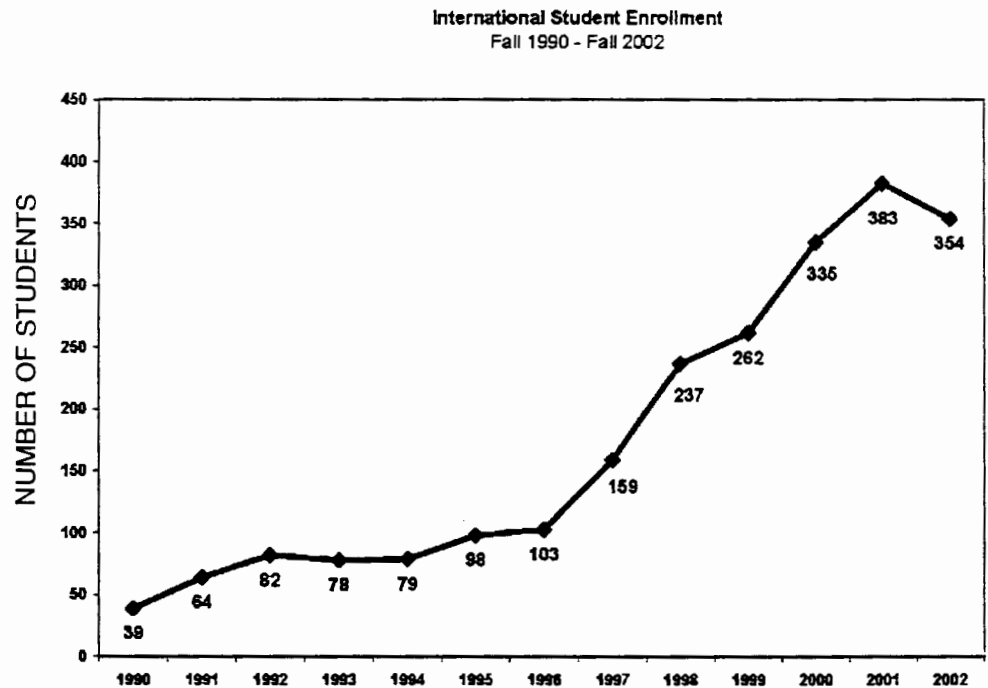


Figure 12

At SVSU, the phasing out of the Taiwanese M.B.A. program and the substantial increases in tuition, fees and housing costs relative to less expensive states, to community colleges and to other countries, would suggest that a goal of 6% international student enrollment may have to be revised. A Task Force on International Student Enrollment has been established to consider this and other related issues.

Lastly, the history of Saginaw Valley State University is also the story of new buildings and major renovations, of construction projects undertaken in response to on-going growth for thirty-eight of the institution's thirty-nine years. Figure 13 shows the proportion of square footage added during significant ten-year periods and during the present four-year period (which includes projects underway).

**Percent of Physical Plant Built or Under Construction
1966 - 2003**

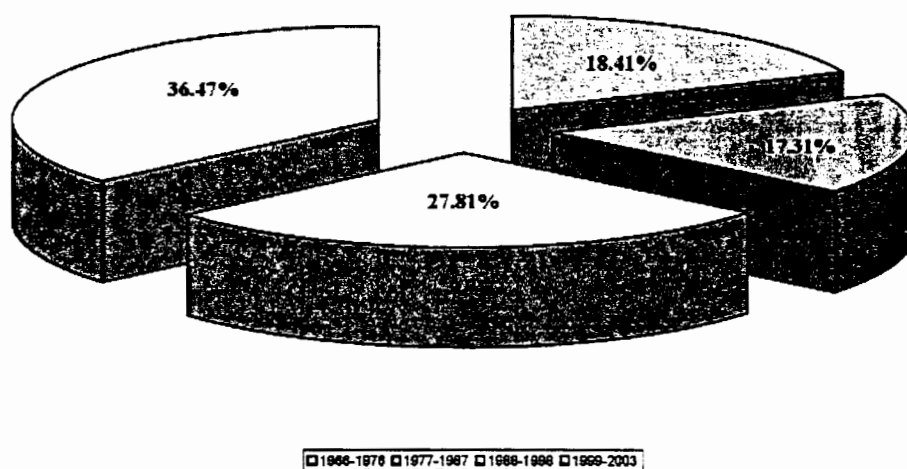


Figure 13

As indicated above, nearly 65% of the current physical plant has been constructed since 1987. With an additional \$108 million in capital projects scheduled for completion by fall 2003, the University is approaching a physical size and shape that will complete the master plan. In essence, the Regional Education Center, the Marshall Fredericks Sculpture Museum expansion, the fourth-floor addition to the Library, as well as other renovations and expansions to the physical plant, are all projects begun in the prosperity of the 1990s, carrying the institution into the first decade of the 21st century. A similar level of prosperity, economic growth and state generosity does not appear on the near – or possibly even far – horizon, and it would be incautious to begin an equal extension of the physical plant in the next decade, attracted by the hope that such expansion would spur enrollment growth.

The physical plant approaching completion is designed for around 10,000 students and satisfaction surveys as well as anecdotal evidence indicate that students have come to enjoy a high level of service. Favorable comments on the cleanliness of the campus, the convenient location of housing, and the general aesthetics of the university suggest that the physical environment itself has become a major recruiting feature. In the next decade, however, the facilities and infrastructure (systems, utilities, parking, etc.) will require considerable financial and planning resources in order to be maintained. While a student population of 10,500 might be adequately served by the soon-to-be completed physical facility, enrollment much beyond that number would stretch resources, ultimately reducing the quality of campus life.

CONCLUSION:

The long-term stability of the University will depend above all on the quality of teaching that is our distinctiveness, on the personal attention to student needs that has defined us, and on the educational experience that is the essence of the institution. As with any attempt to peer into the future, there is a great deal that is unknown: distance learning technologies, new fields of study, unanticipated population change might all be factors that would dramatically revise enrollment plans. Three years from now, the University will be better positioned to adjust for changed conditions or to capitalize on new opportunities, thus determining an optimal size. Five years from now, absent any variance with the underlying assumptions in this report, the question of sustainable size should be revisited.

However, these are the indicators that are known and identifiable:

- SVSU is a regional university in a part of the country that has shown no significant increase in population for the past three decades.
- Almost all student enrollment growth during the past five years is the direct result of investment in housing and in infrastructure that carries with it a long-term debt service.
- In addition to internal investment, the cost of attracting out-of-region students entails investment in marketing and recruiting strategies, which becomes incrementally more expensive with distance (e.g., into neighboring states).
- The physical plant has been built for 10,000 students and to increase the population beyond that will require serious financial investment in new structures and technologies.

Therefore, as a reasonable enrollment target, the Long Term Enrollment Planning Group recommends that 10,000 students be set as a population goal for the near term and that the University refrain from aggressively pursuing further expansion. Although a leveling of enrollment would impact incremental revenues, possibly resulting in a reallocation of resources, the University anticipates greater alumni support and philanthropic contributions – all part of the maturing of an institution. And the University remains confident that it will continue to have a positive economic impact on its neighbors. While growth within the boundaries of the institution might reach a natural size, the University will continue to improve, tying development less to numbers than to quality.

RECOMMENDATIONS:

The Long Term Enrollment Planning Group recommends the following measures:

- Establish a total population target of 10,000 students and refrain from aggressively pursuing expansion beyond that level.
- Reconsider the 6% international student enrollment goal.
- Reassess the enrollment capability of graduate programs and modify the 2005 goal to 1,865 students.
- Continue determined efforts to maintain or increase recruitment outside the immediate regional market.
- Improve the external image of the institution and increase scholarship/financial aid opportunities for students.
- Require and maintain accreditation of all graduate programs.



Saginaw Valley State University
7400 Bay Road
University Center, MI 48710

SVSU does not discriminate based on race, religion, color, gender, sexual orientation, national origin, age, physical impairment, disability or veteran status in the provision of education, employment and other services.

Staff Member

OF THE MONTH

**Janet
Miller**

**Administrative
Assistant**

**Macomb
Regional
Education
Center**

March 2003

Janet Miller is the Administrative Assistant for the Saginaw Valley State University Regional Education Center - Macomb, in Chesterfield Township, Michigan. She has been with the Macomb Graduate Education Center program for three years. Janet's responsibilities include student curriculum advising, managing the office operations for the Center, facilitating and managing some of the remaining construction work that needs to be completed, and supporting the faculty, staff and adjunct personnel in the Center.

Janet came to SVSU from the Mt. Clemens Community Schools system where she held a key position as the school system's Risk Manager. Her role was one of risk assessment and mitigation as regards safety issues, external hostility events (hostage and terrorist scenarios), and potential injury to students and

personnel. To be successful in this role, Janet mustered resources from the affected community's police, sheriff and fire departments, to execute simulations of events that could lead to the endangerment of the students and personnel at the schools. Under Janet's leadership, the teams quickly put into place, risk management and mitigation plans that everyone felt would lead to the best possible outcomes. Janet was also the liaison for the Mt. Clemens Community

School's, automated student accounting system.

Prior to her position at the Mt. Clemens Community School systems, Janet was with Ameritech for 22 years. She took an early retirement from her last position there as an operations manager, where she was responsible for a \$100M financial budget, and oversaw the "MISSDIG" operations for three Michigan counties. Janet holds a Bachelor's degree in Business Administration from Baker College, focusing on Business Administration and Management Leadership.

Janet sets high standards for herself in her personal life as well as her professional life. She has been an active member of St. Mark Lutheran Church, and is presently the financial secretary of that organization. David, Janet's son, presently attends SVSU as a freshman, and is a member of SVSU's TKE fraternity. As a high school student this bright young man maintained a 3.97 average, and became a National Honor Society member. He participated in sports such as football, wrestling, track, shot-put, and discus – where he broke a 25 year standing record, by a distance of 5 feet!

After three years, Janet's enthusiasm remains high and she sees a great future for SVSU. She goes on to say that, "SVSU has a wonderful reputation. Our students are preferred among other graduates. Principles always recommended SVSU over other schools for education in teaching. SVSU isn't planning to change these standards anytime soon so our students will be highly desired for years to come. I'm proud to be in this beautiful location, and I think that it's a positive statement for the local community." Janet's dedication, motivation, high standards and work ethics, clearly have earned her the "Staff Member of the Month" award.

Congratulations, Janet!

Janet can be reached at the Regional Education Center-Macomb, the number there is 586-749-0067, and her email is jmiller@svsu.edu.



Staff Member

OF THE MONTH

Shelly Reminder

Administrative
Secretary

Athletics
Department

April 2003

Shelly Reminder feels that her job is just about perfect. She is the Athletics Department Administrative Secretary, and is located in the Ryder Center. Her 14-year career at SVSU has included seven years as a transcript clerk in the Registrar's Office, five years in the Housing Department and the last two years in the Athletics Department. For someone who loves sports as much as Reminder does, this is a match made in heaven.

Her typical day might include such activities as working with the athletes and with game management, preparing official's checks for the basketball, football and baseball events, processing all the department's purchase requisitions, ordering supplies, business cards, stationery, expense management, travel planning, and assisting the department director, Griz Zimmermann, and the coaches, in their day-to-day operations. For the football season

he manufacture of those great noisemakers (plastic cups filled with beans) that are handed out free to audiences.

Reminder's enthusiasm for her job is reflected in the programs that she has been involved with:

"Tailgating Program" – Reminder works with Griz Zimmermann to administer this lively and very enjoyable football season program. She recalls that, "Grand Valley was the most memorable. There were 11,000 people at the game, and it was an SVSU home game, which made it even more intense –

So much enthusiasm, music, food, fun with balloons, and games for the kids. Different SVSU offices sponsor the tailgate event every week, and they are open to everyone on campus and their families, as well as extended visiting family."

Reminder is the Homecoming committee representative for athletics, and also coordinates the "away" game bus trips. Organizing the bus trips might include involving parents of the athletes, SVSU staff, scheduling movies on the bus, planning tailgating activities at the destination point, and providing memorabilia for everyone who rides the bus. She remembers that, "One the longest trips was to Michigan Tech in the Upper Peninsula."

She is also a co-founder of the "RED PRIDE," SVSU spirit initiative, which promotes the wearing of red colors on Fridays. Her original role was as an advisor for the initiative, and now Reminder is fully responsible for poster design, individual signs and other marketing efforts.

Reminder's family members are as sports-minded as she is . . . She's been married for 13 years, and has two sons, 12 and 8, and a daughter, 10. All of her children play basketball. The oldest son plays football, and the younger son will be starting this year. She has lived in Bay City most of her life, and is originally from the Tri-city area. The entire family likes to go fishing and camping. Family reunions are generally camping outings and sports events with 35-plus children, parents, grandparents, and great-grandparents. She is very involved in her church, and serves as the chairperson of musical and social committees, as well as one of the two worship leaders of the North Euclid Church of God.

It's no surprise to anyone that someone with so much dedication, energy and school spirit won the 2001 Terry Ishihara Award for Outstanding Co-curricular Involvement. Asked what else is on her mind, she wanted "to wish everyone RED PRIDE and don't forget to wear red on Friday."

Contact Shelly Reminder at ext. 7306, or email her at srem@svsu.edu.





Next

Steps

**2000
- 2005**

Mission

Vision

Goals

ACADEMIC IMPROVEMENT

Goal: The University will develop and deliver academic programs that provide the highest quality intellectual preparation for its students and which both motivate and enable those students to reach their full personal and professional potential.

Indicators:

- ▶ Accreditation reports from external evaluators
- ▶ Student retention data and alumni surveys
- ▶ Class size data
- ▶ Faculty-student research data
- ▶ General education program assessment data
- ▶ Undergraduate and graduate student surveys

CRITICAL SUCCESS FACTORS	DIRECTION TOWARD GOAL	KEY ACTIONS	PROGRESS
1. Exemplary Teaching	A. Promote and recognize excellence in classroom instruction and teacher-scholar research	A1. Develop means of recognition and support for classroom teaching and teacher-scholar research, establishing criteria and benchmarks by 12/2001 (Academic Affairs, Colleges)	A1. Due to the use of student assistants in labs, SET faculty in general tend to have more teacher/scholar research activities than their counterparts in other academic units. However, as a direct result of a U.S. Department of Education Title II grant, COE faculty have had a significant increase in the number of research activities with student participation. Support for faculty development in the form of awards made in FY 2002, for work to be conducted primarily in FY 2003, included 28 external grants totaling \$3.9 million; 53 faculty improvement pool awards totaling \$21,979 to support conference paper presentations; 8 sabbaticals granted for AY 2002-03 for a total of 72 hours of release time plus \$18,390 compensation for summer 2002 sabbatical time; 5 Foundation Resource Grants for a total of \$22,865 (primarily for activities during AY 2001-02) and 32 Unit Committee Awards for a total of 92 hours of release time and \$64,988. In addition, 28 faculty development awards (stipends and/or release time) to carry out the work of the Title II and PT3 grants were awarded primarily for AY 2001-02. The total dollar amount of these awards was \$193,500 and 62 hours of release time. Thirty-three additional awards of \$308,500 and 90 hours of release time were made for AY 2002-03.

ACADEMIC IMPROVEMENT (continued)

Goal: The University will develop and deliver academic programs that provide the highest quality intellectual preparation for its students and which both motivate and enable those students to reach their full personal and professional potential.

CRITICAL SUCCESS FACTORS	DIRECTION TOWARD GOAL	KEY ACTIONS	PROGRESS
1. Exemplary Teaching (continued)	B. Maintain small class sizes and commitment of full-time faculty to teaching	A2. Utilize retention data, student and alumni surveys, or focus groups to improve classroom instruction (Academic Affairs, Colleges)	A2. In fall 2002, alumni outcomes surveys were sent to 1,717 SVSU alumni. A total of 615 (35.82%) responded. More than 86% of the respondents indicated that they were "very satisfied" or "somewhat satisfied" in all categories (course content, faculty/student interaction, variety of instructional approaches, etc.). No specific action based on alumni outcomes surveys has yet been taken. Retention data, however, demonstrates a need for improved classroom instruction for first-year students. Academic Affairs is developing a pilot program for faculty who teach basic skills writing courses or select general education courses so that a "college skills" module will be incorporated into the first year classroom experience.
		B1. Continue to expand workforce of full-time faculty in proportion to enrollment growth (Academic Affairs, Colleges)	B1. The number of authorized full-time faculty positions increased from 215 in 1999-00 to 228 in 2000-01, to 235 in 2001-2002, and to 242 in 2002-2003. An additional 5 full-time faculty positions are anticipated for 2003-2004, which would bring the total number of full-time faculty to 247.
		B2. Maintain small class sizes appropriate to course material and goals with overall institutional average of not more than 26 students per section (Academic Affairs, Colleges)	B2. The average class size at SVSU is 23.8. Since class size appropriate to course material and goals differs according to discipline, a unit-based study of class size was conducted in FY 2001-02. The average class size by college during fall 2001 and winter 2002 was ABS 28; B&M 27.27; Education 20.4; NHS 18; SET 23.19.

ACADEMIC IMPROVEMENT (continued)

Goal: The University will develop and deliver academic programs that provide the highest quality intellectual preparation for its students and which both motivate and enable those students to reach their full personal and professional potential.

CRITICAL SUCCESS FACTORS		DIRECTION TOWARD GOAL	KEY ACTIONS	PROGRESS
1. Exemplary Teaching (continued)	C. Expand opportunities for collaborative faculty-student research	C1. Establish appropriate benchmark and increase number of faculty-student research projects by 5% per year (Academic Affairs, Colleges)	C1. Recommend deleting benchmarks since the number of faculty-student research projects is difficult to measure.	
2. Continuous Development of Faculty and Staff	A. Assure the continuous academic and professional growth of faculty and staff	A1. Allocate 5% additional support each year for faculty development in discipline-based programs (President, Academic Affairs, Colleges)	A1. In addition to annual faculty sabbaticals and \$750 per full-time faculty for professional development activities, FY 2002 saw increases in support of faculty conferences from \$17,956 to \$21,978 (+22%) and of faculty development projects from \$67,688 to \$86,966 (+28%). There were a total of 28 external grants awarded to faculty and academic staff, an increase from 21 in FY 2001. The total of external grant awards was \$3,909,606, an increase of 6.5%.	
		A2. Provide additional incentives/rewards for professional development and growth (Academic Affairs, Colleges)	A2. See above.	
		A3. Provide a strong orientation for new faculty and staff (Academic Affairs, Colleges)	A3. The 6 th Annual Faculty Summer Institute was held in August 2002. Participants have met three times during the academic year for continued dialogue. The Colleges of Education, Arts & Behavioral Sciences and Nursing & Health Sciences have established new faculty mentoring programs.	

ACADEMIC IMPROVEMENT (continued)

Goal: The University will develop and deliver academic programs that provide the highest quality intellectual preparation for its students and which both motivate and enable those students to reach their full personal and professional potential.

CRITICAL SUCCESS FACTORS**DIRECTION TOWARD GOAL****KEY ACTIONS****PROGRESS**

2. Continuous Development of Faculty and Staff (continued)

A. Assure the continuous academic and professional growth of faculty and staff (continued)

A4. Improve systems for sustained support of adjunct faculty by 12/2001 (Academic Affairs, Colleges)

A5. Develop new, systematic programs to encourage and support the professional development of Administrative/Professional and Support Staff at all levels. (Employment & Compensation Services, All)

A4. Full-time faculty in the Department of English have conducted three workshops for adjuncts and developed a common framework and approach for teaching English 111: English Composition. College of Education has established a strong linkage between full-time faculty and adjuncts in all Teacher Education courses. In addition, four university-wide receptions for adjunct faculty were held in fall 2002. Each college also scheduled its own adjunct support activities during that term. These university-wide and college activities will be repeated annually.

A5. A Director of Staff Relations, Doug Dawson, assumed duties in March 2002. Staff Relations has since developed and implemented a class for Administrative Professionals titled "Performance Management." The class was attended by almost all AP's, supervisors/managers and directors/vice presidents. Staff Relations has also developed and partially implemented a training exercise on Customer Relations, which has been completed by ECS, the Controller's Office, and units within Student Services and Enrollment Management. In addition, a new performance management tool was implemented in 2002-03. The purpose of the appraisal form is to set goals for improvement, measure performance, and document a development plan to enhance future performance. All AP's and a significant number of support staff have utilized this tool.

ACADEMIC IMPROVEMENT (continued)

Goal: The University will develop and deliver academic programs that provide the highest quality intellectual preparation for its students and which both motivate and enable those students to reach their full personal and professional potential.

CRITICAL SUCCESS FACTORS	DIRECTION TOWARD GOAL	KEY ACTIONS	PROGRESS
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3. Exemplary Curriculum	A. Develop and implement an exemplary general education program which provides a strong foundation in the liberal arts and the development of academic and technological skills, and which is informed and supported by outcomes assessment processes and measures	A1. Develop and implement a strong general education program with outcomes assessment and benchmarks by 4/2002 (Academic Affairs, Colleges of ABS and SET)	A1. In fall 2001, the new General Education Program was introduced with three goals for students: critical thinking, logical reasoning, and effective communication. In fall 2001, a standardized test was given to over 200 first-time-in-college (FTIC) students to assess the effectiveness of the program. SVSU students, when compared with other freshmen from four-year colleges, tended to perform slightly above the national mean in Writing Skills and Essay Writing tests and below the national mean in the Critical Skills test. Evaluations were continued in fall 2002.
		A2. Implement a revised institutional definition and delivery of basic skills instruction and assessment by 12/2002 (Academic Affairs, Colleges of ABS and SET)	A2. Reading and Writing instruction has been standardized and assessment has been based on widely accepted tests such as Daniel Reading Scores and ACT and SAT writing scores. A major revision of the Math Basic Skills program was ratified by the faculty in December 2002. In line with other state universities in Michigan, the requirement of proficiency in intermediate algebra will now be decided by individual academic units.
	B. Maintain rigorous and effective review processes to ensure well-conceived, coherent, and effectively delivered academic and professional programs	B1. Achieve program-specific accreditation for the College of Business & Management by 6/2002 and maintain such accreditation for other appropriate academic or professional programs. (Academic Affairs, Colleges)	B1. The College of Education received an exemplary report from the NCATE Board of Examiners, following the February 18-20, 2002 accreditation visit. The College of Business was given a one-year deferral by AACSB, following the accreditation visit on October 22-24, 2001. A second accreditation visit took place on February 3-4, 2003, resulting in a positive recommendation by the team. Accreditation Board action is anticipated in April 2003.

ACADEMIC IMPROVEMENT (continued)

Goal: The University will develop and deliver academic programs that provide the highest quality intellectual preparation for its students and which both motivate and enable those students to reach their full personal and professional potential.

CRITICAL SUCCESS FACTORS	DIRECTION TOWARD GOAL	KEY ACTIONS	PROGRESS
<p>3. Exemplary Curriculum (continued)</p>	<p>B. Maintain rigorous and effective review processes to ensure well-conceived, coherent, and effectively delivered academic and professional programs (continued)</p>	<p>B2. Review existing processes for curricular change by establishing a task force in 9/2000 and 4/2001 (President, Academic Affairs, Faculty Association)</p> <p>B3. Develop linkages in which key employers provide program feedback by 8/2002 (Academic Affairs, Colleges)</p>	<p>B2. Failed to obtain this in collective bargaining.</p> <p>B3. The system of employer linkages varies by college and program. ABS houses three internship programs (Criminal Justice, Social Work and Technical Writing) in which field representatives from employer-agencies provide regular feedback on student performance to the professor, and the College's MLPA program operates with a community advisory board. The College of Business has established a family business advisory board and has surveyed members of the business community when revising the MBA program and the goals and mission statements. Education has formal partnerships with three public school districts and strong informal relationships with numerous school districts through its placement office. In addition, Education has established two External Advisory Committees (in Macomb and in the Tri-City area) which meet twice a year. SET makes use of an assessment manual for continuous improvement in engineering and draws on employer surveys and direct meetings with supervisors of engineering graduates. Less formal arrangements exist for other science departments such as anecdotal feedback from the SET Corporate Education Advisory Council, comprised of some 25 community leaders. Nursing has established an Advisory Committee of nursing executives from regional health care facilities. It meets twice a year.</p>

ACADEMIC IMPROVEMENT (continued)

Goal: The University will develop and deliver academic programs that provide the highest quality intellectual preparation for its students and which both motivate and enable those students to reach their full personal and professional potential.

CRITICAL SUCCESS FACTORS	DIRECTION TOWARD GOAL	KEY ACTIONS	PROGRESS
3. Exemplary Curriculum (continued)	B. Maintain rigorous and effective review processes to ensure well-conceived, coherent, and effectively delivered academic and professional programs (continued)	B4. Develop additional needs-based graduate, post-graduate, international, cross-disciplinary, and certification programs (Continuing Education, Academic Affairs, Colleges)	B4. Academic deans formed advisory committees to provide input to curriculum development. These committees are active and meet regularly. At the end of a two-month study of potential new graduate programs, the Academic Affairs Office and its colleges concluded that a pilot program in forensic science should be incorporated into the Criminal Justice graduate program and that the Department of Computer Science should also be encouraged to explore a master's degree program in software engineering. No additional funds will be required for these exploratory programs.
C. Assure a campus environment that promotes racial, ethnic, interdisciplinary, and international integration of curriculum and co-curricular activities		C1. Continually integrate racial, ethnic, interdisciplinary and international diversity within curricular and co-curricular activities (President, Academic Affairs, Colleges, Student Affairs, Enrollment Management, Minority Student Services, Equal Opportunity/Special Programs)	C1. The search for a Special Assistant to the President for Diversity programs was concluded in August 2002 with the hiring of Dr. Mamie T. Thorns. The Diversity Programs Office is presently conducting meetings with division heads, updating the Affirmative Action Plan, and compiling data for an SVSU Internal Diversity Analysis report. Cultural programs are on-going, with improved participation at 2002-03 events.
4. Sufficient Financial Support to Accomplish Goal	A. Continue efforts to establish more equitable, enrollment-driven basis for State appropriations	A1. Achieve annual State appropriations increases at inflationary rate multiplied by rates of enrollment increases (President, Governmental Relations, Board of Control)	A1. As a result of executive orders issued in December 2002 and in February 2003, the FY 2003 appropriation decreased 3.5% from the prior fiscal year.

PROGRAM QUALITATIVE DISTINCTIVENESS

Goal: The University will enhance the value of all its programs by developing several qualitatively distinctive programs that achieve and deserve recognition as among the finest such programs offered by teaching universities [Comprehensive I] in the United States.

Indicators:

- ▶ External evaluation of DOE Partnership grant reports
- ▶ Credentials of endowed chair holders
- ▶ Annual evaluation of charter schools
- ▶ Fund-raising results
- ▶ Number of faculty external grants
- ▶ Number of faculty Fulbright Scholars
- ▶ Accreditation reports

CRITICAL SUCCESS FACTORS		DIRECTION TOWARD GOAL	KEY ACTIONS	PROGRESS
1. Development of Distinctive Programs		A. Establish criteria for program distinctiveness, including program reputation, student admissions, management of resources, student career outcomes, and cross-cultural components	A1. Utilize the DOE Partnership Grant to achieve key institutional goals and to establish the University as a regional resource and a national teacher preparation model by 2001-2004 (President, Academic Affairs, Colleges, Sponsored Programs).	A1. All institutional goals relative to the U.S. Department of Education Title II Grant have been met. SVSU has become a regional center for K-12 teachers and administrators. The Third Annual Regional Educational Conference took place March 26-27, 2002.
			A2. Recruit outstanding endowed chair holders in Education, Global Business (by 12/2000), Engineering (by 12/2001) and Ethics (by 12/2002) (President, Academic Affairs, Colleges Board of Control).	A2. With the hiring of the Finkbeiner Chair in Ethics in summer 2002, the task was completed and all six endowed chairs are currently filled. A Wickes Chair in International Business was also hired for fall 2003, filling an existing position which had been vacant.

PROGRAM QUALITATIVE DISTINCTIVENESS (continued)

Goal: The University will enhance the value of all its programs by developing several qualitatively distinctive programs that achieve and deserve recognition as among the finest such programs offered by teaching universities [Comprehensive I] in the United States.

CRITICAL SUCCESS FACTORS	DIRECTION TOWARD GOAL	KEY ACTIONS	PROGRESS
1. Development of Distinctive Programs (continued)	B. Designate, support and promote programs identified as distinctive or potentially distinctive	<p>B1. Establish a process to identify emerging, qualitatively distinctive programs (President and Vice Presidents)</p> <p>B2. Designate resources and facilities and develop Macomb as a distinctive extension of the University (President)</p> <p>B3. Develop and support a system of strong and creative charter schools (Board of Control, President, School-University Partnerships)</p>	<p>B1. A Center for Business and Economic Development (CBED) was established as a new distinctive program in the College of Business. James Van Tiflin was hired as the Center's director and assumed duties in March 2003.</p> <p>B2. Macomb Area Educational Center was completed as scheduled. A Director of Off-Campus Graduate Education was hired and the building was officially dedicated in February 2003.</p> <p>B3. New directions set by Board: During 2002-03, the Office of School/University Partnerships opened a new charter school in New Haven. (The current total is 18 charters and 5,273 students compared to 17 charters and 4,586 students in 2002.) The College of Education continues a partnership with Cesar Chavez Academy to become a model charter school.</p>
2. Sufficient Funding to Accomplish Goal	A. Obtain and allocate resources to recognize and support key academic, extracurricular, and service programs	<p>A1. Designate General Fund support for programs identified as distinctive by 7/2001 (President, Academic Affairs)</p> <p>A2. Develop and achieve targeted private fund-raising efforts for distinctive programs by 6/2002 (President, SVSU Foundation, Sponsored Programs, Alumni Relations)</p>	<p>A1. Allocation of \$200,000 was made in 2001-02. An allocation of \$200,000 was also made in 2002-03 to different programs.</p> <p>A2. Allen Foundation grant of \$1 million to endow Research Fund; major requests to other potential donors are pending.</p>

PROGRAM QUALITATIVE DISTINCTIVENESS (continued)

Goal: The University will enhance the value of all its programs by developing several qualitatively distinctive programs that achieve and deserve recognition as among the finest such programs offered by teaching universities [Comprehensive I] in the United States.

CRITICAL SUCCESS FACTORS		DIRECTION TOWARD GOAL	KEY ACTIONS	PROGRESS
2. Sufficient Funding to Accomplish Goal (continued)		A. Obtain and allocate resources to recognize and support key academic, extracurricular, and service programs (continued)	A3. Expand endowments to \$40,000,000 by 6/2005 (President, SVSU Foundation)	A3. The endowment market value as of 12/31/02 was \$20,747,000. From 2000 through 2002, the stock market experienced three consecutive years of negative return for the first time since 1939 through 1941. Poor investment returns and a fall-off of new contributions contributed to the stagnation of SVSU's endowment expected growth despite new cash/stock contributions and pledges of \$14,894,000 during this same period (2000-2002). It is not probable that the market can provide the level of returns that would be necessary over the next several years to enable achievement of the goal.
			A4. Revised action plan, per President (February 2003): Raise pledges and new gifts of \$2,000,000 for endowments by June 2005	A4. Potential donors have been identified with major requests under development.

ENROLLMENT MANAGEMENT

Goal: The University will increasingly become an institution of choice for students while remaining an institution of opportunity.

Indicators:

- ▶ Annual enrollment data
- ▶ GPA and ACT data for entering freshmen
- ▶ Demographic data for student body
- ▶ Student retention data
- ▶ Alumni survey/focus group data
- ▶ Assessment of career planning and placement initiatives
- ▶ Assessment of effectiveness of Student Support Service programs

CRITICAL SUCCESS FACTORS	DIRECTION TOWARD GOAL	KEY ACTIONS	PROGRESS
1. Maintain Moderately Paced Enrollment Growth, Consistent with University's Mission	A. Expand markets for student recruitment	A1. Increase total University enrollment 3% each year, reaching total enrollment of 10,000 by 9/2005 (Enrollment Management)	A1. Fall semester 2002, enrollment totaled 9,189, a 2.83% increase, or 253 students, over the previous year.
		A2. Graduate enrollment goal revised from 2,000 students by fall 2005 to 1,865 by fall 2005. (Enrollment Management, Academic Affairs, Colleges)	A2. Graduate enrollment for fall 2002 totaled 1,683, a 4.1% increase, or 67 students, over the previous year.
		A3. Establish appropriate benchmarks for maintaining low tuition and fee rates (Board of Control, President, Enrollment Management)	A3. Current Michigan Council of Presidents data indicates SVSU has lowest tuition in state for public universities.
	B. Expand and improve campus facilities to accommodate enrollment growth	B1. Increase to 1,500 the number of students living on-campus, consistent with the availability of campus housing by 9/2004 (Student Affairs)	B1. Due to student demand, the goal for on-campus housing has been increased. Completion of the Living Center II project is scheduled for August 2003, allowing for a new goal of 1,730 residential students.

ENROLLMENT MANAGEMENT (continued)

Goal: The University will increasingly become an institution of choice for students while remaining an institution of opportunity.

CRITICAL SUCCESS FACTORS	DIRECTION TOWARD GOAL	KEY ACTIONS	PROGRESS
2. Recruitment of Well-Prepared Students	<p>A. Increase recruitment and retention of high-achieving students</p> <p>B. Increase recruitment and support for international and minority students</p>	<p>A1. Increase recruitment and enrollment of honors students, (i.e., with 3.5 GPA and above) to comprise 35% of FTIC class by 9/2005 (Enrollment Management, Admissions)</p> <p>A2. Increase average ACT score for entering FTIC class to exceed national average for public teaching universities by 9/2005 (Enrollment Management)</p> <p>A3. Provide additional enhanced learning opportunities for high achieving students – e.g., Roberts Fellowship Program, re-developed Honors Program (President, Academic Affairs)</p> <p>B1. Increase enrollment of qualified students from under-represented racial, ethnic, and cultural backgrounds to reflect population of East-Central Michigan region by 9/2005 (Enrollment Management, Admissions)</p>	<p>A1. Fall semester 2002, 36.4 % of the total first-time-in-college (FTIC) students had GPAs of 3.50 or better, an increase from 32.7% in 2001. There were 76 valedictorians and salutatorians in the 2002 FTIC class – an increase from 60 in 2001.</p> <p>A2. The ACT score for the fall 2002 class was 21.01. The national ACT Composite mean score for 2002-2003 was 20.8.</p> <p>A3. The “Foundation Scholars” program has enrolled 73 and 81 students for the fall semesters of 2001 and 2002 respectively. For the fall 2003 Foundation Scholars program, 85 students are expected to enroll.</p> <p>B1. From 1996 to 2000, 13.82% of high school graduates from Bay, Midland, Saginaw, and Tuscola counties were African American, Hispanic and Native American students. For the same four-year period, 13.09% of SVSU’s undergraduate enrollment from the above counties was comprised of a comparable minority student grouping. (For the four-year period 1997-2001 data is not yet available from the State Education Department.)</p>

ENROLLMENT MANAGEMENT (continued) Goal: The University will increasingly become an institution of choice for students while remaining an institution of opportunity.			
CRITICAL SUCCESS FACTORS	DIRECTION TOWARD GOAL	KEY ACTIONS	PROGRESS
2. Recruitment of Well-Prepared Students (continued)	B. Increase recruitment and support for international and minority students (continued)	B2. International student enrollment goal revised from 6% of total enrollment by 9/2005 to 5% of total enrollment by 9/2005 (International Programs, Enrollment Management)	B2. Fall semester 2002, 354 students, or 3.85% of the total enrollment, was comprised of international students. This represents a decrease of 29 students (-0.44%) from fall semester 2001 and is attributable to changed international circumstances, new INS visa processing requirements, and the phasing out of the Taiwan M.B.A. program. A Task Force on International Student Enrollment was convened and developed recommendations for adjusting international student enrollment goals.
3. Success of Students and Graduates	A. Improve opportunities, programs, personnel, and efforts to increase rates of student success, intellectual and personal growth	A1. Increase rates of student baccalaureate degree program completion 10% by 4/2005 (Enrollment Management, Academic Affairs)	A1. In AY 2002-2003, the first-year retention rate again decreased, from 63.47% to 62.02%, but at a lower rate (1.45%) than during AY 2001-02 (2.60%). The retention decline appears to be due to a high number of international students who transfer out; to non-traditional students who, as a group, perform poorly; and to rural students whose academic performance, compared to other freshmen, is poor and who leave SVSU at higher rates than do other freshmen. We are examining our admissions criteria for international and non-traditional students to determine what changes may be necessary to reverse these trends. In addition, for fall semester 2003, we will implement four new initiatives, as instruction-based pilot programs with faculty and selected freshman groups, to improve retention of our freshmen. It should be noted, however, that the long-term retention rate of students has improved; the graduation rate of students in their fourth and fifth years has increased from 18.75% to 20.30%.

ENROLLMENT MANAGEMENT (continued)

Goal: The University will increasingly become an institution of choice for students while remaining an institution of opportunity.

PROGRESS**KEY ACTIONS****DIRECTION TOWARD GOAL****CRITICAL SUCCESS FACTORS**

<p>3. Success of Students and Graduates (continued)</p>	<p>A. Improve opportunities, programs, personnel, and efforts to increase rates of student success, intellectual and personal growth (continued)</p>	<p>A2. Establish a comprehensive career center that consolidates career research, development, advising, internships, and job placements by 7/2000 (Enrollment Management)</p> <p>A3. Complete research on retention rates and assess effectiveness of Student Service's programs by 12/2001 (Enrollment Management)</p>	<p>A2. Students served by the Office of Career Planning & Placement increased from 4,436 personal contacts in AY 2001-02 to 4,621 so far this year. Our employment fairs have increased in student participation from 715 last year to a projected 976 in AY 2002-03. The number of jobs posted has increased from 3,378 last year to 5,228 this year. The number of students who accessed our on-line system for employment opportunities or for placement information and assistance increased from 17,405 last year to 18,062 so far this year. Internships and cooperative education placements decreased from 237 last year to 214 this year; this was due to downsizing at the Dow corporations and Delphi whose practice it is to limit cooperative education placements when layoffs or hiring freezes occur.</p> <p>A3. Retention studies for the College Success Course Program continue to demonstrate that freshmen enrolled in such courses persist at higher rates than freshmen not enrolled in such courses: 9.40% higher in the senior year and 10-12% higher in the freshman year. The effectiveness of Student Service's programs was evaluated in the Student Satisfaction Survey in fall 2001, which reported satisfaction rates from 72-85%. When responses by "somewhat satisfied" students are included, those rates range from 91-95%. Only 0.42% to 6.27% of the responses were from "very dissatisfied" students.</p>
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ENROLLMENT MANAGEMENT (continued)

Goal: The University will increasingly become an institution of choice for students while remaining an institution of opportunity.

CRITICAL SUCCESS FACTORS	DIRECTION TOWARD GOAL	KEY ACTIONS	PROGRESS
3. Success of Students and Graduates (continued)	A. Improve opportunities, programs, personnel, and efforts to increase rates of student success, intellectual and personal growth (continued)	<p>A4. Develop alumni surveys/focus groups by 6/2001 to improve program effectiveness (Colleges, Alumni Relations)</p> <p>A5. Ensure a rich and vibrant extracurricular campus culture, including an infrastructure to support diversity of students served (Enrollment Management, Student Affairs)</p>	<p>A4. A questionnaire was sent to 1,717 SVSU alumni, of whom a total of 615 (35.82%) responded. The survey demonstrated a high level of satisfaction with SVSU programs and services. Upwards of 86% of respondents indicated that they were "somewhat satisfied" or "very satisfied" in all categories (course content, quality of programs, variety of courses, etc.).</p> <p>A5. Student Center construction began in May 2002 and is scheduled for completion by August 2003. The search for a Director of Diversity Programs was concluded with the hiring of Dr. Mamie T. Thorns in August 2003. Data not available, but campus activities expected to increase in number and participation in 2002-03.</p>
4. Sufficient Facilities and Resources to Accomplish Goal	A. Continue efforts to obtain enrollment-based appropriations support and necessary facilities from State	<p>A1. Achieve annual State appropriations increases at inflationary rates times rate of enrollment increase (President, Government Relations)</p> <p>A2. Obtain funding for IF-4 College of Education building by 6/2001 and complete construction by 9/2003 (President, Government Relations, Administration and Business Affairs, Engineering Services)</p>	<p>A1. As a result of executive orders issued in December 2002 and in February 2003, the FY 2003 appropriation decreased 3.5% from the prior fiscal year.</p> <p>A2. Funding sources for the University project match of \$10 million have been identified. The project is on schedule and is expected to be completed by September 2003.</p>

ENROLLMENT MANAGEMENT (continued)
Goal: The University will increasingly become an institution of choice for students while remaining an institution of opportunity.

CRITICAL SUCCESS FACTORS	DIRECTION TOWARD GOAL	KEY ACTIONS	PROGRESS
4. Sufficient Facilities and Resources to Accomplish Goal (continued)	A. Continue efforts to obtain enrollment-based appropriations support and necessary facilities from State (continued)	A3. Expand private and general fund support for merit and talent-based scholarships by 20% for a total of \$3,000,000 by 9/2005 (Development, SVSU Foundation)	A3. Fiscal support for merit and talent-based scholarships continues to increase each year. For 2002-03, the General Fund-based scholarship was increased by 13.5% (\$478,148). For 2003-04, the projected scholarship budget increase is also 13.5% (\$541,425). These funding increases are driven by freshman student enrollment increases of high ability students including Presidential and University scholars. Due to recent declines in investment-based earnings, we anticipate that fewer private scholarships dollars will be available for 2003-04 and 2004-05.

TECHNOLOGY

Goal: The University will make a qualitative step forward in employing technology to enhance teaching and learning, improve institutional efficiency and expand access to educational opportunities, achieving a "state-of-the-art" level of technological capability among teaching universities [Comprehensive I] in the United States.

Indicators:

- ▶ Technology Infrastructure five-year plan
- ▶ Successful implementation of R-16 administrative system
- ▶ Assessment of classroom technology improvement and usage
- ▶ Number of academic programs that require extensive technology fluency
- ▶ Successful ongoing course delivery through alternative technology means

CRITICAL/SUCCESS FACTORS	DIRECTION TOWARD GOAL	KEY ACTIONS	PROGRESS
1. Integration of Technology in Teaching, Services, and Operations	<p>A. Achieve and sustain access to and use of "state-of-the-art" learning resources</p> <p>B. Improve productivity and operational cost-effectiveness</p>	<p>A1. Develop and implement a comprehensive technology infrastructure and instructional support system for faculty, staff, and students by 9/2001 (Information Technology)</p> <p>B1. Implement R-16 administrative system upgrade by 5/2000 and plan for next phase of improvements by 5/2001 (Information Technology)</p>	<p>A1. Completed upgrading of campus network to Internet-2 Standards, which will enable network to support higher bandwidth needs for video conferencing, distance education and multi-casting (broadcasting on the Internet). Will have completed connecting to one K-12 Regional Educational Media Center (REMC) and Saginaw Public School System by July 1, 2002. Have plans in place to connect second REMC during 2002-03. Blackboard being used by 20% of all course sections. By the end of winter semester 2003, ITS will develop a long-term plan for a stabilized level for academic and administrative technology support and equipment.</p> <p>B1. Web Registration was successfully implemented in November 2002. Web Registration was so successful that telephone registration will be decommissioned July 1, 2003, six months ahead of schedule. Release 17 (R-17) of the Colleague system was implemented in early February 2003 without incident.</p>

TECHNOLOGY (continued)

Goal: The University will make a qualitative step forward in employing technology to enhance teaching and learning, improve institutional efficiency and expand access to educational opportunities, achieving a "state-of-the-art" level of technological capability among teaching universities [Comprehensive I] in the United States.

CRITICAL SUCCESS FACTORS	DIRECTION TOWARD GOAL	KEY ACTIONS	PROGRESS
1. Integration of Technology in Teaching, Services, and Operations (continued)	C. Improve and expand "distance" learning opportunities	C1. Increase number of classrooms which meet or exceed appropriate classroom technological standards, including phone, computer, video/data projector screens, desktop cameras, and Internet connections by 2002 (President, Information Technology, Academic Affairs)	C1. During 2002-2003, six smart podium classrooms and four basic classroom technology systems were installed. In addition, one smart podium was relocated to Pioneer. Numerous upgrades of classroom technology occurred in Curtiss, and an additional eleven kiosks for student use were installed in various locations on campus.
2. Sufficient Resources to Accomplish Goal	A. Develop base of continuing financial support for technological improvements	A1. Establish funding source within the General Fund Budget to maintain and upgrade technology equipment and support personnel by 7/2001 (President, Information Technology)	A1. General funding continued for the Academic Technology Plan in 2002-2003. \$375,000 was allocated to upgrade and maintain computer labs and classrooms. ITS also moved from a three-year replacement cycle to a four-year replacement cycle for student computer labs, resulting in a savings of \$120,000.

CAMPUS CULTURE

Goal: The University will create and sustain a culture and environment that fosters and supports the personal and intellectual growth of its students, faculty, and staff.

Indicators:

- ▶ Begin a comprehensive review of curricular and co-curricular activities
- ▶ Data on student participation in extracurricular activities and volunteer activities
- ▶ Completion of facilities
- ▶ Attendance at University events and assessment of campus program initiatives
- ▶ Number of nationally recognized artists/scholars performing and presenting
- ▶ Student assessment surveys

CRITICAL SUCCESS FACTORS	DIRECTION TOWARD GOAL	KEY ACTIONS	PROGRESS
1. Quality of Campus Life	A. Improve and sustain a campus culture that values diversity and practices freedom of inquiry, respect and integrity in human relationships	<p>A1. Foster sense of community which supports and honors diversity (President, All)</p> <p>A2. Foster improved and expanded leadership growth opportunities within campus community (President)</p> <p>A3. Foster cross-disciplinary communication among faculty and staff (President, Academic Affairs)</p>	<p>A1. Extracurricular report completed. Recommendations include incorporating diversity initiatives in events and programming throughout the year as opposed to one or two specific months. Integrate diversity topics into existing events to create greater participation from across racial, ethnic, and cultural groups. Comprehensive report in treatment of diversity issues in curriculum was completed by May 2002.</p> <p>A2. No new initiatives in AY 2002-03.</p> <p>A3. Series of 10 dinners conducted for faculty across departments during academic year; Teaching Tables for faculty continued – focused discussions on use of classroom knowledge, plagiarism, and teacher evaluation.</p>

CAMPUS CULTURE (continued)

Goal: The University will create and sustain a culture and environment that fosters and supports the personal and intellectual growth of its students, faculty, and staff.

CRITICAL SUCCESS FACTORS	DIRECTION TOWARD GOAL	KEY ACTIONS	PROGRESS
1. Quality of Campus Life (continued)	B. Expand and improve learning and career-focused volunteer activities	B1. Increase community and career-focused volunteer activities 25% by 5/2001 (Student Affairs)	B1. Volunteer activities conducted by the Campus Life Center and student organizations increased by more than 25% in 2001-02. Fall and spring community service projects included more than 200 student volunteers. Specific projects: clothing drives, Habitat for Humanity involvement, American Cancer Society fund raiser. Collection of items for Adopt-a-Family and World Food Day carried out during fall semester. In May 2003, Volunteer Services will finalize the participation rate report for academic year 2002-03. A mid-year review shows continued growth in student volunteer activities. The year-end report will reflect both student participation rates and the kinds of events/agencies supported.
	C. Expand and improve campus facilities	C1. Obtain funding for and complete construction of new student housing (to reach total capacity of 1,500) by 9/2004 (President, SVSU Foundation, Student Affairs, Administration & Business Affairs, Engineering Services)	C1. The objective of reaching total capacity of 1,500 students was achieved by fall semester 2001. Subsequently, additional student housing was approved by the Board of Control, and capacity will be increased to approximately 1,750 by September 2003. Funding was provided by the proceeds of general revenue bonds issued in 2001.
		C2. Complete comprehensive review of campus recreational facilities by 1/2001, and expand as indicated by 9/2003 (President, Student Affairs)	C2. Bidding documents were completed for the Student Center and the Physical Fitness Center. The Student Center and the Physical Fitness Center are currently under construction with completion scheduled for August 2003.

CAMPUS CULTURE (continued)			
Goal: The University will create and sustain a culture and environment that fosters and supports the personal and intellectual growth of its students, faculty, and staff.			
CRITICAL SUCCESS FACTORS	DIRECTION TOWARD GOAL	KEY ACTIONS	PROGRESS
1. Quality of Campus Life (continued)	D. Provide a rich diversity of artistic, scholarly, and other co-curricular events	<p>D1. Increase participation in campus activities by 10% each year (Student Affairs, Academic Affairs)</p> <p>D2. Develop improved links between faculty/staff and student organizations by 5/2001(Colleges)</p> <p>D3. Promote greater involvement of Board of Fellows in campus activities (President, Community Relations)</p>	<p>D1. Measurement categories have included Theatre productions, musical performances, athletic events, Campus Life events, Student Program Board events, and Campus Recreation activities. The Campus Life Center has increased the number of categories in order to better measure all campus activities. Besides reporting the number of participants in various categories, Campus Life will also track the number of events in each category—thereby allowing for better reporting of specific goals within each activity measured.</p> <p>D2. Campus Life increased the number of faculty/staff advisors for student organizations from 70 to 81. On-going Campus Life links to faculty and staff include extending invitations to an April 2003 awards ceremony, maintaining personal contact with faculty/staff club advisors in relation to major student-sponsored campus events and fundraisers, and communicating directly with faculty/staff advisors to solicit nominations for student organization awards. Campus Life also plans to host an advisor workshop/training session for fall 2003.</p> <p>D3. The Board of Fellows continued to host the Student Community Recognition and Legislative Luncheons, serve on selection committees for All-University Awards, and participate in small group breakfast advisory sessions.</p>

PUBLIC SERVICE

Goal: The University will make significant and sustained contributions to the quality of life and become the premier cultural and intellectual center and resource for the schools, businesses, governments and people of the East-Central region of Michigan.

Indicators:

- ▶ Data on opportunities for non-degree students – annual Continuing Education report
- ▶ Results of opinion research on public perceptions at SVSU and planned strategies based on results
- ▶ Growth in Alumni Association membership
- ▶ Expansion of Charter School program
- ▶ Number of student internships and field placements
- ▶ Data on faculty and staff involvement in the region

CRITICAL SUCCESS FACTORS	DIRECTION TOWARD GOAL	KEY ACTIONS	PROGRESS
1. Continuing Education Programs	A. Improve and expand lifelong learning opportunities for the full range of University constituents	<p>A1. Increase professional and personal enrichment opportunities for non-degree-seeking students by 5% each year (Continuing Education)</p> <p>A2. Develop assessment measures to gauge programs' effectiveness by 6/2001 (Continuing Education)</p>	<p>A1. During FY2002, the number of professional development programs increased from 179 to 252, or 29% over the previous year, and the number of attendees increased from 4,729 to 5,295—an increase of 11%.</p> <p>A2. Every Continuing Education course or program now has an assessment component to ascertain its effectiveness.</p>

PUBLIC SERVICE (continued)

Goal: The University will make significant and sustained contributions to the quality of life and become the premier cultural and intellectual center and resource for the schools, businesses, governments and people of the East-Central region of Michigan.

CRITICAL SUCCESS FACTORS	DIRECTION TOWARD GOAL	KEY ACTIONS	PROGRESS
2. External Reputation	<p>A. Provide more opportunities for community and campus collaboration</p> <p>B. Expand community opportunities for cultural and intellectual campus events</p> <p>C. Forge stronger partnerships with businesses and schools</p> <p>D. Strengthen and expand SVSU's reputation and image through applied research within the region</p>	<p>A1. Conduct opinion research on public perceptions of SVSU and enact response strategies by 6/2001 (President, University Communications)</p> <p>B1. Target date for increase of Alumni Association membership to 3,000 revised from 6/2001 to 6/2005 (SVSU Foundation)</p> <p>C1. Develop and implement a system of model charter schools (School-University Partnerships)</p> <p>C2. Initiate Center for Business & Economic Development (CBED).</p> <p>D1. Increase cultural opportunities for the larger community (President)</p>	<p>A1. Public opinion poll revealed that SVSU's public perception was positive, but a consistent image is lacking. Consultant retained for implementing public awareness campaign.</p> <p>B1. Current active membership was 1,200 in 1999; 1,589 in 2000; 1,683 in 2001; 1,680 in 2002.</p> <p>C1. During 2002-03, the Office of School/University Partnerships opened a new charter school in New Haven. (The current total is 18 charters and 5,273 students compared to 17 charters and 4,586 students in 2002). The College of Education continues a partnership with Cesar Chavez Academy to become a model charter school.</p> <p>C2. Stronger partnerships with businesses have been established through a Center for Business and Economic Development. Mr. James VanTiflin was selected as Executive Director for the Center and assumed duties in March 2003.</p> <p>D1. Significant increase in cultural events on campus during current year. Key activities include Dow Symposium (Genome Project in 2002); new faculty-led international awareness series (symposia on China and the Middle East in 2002); continuation of Rhea Miller Concert Series and various student performances.</p>