SAGINAW VALLEY STATE UNIVERSITY

Self-Study Report
2003

Presented to
The Higher Learning Commission
of the North Central Association
of Colleges and Schools

Saginaw Valley State University
2003 Self-Study

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Introduction to the Saginaw Valley State University 2003 Self-Study Report

Saginaw Valley State University is pleased to submit this self-study report and request for re-accreditation to the Higher Learning Commission of the North Central Association.

The Higher Learning Commission *Handbook* clearly states that the process by which an accreditation self-study is carried out is a significant component of the institutional evaluation. Those who developed, organized, and carried out this process at Saginaw Valley State University (SVSU) understand that the process must be inclusive of all institutional constituencies, evaluative of all units and the university as a whole, and grounded in patterns of evidence produced through assessment processes.

In presentations at the 2003 Higher Learning Commission annual meeting, the "Restructured Expectations" effectively reiterated those expectations in the context of revised criteria. Although this institution will be evaluated under the former standards, this self-study has also anticipated those restructured expectations.

This Introduction provides an overview of SVSU's self-study process, measures the university's process against the "Hallmarks of an Effective Self-Study," and provides a brief overview of the Self-Study Report.

I.1 Overview of SVSU's Self-Study Process

Section I.1
This Self-Study Report, organized around the goals defined in the university five-year strategic plan, Next Steps 2000-2005, demonstrates that Saginaw Valley State University meets all General Institutional Requirements and Criteria for Accreditation defined by the Higher Learning Commission/ NCA.

This Saginaw Valley State University self-study report has been produced by a Steering Committee, appointed by the President of the university, in collaboration with an Editorial Board. The report, organized around the goals defined in the University Five-Year Strategic Plan *Next Steps 2000-2005*, demonstrates that Saginaw Valley State University meets all General Institutional Requirements (GIRs) and Criteria for Accreditation defined by the Higher Learning Commission/NCA.

Over the past 18 months, well over 100 people across campus have directly contributed to the self-study process through participation in committees, sub-

committees, workshops, and focus groups; this number increases considerably when all those who participated in surveys and interviews are also included.

The following chart identifies the members and their roles within the three groups who carried out the major self-study tasks – the Self-Study Steering Committee, the Self-Study Editorial Board, and the Operational Committees:

Self-Study Steering Committee

Robert S. P. Yien (Chair)
Vice President, Academic Affairs

Mary Hedberg (Coordinator)
Assistant Vice President, Academic Affairs

Diane Boehm
Director, Instructional Support Programs

Merry Jo Brandimore
Assistant Vice President/Director, Residential Life

Clifford Dorne
Assistant Dean, Arts and Behavioral Sciences

George Eastland
Professor, Chemistry

Eric Gardner
Associate Professor, English

Gene Hamilton
Special Assistant to the President, Government Relations

Robert Maurovich
Vice President, Student Services & Enrollment Management

James Muladore
Vice President, Administration & Business Affairs

David Pape
Professor, Mechanical Engineering

Mamie Thorns
Special Assistant to the President for Diversity Programs

Self-Study Editorial Board

Mary Hedberg (Coordinator)
Assistant Vice President, Academic Affairs

Diane Boehm (Editor)
Director, Instructional Support Programs

Eric Gardner (Editor)
Associate Professor, English

Sandra Nagel
Assistant Professor, Psychology

Mamie Thorns
Special Assistant to the President, Diversity Programs

Jack Wood
Head, Library Circulation, Media, and Archives

Operational Committee Chairs

Clifford Dorne
Mission, Planning, and Governance

George Eastland
Campus Culture

Mary Hedberg
Academic Programs

James Muladore
Resources

Steering Committee: The Self-Study Steering Committee was chaired by the Vice-President for Academic Affairs, who appointed the Assistant Vice-President for Academic Affairs as the Self-Study Coordinator. Steering Committee membership included three of the four Vice-Presidents, faculty, and staff. The Self-Study Coordinator appointed four Steering Committee members as Operational Committee chairs.

The Steering Committee served as the oversight and coordinating body, evaluating data and report drafts as they became available, with special responsibility for addressing the cited issues of concern in the 1994 Visiting Team's Report. The Steering Committee charged and supervised the work of an Editorial Board and the Operational Committees described below, and approved all drafts and documents. The chair of the Steering Committee was also responsible for communication with both the HLC/NCA and the university community.

Editorial Board: The Editorial Board, chaired by the Self-Study Coordinator, was responsible for the coordination and production of the University Self-Study Report, based on information and analysis provided by the four Operational Committees.

To undertake the self-study, the Editorial Board developed a sequential process. It correlated the goals and objectives of *Next Steps 2000-2005* with the GIRs and Criteria of the Higher Learning Commission. It then conducted a number of workshops for Operational Committee and subcommittee chairs, as well as multiple forums about the self-study process for faculty, staff, Board of Control members, students, and community members. The forums not only informed people about the accreditation process, but also recruited people to become involved in the process in order to make it as inclusive as possible. The next step was the formation of the four Operational Committees to study defined aspects of the university (see below).

Following this work, the Editorial Board organized, identified, and categorized the information, resources, evidence, and documentation provided by the four Operational Committees, and drafted and produced the self-study report under the advisement of the Steering Committee. The Editorial Board also developed and maintained a resource room and an electronic portfolio to disseminate the final report. In addition, the Editorial Board regularly published a newsletter, *The Self-Study Update*, to keep the university community informed about the self-study process and its progress.

Operational Committees and Subcommittees: The four Operational Committees appointed to carry out the work of the self-study used the relevant General Institution Requirements (GIRs) and Criteria for Accreditation; the Operational Committees were organized according to goals outlined in *Next Steps 2000-2005*:

- University Mission, Planning, and Governance
- Academic Programs
- Resources
- Campus Culture

The four Operational Committees were charged as follows:

- To provide the context/description for their assigned area of university organization/culture
- To gather and interpret data, providing patterns of evidence to demonstrate progress toward the established goals and criteria
- To provide an evaluative summary of strengths, weaknesses, and opportunities for improvement in the area being studied, based on the evidence gathered.

Each of the four Operational Committee chairs, who served as members of the Steering Committee and as *ex officio* members of the Editorial Board, organized subcommittees; the subcommittee chairs comprised the membership of the four Operational Committees.

I.2 Hallmarks of an Effective Self-Study

Section I.2
In addition to involving a large number of people on committees and subcommittees, the Self-Study Update newsletter has provided information to the campus community on the self-study process.

The "Hallmarks of an Effective Self-Study Process," included in the new *Higher Learning Commission Workbook* available at the 2003 Annual Meeting, guided those organizing the SVSU self-study to align their work with the published standards, demonstrating that the SVSU self-study process is consistent with the Higher Learning Commission's expectations, as the following analysis of these Hallmarks demonstrates:

SVSU's self-study process and report fit the distinctive nature of the organization.

The SVSU Self-Study Report structure is based on the *Next Steps 2000-2005* document, which elaborates SVSU's mission and serves as the foundation for university planning. The Self-Study Report addresses the appropriate GIRS and Criteria within that structure through a careful cross-referencing process. The Editorial Board recognized that there would be some overlap, but sees this as a positive aspect of the process, because it reinforces the idea that this is a functionally integrated institution and that no unit is solely charged with fulfilling the institutional mission.

SVSU chose this approach, rather than an organizational model based primarily on the Criteria and GIRS, because it can provide a more coherent perspective of this institution and its distinctive nature. (This approach, approved by our HLC liaison, has been adopted as a viable method in the new *Workbook*.)

The Self-Study process and report achieves stated goals that guide the plan and conduct of the process.

SVSU President Eric Gilbertson explained the purpose of the self-study to the university community in the first *Self-Study Update* campus newsletter: "This process requires us and gives us the occasion and opportunity to look at virtually every aspect of our institution and make our own critical judgments as to how we are performing and where we should improve. And then we will have our own judgments assessed with the fresh and objective perspective of outside evaluators."

Understanding gained from Higher Learning Commission meetings and documents provided a foundation for the Core Values for this self-study, defined at the beginning of the self-study process and reprinted in each *Self-Study Update*:

- Self-study is an ongoing process to measure how effectively we are accomplishing our university mission and vision
- Effective self-study is based on patterns of evidence that inform university planning and practice
- Every person associated with Saginaw Valley State University is a stakeholder in the self-study process. All stakeholders are invited to participate.

The self-study process and report ensures effective evaluation of the whole organization.

The Steering Committee and Editorial Board organized the self-study around institutional planning goals and university organizational structures to demonstrate who SVSU is as an institution. The Editorial Board adopted the continuous improvement model–Plan/Act/Review/Revise–as its logo and has used the self-study process to disseminate those values to the institution.

Through faculty and staff forums and workshops, the process was presented to all units of the institution, as well as the SVSU Board of Control, the Board of Fellows, and the Alumni Board. To reach more stakeholders, receptions were held for adjunct faculty, and student focus groups were conducted. The Student Association and the SVSU student newspaper were also consulted and actively involved in disseminating of information. This outreach to all units of the campus community emphasized the reciprocity of information being gathered and shared.

The self-study process and report engages multiple constituencies of the organization.

As the Self-Study Coordinator organized Operational Committees and subcommittees, the Coordinator invited members from every unit on campus to participate in the self-study, bringing people from the various units of the institution to work together on committees and subcommittees that described and evaluated areas outside their own units. The most successful work and the most positive perspectives emerged from groups that were drawn from various units and who had diverse membership.

The self-study process and report builds naturally on existing and ongoing self-evaluation processes.

At the beginning of the process, many of those involved were unsure that SVSU had sufficient existing and ongoing self-evaluation processes around which to build a satisfactory self-study. As the Steering Committee began collecting data from multiple units, many of these concerns were alleviated.

However, the data collection process also uncovered an underlying critical need for ongoing communication of institutional data to all units to clearly show how such data is used in planning and assessment. Occasionally subcommittees struggled with data collection and reinvented processes that already existed; they were relieved to realize they could base their evaluations on work already being done.

The self-study process and report has strong presidential and board support.

The President and the Board of Control have stated from the outset that they have high expectations for organizational learning from the self-study process. The Self-Study Coordinator has made several reports to the Board of Control. Each of these presentations provided overviews of the process and a progress report. The Board has been given copies of the 1994 Evaluation Team Report and booklets summarizing the current GIRs and Criteria. The Board also receives copies of the *Self-Study Update*, which is included in the campus *Interior* publication about once each month. The Board and the President have reviewed self-study documents. Members of the President's Planning Council and staff serve on the Self-Study Steering Committee, and some have attended the HLC/NCA meeting in Chicago.

The self-study process and report draw on the expertise and credibility of recognized leaders throughout the organization.

The Self-Study Steering Committee includes three of the four Vice-Presidents, program directors, an assistant dean, and faculty members, including faculty who have experience in professional program accreditation. The Special Assistant to the President for Diversity Programs also serves on the Steering Committee and Editorial Board. Deans have served as chairs and members of the Operational Committees and subcommittees which produced the working papers from which the Self-Study Report was written. The Editorial Board includes the Assistant Vice President for Academic Affairs/Director of Assessment and the Director of Instructional Support Programs, as well as the university archivist. The Library Director chaired one of the subcommittees. Student leaders worked with the Director of Residential Life in focus groups. Those who were not members of committees or subcommittees were often surveyed and interviewed, often by more than one group, on their work and perspective of the University. The Director of Institutional Research, the Institutional Planning Officer, and personnel from University Communications and Information Technology have provided invaluable information as well as production support.

While this process drew on the expertise of various university personnel, it also asked people to study aspects of the university with which they were less familiar, to promote widespread understanding of the university, as well as to enhance the evaluative function of the committees. People found themselves chairing one committee while responding to surveys or providing information for other committees.

This approach brought faculty and staff into contact with people across the institution and provided a richer perspective on the university. It promoted an appreciation for its complexity as well as increased understanding of the multiple challenges involved in fulfilling the mission of the institution.

The self-study process and report maintains regular and effective communication links with institutional constituencies.

In addition to involving a large number of people on committees and subcommittees, the *Self-Study Update* newsletter has provided information to the campus community on self-study progress, including a regular updating and reprinting of the timeline. The Core Values for the self-study, which informed the process, have been reprinted in each issue. Articles in the *Self-Study Update*

have identified various issues and examined ways in which the self-study is addressing them. The Editorial Board solicited articles from various constituencies within the institution, including the Faculty Association.

The self-study website will make the report more widely accessible than any previous reports have been and will be maintained in order to facilitate future accreditation processes.

Presentations and workshops on the self-study have been made at a number of university occasions, including faculty orientation meetings, division staff meetings, Deans and Chairs meetings, Alumni Board, and Board of Control meetings and retreats. Additional forums for the campus community have been planned to discuss the report in anticipation of the Evaluation Team visit.

The self-study process and report produces evidence to show that the Commission's Criteria for Accreditation are met.

The self-study process has been organized around functional areas of the institution in alignment with the *Next Steps 2000-2005* planning document. To ensure that all General Institutional Requirements and Criteria for Accreditation were addressed, the Editorial Board created a matrix to cross-reference the GIRs and Criteria with all defined areas of the self-study. (See Appendix A.) Though subcommittee reports showed some overlap, this was better than risking gaps. It is also instructive to approach certain issues from more than one perspective.

The four Operational Committees and their associated subcommittees defined the patterns of evidence appropriate to the issues under their purview. Once committee and subcommittee reports/working papers were submitted to the Steering Committee, members of the Editorial Board synthesized those reports into a coherent document that was reviewed by all members of the Steering Committee and Editorial Board, as well as the university President. Each self-study chapter begins with a citation of the GIRs and Criteria being addressed and the *Next Steps 2000-2005* planning goals that are the focus of the respective chapters.

The Steering Committee also reviewed all areas of concern defined in the 1994 Evaluation Team Report and formulated the institutional response to those concerns. That response comprises the major section of Chapter Two, SVSU's accreditation history.

The self-study process and report produces a self-study report that meets the Commission's needs.

As previously noted, to present a coherent and comprehensive picture of this institution, this self-study is organized around the university five-year plan *Next Steps 2000-2005* (with the approval of the Higher Learning Commission liaison).

The institution's comprehensive self-study process demonstrates that Saginaw Valley State University meets all General Institutional Requirements; these and the Criteria for Accreditation are addressed in relevant chapters, and identified at the beginning of each chapter.

Section I.3
Chapters 3-6 of this Self-Study represent the work of the Operational Committees and subcommittees; cross-references to the relevant GIRs and Criteria for Accreditation are presented at the beginning of each chapter.

I.3 Overview of the SVSU Self-Study Report

The Self-Study Report includes an introduction and eight chapters, as well as appendices:

Introduction to Self-Study Document
Chapter 1: SVSU: Overview and History
Chapter 2: Accreditation History
Chapter 3: Mission, Planning, and Governance
Chapter 4: Resources
Chapter 5: Academic Programs
Chapter 6: Campus Culture
Chapter 7: Conclusion
Chapter 8: Request for Re-accreditation
Appendices

This Introduction has addressed the SVSU self-study process, relating it to the HLC "Hallmarks for an Effective Self-Study," and introduced the report. Chapters 1 and 2 lay the foundation for the remaining chapters. Chapter 1 introduces the institution and its 40-year history. Chapter 2 details the accreditation record of the university and responds to issues raised in the previous HLC/NCA evaluation team report.

Chapters 3-6 represent the work of the Operational Committees and subcommittees. These chapters are organized around university structures and the goals and objectives of the *Next Steps 2000-2005* strategic planning document, with cross-references to the relevant GIRs and Criteria for Accreditation defined by the Higher Learning Commission, which are presented at the beginning of each chapter.

Chapter 7 presents the findings of the self-study, bringing together the conclusions from each chapter. Chapter 8 concludes the report with the formal request for re-accreditation.

Appendices include the matrix cross-referencing GIRs and Criteria with the Self-Study Report, Basic Institutional Forms, the Electronic Portfolio website, and Acknowledgements.

This Report has also been published electronically in the Self-Study Electronic Portfolio (selfstudy.svsu.edu). The electronic portfolio parallels the print document. It is the intent of the university to maintain the electronic portfolio as part of ongoing evaluation.

Chapter One
Saginaw Valley State University
Overview and History

Section 1.1
SVSU is a comprehensive regional state university with a clear mission and vision appropriate to an institution of higher education.

1.1 University Mission, Vision, and Profile

As Saginaw Valley State University celebrates 40 years of service to the east-central region of Michigan and culminates its self-study process with this Report, it has evolved into a distinctive comprehensive regional university that fulfills the goals of its founders. Saginaw Valley College was chartered in 1963 as a private institution to meet higher education needs in east-central Michigan; it became state-assisted in 1965, part of a national expansion of institutions of higher learning. The youngest of Michigan's 15 public universities, SVSU has grown in all dimensions since the previous self-study, enabling the institution to successfully carry out its mission and fulfill its distinctive vision.

Mission and Vision

Mission: The University produces value for the Region, State and Society by preparing highly qualified graduates who contribute to the betterment of a culturally diverse world and by providing intellectual and cultural opportunities that enrich the lives of people.

Vision: Saginaw Valley State University will provide academic and professional programs and services for its students at the highest levels of quality and value, and be recognized as among the finest teaching universities in the United States. Our graduates will rise to key positions in economic, political, cultural and civic leadership and will distinguish themselves and our University through their accomplishments and service. Our University will also be the premier cultural and intellectual center and resource for the schools, governments, businesses and people of the East-Central Region of Michigan.

The current direction and goals of the university are based on *Next Steps 2000-2005*, the five-year plan adopted by the Board of Control in May of 2000, which is reviewed and revised annually. *Next Steps 2000-2005* established the following six goals:

1. **Academic Improvement:** 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.

2. **Program Qualitative Distinctiveness:** 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.
3. **Enrollment Management:** The University will increasingly become an institution of choice for students while remaining an institution of opportunity.
4. **Technology:** 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, and achieve a "state-of-the-art" level of technological capability among teaching universities [Comprehensive I] in the United States.
5. **Campus Culture:** 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.
6. **Public Service:** 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.

University History

Founded because there were no 4-year institutions of higher education in this region, the university came into being because of the commitment of community leaders, who saw a need for a university in an area with a population base of 500,000 people in three communities–Saginaw, Bay City, and Midland–and their environs. This grassroots investment has remained consistent throughout SVSU's history, as the university and the region remain intertwined in both goals and leadership.

As Saginaw Valley College, the institution admitted its first class of 119 students in 1964, and held the first commencement in 1966. The name was changed from "Saginaw Valley College" to "Saginaw Valley State College" in 1975 and became "Saginaw Valley State University" in 1987. The students were primarily non-traditional commuter students. From its beginnings, the University has had a consistent history of growth; for all but two of the past 40 fall semesters, enrollment has exceeded that of the previous year. Fall 2003 enrollment of 9,168 was slightly lower than the 2002 enrollment; total credit hours increased by 3.6%, however. Today SVSU is a comprehensive, co-educational, baccalaureate and masters granting state university with over 24,000 alumni and a current enrollment of 9,168.

The chart below contrasts several key indicators which demonstrate that the past decade at SVSU has been a decade of transformational change:

A Decade of Changes: 1993-2003

	1993	2003
Total Enrollment:	6,975	9,168
Faculty & Staff Full-time:	431	650
Faculty & Staff Part-time:	213	313
Student Presidential Scholars:	19	102
Total Sq. Footage:	944,665	1,858,696
Total General Fund Budget:	$38 million	$51 million

Figure 1-1

Particularly significant has been the increase in the student body:

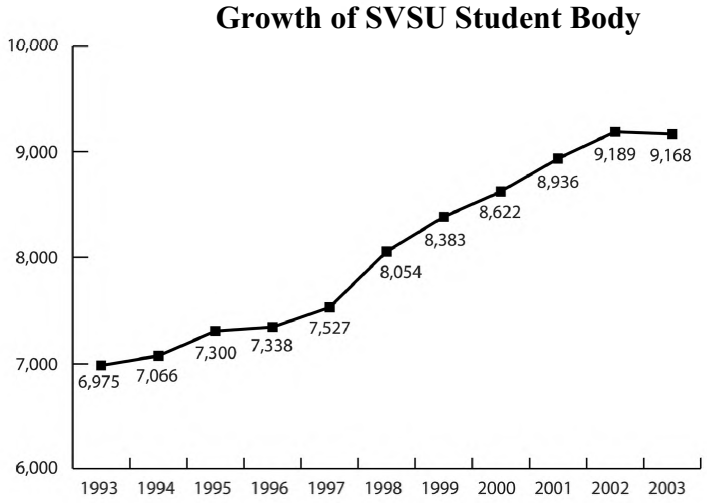


Figure 1-2

The increase in enrollment has generated corresponding growth in the number of full-time faculty and staff:

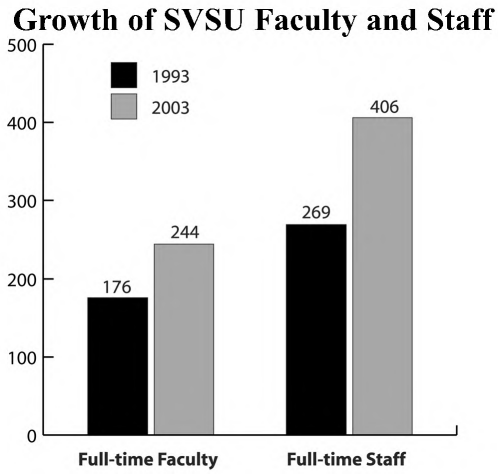


Figure 1-3

The chart below indicates the current number of employees in each unit:

Saginaw Valley State University Employees
Fall Semester 2003

Faculty & Staff	Full-Time	Part-Time	Total
Faculty	244	282	526
Administrative/Professional	240	19	259
Support Staff- Secretarial/Clerical	88	9	97
Support Staff- Service	72	0	72
Public Safety	6	3	9
Total	**650**	**313**	**963**

Figure 1-4

The growing campus population has access to facilities and technology that are among the most modern in the state. Construction of state-of-the-art buildings has created a high quality campus environment. SVSU remains on course to bring total enrollment to about 10,000 students by 2005-2006, a size deemed "optimal" and sustainable for the university's mission and region.

Throughout its history, the university's commitment to students has remained constant. To meet student needs, SVSU offers a selection of more than 70 programs leading to bachelors, masters, and specialists degrees. Class sizes remain small, allowing for individualized instruction; 73% of classes are taught by full-time faculty. Student support programs in both academic and non-academic areas are readily available to all.

SVSU has always taken pride in many aspects of its culture, especially its strong commitment to good teaching. The university has 244 full-time faculty, 84% of whom hold doctoral or terminal degrees, compared to a faculty of 176 a decade ago. The number and diversity of new faculty have contributed to the university's transformational change. In fact, 46% of the current full-time faculty have come during the past seven years. In addition to teaching General Education as well as major and/or graduate courses, many of these faculty have assumed campus leadership positions.

This larger, more diverse faculty has enabled the university to offer new and expanded programs, including several new graduate programs, a new communication-intensive General Education program, and multiple new majors and minors. Similarly, the increased numbers of staff have expanded other campus services and operations. As a culturally diverse maturing institution, SVSU is

now focused on building a distinctive reputation through a well-defined mission and programs that reach beyond the regional purpose its founders envisioned. The university has also worked to attract more highly-qualified students. More than $2 million in scholarships were awarded for the Fall 2003 semester. With its Presidential Scholarship program, now in its eleventh year, for example, the university now attracts more of the region's valedictorians and salutatorians than any other state college or university.

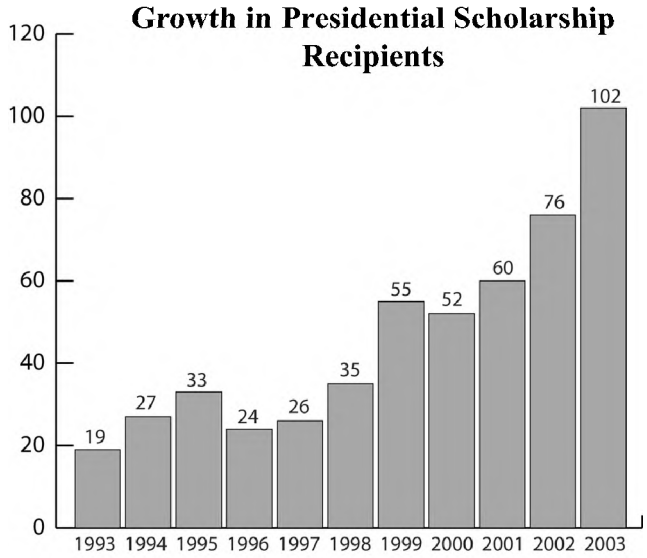


Figure 1-5

Over the past five years, SVSU has also been the recipient of major federal and state grants, which have generated and funded programs as diverse as school/university partnerships, technology integration, and environmental studies. These new initiatives have complemented the academic, technological, and physical expansion of the campus.

SVSU recently completed the largest physical growth spurt in the university's history. The past decade has seen $170 million in construction. In the interval of the current five-year plan, the campus has completed $62.1 million in construction projects:

- $30 million Regional Education Center
- $10 million fourth-floor addition to the Library
- $9 million residence halls
- $7 million Student Center
- $2.6 million addition to the Marshall Fredericks Sculpture Museum
- $3.5 million fitness center

Thus the square footage of campus facilities in Fall 2003 was 19% larger than in Fall 2002. Funding for these projects was provided by the university, including a $9.5 million "Creating the Future" campaign, private donors, and the State of Michigan.

Percent of Physical Plant Built or Under Construction 1966-2003

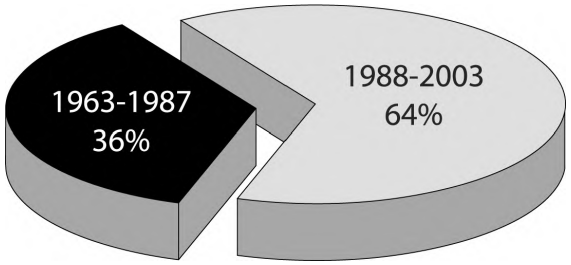


Figure 1-6

With the completion of these projects, 64% of the total campus space will have been completed over just a relatively brief 15-year span–a remarkable period of growth. This expansion has allowed the university to more fully realize its mission, establish a more vibrant campus community, and become a "magnet" for the region, creating opportunities for people to improve their careers and their lives.

During this decade of growth, the University has likewise matured in multiple dimensions of its service to constituents; to cite a few additional examples:

- SVSU has invested more than $3 million in technology over the past three years to enhance teaching and learning
- Over 400 courses now use the Blackboard web-based course management system
- Three academic student support centers–the Writing Center, the Math Resource Center, and the Student Technology Center–as well as the tutoring services in the Academic Advisement Center, conduct hundreds of individualized sessions each semester with students seeking to improve their skills in these areas
- SVSU recently chartered the Center for Business and Economic Development, which strengthens service to the community
- SVSU annually sponsors a number of lecture series, such as the Dow Symposium, which this year brought to campus such well-known speakers as Taylor Branch and L. Douglas Wilder, who discussed Civil Rights events that coincided with the founding of this university.

Because SVSU has matured as an institution, the opportunities and challenges facing this generation of faculty, staff, and students are different from those of the founding generations, as this Report will demonstrate. The university focus has evolved from establishing basic programs to developing uniqueness: offer-

ing distinctive programs that set SVSU apart from other institutions, defining its niche as it competes for students and resources.

University Profile

Situated on a spacious 782-acre campus within a triangle formed by Saginaw, Bay City, and Midland, SVSU's primary service area is the surrounding 14-county region, with the largest numbers of students, about 60%, coming from the four counties of Saginaw, Bay, Midland, and Tuscola. However, the student population is somewhat bimodal, with large numbers of undergraduate students coming from surrounding counties, and a significant number of graduate students coming from Macomb, Oakland, and Wayne counties. Increasing numbers of students also come from other areas in the state, other states (2.3%), and from Canada as well as from 51 other countries (3.9%).

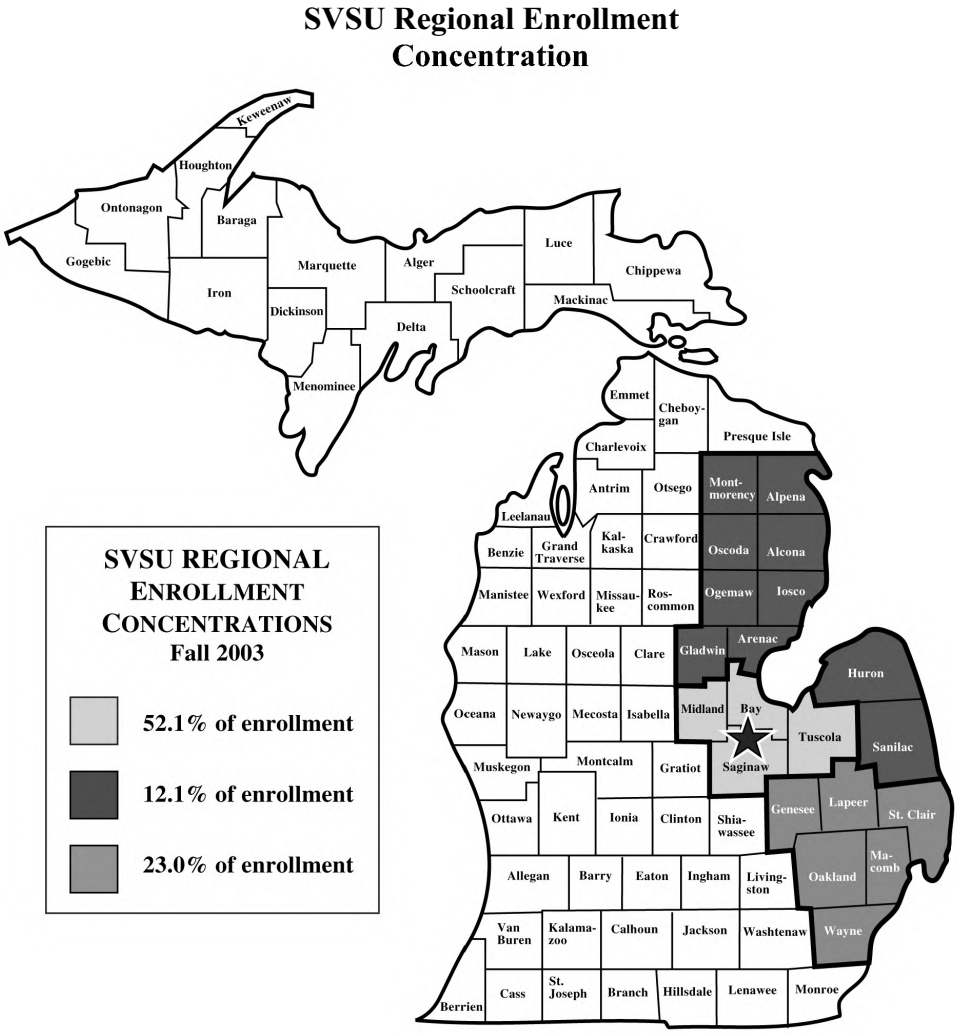


Figure 1-7

The campus is located three miles from I-75, ten minutes from MBS International Airport, and three miles north of a major shopping mall. The expanse of the campus allows ample room for walking trails, nature areas, and sculpture gardens, as well as for future expansion. The nearby presence of a strong community college offering academic transfer, vocational, and career programs has enabled SVSU to establish itself as a comprehensive university. Kochville Township, in which SVSU is located, has recently focused development on "Cardinal Square," the area between the mall and the campus; thus the campus and the major retail area of Saginaw are being linked, a potential benefit for students.

SVSU has had two collective bargaining agreements since early in its history. The Faculty Association, affiliated with MEA/NEA, has been in existence since 1972. Unions for secretarial and custodial staff, which followed the Faculty Association, merged in 1989. (See Chapter 3 for further discussion of Planning and Governance.) These agreements have implications for both short-term and long-term planning.

Though this is a multi-ethnic region, diversifying the campus community has required ongoing attention. Several factors contribute to this: much of SVSU's student body has traditionally come from counties to the north and east, which are primarily white and rural; the surrounding community has been identified by census data as one of the most racially segregated in the nation; though the campus population mirrors the demographics of the region, the institution has often had difficulty recruiting ethnic minorities to enroll here; some prospective faculty prefer a university located in a major metropolitan area. This dynamic presents a challenge in diversifying the student body and campus community. A fuller discussion of diversity issues will be found in subsequent chapters. In spite of this challenge, however, the university and the surrounding community have always had a reciprocal relationship; whether or not they send students to SVSU, many people think of SVSU as "their" university.

SVSU's growth has led to satellite instructional facilities. The College of Education Building in Macomb County houses Graduate Programs in Education and Accelerated Certification Programs for Elementary and Secondary Certification. The new facility includes a computer classroom, a distance learning room, a conference room, a multi-purpose room, four classrooms, and faculty offices. Courses are also taught in Port Huron and Cass City.

In addition to academic and cultural growth, athletic opportunities for men and women have also expanded. Intercollegiate sports include football, basketball, golf, indoor and outdoor track, cross-country, bowling, soccer, and baseball for

men; volleyball, tennis, cross-country, indoor and outdoor track, basketball, soccer, and softball for women. SVSU is a member of the Great Lakes Intercollegiate Athletic Conference and National Collegiate Athletic Association, Division II. Campus organizations have grown as well, as will be discussed in Chapter 6.

Academic Profile

As a comprehensive regional state university, SVSU is organized into five colleges: Arts & Behavioral Sciences; Science, Engineering & Technology; Business & Management; Education; and Crystal M. Lange College of Nursing & Health Sciences. The university's 68 undergraduate programs of study lead to the following degrees: Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Social Work, Bachelor of Science, Bachelor of Science in Electrical Engineering, Bachelor of Science in Mechanical Engineering, Bachelor of Business Administration, Bachelor of Professional Accountancy.

The strong student and community interest in professional programs is evident at the undergraduate level. Three of the colleges (Education, Business & Management, and Nursing and Health Sciences), and several of the programs in Arts & Behavioral Sciences and in Science, Engineering & Technology, are geared to professional preparation. Traditional disciplines, such as biology and history, work hard to maintain an identity apart from the heavy service load they provide for both professional programs and General Education. This has implications both for the comprehensive mission of the institution and for the continued development of faculty within their scholarly disciplines.

SVSU also offers eight graduate programs that are primarily part-time professional programs to enhance and expand career development opportunities for students: Master of Arts/Communication and Multimedia, Master of Arts/ Leadership and Public Administration, Master of Education, Master of Arts in Teaching, Master of Business Administration, Master of Science in Nursing, Master of Science/Technological Processes, and Education Specialist. The subspecializations within these eight programs bring the official count for graduate programs to 20, making SVSU a Carnegie Classification Masters I institution. Most graduate students attend part-time, often in the evenings, while working full-time during the day. Of the total graduate population, 83% is in the College of Education. (For a fuller discussion of Graduate Programs, see Chapter 5.)

Learner Profile

Because SVSU began as a small institution through the vision of people who wanted to bring an opportunity for intellectual growth to this region, its mission

has always been comprehensive. However, as noted above, the students SVSU serves often have a strictly occupational focus and may lack a clear understanding of what a university education requires of them. This typical tension between occupational credentialing vs. comprehensive university education is often felt by both faculty and students alike.

The average ACT composite for incoming students is 21.28 (above the national average). However, students' high school preparation varies widely. Furthermore, most students work part-time or even full-time, averaging more hours than the national norm. And diverse students from rural, urban, and suburban areas bring vastly different expectations, life experiences, and educational capabilities. Though SVSU is not an open admissions institution, regional universities such as SVSU currently attract many students who otherwise would not seek higher education and who primarily seek career credentialing. A recent retention study, for example, produced some surprising insights that the students most likely to experience difficulties with the transition to this university are the rural students. Data from the Cooperative Institutional Research Program (CIRP) reports of the past two years indicate that compared to national standards for freshmen in four-year colleges, SVSU students report less confidence in their communication, academic, artistic, and creative abilities than their national counterparts.

SVSU has responded to student needs in various ways. Since its increasing academic reputation has made SVSU a university of choice for students from outside the region, student services of all types have greatly expanded, as illustrated in subsequent chapters. To meet the housing demand, new residences for students opened in Fall 1999, 2000, 2001, and 2003; these housing projects more than doubled the number of students who live on campus. Currently nearly 1600 students, including 56% of freshmen, reside on campus. A greater residential population has meant new opportunities, such as development of student life, curricular/co-curricular links, and the development of student leadership. State-of-the-art technology and recreational facilities provide a balanced student environment.

With the expanded student housing, SVSU has become a more "traditional" campus, and the average student age is dropping. The current mean age for undergrads is 24; for graduates, 34. Whereas formerly the demands of non-traditional students often shaped planning, now changing student demographics, coupled with the change in the region's economy, have caused the university to diversify programs to more effectively meet the needs of traditional students, as well.

The student body's socio-economic diversity stems from the fact that urban, suburban, and rural students all live within commuting distance of the campus. SVSU also enrolls international students from some 50 countries each year, though the number of students is slightly lower than in previous years due to world events. The international outlook of the campus goes beyond the international student population to opportunities for SVSU students to pursue study in countries such as Mexico, Spain, England, Poland, China, and Japan.

Section 1.2
SVSU's organizational structure and governance support its mission.

1.2 Organizational Structure and Governance

While the mission of SVSU is similar to that of regional universities in other states, SVSU, like all Michigan universities, is constitutionally autonomous. Because of the state structure, the system of governance at SVSU is independent of the system of governance at other institutions. The university is governed by the SVSU Board of Control, appointed by the Governor. The Board in turn delegates administrative responsibility to the President. SVSU participates in statewide Councils at multiple levels through regular meetings of all 15 state university Presidents, all chief financial officers, and chief academic officers. Academic officers engage in program review and information sharing. It is the responsibility of the SVSU Office of Academic Affairs to garner internal commentary on other institutions' programs and present proposed new SVSU programs to the statewide body. Decision-making within these state groups, however, is often competitive, since there is no state plan that would place each state university and its programs within a larger context. Thus, SVSU planning over the past decade has been guided by two factors: internally, by *Next Steps 2000-2005*; externally, by state budget allocations.

Within the institution itself, decision-making and implementation are carried out in traditional patterns. Resource allocation is centralized; planning is not. The formal SVSU organizational chart below identifies the structural units of the university and their relationship to each other.

Saginaw Valley State University Organizational Chart

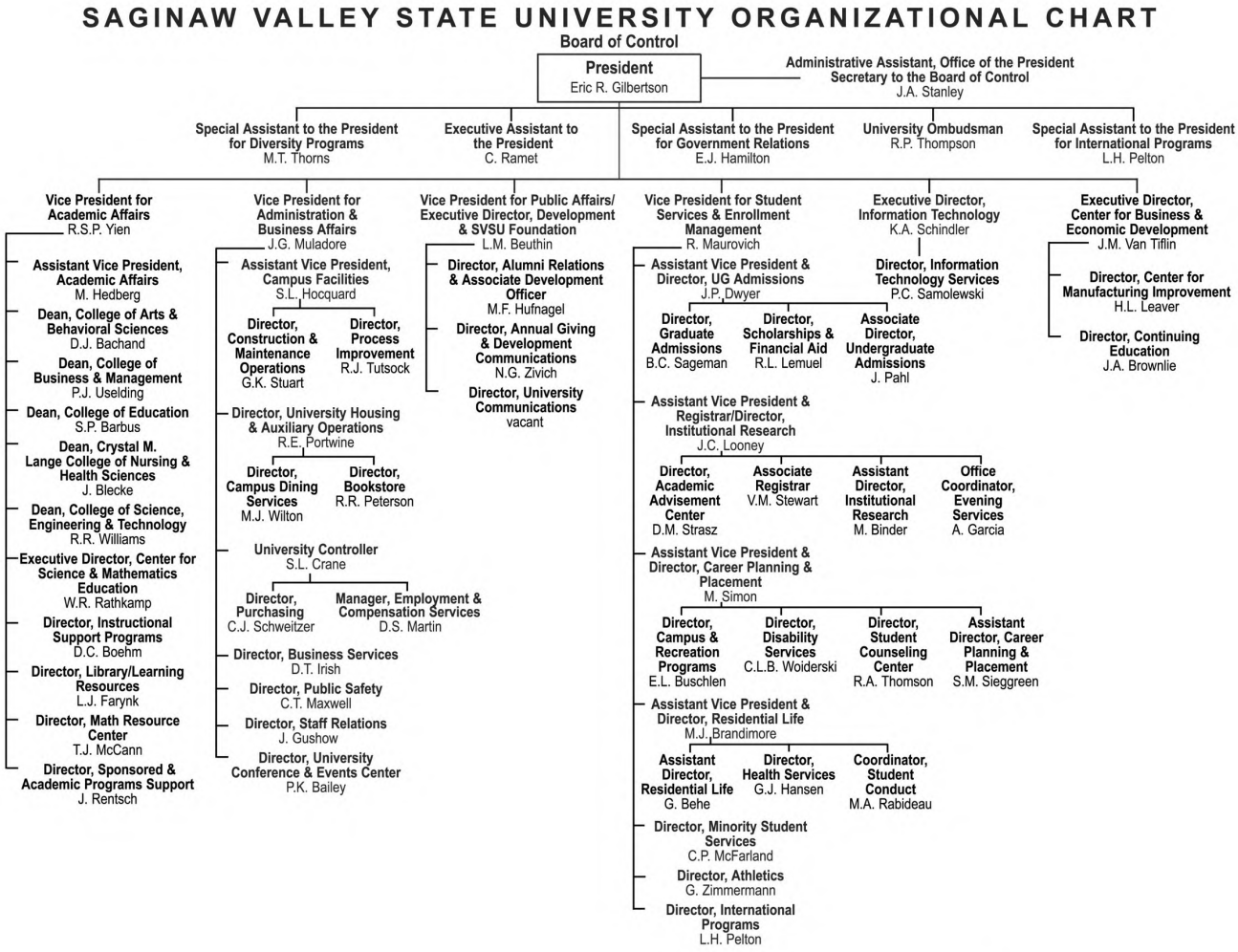


Figure 1-8

As the chart indicates, essential university functions are carried out within five units, headed by four Vice Presidents and an Executive Director: Academic Affairs, Administration and Business Affairs, Public Affairs, Student Services & Enrollment Management, and Information Technology. (A more detailed discussion of Organizational Structure and Governance will be found in Chapter 3.) Each unit carries out its appropriate responsibilities.

Academic Affairs: The Academic Affairs division includes the Vice President, the Assistant Vice President, the Administrative Assistants, the five academic Deans, and the Directors of various academic programs. In the Academic Affairs division, policy is created through a system of committees; the rights,

responsibilities and procedures for these committees are defined by the Faculty Contract:

- Curriculum and Academic Policies Committee (CAPC): undergraduate curriculum
- Graduate Committee: graduate curriculum, including faculty applications for graduate teaching
- General Education Committee (GEC): General Education program
- Professional Practices Committee (PPC): promotion, tenure, and discipline.

These committees are constituted by elected faculty and administrative appointees named by the Vice President for Academic Affairs. However, by contract, any proposal for curriculum (e.g., College Success Program, General Education Program) can be initiated by individuals or *ad hoc* groups of faculty or faculty/staff.

All recommendations concerning curriculum are brought to the full faculty for ratification. Recommendations for tenure and promotion made by PPC are submitted to the Vice President for Academic Affairs, who in turn takes recommendations to the President and the Board of Control. The course schedule is developed in the Office of Academic Affairs, in consultation with Enrollment Management. (Detailed information about Academic Affairs is included in Chapter 5, Academic Programs.)

Administration & Business Affairs: The growth in size and complexity of the university has led to significant reorganization of Administration & Business Affairs departments over the past two years. Human Relations was separated into two distinct functions, Staff Relations and Employment and Compensation Services, an approach more in line with a business sector model and better suited to the current size of the university. Staff Relations has responsibility for labor relations and performance management; Employment and Compensation Services, which now has been integrated into the Office of the Controller, has the traditional responsibilities of benefit administration and payroll. Purchasing also reports to the Office of the Controller, to better integrate purchasing with accounts payable.

Similarly, the University's engineering services department and physical plant department (maintenance, grounds, custodial, skilled trades) have been combined into one distinct unit, Campus Facilities. This change allows for a more efficient use of limited resources and creates a management structure that can look at physical plant and university housing issues more strategically.

Public Affairs/Development & SVSU Foundation: This division, the public face of the university, includes University Communications, Alumni Relations, and Annual Giving & Development.

The Vice President/Executive Director is responsible for enhancing the University's image as a key cultural and intellectual resource in the community; raising private funds to support the strategic initiatives of the University; aligning internal and external communications and publications with institutional goals; and providing vision and leadership to administrators in University Communications, Alumni Relations, and Annual Giving to collaboratively accomplish strategic objectives, such as the following:

- Integrate the functions of the division of Public Affairs and the SVSU Foundation to achieve maximum benefit for the University's image in the community and to secure private financial support
- Oversee development of strategic plans for University Communications, Alumni Relations, and SVSU Foundation
- Provide vision, leadership, strategic planning, supervision and evaluation of all fundraising activities and major campaigns
- Represent the University and the Foundation before civic groups and organizations
- Promote greater awareness and understanding of the University's mission and value in the community.

The work of this unit has been essential in generating funding, creating endowments, and distributing funds for programs not included in the general budget.

Student Services & Enrollment Management: The Division of Student Services & Enrollment Management is comprised of seventeen offices which provide programs and services to students: Academic Advisement Center, Athletics, Career Planning and Placement, Disability Services, Evening Services, Graduate Admissions, Health Services, Institutional Research, International Programs, Minority Student Services, Registrar, Residential Life, Scholarships and Financial Aid, Student Conduct, Student Counseling Center, Student Life Center, and Undergraduate Admissions.

There have been two reorganizations of the Division of Student Affairs since the last accreditation visit. The first reorganization occurred during the 1994-1995 academic year. In order to strengthen the capability of the university to increase its enrollment of new freshman and transfer students and to improve the retention of undergraduate students, a Division of Student Services & Enrollment Management was created.

The second reorganization occurred at the conclusion of the 2002-2003 academic year, when the offices of the Division of Student Affairs were merged with the Division of Student Services & Enrollment Management. The purpose of the merger, in view of the fiscal challenges to the University, was to place all student programs and services within one division, enhancing their coordination and providing those programs and services more effectively and efficiently to students. (The former Dean of Student Affairs now oversees the Student Association and student publications and has assumed the newly created position of University Ombudsman, assisting students to resolve issues that arise in their contact with various offices of the university.) The unit continues to enhance student services through the integration of technology; essential functions such as Admissions, Course Registration, and Financial Aid can now be conducted online.

Informational Technology Services: ITS is responsible for both Academic and Administrative computing, a role which has become increasingly critical in the transformational change of the university. ITS encompasses instructional technology, university financial systems, student records systems, student labs, the campus network, university micro computers and software, web/internet services, internet connectivity, distance education, technology training, and technology grant management. In support of the overall SVSU mission and goals, ITS provides access and training for computer, telecommunication, and network technologies to the SVSU community. Recently, ITS completely updated the SVSU website and instituted a content management system to enable individuals within each unit to keep their website up-to-date. As technology becomes ever more integrated into broad aspects of university life, the role of this unit will continue to be vital.

Other units: Many campus issues and changes transcend unit boundaries. These are frequently assigned to task forces and committees (e.g., Website Task Force, Diversity Committee) for review and recommendations; task forces are generally charged by the President and submit recommendations to him. (The functions of these groups will be further discussed in Chapter 3.)

1.3 Current Outlook

Section 1.3
After a decade of growth and transformation, SVSU is planning for the next stage of development.

Recently, university expansion has been affected by statewide financial issues. Because all 15 state universities in Michigan are independent entities, appropriations are allocated individually, not necessarily tied to need or student population growth. State appropriations for individual institutions range from $3,890 per student at SVSU to around $10,000 per student at several large state universities. Since state universities are not members of a unified system but are competitors in a free market and may offer similar programs in close proximity, planning has become essential to growth and success.

Furthermore, because Michigan state appropriations may vary from year to year, each institution must be active in state political processes, through its own initiatives and through participation in the Presidents' Council, which maintains its offices in the state capitol. Michigan's Democratic governor took office in January 2003; the state legislature retains a Republican majority. Faced with a huge budget deficit, the new governor reduced FY 2004 appropriations to most state universities by 6.5%; this followed a previous midyear reduction by the former governor of 3.5%. Though the current appropriation for SVSU actually provided an increase of .9%, budget freezes or additional cuts in appropriations will continue. Thus for the first time, the State is now providing less than half of SVSU's $66 million General Fund budget – considerably less than is obtained from tuition income. Like most other state universities, SVSU is now state-assisted, rather than state-supported.

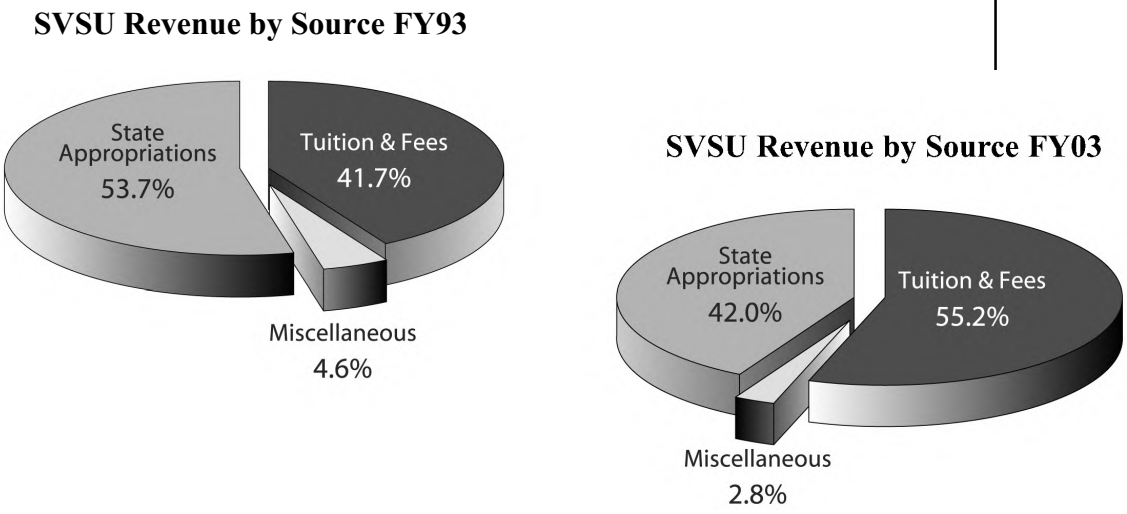


Figure 1-9

In spite of financial pressures, however, SVSU's 2003 tuition and fees have increased only 6.1%, and the institution continues to have the lowest tuition rates of any public university in Michigan.

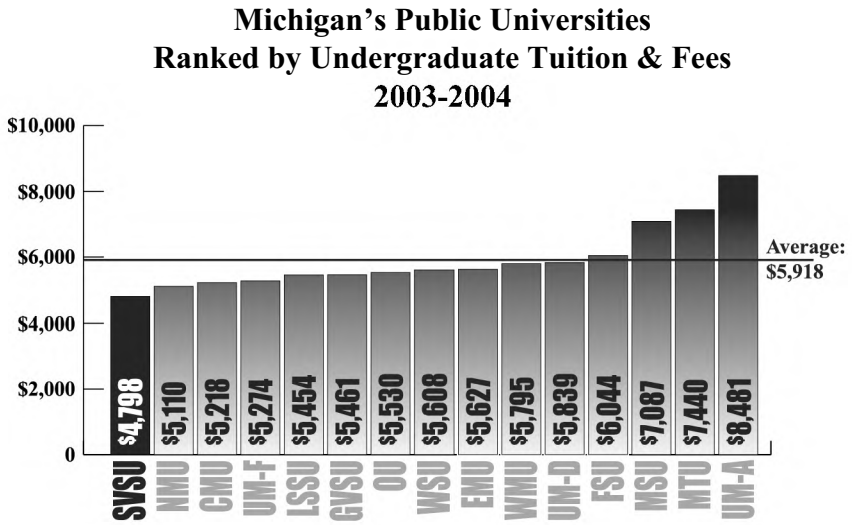


Figure 1-10

Long-range planning reflects this changing economic environment. The recently completed expansion of buildings and facilities occurred in the favorable economic conditions of the '90s. Now the university is approaching a physical size and shape that will complete the master plan. In May 2003, the Board of Control accepted a report from SVSU's long-term enrollment planning group to set the "right size" of the university for the next decade. The planning group recognized that SVSU is located in a region that has shown no significant increase in population for the past three decades. Almost all enrollment growth during the past five years has come from outside the region and has been tied to investment in student housing and infrastructure that carries long-term debt service. In addition, the number of Michigan high school graduates is projected to peak in 2008. Other regional factors have also had a direct impact on the institution. Once primarily a manufacturing center, the Tri-Cities area now has a more diverse but not expanding economic base. As state support shrinks and difficult economic conditions affect the region, the long-range planning process has become increasingly important, tied directly to questions of resource allocation.

After careful assessment of the institution's identity, area population factors, trends in undergraduate and graduate offerings, and issues related to international student enrollment, as well as the university's physical plant, the planning group has concluded that an appropriate size for the institution is about 10,000

students. The university plans to reach this target by 2005-2006. Having entered a more competitive arena and seeking the same better-prepared students recruited by other institutions, SVSU's competitiveness now resides in its quality of student and academic life. Thus, the university will not aggressively pursue further expansion, but will focus on the quality of its programs while remaining accessible for regional students.

SVSU is thus anticipating a future different from the past decade. As a maturing institution, it now has multiple constituencies with different expectations: first-time-in-college students seek training for productive careers; area communities look to the university to create an educated citizenry prepared for future leadership; the university itself is an economic enterprise (one of Saginaw County's largest employers); the university has become a cultural center, providing new cultural programs and resources to the region; both community and university groups see SVSU facilities as desirable. Consequently, SVSU has a very different presence in the community than it did a decade ago.

One educational challenge for the future, then, will be to enhance programs in a time of shrinking state appropriations. As SVSU carries out its mission and seeks to remain true to its values, it will be necessary to balance competing goals. The university, as previously mentioned, has always prided itself on good teaching, the most significant factor in tenure and promotion; many SVSU professors have been accorded local, state, or national honors recognizing their teaching and scholarly accomplishments. However, demands for grants and publications are increasing, and to retain quality faculty, the university must also recognize the scholarly aspirations of new faculty. Other demands on faculty time will continue as well. Academic planning processes both value and demand faculty time; full teaching loads (4/4) and service obligations help the university survive. However, faculty may be required to take on university responsibilities earlier in their academic careers than they had anticipated. Consequently, there is an emerging need to develop strategies for balancing competing demands on faculty.

The university has recruited well-trained faculty from excellent graduate programs across the country, and, as it has grown, the proportion of faculty from such programs has increased. Thus, in spite of economic pressures, recruitment of quality faculty, both full- and part-time, must continue. The contract limits the full-time/part-time faculty ratio. Part-time faculty often bring with them strong community connections and specialized expertise from area industries. However, their availability may be constrained by geography, since SVSU's location makes it difficult to recruit adjunct faculty from the ranks of graduate students at large regional universities.

Another challenge is to provide quality services and support for multiple student constituencies: on-campus students, international students, and commuter students. Decreases in appropriations have put new pressures on staff to address these needs fully without proportionate resources.

In spite of these challenges, some bedrock values have been consistent throughout the history of the institution. One of these is the student-centered philosophy. Even faculty who may once have envisioned careers at large research institutions find teaching at SVSU rewarding, often developing superb teaching skills and collaborative student-faculty research agendas. Just as SVSU rewards service, it "counts" research on pedagogy as legitimate scholarly activity. The range of research options expands careers beyond narrow individual research agendas, and the integration of service, teaching, and research are valued in tenure and promotion. Student surveys indicate a high level of satisfaction with the quality of education, the well-equipped and well-maintained campus, and their over-all university experience.

Another bedrock value is the university's reciprocal relationship with the community. This is evident in many arenas: many programs have community advisory boards; many alumni remain in the community and maintain a link to the university; the Board of Fellows, comprised of community leaders, provides regular input into university plans and activities; the SVSU Foundation is supported by community members; the Family Business Program provides regular training and networking opportunities that link the business and management faculty directly with community members and community issues.

To summarize SVSU's current outlook, the decade ahead will see the following issues shaping SVSU's future:

- Continued enrollment growth to sustainable size
- Increasing diversity in the campus population
- Limited campus expansion
- Expanding role of research and grants
- Further development of relationships with region(s).

1.4 Conclusion

Culminating this decade of change and transformation, the institution now is in the process of internalizing and institutionalizing changes in policies and practices that are more reflective of a maturing institution. During this decade, SVSU has built libraries, classrooms, and living centers; expanded its technological capacity; added programs and revised curriculum to better meet the needs of students. The student population has both grown and changed in its make-up. The number and diversity of faculty and staff have likewise grown. Much of the change that has taken place has been the result of unprecedented opportunities, expanding community support, substantial grant awards, and positive economic circumstances that have propelled the university in new directions, far beyond what the founding generations might have imagined. Now it is time to take stock of where the institution has been, where it is going, and how best to get there.

This self-study has provided the institution with the opportunity to engage in such university-wide assessment. While significant planning has allowed SVSU to capitalize on past opportunities, the university now needs to fine-tune its planning processes to continuously improve the quality of this university. As each area of the university is reviewed in relationship to *Next Steps 2000-2005* in the chapters that follow, the HLC criteria will enable SVSU to examine with more specificity and detail how each individual aspect of the university contributes to the comprehensive mission of the institution. That evaluation will prepare the university to more effectively align its goals and objectives with its practices, consistent with the focus on quality, which is envisioned as the next stage in the development of Saginaw Valley State University.

Section 1.4

As each area of the university is reviewed in relationship to Next Steps 2000-2005 in the chapters that follow, the HLC criteria will enable SVSU to examine with more specificity and detail how each individual aspect of the university contributes to the comprehensive mission of the institution.

Chapter Two
Accreditation History

Section 2.1
SVSU has had continuous NCA accreditation since 1970.

2.1 NCA/HLC Accreditation History

Saginaw Valley received North Central Association of Colleges and Schools (NCA) initial accreditation in 1970; accreditation at the masters level was granted in 1974. SVSU's comprehensive accreditation has been continuous since then, and the university met all Criteria and GIRs for accreditation in the 1994 visit. Thus, during this past decade of growth and maturation, the university has been able to support accreditation for nearly all professional programs, including most recently the AACSB accreditation for the College of Business and Management in 2003.

In the 1993-94 NCA report, five graduate programs were identified; since that time, three additional graduate programs have been developed, two of which have sub-programs designed to meet the needs of SVSU graduate students, especially in the College of Education. Counting these subprograms, SVSU has 20 graduate programs and is classified by the Carnegie Foundation as a Masters I institution.

The comprehensive accreditation maintained by SVSU has been instrumental in achieving accreditation for all professional programs, listed below, at both the graduate and undergraduate level. These efforts have in turn advanced the university understanding and practice in program planning, curriculum development, and assessment.

Professional Programs Accreditations

Accrediting Agency	SVSU Program	History
Association to Advance Collegiate Schools of Business (AACSB)	College of Business and Management	Bachelors and masters degree programs accredited in April 2003
National Council for Accreditation of Teacher Education (NCATE) State of Michigan accreditation	College of Education	Accredited since 1992; exemplary report in February 2002 MI accreditation: undergraduate since 1970, graduate since 1973
Accreditation Board for Engineering and Technology (ABET)	Departments of Mechanical and Electrical Engineering	Accredited since 1990

(continued)

National League for Nursing (NLN)	Department of Nursing	B.S. accredited since 1982; MS in Nursing accredited in 1991
Accreditation Council for Occupational Therapy Education (ACOT)	Department of Occupational Therapy	Accredited since 1995
American Chemical Society	Department of Chemistry	Approved since 1973
Council of Social Work Education	Department of Social Work	Accredited since 1983

Figure 2-1

Overview of the 1994 NCA Report

A comprehensive visit was conducted on March 13-15, 1994, for the purpose of continued accreditation at the Masters degree level. The 1994 evaluation team submitted a report favorably reviewing the institution on the basis of all GIRs and Criteria, noting that "the institution meets the General Institutional Requirements as specified by the North Central Association Commission" (Evaluation Team Report, p. 2). The report further commented on each criterion in turn, elaborating on the ways in which SVSU met or fell short of the expectations of the accrediting body. The evaluators found "the mission to be consistent with the university's purposes." They also indicated that the governance system "provides remarkable freedom for the institution to carry out its mission." This included institutional control over financial resources with little intervention from the state. The evaluation team found the resources to be sufficient for carrying out the mission, while recognizing that "there likely would be financial challenges in the future." Significant financial challenges, of course, have emerged over the past two years, as noted in Chapter One; however, prudent financial planning has enabled the institution to carry on its work without layoffs or severe program cuts.

The 1994 team commented positively on the strong support of the Board for the quality of academic programs. It also commented on strong faculty commitment to teaching and service as well as "extensive faculty credentials in scholarly activities" (p. 4). Students also reported satisfaction with faculty and with their programs of study (p. 22). Overall, the 1994 team concluded that "Saginaw Valley State University is a strong institution committed to meeting the needs of its unique student population. In its 30-year history, the campus has consistently increased its student enrollment, expanded its physical plant, and enhanced its academic programs."

The Commission recommended that the next comprehensive visit take place in 2003-2004 and renewed accreditation for ten years; however, it requested that follow-up plans in three areas be submitted to NCA in June 1995. The Commission requested a report "regarding general education specifically related

to its principles and goals, assessment, and the individuals responsible"; a plan for assessing student academic learning; and an additional "statement of goals and initiatives for Affirmative Action." The team also expressed concerns about institutional planning, class size and offerings, part-time faculty, library resources, and student involvement.

The required reports were submitted in June 1995. The following sections discuss in more detail the university's efforts to address these areas of concern. These discussions are developed further in subsequent chapters of the self-study.

Section 2.2
SVSU has developed an entirely new General Education program and has made substantsive progress in achieving goals in the areas of Assessment and Diversity.

2.2 Response to Issues from Previous NCA/HLC Reports

The 1994 evaluation team in its report identified three major issues that "warrant immediate and serious attention" (p. 41). Interim reports submitted by the university laid out plans for addressing these issues. The General Education/Assessment interim report presented a plan for both General Education revision and academic program assessment. A separate Diversity report outlined the university's strategy to deal with issues of diversity and affirmative action. Since those interim reports, SVSU has developed an entirely new General Education program and moved forward with both of the other issues.

General Education: The 1994 accreditation report described SVSU's General Education program then in place thus: *"The University has not clearly articulated what general education is at SVSU: what are its overarching principles and goals, how will it assess student learning outcomes, and who is responsible for monitoring, supporting, and promoting the program" (p. 35); furthermore, "The General Education program lacks focus. As a relatively loose confederation of courses, the program needs direction and must be integrated into the assessment plan. The faculty and administration must consider the overarching principles and goals of general education and subsequently integrate them into the culture of the academic program" (p. 41).*

In response both to these concerns and to institutional needs, SVSU developed a completely new General Education program, which responds fully to all concerns expressed by the 1994 evaluation team. The General Education program as it existed in 1993-94 lacked alignment between program goals and curriculum; the curriculum had evolved without a clear sense of direction and lacked a governing structure. It no longer served students well.

As a follow-up to the interim report, the faculty and Academic Affairs office in 1996 undertook a two-year process to assess the existing General Education curriculum. Based on that assessment, it became clear that without more careful alignment between the curriculum and the goals and objectives defined for General Education, students would not consistently achieve the three goals of the program: critical thinking, effective communication, and logical reasoning.

The faculty, after much deliberation, determined that the logical way to proceed was to develop an entirely new curriculum based on defined programmatic principles. A contractually defined governing body, the General Education Committee, was proposed, with new courses to be submitted to this Committee, which would also be responsible for monitoring the assessment of the new program.

After an initial proposal was narrowly voted down by the faculty at the end of fall term, 1999, a revised proposal for a new General Education curriculum and structure were unanimously ratified at a meeting of the full faculty in winter semester 2000. (See Chapter 5 for a full discussion of the new program.) Although this lengthy and complex process involved considerable debate and revision, it resulted in a new General Education program to which the faculty is committed. All courses now have a 5-year sunset clause, are aligned with program goals, include measurable objectives appropriate to the category, and are assessed on the basis of program objectives. Although the program and its assessment have not been in place long enough to allow for definitive conclusions about program effectiveness, the structures are in place, the governing body has been carrying out its responsibilities, and assessment measures have been undertaken.

The General Education program is assessed in three ways:

- Each department which offers General Education courses assesses those courses using assessment methods developed by the department
- Standardized testing (the ACT College Assessment of Academic Proficiency, CAAP) assesses the impact of the program overall. The CAAP data provided information about our incoming students that had not previously been available. Information from the pilot round of CAAP testing in Fall 2001, and data from the second year of testing in 2002, was disseminated to faculty so it could be used in course planning. The data indicated that incoming 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. A longitudinal study using the CAAP continues; another full-scale testing of incoming freshmen was carried out in Fall 2003
- The General Education Committee conducts annual program review and assessment.

Thus, all aspects identified by the evaluation team have been addressed.

Assessment: A second issue cited in the previous accreditation report was assessment: *"While assessment has been initiated in several programs, the effort is not comprehensive throughout the university. The assessment plan has no timeline beyond January, 1994, does not demonstrate that institutional improvement*

will occur when it is implemented, does not provide for appropriate administration, and has not been accepted by many faculty and administrators as a means to identify opportunities for change" (p. 35); furthermore, "the assessment plan lacks an institution-wide commitment, timeline, administration, and link to institutional improvement. It is imperative that the university carefully review the assessment materials available through the North Central Association as the assessment plan is developed" (p. 41).

Significant progress has been made in the area of assessment. There is much evidence of careful university needs assessment and planning over the past decade, including enrollment management, campus housing expansion, sustainable growth goals, course scheduling, and physical plant expansion. The economic health and strategic growth of the university over the past decade would not have been possible without careful attention to these factors.

Assessment in some form is carried out at all levels. The Board of Control regularly assesses progress in carrying out the University Mission and Vision and analyzes/evaluates how effectively the institution is using its resources to implement programs. This assessment is used to guide university-wide planning. The University 5-year plan *Next Steps 2000-2005* was created with an assessment framework and is updated regularly, an initial step toward applying a continuous improvement process throughout the institution (the most recent review was conducted in November 2003).

On a university-wide basis, University staff members recognize that principles and practices of assessment need to be established as indicated in *Next Steps 2000-2005*: "Utilize retention data, student and alumni surveys, or focus groups to improve classroom instruction;" "Review existing processes for curricular change by establishing a task force;" "Develop alumni surveys/focus groups . . . to improve program effectiveness." Each division conducts and uses assessment measures appropriate to its functions.

Academic Affairs Division: Because nearly all SVSU professional programs are accredited, assessment in these programs is fully established and consistently used for program enhancement. A significant part of the history of academic program assessment over the past decade is linked to General Education. Because the process of developing a new General Education program was so comprehensive, faculty also became much more experienced with program assessment principles and practices; thus the process of General Education reform furthered efforts in academic program assessment. SVSU's earlier academic program assessment plan, submitted in 1995, laid out an extensive process and timeline for instituting the plan. Initial steps in carrying out the plan

included reviewing assessment initiatives at various stages of implementation, establishing an assessment advisory body of faculty and administrators, and appointing an Assessment Director.

In 1996, Academic Program Assessment Task Force members surveyed assessment activities in all departments. Professional programs which already used embedded assessment measures provided models for a range of assessment practices. Although all traditional academic programs were involved in academic 10-year reviews, these reviews had not been aligned with program goals and exhibited a wide range of assessment knowledge and practice. A significant finding of the survey was that though assessment activities were being carried out, they were not connected to program goals across all programs; the focus of much activity was individual classes. Further work on the proposed academic program assessment plan that had been submitted to NCA in 1995 became delayed due to resource limitations, personnel changes, and a shift in focus to General Education assessment and revision.

Now that General Education assessment has become established, attention has returned to other academic program assessment. The first step was to revisit all departments in Winter/Spring 2002, to gauge progress since the previous survey. While an increasing number of academic assessment activities were being carried out, many were still not connected to program goals and objectives or integrated into planning beyond the department level. Professional programs with outside accrediting agencies were further along, but even their results were not fully integrated into institutional planning efforts. The 2002 assessment report recommended that the responsibility for academic program assessment be assigned to the Assistant Vice President for Academic Affairs (which has since occurred) and that a new advisory body be established; however, issues of contract stipulations and limited resources are still being resolved. (Further discussion of academic program assessment will be found in Chapter 5, Academic Programs.)

All grant-supported projects have program-specific assessment models, required prior to the submission of any grant proposal and integrally connected to regular reporting to granting agencies. These assessment processes also are not yet consistently integrated into larger planning initiatives.

Student Services & Enrollment Management: In the Student Services & Enrollment Management areas, the Division's assessment program ensures that it is properly vigilant in its programs and services, reviewing what actions or initiatives may be necessary to improve student success:

1. Various offices of the Division conduct periodic surveys to assess student satisfaction with their services and to determine what may be necessary to improve services and student success. These surveys are initiated as early as the visit of a prospective student to the campus with an evaluation of that visitation experience by the student. The assessment continues throughout a student's tenure at the university, not just in terms of how a student evaluates a student service (e.g., academic advisement), but what initiatives can be developed to improve student success. For example, the academic advisement assessment led to the development of a computer-based degree audit that enables a student to determine his/her progress toward completion of graduation requirements, and includes all required or recommended courses, courses completed, and courses still required. Therefore, as a complement to the academic advisement process, students can monitor and make proper course selections.

2. The Division conducts periodic surveys of those students who do not return after their first or second year of enrollment. These surveys provide staff with information such as why the student chose not to return, whether he/she plans to return in the future, the reasons for leaving, what the student's plans are, the satisfaction with the university at the time of departure, and what the university could have done to continue the student's enrollment.

3. The Office of Institutional Research conducts a Student Satisfaction Survey on a 3-year cycle; the last survey was conducted during the Fall Semester of 2001. Results of this survey guide planning.

4. The Office of Career Planning and Placement conducts an annual Alumni Survey and surveys regional employers to assess the success of SVSU graduates in the workplace.

5. University Housing conducted the ACUHO-I/EBI (Association of College and University Housing Officers-International and Educational Benchmarking, Inc.) Resident Study in Winter 2000 semester; the survey is based on ACUHO-I Professional Standards. This benchmarking assists colleges and universities to assess their housing programs in support of continuous quality improvement and provides comparative student feedback in a systematic way across a broad spectrum of university residence hall operations.

6. The Athletic Department has a well-defined mission statement and regularly assesses student athletes on the basis of academic success, leadership, diversity, and community service.

Administration & Business Affairs Division: This division has two assessment processes in place:

- An employee satisfaction survey of stakeholders, evaluating division services, begun in fall 2003; the survey will be repeated at regular intervals
- Benchmark studies, including peer comparisons of tuition costs, student housing costs, debt coverage ratios, and related issues, which are conducted regularly.

Units within the division are also engaged in identifying and implementing other effective and relevant assessment models. Each unit has identified or is in the process of determining appropriate benchmarks, best practices, or other assessment tools:

- Campus Facilities: Peer comparisons for staffing levels in custodial, grounds and maintenance areas
- Public Safety: Participation in FBI national crime statistics survey; engagement of law enforcement associations to assess critical incident preparedness
- Employment & Compensation Services: Use of consultant to benchmark benefit programs
- Conference Bureau: client satisfaction survey for each event.

Public Affairs/Development and SVSU Foundation: This unit regularly employs several assessment measures:

- SVSU Endowment: Participation in several national benchmark studies on investment results and portfolio management best practices
- University Communications: surveys to measure impact of its materials and activities.

Summary: For all units, assessment to enhance programs and practices is widespread. However, the institution has not yet reached the point where all institutional units undertake regular assessment and collect data to use for future planning; efforts are not yet fully coordinated or communicated. And although faculty engage in program and classroom assessment, these programs are not clearly linked to institution-wide planning processes.

A logical next step is a planning process that systematically links institutional data and institutional research to the planning process and links the planning processes of the individual units, including academic programs, to the larger

mission. As measurable goals and objectives are defined for each unit and coordinated into a clearly-articulated and widely-disseminated comprehensive plan, this process will enhance institutional planning at multiple levels, both short- and long-term. This will also help achieve support from various constituencies for the implementation of plans thus developed.

Diversity: A third issue identified as needing serious attention was diversity: *"The University does not appear to have fully demonstrated its commitment to the principles of affirmative action. Increased effort must be made to identify innovative strategies toward the recruitment and retention of qualified faculty and students from underrepresented areas of society" (p. 35); "the university must enhance its efforts to embrace and institutionalize values of multiculturalism and diversity across the university. Such concepts must be woven into the culture of the institution through its curriculum and generalized activities" (p. 36); and "the campus lacks diversity in its faculty characteristics and curriculum. Efforts must be made to increase the diversity of the faculty, staff, and students. In addition, the university must review the integration of multiculturalism in the curriculum as well as the institutionalization of values related to diversity" (p. 41).*

Saginaw Valley State University, through its governing body, the Board of Control, and its chief executive officer, the President, is committed to ensuring equal opportunities to all individuals who are associated with the university. To this end, a policy on Discrimination, Sexual Harassment & Racial Harassment has been adopted and included in the Operations Manual of the University:

> It is the policy of Saginaw Valley State University that no unlawful discrimination will be practiced or tolerated in the provision of employment, education, organizations, athletics, housing, public accommodations and other services to the public. Equal opportunity will be provided regardless of race, religion, sex, sexual orientation, national origin, age, marital or familial status, color, height, weight, handicap or disability. *SVSU Operations Manual 2.5-2*

The Operations Manual also defines a complaint and investigation procedure in order to address all potential violations of the policy. Further, it is the policy of the university to comply with the Equal Opportunity/Affirmative Action requirements of Executive Order 11246, the Rehabilitation Act of 1973, and 38 USC 2012.

SVSU's stated commitment to diversity is longstanding. In 1991, the Board of Control adopted a "Statement on Cultural Diversity," and directed the President of the University to "pursue aggressively the development and support of those programs and activities" which "focus on achieving a greater diversity among the faculty and staff as well as the student body and all other groups the University supports or services." The University was to "reaffirm its commitment to equality of opportunity by creating and nurturing, by leadership and example, an environment of genuine understanding and appreciation for differences among peoples. While within the university there are and should be certain shared values, a diversity of ideas and perspectives must be encouraged." Other planning documents have continued to identify diversity as an institutional goal. *Next Steps 2000-2005* considers the following an important factor in improving the quality of campus culture: "Improve and sustain a campus culture that values diversity and practices freedom of inquiry, respect and integrity in human relationships."

To support this commitment, over the past decade a number of task forces, committees and planning bodies, including a Task Force on Diversity, a Task Force on Racial Issues, and the President's Forum on Diversity, have addressed diversity issues in the curriculum, in employment, in campus life, and in community relations. Individual units, including the colleges, have, to varying degrees, developed strategies for fostering a campus environment that reflects the institutional mission for diversity.

Under the leadership of several successive diversity officers, campus-wide training opportunities in diversity, special programs, and outreach initiatives have been established. The perception has been that efforts in this area have been uneven; partly this is a misperception, because these various efforts have not always been visible across the campus and community and have not been integrated into a comprehensive diversity plan that fully defines and supports a coherent set of university goals and objectives.

However, the Special Assistant to the President for Diversity Programs, appointed in Fall 2002, has assumed responsibility for developing and implementing a coherent campus-wide diversity agenda, with attention to multiple stakeholders. The Special Assistant is responsible for providing leadership and knowledge of diversity concerns and for promoting cultural understanding that will create an environment where students, faculty, and staff feel welcome and valued in all campus programs. The Special Assistant has been given the following responsibilities:

- Develop and recommend recruitment and outreach strategies
- Monitor recruitment pools
- Develop AA/EEO policies and procedures
- Prepare an Affirmative Action plan
- Investigate and resolve complaints of discrimination
- Develop and promote educational and awareness programs for faculty, staff, and students
- Support the Employment & Compensation Services Office in the development and evaluation of statistical data related to recruitment, promotion, classification and attrition.

To carry out these responsibilities, the Special Assistant has reviewed the existing definitions and policies; updated workforce statistics to ensure compliance with federal regulations; met with all division heads to ensure that compliance issues are being addressed and that the campus community is committed to making diversity a campus-wide priority; developed a Diversity Mission Statement; compiled data for an SVSU Internal Diversity Analysis report; and developed a diversity training agenda.

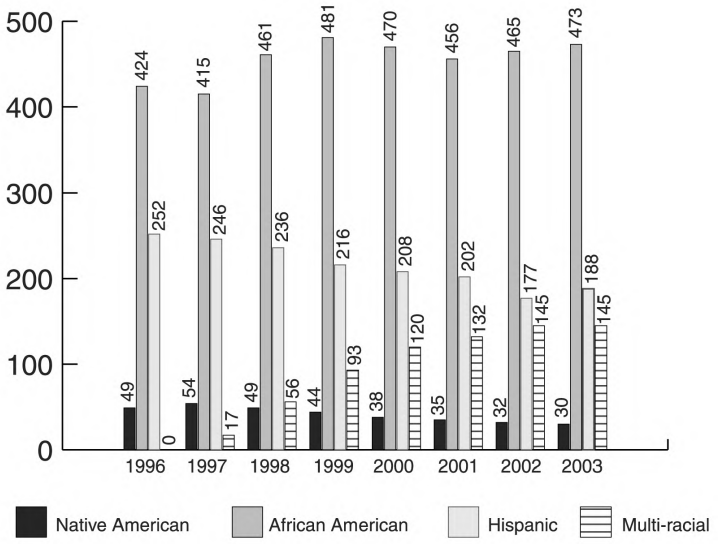
The Affirmative Action Monitoring Report 2002-2003 summarizes the status of minorities on campus and defines goals, objectives, and action steps in three areas:

- Recruitment and retention of minority students
- Recruitment of minority faculty and staff
- Expansion of multi-cultural and diversity programs.

The Report provided valuable insight in all three of these aspects.

Students: In *Next Steps 2000-2005*, the Board of Control set a goal to "increase enrollment of qualified students from under-represented racial, ethnic, and cultural backgrounds to reflect the population of the East-Central region by 9/2005." From 1997-2001, 13.6% of high school graduates of Bay, Midland, Saginaw, and Tuscola counties were African-American, Hispanic, or Native American; for the same 4-year period, 13.2% of SVSU's undergraduate enrollment from these counties was comprised of a comparable minority student grouping. The *Next Steps* enrollment goal continues to guide recruitment.

Total Minority Student Enrollment
Fall Semesters 1996-2003



Year	1996	1997	1998	1999	2000	2001	2002	2003
Total	725	732	802	834	836	825	819	836

Figure 2-2

In spite of increased enrollment, minorities still reflect surrounding demographics, comprising a comparatively small percentage of SVSU's enrollment. The current student body includes 473 African–Americans (5.5%), 188 Hispanics (2.2%), 63 Asians (0.7%), 30 Native Americans (0.35%), and 145 multi-racial (1.7%).

The Board of Control also set an original goal to "increase the number of international students to comprise 6% of the total enrollment by 9/2005." This goal was revised due to international circumstances, new INS visa processing requirements, and the phasing out of SVSU's Taiwan MBA program. In fall semester 2003, 353 students, or 3.85% of the total enrollment, was comprised of international students.

Faculty/Staff: Minorities are also under-represented in SVSU's current workforce. Employment and Compensation Services figures indicate 11.4% of the total workforce is minority (77); the percentages drop to 7.7% (52) when including only African-Americans and Hispanics. Of the 32 African-American employees, 24 are faculty or professional staff and 9 are clerical or service/maintenance employees. The 20 Hispanic employees are distributed equally, with 10 in faculty or professional positions and the remaining 10 in clerical or service/maintenance jobs.

Total Workforce by Race and Ethnicity 1995 and 2003

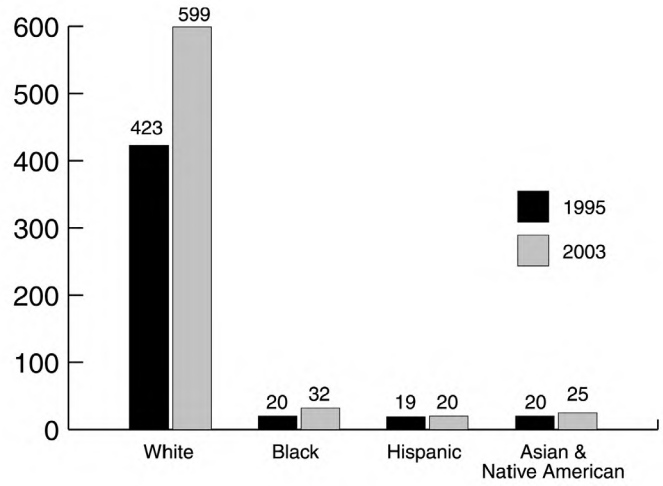


Figure 2-3

SVSU has developed a published hiring process to assure affirmative action compliance and has established hiring benchmarks. In the areas of both student and faculty/staff recruitment, the Special Assistant to the President for Diversity Programs assists the Admissions Office and the Office of Minority Student Services in their efforts to recruit additional minority students, and works with the colleges and with Employment and Compensation Services to expand the pool of minority candidates for available faculty and staff positions.

Programs: The Diversity Programs Office has also established goals to improve and expand the multicultural and diversity programs for campus constituencies and the surrounding community. A variety of faculty and staff development workshops, hiring initiatives, curriculum revisions, student outreach programs, and cultural activities have been carried out by the Diversity Programs Office, individual colleges, student support services offices, Student Life units, and campus clubs. The offices of Minority Student Services and Disability Services have increased their activities as well. Many of these activities have been made possible through state and community grants.

The Special Assistant to the President for Diversity Programs is developing a unified plan to be well understood across the campus and in the community. Working with faculty, staff, and students, as well as minority alumni, community leaders, business leaders, and school officials, the Special Assistant is assessing the effectiveness of the current work being done and making recommendations for more effectively utilizing institutional resources to meet diversity objectives by building the Affirmative Action and the Institutional Diversity Plan on the University's strategic plan.

To fully measure progress toward achieving other diversity goals, the Special Assistant is using multiple assessment measures:
1. A consultant on campus in Fall 2002 to assist with the analysis of workforce statistics
2. A 2002 in-house study, conducted by a faculty member, *Diversity and the Curriculum*
3. Review of data from a 2003 campus climate survey
4. A yearly comprehensive review of curricular and co-curricular activities to assess progress on the goal to "Continually integrate racial, ethnic, interdisciplinary and international diversity within curricular and co-curricular activities" (*Next Steps 2000-2005*).

In addition to the activities of the Diversity Program Office, curriculum and program initiatives are evident in each college. Individual colleges may have their own diversity plans; for instance, the "Commitment to Diversity" figures prominently into the College of Education's practice and its most recent NCATE report. Furthermore, diversity objectives are embedded within each of the ten course categories in the new General Education curriculum.

Institutional planning and use of data for decision-making. In addition to the "three issues that warrant immediate and serious attention" addressed above, other areas of concern identified in the previous report included institutional planning and use of data for decision making. The concern expressed was that *"while data is available, there is little evidence that the information is widely used in decision-making, in describing institutional practices or for planning purposes at all levels of the university" (p. 36).* Advice was offered: *"The planning efforts, though well underway, need additional focus on measurable objectives and on involving more completely the institutional community. In addition, greater involvement of students, staff, and faculty in the development and understanding of the goals and objectives will be important in their implementation across the campus. The development and dissemination of the mission statement offers a good standard" (p. 37) and "The enrollment management planning process needs to continue and should be updated annually. The data and strategies developed from this plan are essential for providing appropriate programs for current students and in preparing for future enrollment trends" (p. 37).*

The university as a whole has become more practiced in the use of data for decision-making. The Office of Institutional Research, housed in the Division of Student Services & Enrollment Management, gathers information related to all units. In addition, all units have multiple advisory bodies, which likewise provide important information to govern decision-making. The recommendations of

task forces may also lead to implementation decisions. For example, the May 2003 report from SVSU's Long-term Enrollment Planning Group, *Right-Sizing the University: Enrollment Goals for the Next Decade*, carefully tracked SVSU student enrollment data as well as projected Michigan high school graduates to offer six recommendations:

- 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.

Though not all individual units have access to such a wealth of state and national data, most also use their own data to establish and measure unit objectives, and align these with *Next Steps 2000-2005*.

Other areas of concern cited in the last report were class size/class offerings appropriate to student needs and the use of part-time faculty.

Class size/class offerings appropriate to student needs. The concern was expressed that *"in light of the steady and continuous growth in enrollment, class size and offerings need to be carefully monitored to ensure that appropriate courses are offered to meet student needs and to reduce offerings in areas of low demand" (p. 36)*; advice was offered that *"as the institution grows and changes, caution should be exercised to insure that program development is consistent with the role and mission of the university. Furthermore, courses which have not been offered and programs with low enrollments should be considered for deletion" (pp. 36-37).*

During the past decade of growth, average class size has remained under 24. When the old General Education program was replaced, all courses were removed and criteria were established for course inclusion in the new program. Other programs have undertaken similar reviews. With the addition of significant numbers of new faculty, departments have had to review curriculum regularly and revise course offerings to match the areas of specialization of their new members. At the same time, in a cost-effective environment, careful attention is paid to the schedule, and courses with low enrollment are offered only when necessary to enable students to graduate in a timely manner. In developing

the schedule, there is an ongoing concern to balance class size, number of introductory courses to meet the needs of entering students, and number of upper division electives.

Overdependence on part-time faculty was also expressed as a concern: *"While adjunct professors provide appropriate staffing for many courses, overdependence on part-time faculty in some program areas (e.g., general education and lower division courses) can negatively impact student access to consistent quality instruction, to faculty-student interaction, and to competitive advantage this university has over other institutions" (p. 36).*

SVSU has used adjunct instructors from the community since the university began; some fill teaching positions where resources limit the possibility of full-time faculty. Others, however, bring specific expertise from their profession to their teaching. This is especially true in the Teacher Education programs, the largest program on campus. In fact, enrollment growth in the past ten years has come primarily from the Teacher Education programs; comparisons of student enrollment from 1994/95 to 2002/03 show that while the university grew by 34%, 95% of that growth came from the College of Education. In this program, the number of full-time faculty has doubled, from 21 to 42. Field components of all teacher education courses, however, are staffed primarily by experienced adjunct faculty—area teachers and administrators. This collaboration between area professional educators and SVSU Teacher Education faculty and students is widely regarded as a significant strength of the program. Even in this period of rapid growth, the class size of all education courses has remained at 25 or fewer students.

In other colleges, the use of adjunct faculty to teach introductory classes enables SVSU to maintain a consistently low average class size. Few upper division classes are taught by part-time faculty.

The library: *"As the university continues to plan for the future, it must continue to recognize the centrality of the university library to its ability to carry out its mission. It must continue to provide adequate funding, technology, and space for the library" (p.37).*

The two-year library renovation project that concluded in Fall 2003 has greatly expanded both the space and the services provided by the library, making it a model state-of-the art library. The addition of a fourth floor and the renovation of the existing space has made it possible to add many new features, including the Student Technology Center, media rooms, a new computer lab for library

instruction, the Roberta Allen Reading Room, a small café, and many other enhancements. The library and its staff have also provided leadership for many technological innovations, including an extensive website with many online services and a large number of electronic databases, many of which are full-text. These expanded spaces and services now provide ready access to high quality research materials for both faculty and students.

Student Involvement: Advice was offered that *"as a commuter campus, the institution must develop ways of encouraging students to become more involved in campus life by recognizing the importance of their participation in campus activities, committees, and decision making" (p. 38).*

SVSU has made substantial strides in increasing student involvement, as will be discussed in Chapter 6, Campus Culture.

Section 2.3
Building on strengths noted in the 1994 Self-Study Report, the university has systematically addressed all issues of concern.

2.3 Conclusion

Building on the strengths noted in the 1994 report, the university has systematically addressed all issues of concern. Because of the transformative change of the university over the past decade, the work to develop General Education, program assessment, and diversity has demanded a larger scope of planning and a broader range of strategies than would have been predicted in 1994 and 1995. Many issues from the previous report reflected a campus with a very different culture. For a time, our growth challenged our ability to develop appropriate new structures and processes consistent with a mature institution. Although work remains in the area of assessment, and the institution has not yet accomplished all it intends to achieve in the area of diversity, the university has made demonstrable progress in General Education and all other areas of concern. The *Next Steps 2000-2005* planning process has helped the institution maintain a consistent focus on the issues discussed above and made it possible to address these issues in an institution-wide context. As SVSU begins its next planning cycle and commits to continuous improvement in its planning processes, the university's ability to further address these vital issues will be reinforced.

Chapter Three
Mission, Planning, and Governance

This chapter addresses the following **General Institutional Requirements** for Accreditation of a University:

1. It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.
2. It is a degree-granting institution.
3. It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.
4. It has legal documents to confirm its status: not-for-profit, for-profit, or public.
5. It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.
6. Its governing board includes public members and is sufficiently authonomous from the administration and ownership to assure the integrity of the institution.
7. It has an executive officer designated by the governing board to provide administrative leadership for the institution.
8. Its governing board authorizes the institution's affiliation with the Commission.

17. It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.

23. It accurately discloses its standing with accrediting bodies with which it is affiliated.

This chapter provides evidence for **Criterion 1**:

The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

This chapter provides evidence for **Criterion 2**:

The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

This chapter further provides evidence for **Criteria 3 and 4**:

The institution is accomplishing its educational and other purposes. The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

This chapter provides evidence for **Criterion 5**:

The institution demonstrates integrity in its practices and relationships.

3.1 Introduction

Section 3.1
SVSU has increasingly become an institution of choice for students while remaining an institution of opportunity.

Because this chapter focuses on the planning processes and governing structures of the university, in a sense it is informed by all the goals established in *Next Steps 2000-2005* (stated in Chapter 1). At the same time, Goal 3, Enrollment Management, has particular salience for this chapter since it articulates a shift in institutional mission: "The university will increasingly become an institution of choice for students while remaining an institution of opportunity."

This chapter addresses the process by which the SVSU Mission and Vision were reviewed and the current five-year plan developed. The chapter also looks ahead to the next planning cycle, which will build on the attainments of the current plan but shift in emphasis from growth to "right sizing" and a renewed commitment to building distinctive programs at SVSU.

As SVSU has grown, university planning processes and governance structures have adapted to reflect the changes of the past decade. The 1994 Vision, reflecting the institution's growing awareness of its role in providing solid baccalaureate and masters programs for regional students, also described the relationship of the university to its stakeholders in a larger context:

> *"SVSU's mission and goals statement evolved in harmony with the institution's dynamic nature, growth and regional constituency . . . [and] will continue to be examined on a regular basis to affirm its relevancy to the changing needs" of the student population, the region, and the larger culture.*

The 1994 SVSU Self-Study discussed the institution's evolving self-definition and its respect for a diverse student and community population, its commitment to professional programs, its fostering of general and liberal education, and its advancement of the research and creative potential of the professoriate. Since then, the guiding principles for the evolving mission have been the continued enhancement of students' intellectual and personal growth, their interaction with highly qualified faculty, and the benefits of a highly educated population for the larger community. The mission, likewise, has evolved in response to institutional/stakeholder needs.

Thus, the 2000 Mission and Vision statements, which articulate the current direction for the university, enlarge the context of earlier statements:

> **Mission:** The University produces value for the Region, State and Society by preparing highly qualified graduates who contribute to the

betterment of a culturally diverse world and by providing intellectual and cultural opportunities that enrich the lives of people.

Vision: Saginaw Valley State University will provide academic and professional programs and services for its students at the highest levels of quality and value, and be recognized as among the finest teaching universities in the United States. Our graduates will rise to key positions in economic, political, cultural and civic leadership and will distinguish themselves and our University through their accomplishments and service. Our University will also be the premier cultural and intellectual center and resource for the schools, governments, businesses and people of the East-Central Region of Michigan.

These Mission and Vision statements were developed as part of the University planning process that produced the *Next Steps 2000-2005* document. The six goals derived from these statements serve as a framework for on-going institutional assessment. And, as previously explained, that document provides the organizational foundation for this self-study.

The self-study subcommittees that addressed Mission, Planning, and Governance reviewed many materials: previous planning documents, foundational documents of the institution, Board of Control Minutes, university handbooks, and the Faculty Contract. The subcommittee on Planning also carried out an extensive survey of 56 university leaders (deans, vice-presidents, department chairs, and program directors) who were asked to assess the importance of various issues to the planning process with their units. Findings from that survey inform this chapter.

Section 3.2
SVSU's strategic plan Next Steps 2000-2005 sets the direction for the university.

3.2 University Planning Processes

During the past decade, planning processes have evolved from statements of purpose (*Promises to Keep, 1990*, and *Constancy to Purpose, 1995*) to the strategic plan (*Next Steps 2000-2005*) which currently sets the direction for the university. The plan is action- and outcomes-oriented and undergoes regular revision.

A consultant from Dow Corning was hired to facilitate this more complex strategic planning process. A diverse campus group with 41 members of the campus community was assembled to execute the task. The group included administrators from multiple divisions, academic deans, directors, staff from multiple units, 16 faculty, a member of the Board of Control, and a member of the SVSU Board of Fellows. Divided into committees, each focusing on discrete aspects of the mission, the group developed what would become the six defining goals of the plan. Members from each of the committees formed an additional task force to review and revise the Mission and Vision statements.

The committees met during Spring/Summer 1999 and held two open forums with the campus community that fall. Diverse ideas were solicited, considered, compiled, condensed, and ultimately distilled to the current document. The Mission and Vision statements and *Next Steps 2000-2005* were then approved by the Board of Control to become the organizing document for a 5-year planning cycle.

These documents are comprehensive, addressing all aspects of university life. The goals are presented in table format with Indicators listed for each goal. Goals are further defined by "Critical Success Factors," "Direction Toward Goal," and "Key Actions." Progress toward the goal is indicated in the final column for each goal. Units responsible for addressing specific goals are identified, although there is considerable and intended overlap in this regard. Vice-Presidents report periodically on unit progress to the Institutional Planning Officer, who revises the document. The Board of Control reviews and approves these updates.

The execution of SVSU's 5-year plan is coordinated by the President with the Board of Control and the President's Planning Council. These processes are facilitated by the Planning Officer and implemented by the President's Staff. The structure of the plan and annual institutional review invite self-assessment by all divisions, although units vary in their utilization of this planning/implementing/assessing/revising process.

Input for on-going institution-wide planning as well as assessment of current plans is based on the efforts of various committees and task forces. Some of these are standing committees, while others are *ad hoc* groups charged by the President to review specific issues, such as diversity in the curriculum, graduate program enrollment, and university website revision. A notable example of this approach is the work of the Long-Term Enrollment Planning Group. As noted previously, the group, which included selected faculty, staff, administrators, and community members, produced *Right Sizing the University: Enrollment Goals for the Next Decade.* This document was presented to the Board of Control for consideration and approval, and has been pivotal in assessing future institutional priorities after four decades of steady growth.

Although in some respects institutional planning is centered in the President's Planning Council, in other respects it is decentralized, or at least compartmentalized, and carried out by individual units. Planning in each division is guided by the university strategic plan, around which unit goals are set. These goals then guide the annual development of department goals. Administrative staff

performance evaluations are tied to the achievement of office and individual goals. Thus goals that are the responsibility of an individual unit can be monitored effectively.

However, when inter-divisional and intra-divisional collaboration and cooperation are necessary for the achievement of office and divisional goals, those in leadership positions report that governance and organizational structures of the institution make the resolution of certain kinds of issues problematic. As a result, issues that cross division boundaries and/or demand university-wide resources and commitment to address may go unresolved (e.g., multi-disciplinary program development, university-wide assessment, diversity), or fall to individuals who lack the power or institutional status to address such concerns systemically and directly.

The aforementioned task forces are a typical means used to plan across institutional boundaries. Individuals appointed to serve on such groups do not represent defined institutional constituencies, although there is an attempt to include individuals from different sectors of the university. Multiple successive task forces are frequently organized to address complex issues (e.g., diversity, graduate programs). Such task forces can serve to break down structural barriers and bring together faculty, staff, and administrators from across the institution to discuss issues of common interest and generate ideas for resolving issues of common concern. However, such task forces and committees are advisory only; because they work outside established university structures with no direct responsibility for subsequent review or implementation, task force members may see little or no evidence of their work or how it contributes to institutional planning. Thus they may question the value of this work and the time commitment it requires.

The creation of *Next Steps 2000-2005*, itself, is an extended example of this process. As noted above, a variety of faculty, staff, and administrators worked in various task forces to develop the plans and create the document. Although individual faculty and staff members may have been involved in the original planning process, once it was approved by the Board of Control, it became the responsibility of the President and his Planning Council and Staff to implement; the update of the plan occurs at the vice-presidential level.

Resource allocation is an additional component that is integral to the university planning process. Planning that takes place at division, college, department, or task force level is brought to the President's Planning Council by the Vice-Presidents for inclusion in the overall strategy and for resource allocation. (See Chapter 4 for an expanded discussion of Resources.) Budgets are then allocated

for each office within a given division. Office directors have some discretion to request additional resources; such requests are judged against division-wide and university-wide resource allocation requests. Individual projects may also be brought directly to the President for approval and resources.

As the sub-committee's planning survey indicates, at the Vice-Presidential level resources are defined as a significant aspect of planning, and Vice Presidents control the resources necessary to implement planning processes. At the program, chair, and director levels, however, resources, particularly human resources, are viewed as a constraint in planning. Department chairs, who lack control over resources, have expressed the most distance from the university planning process. Both faculty and staff indicated they would do more in terms of program development if there were resources available to develop and carry out plans without time-consuming negotiations. Faculty and staff indicated that because of these constraints, they often limit their initiatives to what they personally are able to do. Support staff for projects is often provided through work-study students, who may or may not have the necessary skills or long-term commitment to carry out particular projects. Creative ideas and commitment to larger goals may thus be lost.

3.3 University Governance Structures

Section 3.3
SVSU governance structures have been adapted and expanded to accommodate institutional growth and change.

SVSU is governed through a traditional hierarchical structure (see Organizational Chart, Figure 1-8) working within the two collective bargaining agreements described in Chapter 1. These structures have been adapted and expanded as needed to accommodate institutional growth and change.

Recent reorganizations within the division of Administration & Business Affairs, as well as the combining of Student Affairs with Student Services & Enrollment Management, are intended to enhance institutional effectiveness, especially in the context of the increased number of residential students, the extensive expansion of facilities and technological infrastructure, and the current climate of budget cuts. The Public Affairs division has also been reorganized recently under a new Vice-President.

The Board of Control is the legal governing body of the university as defined by the State of Michigan Constitution of 1963, Article 8, Section 6. Enrolled House Bill No. 4490 (Regular Session of 1987) amended Act No. 278 of the Public Acts of 1965 concerning SVSU as a state institution. These Acts provide the University's governing board certain powers, including the authority to confer degrees and grant diplomas. (SVSU is considered a political subdivision of

the State of Michigan, and as such is exempt from federal income tax. Although the University does not have an Internal Revenue Service determination letter, it in effect acts as a not-for-profit 501(c)(3) organization.) The Board has 8 members appointed by the Governor for 8-year terms. Because Michigan's universities are constitutionally autonomous, the Board of Control has the controlling influence, although it is affected by the decisions of the state legislature. Decisions with statewide implications are also affected by the consultative relationships the university maintains with other public universities through the Council of Presidents and its subcommittees of Academic Officers and Financial Officers. Most of the members of the Board of Control come from the service region, though a few are from other areas of the state.

Action items for the Board of Control are brought forward through the two standing Board Committees: the Academic, Student Affairs and Personnel Committee, and the Business, Finance, Audit and Facilities Committee. The Board functions in ways appropriate to its role, providing clear guidance to the President on policy matters, budget planning, and personnel decisions. The Board meets once a month and meetings are well-attended. Vice Presidents, staff members, the president of the Faculty Association, and a representative of the Office of University Communications are always present. Members of the press are often also present. Deans, faculty members, and student representatives are welcome to attend and frequently make presentations; selected members of the university community are also invited to meetings to present overviews of university programs or to receive awards such as Employee of the Month. Minutes are recorded and archived in the university library.

The President of the University is elected by the Board of Control. The Board of Control delegates the authority to conduct all University business to the President except that the Board reserves authority for those items specified in the bylaws (3.101 Article III). The University bylaws define the President's role: "The President shall be responsible for all functions of the University, be the official medium of communication between the Board and University faculty, staff and students, implement policies of the Board, and have authority to issue directions and executive orders not in contravention with law or the Board's bylaws and policies" (2.102 Article II). The President of the University is a non-voting member (*ex officio*) of the Board.

The current President has served at SVSU since 1989. The President works closely with his Planning Council to administer the university, including the University budget. He also works with the wider community, including government, business, financial, and education leaders, to promote the interests of the institution.

A number of administrators who have responsibilities that transcend individual units report directly to the President:

- Special Assistant to the President for Government Relations
- Special Assistant to the President for Diversity Programs
- Special Assistant to the President for International Programs
- Executive Assistant to the President/Planning Officer
- Executive Director of Information Technology
- Executive Director, Center for Business and Economic Development
- University Ombudsman

The President's Planning Council, an advisory body that meets twice a month, is composed of the 4 Vice Presidents (Academic Affairs; Student Services & Enrollment Management; Administration & Business Affairs; and Public Affairs/Executive Director, Development & SVSU Foundation). Planning Council members also serve as general staff for the Board of Control by attending all meetings and reporting to it on a regular basis. Vice Presidents are also responsible to be sure the 5-year plan is disseminated and reviewed in their units. In general, decisions about the allocation of resources are made as part of the planning process by the President's Planning Council in consultation with, and approval of, the Board of Control. One Vice President serves as staff for each of the two Board of Control committees. (Currently, the Vice President for Academic Affairs serves the Academic, Student Affairs and Personnel Committee; the Vice President for Administration & Business Affairs serves the Business, Finance, Audit and Facilities Committee.)

The President's Staff consists of the 4 Vice Presidents; the Deans of the 5 Colleges; the Executive Director of Information Technology; the Special Assistant to the President for Diversity Programs; the Special Assistant to the President for International Programs; the Special Assistant to the President for Government Relations; the Executive Assistant to the President/Planning Officer; the University Ombudsman; and the Assistant Vice President for Academic Affairs. Each of these is responsible to manage his/her respective responsibilities and contribute to the attainment of University goals. The Deans of the Colleges and the Assistant Vice President for Academic Affairs normally report to the President via the Vice President for Academic Affairs. Other members of the President's Staff report directly to the President, scheduling individual meetings as needed.

The administrative structures of the institution are organized to disseminate information to the campus community and to provide feedback on the ways in which institutional goals and objectives are being achieved. Because all members of the President's Staff are expected to inform the group on operations in

their respective areas through round-table briefings, information exchange occurs across the institution, and unit heads are able to understand the impact of their decisions upon other segments of the institution. These briefings are discussed by the group, and the President makes inquiries for clarification and provides feedback. Decisions are then disseminated to the members of the President's Staff for communication to their units. The various members of the President's Staff, both line officers and special assistants, maintain an "open door" policy to all members of the University community.

However, as with the recommendations of task forces, faculty and staff have indicated that at times they are informed after the fact on decisions that directly affect them. The recent unit reorganizations as well as changes in criteria for and designation of Programs of Qualitative Distinctiveness are instances cited in this regard.

Section 3.4
Each major division of the institution has a significant role to play in accomplishing university goals.

3.4 Unit-Level Governance Structures

Recent reorganizations among three of the four major divisions of the institution were carried out to improve institutional effectiveness in the context of institutional growth and transformation, as indicated previously. Each of the four major divisions of the institution is headed by a vice president. Each has a significant role to play in accomplishing the goals of the university.

Academic Affairs

Academic Affairs, with 240 full-time faculty and 119 staff, is responsible to ensure the effective delivery of the curriculum, the development of new programs, and the employment of a properly credentialed faculty in sufficient numbers to maintain the quality of the curriculum as well as instructional support. It also is responsible for the library and the three academic student support centers.

The Vice President for Academic Affairs, the chief academic officer of the campus, provides leadership for the overall administration and quality of all academic programs. This includes promoting academic excellence among the faculty and efficiency in instructional operations. The Vice President presides over Deans and Directors meetings and over Deans and Chairs meetings, and serves as a member of the President's Planning Council and the President's Staff. The Director of the Library and the directors of the academic student support programs report to the VPAA.

The Vice-President for Academic Affairs oversees an important aspect of academic planning: the creation of the course schedule for each semester. The course schedule must take into account student needs and the deployment of instructional resources, both human and physical. Input from academic departments and consultation with departments relative to student needs are essential phases in this academic planning process.

The Assistant Vice President for Academic Affairs is responsible for the implementation of academic program assessment, the institutional self-study, the Office of Sponsored Programs, the Advisory Council for Graduate Programs, university awards committees, and other tasks as assigned.

The Academic Deans are the chief academic officers of their respective colleges:

- College of Arts & Behavioral Sciences
- College of Science, Engineering, & Technology
- College of Business & Management
- College of Education
- College of Nursing & Health Sciences

Deans are responsible for College budgets and faculty recruitment (subject to approval) and coordinate department search committees and faculty evaluation teams. They also work with department chairs to evaluate and implement academic staffing requests, plan curriculum changes, and work with the Vice President for Academic Affairs to make academic staffing recommendations to the President. Deans also appoint and supervise graduate program Coordinators. The College of Arts & Behavioral Sciences, the largest college, has a full-time administrator serving as Assistant Dean; the other Colleges have Acting Assistant Deans (faculty members generally serving half-time with 6 credit/semester teaching load).

The extent to which academic colleges engage in college-wide program planning varies, and most initial planning occurs at the academic department level. All departments are required to undertake a departmental self-study every ten years. These studies provide an opportunity for departments to assess their effectiveness and identify needs for curricular changes. It is not clear how well departmental self-studies are incorporated into the academic planning process; some faculty feel they are ignored. Externally accredited professional programs are subject to additional oversight. Academic program assessment is carried out at the department level, although the Assistant Vice-President for Academic Affairs is charged with monitoring these activities and developing a more com-

prehensive program assessment plan. (An expanded discussion of Academic Program Assessment can be found in Chapter 5).

Governance within Academic Affairs is informed by the Faculty Contract, which details the procedures for curriculum ratification and faculty evaluation decisions. Committees comprised of elected faculty members and administrative appointees make recommendations to the President and Board of Control for approval and implementation. These decisions, of course, have implications for university-wide planning, resource allocation, and policy implementation. (For a fuller discussion of these processes, see Chapter 5).

The Curriculum and Academic Policy Committee (CAPC), the Graduate Committee, and the General Education Committee (GEC) are responsible to review, clarify, and evaluate curriculum proposals and identify issues for further discussion. Proposals that emerge from these committees are then presented to the faculty at large for ratification. However, the administration allocates resources to colleges and departments. This two-way structure provides a series of checks and balances that may result in conflict or collaboration. (As will be discussed more fully in Chapter 5, the development and eventual approval of the new General Education program was based on contractual processes and successful negotiations between the faculty and administration.)

Department Chairs are faculty members and thus are in the Faculty Association bargaining unit. They are spokespersons for departments and liaisons to the dean and administration. Chairs are elected by the department's faculty for two-year terms and have no formal authority over the faculty. They work with their departments and Deans on curricular planning, staffing needs, and course schedules.

Chairs oversee the development of departmental curriculum change proposals; these are submitted to CAPC, Graduate Committee, or the GEC. Chairs may take responsibility for tracking departmental assessment processes or they may ask someone else to do so. Chairs also monitor departmental budgets and send funding requests to the Dean. Chairs receive release time annually, as determined by the faculty contract, depending on the size of their departments. They receive no summer compensation, although they often have duties to fulfill during this time.

Administration & Business Affairs

Administration & Business Affairs, with 143 employees, is responsible to ensure that the university achieves its purposes with fiscal integrity in a cost-

effective manner that is consistent with the institutional mission, and that it can continue to deliver programs and services in a changing economic climate. In addition to the Controller, this unit includes Construction and Maintenance, Housing, Employment & Compensation Services, and other auxiliary functions.

As noted in Chapter 1, the growth in size and complexity of the university has led to significant reorganization of Administration & Business Affairs departments over the past two years. Housing has been separated from Residential Life and now reports to this division, as do other auxiliary services. Auxiliary services are expected to be self-sustaining, as is the case with the Conference and Events Center.

Human resource functions report to this division. Employment and Compensation Services is under the administration of the University Controller, while the Director of Staff Relations reports directly to the Vice-President of Business Affairs. The Director of Staff Relations is responsible for representing the university in labor negotiations with both faculty and support staff unions. The Director of Staff Relations also organizes or otherwise makes available faculty/staff development activities and works with faculty and staff to address workplace issues.

The division is currently pursuing goals and objectives which support commitments such as the following:

- Divisional reorganization and related performance improvement initiatives
- Identification and implementation of operating cost efficiencies
- Initiation of staff development and organizational performance improvement programs
- Identification and implementation of cost-effective process/service improvements
- Utilization of assessment techniques to measure divisional/departmental performance.

Individual departments have specific goals that complement and support the divisional goals referenced above. All departments are identifying appropriate benchmarks and best practices to assist in objective assessment of departmental and divisional performance.

The division has also made a commitment to create a collaborative work environment. The objectives of this approach are to provide staff with opportunities to contribute to broader divisional initiatives rather than just their immediate areas of responsibility, as well as to encourage staff involvement in the establishment of goals and objectives.

Although Administration & Business Affairs has consistently maintained cost-effective practices and has managed the resources of the institution in an economically prudent manner, the most significant recent challenge to the division Vice President has been to develop a fiscal response to the current adverse economic climate, while ensuring the institution continues to meet its goals. That fiscal response, presented to the Board of Control for approval, informs institutional planning processes. (See Chapter 4 for a fuller discussion of Institutional Resources).

Public Affairs

Public Affairs, with 18 employees, is largely responsible for maintaining effective relations between the university and the community, as well as helping ensure that the university makes significant and sustained contributions to the quality of life in the region. This is accomplished in multiple ways, through the work of the SVSU Foundation, the Alumni Board, and the Office of University Communications.

This division also has undergone a recent reorganization. Development, communication, and fundraising functions were incorporated into the unit, while its government relations function is now carried out by the former Vice-President of the division, as one of the Special Assistants to the President. Continuing Education has been reassigned to the Executive Director of the Center for Business and Economic Development, who also reports directly to the President.

The Public Affairs division currently is comprised of University Communications, Alumni Relations, and Annual Giving & Development, each with its own director. The Vice President of Public Affairs is also the Executive Director for Development and the SVSU Foundation. The SVSU Foundation is an independent corporation with its own Board of Directors, which raises private funds to support the strategic initiatives of the University and supports SVSU Foundation grants for student-focused initiatives. (See Chapter 4 for further discussion.)

The Public Affairs Division is directly responsible for how the university is perceived as adding value to the region: judged not only by its graduates, but also by its relationships with internal and external constituents (stakeholders and opinion leaders). This Division is responsible for shaping the university's relationship with the community, including donors, parents, students, businesses, legislators, foundations, media, faculty, staff, and other universities. As will be discussed more fully in Chapter 6, the work of this division has particular implications for campus culture. Through its fundraising efforts and its relations with community leaders, Public Affairs provides resources for a variety of programs. Through the

University Communication unit, it enhances the University's image as a key cultural and intellectual resource in the community, aligning internal and external communications and publications with institutional goals.

While the division has internal goals for its effective functioning, it does not generate institutional priorities for fundraising or engage in independent planning. Rather it facilitates the relationship between university planning bodies and potential donors in order to realize institutional objectives.

Student Services & Enrollment Management

Student Services & Enrollment Management, with 104 employees, provides both academic and extracurricular support services for students. It also has responsibility for graduate and undergraduate admissions, including policies and practices, as well as for implementing Board decisions regarding "right sizing," etc. "Creating and sustaining a culture and environment that fosters and supports the personal and intellectual growth of the campus community" is the responsibility of many of the departments within this unit, from Residential Life to Athletics.

As noted in Chapter 1, there have been two reorganizations of the Division of Student Affairs since the last accreditation visit. The first reorganization occurred during the 1994-1995 academic year when the Division of Student Services & Enrollment Management was created. The second reorganization occurred at the conclusion of the 2002-2003 academic year, when the Division of Student Affairs was merged with the Division of Student Services & Enrollment Management under the leadership of one Vice President. The new divisional structure is intended to increase efficiency and effectiveness to better address enrollment increases, retention, and higher academic qualifications of accepted applicants.

Four Assistant Vice President positions were created in this division in the 2003 reorganization, with each office assumed by a current director:

- Assistant Vice President & Director of the Office of Undergraduate Admissions; also includes responsibility for the Office of Graduate Admissions and the Office of Scholarships and Financial Aid
- Assistant Vice President & Director of the Office of Career Planning and Placement; also has responsibility for the Office of Disability Services, the Student Counseling Center, and the Student Life Center
- Assistant Vice President & Registrar; also has responsibility for the Office of Institutional Research, the Academic Advisement Center, and the Office of Evening Services

- Assistant Vice President & Director of Residential Life; also has responsibility for the Office of Student Conduct and the University's Substance Abuse Education Program.

All four Assistant Vice Presidents report directly to the Vice President for Student Services & Enrollment Management. In addition, the following also report directly to this Vice President:

- Director of Athletics
- Director of the Office of International Programs
- Director of the Office of Minority Student Services.

This division coordinates with other divisions on campus and with the Office of the President to meet university goals and objectives. Goals for the division are derived from *Next Steps 2000-2005*. With this plan as the foundation, the division determines how each office will meet its individual objectives and assist the division in meeting its broader goals.

This division has particular responsibility for ways in which the goals for a revised institutional mission are being achieved. Although much of the responsibility lies with the Academic Affairs division through Academic Improvement and the development of Qualitatively Distinctive programs, the movement to become an institution of choice while remaining an institution of opportunity has implications for this unit through admissions standards, recruitment policies, and scholarship availability, and the range of student services, including an enhanced residential life. This unit also has responsibility for the athletic program. The recent success of SVSU in Division II football also has implications for addressing these new goals.

Another key institutional goal is enrollment management and "right-sizing" the institution. Even as recruitment efforts are intensifying in some respects, in others there is a recognition that the university will reach a sustainable level of enrollment for the region. To move beyond that level would have implications for capital as well as program expansion. While communication between Academic Affairs and Student Services & Enrollment Management is essential for developing and coordinating successful programs, close communication must be maintained with Administration & Business Affairs to address growth issues.

The work of the various units in this division is reflected in the transformation of campus culture, with a growing residential population and the increased diversity of the student body. (See Chapter 6 for a fuller discussion of Campus Culture.)

3.5 Conclusions

Section 3.5
Effective communication and strategic collaboration will be required for SVSU to successfully build on the growth and transformation of the past decade.

The past decade's growth and transformation have been accomplished within the administrative structure described. The periodic revision of the Mission Statement, as a consistent part of the overall University planning process, ensures continued validity and relevance of the Mission and Vision. *Next Steps 2000-2005*, the university strategic plan, established measurable goals, objectives, and outcomes to achieve that Mission and Vision and identified university units responsible for key actions.

Due to careful planning and conservative fiscal management in the current budget climate, SVSU has been able to maintain services without layoffs or major cuts in programs, in spite of a significant expansion of the student population and of the physical plant.

Next Steps 2000-2005 is used, in varying degree, by all major divisions of the University to shape their planning. However, not all units or university faculty and staff feel equally engaged in planning processes or achievement of defined goals. It is generally acknowledged that the planning process is top-down; some feel this is an effective approach, but others contend that individual units are too removed from the process, becoming involved only as it directly affects their own work.

Department self-studies and surveys indicate *Next Steps 2000-2005* is not fully integrated into curriculum planning, and it is not clear whether department and college curriculum planning figures into *Next Steps 2000-2005* revisions. Department chairs, who lack control over resources, have expressed the most distance from the university planning process; by contract, chairs are not vested with planning responsibilities and receive only limited release time for their work. Faculty participate in curriculum development through the process delineated in the Faculty Contract. Both administrative appointees and elected faculty serve on curriculum committees and participate in deliberations on proposals submitted to them. The faculty votes on committee recommendations at two ratification meetings each year. The allocation of resources for implementing curriculum decisions rests with the administration. This collaborative process requires that administration and faculty continue to communicate effectively.

While information from departments, task forces, and committees may be used in the planning activities of the university administration, the university community often does not see how such input from advisory committees and task

forces informs planning and implementation, even when individuals have been directly involved. Many in the campus community fèel inadequately införmed of specific initiatives or how progress toward goals and objectives is measured.

The university is governed through a traditional hierarchical structure in the context of two collective bargaining units. The effectiveness of governance structures is perceived quite differently by different units and by individuals within these units. The impact of recent institutional reorganizations to accomplish both university goals and division objectives will need to be assessed. Many units noted the importance of student and alumni fëedback in their ongoing planning process and regularly carry out student satisfäction surveys. However, outcome-based assessment efforts are uneven. Many units are only beginning to establish assessment procedures to measure their effëctiveness and do not yet consistently use assessment införmation to plan fòr improvement.

Although the university operates efficiently to accomplish its purposes, those purposes have been tied primarily to institutional growth. In an era with diminished resources, tensions may develop in the dual commitment to build qualitatively distinctive programs while remaining an institution of opportunity. Thus strategic alignment and broad engagement in the planning process will become more critical.

Chapter Four
Resources

This chapter addresses the following **General Institutional Requirements** for accreditation of a university:

19. It has an external financial audit by a certified public accountant or a public audit agency at least every two years.
20. Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.
21. Its financial practices, records, and reports demonstrate fiscal viability.
24. It makes available upon request information that accurately describes its financial condition.

This chapter provides evidence for **Criterion 2:**

> The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

This chapter also provides evidence for **Criterion 4:**

> The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

Section 4.1
The strategic planning represented by Next Steps 2000-2005 is based on the assumption that necessary university resources will be available to meet all six defined goals.

4.1 Introduction

As SVSU has grown in size and complexity of operations since the last accreditation visit, the management of university resources has likewise become more complex. The strategic planning process represented by *Next Steps 2000-2005* is based on the assumption that necessary university resources will be available to meet all six defined goals. Resource needs underlie all "Direction Toward Goal" and "Key Action" statements in the plan, sometimes quite specifically; these goals could not be accomplished without adequate resources.

Specifically, the organization of resources to address Goal 4 of *Next Steps 2000-2005* will be apparent in this chapter's discussion, for SVSU has accomplished this goal of taking "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."

Information about specific aspects of university policies regarding resources may be found in the SVSU Operations Manual at www.svsu.edu/operationsmanual or in the Resource Room.

4.2 Financial Resources

Section 4.2
Operating budgets for the General Fund auxiliary activities and capital projects are approved by the Board of Control based upon recommendations by the President and his staff.

SVSU budgets are developed annually, monitored throughout the year, and modified as circumstances warrant. Budget priorities established are consistent with long-term planning objectives set forth in *Next Steps 2000-2005* and with the General Institutional Requirements and Criteria identified above. Operating budgets for the General Fund, auxiliary activities, and capital projects are approved by the Board of Control based upon recommendation by the President and his staff. Additionally, the President, through consultation with his executive staff and in compliance with the two union contracts, decides upon other budget issues such as compensation adjustments, staffing levels, program changes, and other matters which impact revenue and spending.

As indicated in Chapter 1 (Figure 1-9), SVSU's annual General Fund budget of $67 million comes primarily from three sources: state appropriations (42%), tuition and fees (55.2%), and other funding (2.8%). The university must fund 25% of all major state-funded capital projects and 100% of all operational expenses for such projects. Debt service, although a small component of the General Fund operating budget, and operational expenses for new facilities have impacted SVSU's operating budget significantly in recent years.

State appropriations: Reflecting the trends of the past decade, SVSU, like most state institutions, now is more state-assisted than state-supported, depending more upon tuition for revenue than it does the State of Michigan – a level of support that is not likely to change.

Revenue Sources FY97-04

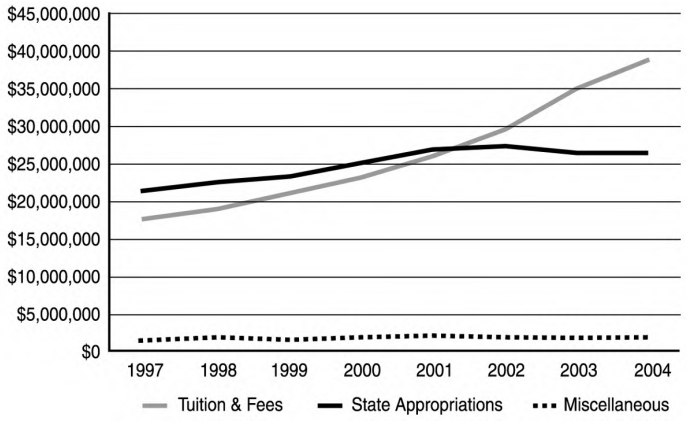


Figure 4-1

As the chart below indicates, state appropriations in the late 1990s through 2001 were adequate to support SVSU's planned growth. Since then, SVSU (like other institutions in Michigan) has experienced the impact of a poor economy and deficit state budget.

SVSU State Appropriations per FYES FY98-FY04
(FYES = Fiscal Year Equated Students)

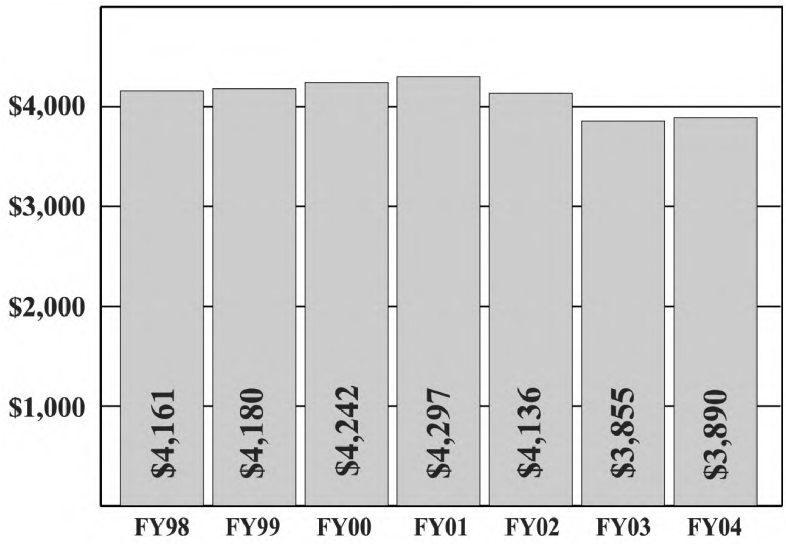


Figure 4-2

For FY2002-2003, annual state appropriations for all universities were frozen at the prior year's level and then subsequently reduced by 3.5% midway through the year. Although SVSU's appropriation for FY2003-2004 increased minimally by .9 of 1% ($26,673), future reductions are highly probable. Because each university is constitutionally autonomous, state appropriations vary widely. SVSU's current state appropriation, on a per student basis, is less than all but one of its sister Michigan public institutions.

Michigan University Appropriations per FYES FY04

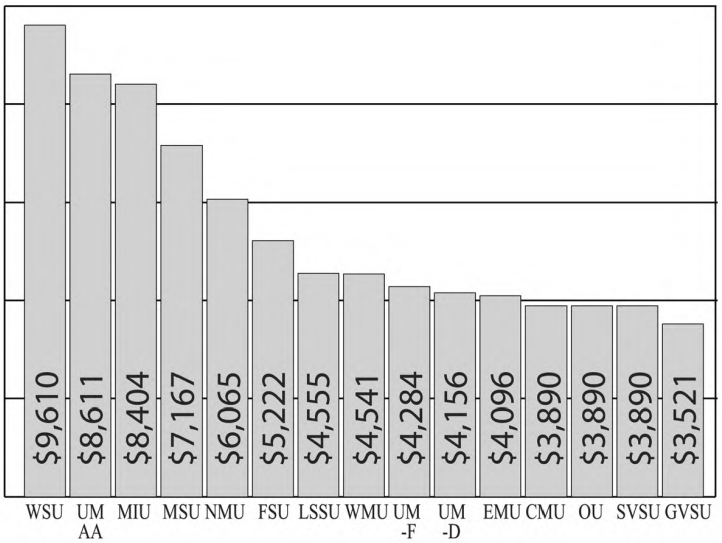


Figure 4-3

Tuition and Fees: Since 2001, tuition and fees have comprised an ever-increasing proportion of the annual budget. In this climate of tight budgets, the university has maintained three priorities:

1) Protecting vital academic programs and student support services
2) Protecting employment of current faculty and staff
3) Maintaining low tuition rates for students.

Due to previous budget cuts of $1.3 million, SVSU's Board of Control in Summer 2003 approved a 9.5% tuition increase for FY2003-2004, later reduced to 6.1% (via rebate) as a result of the .9% state appropriation; current undergraduate tuition is $139.60 per credit hour. This tuition increase met the three priorities stated above and was deemed necessary to continue progress towards achieving the *Next Steps 2000-2005* goals.

Other Funding: The remaining 2.8% of the General Fund budget comes from investment income, indirect cost recovery, and other revenues.

Overall, the General Fund budget is carefully planned to support institutional priorities and sustain fiscal viability. General Fund budget allocations for FY 2003-2004 (percentages are similar to those for previous fiscal years) are shown below:

2003-2004 General Fund Budget Allocations

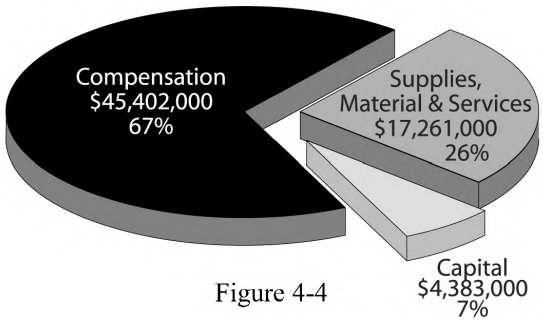


Figure 4-4

Additional Sources of Income

The Saginaw Valley State University Foundation, an independent corporation, engages in fund-raising and donor relations activities designed to further the university's mission, providing additional funding support for student scholarships, endowed faculty chairs, construction of facilities, and various other programs. The Foundation Board of Directors is comprised of individuals from the community who have demonstrated a spirit of friendship, service and generosity to the university. The Foundation budget is developed and supervised by the Director, subject to approval by the President (the Foundation's operating

expenses are met by university funds in exchange for the transfer of contributed funds to the university).

Foundation support, which averages about $4 million annually, enables the university to pursue initiatives for which funding would not otherwise be available. Foundation funds come from a wide range of university supporters:

SVSU Foundation FY03 Giving by Category All Donors

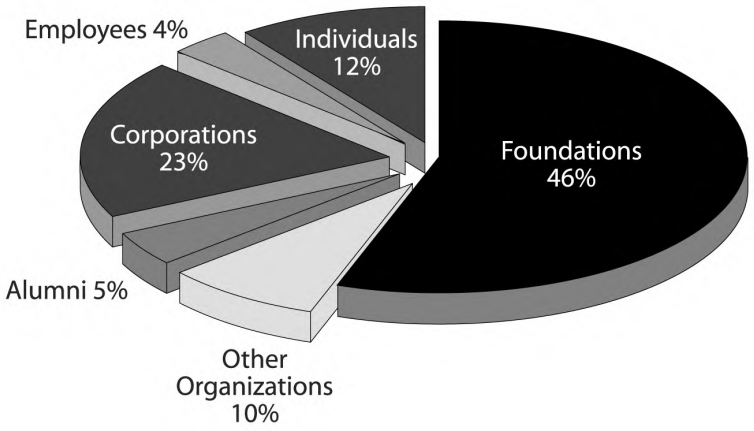


Figure 4-5

Capital campaigns during this past decade have supported both program development as well as facilities construction. The Campaign for Distinction, which culminated in 1997, exceeded its $11 million goal to provide $13.3 million for endowments for scholarships and distinctive programs such as the endowed chairs. The Creating the Future Campaign, which concluded in 2002 and contributed $9.5 million, was used to fund a portion of the construction costs of the Regional Education Center, the Library expansion and renovation, the Student Center, and the Fitness Center. The poor investment market over the past three years has limited the Foundation's ability to fund certain commitments; university unrestricted resources have supported some of these critical programs when necessary. The work of the Foundation continues to play a vital role in the transformation of the university.

Institutional grants have also played a significant role in funding university initiatives; progress toward several of the university's goals in *Next Steps 2000-2005* would have been hampered without this external support.

External Support Fiscal Years 1999-2003

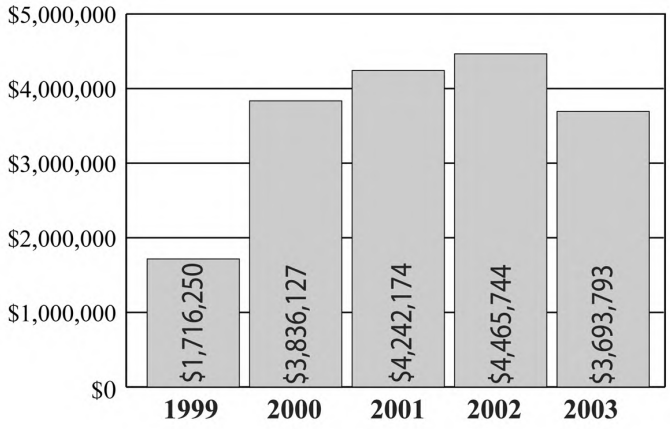


Figure 4-6

The Office of Sponsored Programs facilitates grant writing and management at both the institutional level and with individual faculty and units. The nearly $3.7 million in grant funds awarded for FY 2003 were distributed across all colleges as well as several other units:

Grants Awarded FY2003

Unit	Fiscal Year 2003	Number grants funded	Percent of Total
University General	$2,369,346	6	64.1%
College of Education	912, 529	4	24.7%
College of Nursing & Health Sciences	261,924	4	7.1%
College of Science, Engineering, & Technology	77,500	4	2.1%
College of Business and Management	47,000	1	1.3%
College of Arts & Behavioral Sciences	22,494	1	0.6%
Marshall M. Fredericks Museum	3,000	1	0.1%
Total Funding for Grants, Contracts, and Sponsored Research	$3,693,793	21	100.0%

Figure 4-7

Auxiliary Operations

The auxiliary systems' mission is to provide ancillary services which support the academic, administrative, and student enrollment/life initiatives of the university. The auxiliary operations provide services to the University community from the following units: student housing, dining services, bookstore, parking, student transaction card, and the University Conference & Events Center. These units, all self-supporting, have an annual operating budget of approximately $16 million. The primary sources of revenue are student housing rentals; retail sales for food, textbooks, and school supplies; student user fees; and conference fees. Net operating income (excess revenue after payment of operating expenses and debt service) is accumulated in a reserve which is available for future capital asset maintenance and replacement. Reserves presently amount to $5 million. Performance of the auxiliary system is assessed by applying relevant external benchmarks and by use of stakeholder surveys.

SVSU Fiscal policies: To achieve the three priority budget goals identified previously, SVSU has made reductions in a variety of smaller, incisive ways that cause the least possible harm:

- The university has frozen or made minor reductions in departmental supplies and services budgets and capital expenditure budgets
- The replacement cycle for computing equipment has been extended from three to four years
- Initiatives are underway to realize savings in utilities budgets
- The new facilities opening this year are being managed with current staffing levels.

Some administrative reorganizations that consolidate functions are also expected to result in savings; colleges and departments have also reduced their operating budgets.

In spite of recent economic uncertainties, the university continues to serve its student population well. It effectively prepared for the opening of needed new facilities and implemented a budget plan to fund increasing costs related to salary and fringe benefits, utilities, deferred maintenance, and numerous other costs essential to running the institution. Per-student expenditures have increased, on average, about 3.8% per year.

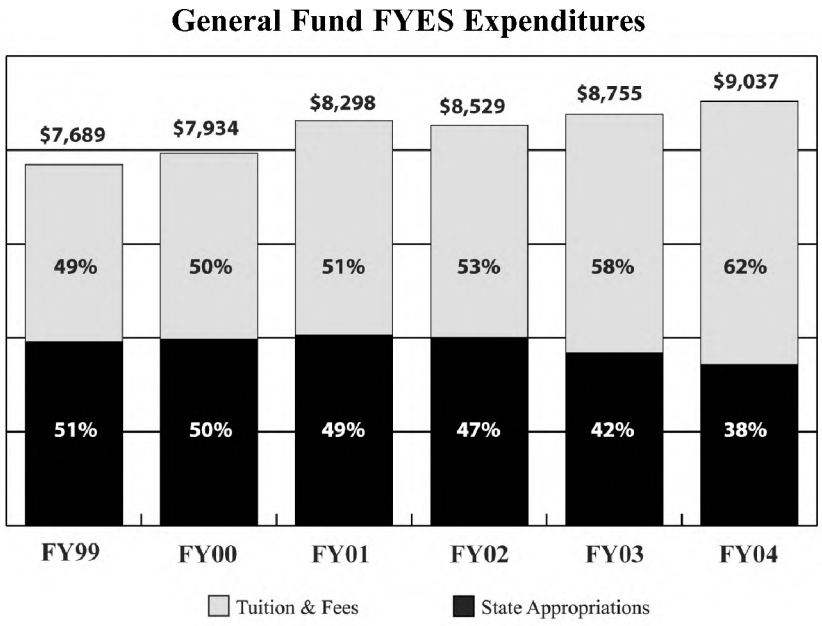


Figure 4-8

SVSU continues to position itself as a cost-effective institution, able to maintain a resource base that enables it in large part to achieve its objectives in spite of lower state appropriations. Its expenditures per FYES remain the lowest of the Michigan public universities:

Expenditures per FYES
FY2002-2003 by Michigan State Universities

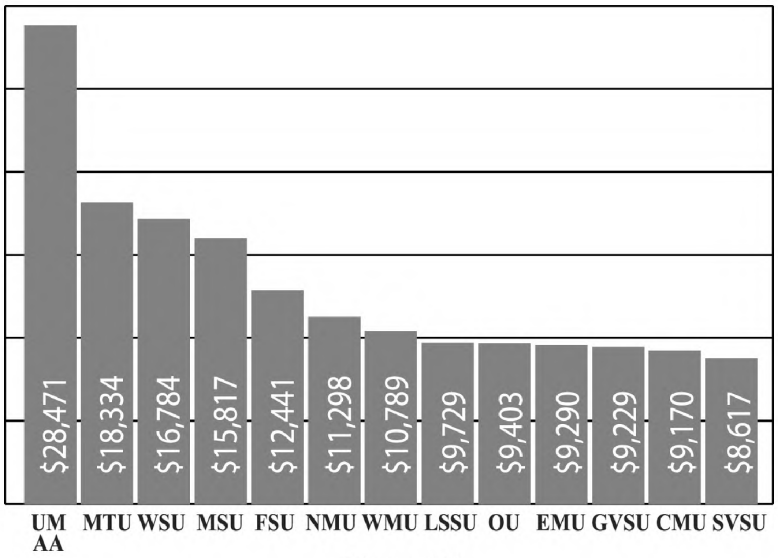


Figure 4-9

To summarize, SVSU's prudent and financially sound management is evidenced by the following:

- Operations consistently within available resources for general operations, auxiliary activities, and capital projects
- Steady and consistent revenue growth, as shown in Figure 4-10:

Revenues by Decade

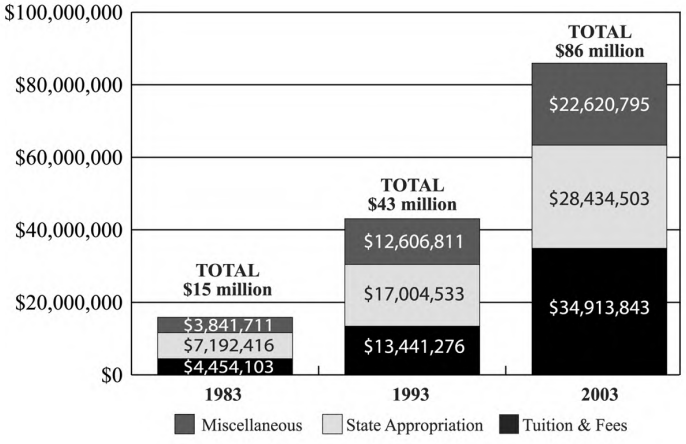


Figure 4-10

- Lower per-student spending than any public university in Michigan
- Annual external financial audits with no material findings
- Adequate access to bond markets when capital project financing is required
- Accumulated unrestricted net assets, as shown in Figure 4-11:

Unrestricted Net Assets

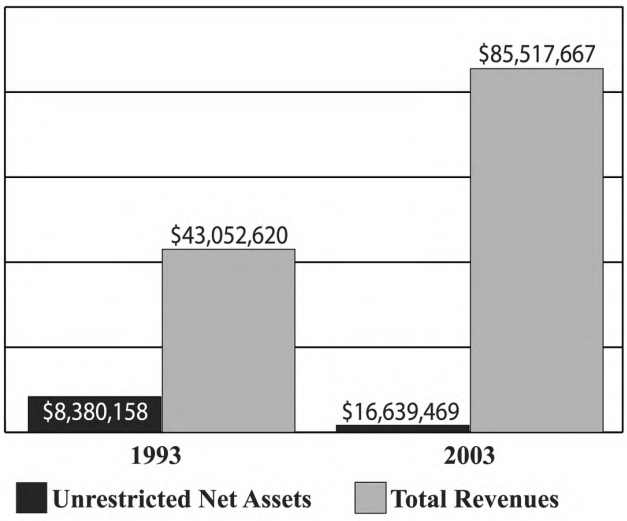


Figure 4-11

Thus it is evident that during this decade of transformational change, resources have been effectively allocated to support the mission and objectives of the University.

Section 4.3
SVSU has in place the human resources required, including qualified administrative personnel and appropriate credentialed faculty, to fulfill its mission.

4.3 Human Resources

To achieve its many objectives, it is essential that SVSU attract, retain and develop employees who possess a range of relevant qualifications and skills. SVSU has in place the human resources required, including qualified administrative personnel and appropriate credentialed faculty, to fulfill its mission. To better serve the growing number of employees, in 2002 Human Resources was reorganized into two separate departments.

Employment and Compensation Services (ECS) operates as a service center to provide administrative and transactional support in areas such as staffing, compensation, benefits, policies, etc. This new unit has established more efficient and consistent hiring policies and practices and is putting in place new methods to expand the pool of job candidates to foster diversity. Managers are challenged to expand the employee pool. ECS is in the process of establishing

benchmarks for future assessment. Informal reports indicate that employees are finding the new unit more responsive to their questions and concerns.

The **Staff Relations Officer** provides strategic, longer-term support for developing new staffing, compensation, learning and development tools, as well as overseeing labor relations with the two unions. New processes for hiring, new benefits proposals, staff development, and training programs are generated in this unit. The department has implemented a new performance management process for all administrative and support staff. The impact of these changes remains to be evaluated.

To help manage health care offerings, SVSU has instituted an employee benefits advisory group that combines employees from all employee groups. The employee advisory group studies the health care/insurance issues of the day, suggests potential solutions, and helps communicate issues to and from the various groups they represent. The result is a series of viable benefits options for SVSU employees.

4.4 Physical Plant Infrastructure

Section 4.4
The total square foot area of campus facilites has doubled in the last ten years and nearly tripled in the past 15 years.

The University Campus Master Plan, last updated in 2000, has guided the development of the campus and serves as a reference for future development considerations. SVSU has a relatively modern $300 million physical infrastructure that supports the university's mission. The campus plant provides a safe, secure, and comfortable learning environment for students, staff, and visitors.

As noted in Chapter 1, the total square foot area of campus facilities has doubled in the last 10 years and nearly tripled in the past 15 years. The new facilities have provided greater functionality to the campus. Over the past year the following new facilities have opened, totaling $62.5 million and 289,000 square feet (an increase of 19%):

New Facilities Constructed at SVSU

Regional Education Center	$29.2 million	130,000 sq.ft.
Zahnow Library addition	$10.8 million	21,000 sq.ft.
Living Center South	$ 9.9 million	84,000 sq.ft.
Student Center	$ 6.8 million	32,000 sq.ft.
Fitness Center	$ 3.45 million	11,000 sq.ft.
Marshall M. Fredericks Sculpture Museum expansion	$ 2.4 million	11,000 sq.ft.

Additional parking lots have likewise been built.

Figure 4-12

Though the northwest quadrant of the campus, which houses the newly completed Regional Education Center, has sufficient room to accommodate significant expansion in the future, as mentioned previously, the university expects to reach a student enrollment of about 10,000 students by 2005-2006. The current physical plant has been constructed for this size of enrollment; to grow beyond this point would require a significant investment for new facilities.

Currently, SVSU is in transition from a period of major facility construction to an environment that will focus on enhancing physical plant organization and performance and planning for deferred maintenance. A five-year deferred maintenance project plan was developed recently as a result of a facilities assessment performed by an external engineering/consulting firm. As a result, the university has begun to systematically budget funding for deferred maintenance requirements and plans to update the facilities assessment in the future. Advancements have also been made in the areas of process improvement, new facilities, number of classrooms, campus environment, capital and master planning, and staff development initiatives.

Thus there has been significant advancement since the last accreditation visit in terms of facilities expansion and administration of physical plant infrastructure and operations. The current organizational structure for physical plant operations (now designated as Campus Facilities) reflects a combination of what previously had been two distinct units – Physical Plant and Engineering Services. The 2001 combining of these two units into one department has led to a more strategic and coordinated physical plant administration. As part of the restructuring, a new position of Director of Process Improvement was created, with a primary responsibility of identifying operating efficiencies for the institution. This change has resulted in the development and implementation of a web-based work order system, coordinated energy savings initiatives, safety training programs, and the use of assessment tools to measure performance.

Strategies are now in place or under consideration that will allow this unit to continue providing critical support to the university in a period of level or declining resources. The efforts of Campus Facilities are now being directed to revise work processes, manage costs, improve quality control, and enhance the performance of both supervisory and support staff. These efforts, if successful, will allow the university to operate its expanded campus without significant additional cost and should result in service improvements. Staff representing all Campus Facilities employee groups have been involved in much of this work. SVSU's physical plant employees remain committed to providing a high level of service, emphasizing departmental self-improvement processes, and continuously measuring performance.

4.5 Information Technology

Section 4.5
To accomplish its objectives for technology, SVSU has created a new division of Information Technology Services.

In 1999, SVSU's comprehensive self-analysis prior to *Next Steps 2000-2005* identified several key concerns in the use of technology at SVSU:

- 70% of faculty were not proficient in the use of technology
- The College of Education (COE), with roughly 40% of all SVSU students, did not require technology proficiency of its students (future K-12 teachers), nor did it integrate technology into its curriculum
- The university was deficient in its use of technology in both the academic and administrative areas: staff resources, infrastructure and software.

Based on this analysis, the *Next Steps 2000-2005* plan identified three primary objectives for technology:

Objective 1: Increase academic utilization of technology to enhance teaching and learning

Objective 2: Upgrade the computing infrastructure to improve institutional efficiency

Objective 3: Upgrade administrative systems to expand access to educational opportunities.

To accomplish these objectives, SVSU created a new division of Information Technology Services (ITS) and a new position of Executive Director reporting to the President. The new ITS division is responsible for the following:

- Administrative systems: Computer Operations, Programming
- Academic Support: ITD Training Lab, Classroom Technology Support
- Multi-Media Support: Broadcast Technologies and Video Editing
- General Support: Support Center (help desk, computer classrooms, open computer labs, all desktop support)
- Network Services
- Web Services (web pages and Content Management Systems)

With this new structure, ITS has been strategically aligned to undertake technology initiatives and to coordinate and allocate resources related to planning objectives.

In addition to *Next Steps 2000-2005* initiatives, a 2001 subcommittee of the Teaching and Learning with Technology Roundtable (TLTR) developed a number of recommendations for the improvement and expansion of academic technology applications. This effort resulted in what is now known as the Academic Technology Plan, and the university allocated resources to fund this plan. SVSU subsequently received significant grant funding through a U.S.

Department of Education Title III grant to support additional infrastructure upgrades. The combined *Next Steps 2000-2005*, Academic Technology Plan, and Title III grant serve as the current strategic plan for ITS.

ITS Capital Budget Overview for Fiscal Year 2003-2004:

ITS Capital Budget	
Academic Technology Fund	$283,000
Title-III US Dept of Education Grant (grant year 3)	$350,000
ITS-Ongoing Capital Budget	$275,000
	$908,000

These resources have enabled the University and ITS to achieve the goal of *Next Steps 2000-2005*, the "qualitative step forward in employing technology to enhance teaching and learning, improve institutional efficiency, and expand access to educational opportunities," accomplishing the three objectives:

Objective 1. Increase academic utilization of technology to enhance teaching and learning:

- Academic Equipment has been upgraded. Implementation of a technology fee established a replacement cycle for student lab computers. The university also regularly replaces faculty computers. The annual ITS maintenance budget is $37,600.
- State-of-the-art presentation technology has been installed in 94% of general classrooms (79 of 84). (Equipment is available for faculty to check out for the remaining classrooms.) A central broadcast system provides satellite broadcast and video feed capabilities.
- Additional student micro-computing labs have been opened; the total number of labs now is 55. With 1,042 microcomputers available to students in labs, classrooms, and kiosks as of September 2003, SVSU currently has a student-to-microcomputer ratio of 6.12:1.
- A Student Technology Center, located on the second floor of the library, was created in 2002 to provide student technology training, similar to the model of the Writing Center and the Math Resource Center.
- A web-based course management system, Blackboard, was adopted. Regular surveys of both faculty and student users report creative faculty applications leading to increased student engagement. As a result, the usage of Blackboard has grown dramatically, as the following chart demonstrates:

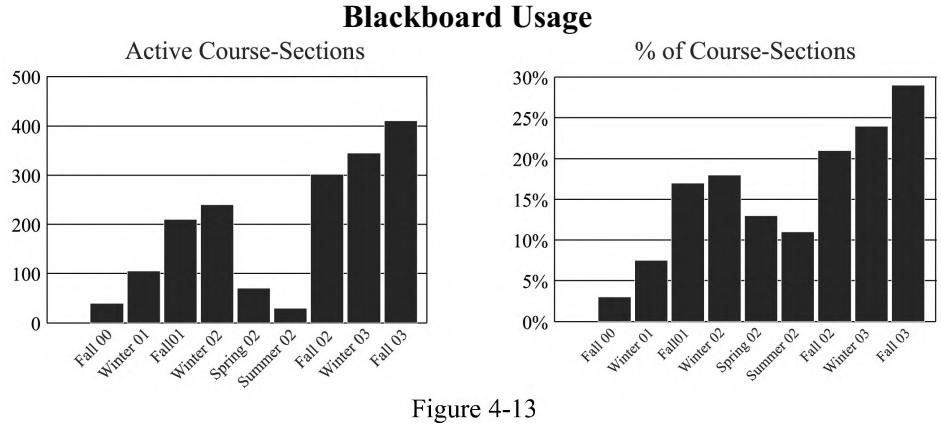


Figure 4-13

- Technology training efforts have been expanded for faculty and staff. An instructional training lab for faculty was created in 1997, and a faculty/staff development calendar offers 30-40 different technology workshops each semester. Resources have been allocated to enhance the skills of ITS staff.
- A Multipoint Conferencing Unit (MCU) to bridge or synchronize ITV sessions significantly reduces the cost of distance education classes.
- A state-of-the-art Regional Education Resource Center (RERC) for faculty and students in the College of Education and K-12 teachers in the region was made possible with support by a 3-year (2000-2003) PT3 Grant: Preparing Tomorrow's Teachers to Use Technology. This grant fostered collaboration among three colleges: Education, Arts & Behavioral Sciences, and Science, Engineering & Technology, enhancing technology skills of many faculty, current K-12 teachers, and students in 145 school districts.

Objective 2: Upgrade the computing infrastructure to improve institutional efficiency:

- A help desk provides telephone technical support and dispatches technicians to offices and computer labs.
- A variety of initiatives have been undertaken to upgrade network capabilities, such as replacing network servers, upgrading the campus fiber background to a higher speed, upgrading the main campus network switch to Internet2 standards, and connecting all dormitory rooms to the network.
- All administrative and student systems programs are regularly upgraded to the current software release.
- A cable modem discount agreement with Charter Communications, SpeedNet, and Air Advantage provides home internet access for the entire campus community and alumni.

Objective 3. Upgrade administrative systems to expand access to educational opportunities:

- Web-based course registration and financial aid applications, as well as employment information, have been developed.
- The university website was recently re-designed; staffing for web development has been increased.

Measures of Progress Toward ITS Goals

Constant upgrades during the past four years have made it difficult to quantitatively measure specific progress toward all ITS Technology Goals. During the fall of 1999, ITS conducted a customer satisfaction survey of staff and faculty to determine where perceived customer service problems were. Another survey to include students, using the new Remark software, is being conducted at the end of the Fall 2003 semester.

Overall, ITS can point to multiple measures that indicate progress toward its goals as laid out in the Academic Technology Plan, the Title-III grant, the *Next Steps 2000-2005* university plan, and the ITS Mission Statement:

- In the last three years, the university has doubled the number of microcomputers available to students; as a result, the student-to-microcomputer ratio is one of the best in the state of Michigan.
- All campus residences are connected to the campus network; 95% of all students have a microcomputer available to them in their residence hall rooms or at home.
- The university has made a substantial investment in classroom technology; 94% of general classrooms have state-of-the-art presentation technology.
- Students are successfully registering for classes, and students and staff are conducting business with the university, via the internet. (The old telephone registration system has been decommissioned.)
- The Student Technology Center provides technology training for individual students as well as many classes, to develop student technology expertise for required class work.
- Faculty and staff have attended over 29,000 hours of technology training during the last 2.5 years.
- In three years, web-based content delivery via the Blackboard course management system has grown from an academic experiment to an integral part of nearly 30% of all academic course-sections. In addition, many university committees, clubs and organizations use Blackboard as their basis for communication. A migration to Blackboard 6, the most

current version, occurred at the end of the Fall 2003 semester.

- The university has allocated a student technology fee and General Funds to ensure student labs and faculty microcomputers are updated every four years.
- In 1.5 years, close to 1,000 student, faculty, and staff accounts have been opened with ISPs for discount home broadband services. The university now has access to four active ISP connections, has dual homing with two ISPs to ensure fail-safe access to the internet, and during the last year has increased its internet bandwidth by 43% with a 25% cost savings.
- Faculty and staff are accessing their e-mail, M drive, and Blackboard servers from around the world via the internet.

4.6 Library

Section 4.6
The Library facility recently underwent a $10 million renovation and fourth floor addition that added 21,000 square feet. The Library provides comprehensive services to both on- and off-campus users.

The Melvin J. Zahnow Library supports the mission of the University by providing cultural, intellectual, and educational resources. The Library provides a central facility for study and research and serves as a portal to virtual resources. Organizationally, the Library is divided into five units: administration, circulation, reference, the Student Technology Center, and technical services.

The Library provides comprehensive services to both on- and off-campus users. Extensive electronic resources are available by access to online databases and web sites. Information literacy skills are enhanced through classroom and individual instruction on library use. The library is a member of an interlibrary loan network consisting of over 45,000 participating libraries, which enlarges the volume of material available to customers.

As described previously, the Library facility recently underwent a $10 million renovation and fourth floor addition that added 21,000 square feet. As a result, the Library now provides collaborative workspace for faculty and students, additional space for collections, a library instruction lab, network connections for laptop computers throughout the building, a café, the Student Technology Center, and the Roberta R. Allen Reading Room for special functions such as author readings, book discussion groups, and displays of student art works. Since the prior accreditation visit, the volume of Library collections has increased. The Library now totals over 613,000 volumes, compared to 469,000 volumes in 1993. This increase is due in large part to the acquisition and licensing of electronic information resources. The Library began subscribing heavily to online resources in 1999 and currently has access to over 7,300 E-books, 8,500 E-journals, and 80+ electronic databases. The Library participates in the

group purchasing program coordinated by the Michigan Library Consortium, which permits the licensing of several online databases at a lower cost than it could obtain on its own.

Ongoing funding for Library operations and acquisitions is provided by the General Fund budget. Additional funding, as part of the Academic Technology Plan, has been provided annually since 2001 for the acquisition of additional databases and for upgrading the Library's integrated system to the next level of web-based products. In the university's General Fund budget for FY2004, 2.58 % is allocated to the library. Library acquisitions are determined with faculty input and consider enrollment information, cost, and available budget.

Library Budget and Acquisitions

FY	General Fund Budget	Library Allocation	Academic Technology Fund Allocation	Combined Library + ATF Allocation	Combined % of GF Budget
2000	49,357,812	1,497,561	n/a	1,497,561	3.03%
2001	54,933,150	1,545,930	20,000	1,565,930	2.85%
2002	58,916,300	1,620,337	20,000	1,640,337	2.78%
2003	62,911,300	1,689,462	20,600	1,710,062	2.72%
2004	67,046,000	1,707,018	20,600	1,727,618	2.58%

Expenditures:	**FY1999**	**FY2000**	**FY2001**	**FY2002**	**FY2003**
Books/Standing Orders	$255,800.68	$251,370.78	$254,249.91	$199,334.24	$219,343.04
Periodicals	$218,428.17	$209,364.06	$228,037.46	$247,265.76	$256,788.87
Periodicals/Binding	$11,431.00	$9,708.00	$9,184.25	$10,077.34	$10,655.99
Film/Video/Slides/DVD	$1,338.18	$1,162.74	$962.19	$1,004.18	n/a
Electronic Databases	n/a	n/a	n/a	$33,081.46	$41,881.65
Electronic Journals	n/a	$27,568.70	$41,741.04	$53,976.05	$72,827.03
TOTAL	$486,998.03	$499,174.28	$534,174.85	$544,739.03	$601,496.58

Library Volumes:	**FY1999**	**FY2000**	**FY2001**	**FY2002**	**FY2003**
Books/Standing Orders	201,927	205,705	210,383	209,578	192,395
Periodicals/Binding	20,998	22,051	22,866	23,916	24,941
Microfilm	359,991	370,927	382,885	360,554	356,088
CD-ROM	32	32	32	756	175
Film/Video/Slides/DVD	16,358	16,780	17,285	17,574	17,959
Audio/CD/LP	4,265	4,305	4,361	4,383	5,232
Electronic Databases		0	79	81	89
Electronic Journals	1,298	1,313	7,475	7,362	8,532
Electronic Books		0	6,331	6,331	7,320
TOTAL	604,869	621,113	651,697	630,535	612,731

Figure 4-14

The Library faces a similar issue to that of Information Technology Services: adequate future resources to fund the rising costs of journals, databases, and other technological upgrades.

4.7 Conclusions

Section 4.7
Financial data indicate SVSU has operated in a cost-effective manner, has maintained sufficient reserves, and has had the ability to survive ecenomic downturns.

SVSU is financially administered on a sound and prudent basis. As the financial data indicates, the institution has operated in a cost-effective manner, has maintained sufficient reserves, and has had the ability to survive economic downturns. Annual audits have consistently been positive and have substantiated reported financial information.

The university has initiated improvements to hiring processes, with a focus on diversity, and has implemented a new performance management process for all administrative and support staff. The impact of these changes remains to be evaluated. Hiring processes need to be more closely aligned with university mission, and all faculty/staff development activities need to derive from institutional goals.

The campus provides a safe working and living environment. A majority of campus facilities are new or renovated, and a deferred maintenance plan is in place. However, the current budget climate places more pressure on the institution to identify and implement operating efficiencies.

The university has made a qualitative step forward in employing technology, and has greatly expanded training opportunities for students, faculty and staff. A major transformation has occurred within the past four years. Currently, however, there is inadequate budget for necessary future IT upgrades, replacement costs, and staff positions. Institutionalized support for technology integration originally supported by grants will need to be addressed in future funding.

The university library has undergone major renovation and expansion. Its online resources have likewise expanded greatly. Adequate resources will continue to be necessary to support rising costs of subscriptions, materials, and services.

SVSU needs to prepare for the impact of an optimal size environment (around 10,000 students, 1700 living on campus) and plan for future tuition rate decisions, any further physical plant expansion, and resource reallocation strategies. The university must continue aggressive pursuit of operational efficiencies

through process improvement programs. All of these concerns should be addressed in the next phase of planning.

The allocation of resources is not completely understood across campus, as budget development is a centralized process. However, a linkage between resource allocation and the planning process is evident in the regular review of *Next Steps 2000-2005*, which provides clear demonstration that resources have been allocated in support of SVSU's mission and goals.

Chapter Five
Academic Programs

This chapter addresses the following **General Institutional Requirements** for Accreditation of a University:

9. It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.
10. A sufficient number of the faculty are full-time employees of the institution.
11. The faculty has a significant role in developing and evaluating all of the institution's educational programs.
12. It confers degrees.
13. It has degree programs in operation, with students enrolled in them.
14. Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.
15. Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.
16. Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.
17. It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs (cont.).
18. It provides its students access to those learning resources and support services for its degree programs.

This chapter provides evidence for **Criterion 2**:

The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

This chapter provides evidence for **Criterion 3**:

The institution is accomplishing its educational and other purposes.

This chapter provides evidence for **Criterion 4**:

The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

5.1 Introduction

Section 5.1
Founded as an "institution of educational opportunity" for the region, SVSU has manitained that commitment, even as the growth of the past decade has allowed the university to develop programs of qualitative distinctiveness and expand the diversity of its curriculum at both the graduate and undergraduate level.

This chapter is based on the work of four self-study subcommittees which addressed, respectively, issues of academic program development, assessment, General Education and faculty development. Their work drew on a variety of university documents including catalogs, handbooks, assessment data, assessment reports, unit and department reports, the Faculty Contract, and task force reports on a variety of issues including diversity, General Education, and assessment. This chapter also is informed by interviews and surveys of Vice-Presidents, deans, the library director, program directors, department chairs, graduate program coordinators, faculty, and students.

As noted in previous chapters, SVSU has experienced a decade of unprecedented expansion and evolving maturation. This transformative change is evident in all aspects of its academic programs as well. Founded as an "institution of educational opportunity" for the region, SVSU has maintained that commitment, even as the growth of the past decade has allowed the university to develop programs of qualitative distinctiveness and expand the diversity of its curriculum, at both the graduate and undergraduate level, to better reflect the needs and interests of the student body and faculty. Goals and objectives for academic program development at SVSU, derived from its mission and five-year plan, are consistent with the expectations of the Higher Learning Commission and inform the evaluation of program development processes at SVSU.

As SVSU has grown and matured, its programs have reflected institutional changes while maintaining commitment to the university mission. That Mission and Vision, as discussed previously, have been articulated in two major planning documents: *Constancy to Purpose, 1995*, which focused on the intent to develop qualitatively distinct programs (first articulated in 1988), including an expansion of the institution's graduate programs; and *Next Steps 2000-2005*, which addresses the commitment to academic program improvement and the further development of more specifically defined qualitatively distinctive programs. Three of that document's six goals focus on academic programs:

> **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.
>
> **Programs of 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.

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.

Overview of Programs

Saginaw Valley State University provides effective academic programs at the graduate and undergraduate levels, appropriate to the mission of this institution, including a newly revised General Education program, 68 programs of study (including a number of professionally accredited programs) leading to ten Bachelor degrees, as well as a wide array of traditional majors, minors and certification programs. These programs are consistent with the aspirations of SVSU students, many of whom are first-time-in-college students seeking to enter professions, such as teaching, health care, social work, business, and engineering. SVSU also offers 8 graduate programs (with a number of specializations totaling 20). Graduate programs are primarily professional development programs accommodating the needs of employed part-time students seeking to enhance their career credentials.

SVSU also has in place excellent support programs administered through academic support centers, a newly renovated library, and the technological infrastructure necessary to enhance student success in its programs and to ensure that student learning objectives are met. These programs and support services are made possible through the work of a dedicated faculty and staff, committed to the objectives of this institution, and a community that supports the university through financial commitments, service on various administrative and advisory bodies, and participation in outreach programs.

The range of undergraduate majors, minors, special programs, and graduate programs are consistent with curriculum offered by a regional state university, and courses from SVSU transfer readily to other institutions. Although only a small number of SVSU graduates pursue graduate studies in the traditional academic disciplines, those who do enter research-oriented graduate programs are well prepared and successful. More often, though, SVSU graduates seeking post-baccalaureate education choose a professional program such as the graduate programs offered by SVSU, discussed below. SVSU also offers all courses and advisement necessary to prepare students for admission to medical, dental, or veterinary school, as well as the background courses and majors for law school admission.

The *SVSU Catalog*, published every two years (with supplements in the interim), is a complete compendium of all degree programs, course descriptions, degree requirements, grading policies, tuition charges, support programs, and admission policies of the University. The Catalog is also available electronically at http://www.svsu.edu/catalog/, making it possible for information to be updated frequently, systematically, and consistently, increasing access to the institution.

Administration

As discussed in Chapter 3, the administration of the curriculum is the responsibility of the Vice President for Academic Affairs, who oversees the five colleges of the University: Arts and Behavioral Sciences (ABS); Business and Management (B & M); Education (COE); Crystal M. Lange Nursing and Health Sciences (N&HS); Science, Engineering and Technology (SE&T). Each of the five colleges is managed by a dean and an assistant dean. The Office of Academic Affairs is responsible for scheduling of all courses, maintaining academic support services, hiring faculty, and working with the deans and faculty to carry out contractually defined processes for tenure and promotion as well as curriculum development and assessment.

However, Admissions and Financial Aid and some academic support services, such as Admissions, Academic Advising, and Instructional Technology Services, do not report to the Vice President for Academic Affairs. Coordination across these lines occurs through the President's Planning Council and the President's Staff, as well as through various administrative committees, such as the Website Advisory Committee and the Teaching and Learning with Technology Roundtable (TLTR), established for particular purposes.

Admissions: With the growth of the university, more highly prepared students have chosen to attend SVSU. Through a system of Presidential Scholarships and other financial aid incentives, the university has attracted more high school valedictorians and salutatorians, senior class presidents, etc., than previously; the average GPA and ACT scores of entering freshmen have also risen. At the same time, SVSU remains an institution of opportunity. The institution is also the place where community college students may complete their degrees. Approximately 40% of SVSU students are transfer students.

Course Scheduling: SVSU offers a heavy schedule of courses. The total number of sections offered in Fall 2003 was 1149 (with 1079 on campus and 70 off campus). ABS offers the largest number of sections overall, with a large number of General Education and other service courses. COE offers the most off-campus

sections. The goal of the scheduling process is to develop a cost-effective schedule that balances the needs of incoming freshman and of returning students by offering a variety of upper division courses as well as a sufficient number of introductory and General Education courses. The shift to an increasing number of residential students has had a significant impact on the scheduling process. An essential consideration used to be to ensure a full complement of courses in the evening. While evening courses are still offered, students now demand more daytime courses. The new General Education program has also added new pressures to course scheduling. There are fewer courses to choose from in the new program and the demand for required Communication Intensive (CI) courses has increased significantly.

Scheduling and Technology: Over the past several years much of the scheduling process has been transformed by new technologies. Although the technological infrastructure of the university has been discussed in previous chapters, it is worth noting its impact on the work of the Office of Academic Affairs. The introduction of new technologies into the course scheduling and room assignment process has meant the schedule can be developed and staffed more efficiently than previously.

The Colleague software for scheduling was first introduced in 1992; a major upgrade of that software in 1996 allowed the development of a completely integrated student information system at the same time the growth of the university was placing heavy demands on scheduling capabilities. Continuing new releases of this software have expanded its functionality, resulting in closer correlation between demand and course section offerings. Room availability can be monitored online among staff from maintenance, AV Services, Conference Bureau, and Academic Affairs, making scheduling for special events and maintenance tasks more convenient and less disruptive of instructional activities.

Online registration with the Cardinal Direct System has also meant students can better gauge class availability and do more effective long-range planning. Beginning in 2004, a paper Course Schedule will no longer be printed, since the more flexible scheduling process allowed by technology dates it before it is off the press. The system will give faculty access to student rosters, helping faculty better plan and prepare for teaching. It also will make it possible to post grades online, making the system more responsive to student concerns. The target date for these changes is March 2004. Many faculty have also been using Blackboard to communicate with students about grades.

One area that has not been automated is tracking faculty load. The specificity of such issues as “banked hours,” fractional lab counts, and release time for vari-

ous assignments is not easily monitored by software. Consequently, many faculty employment issues are handled in the Academic Affairs Office rather than in Employment & Compensation Services (ECS). Adjunct employment is handled by the colleges with oversight by Academic Affairs.

Overall, technological systems have made it possible for closer communication and more effective coordination among units; the Office of Academic Affairs, Admissions, the Registrar, Advisement, and other Student Services have always worked closely together, but technology has facilitated the exchange of information on which decisions are based, making it current and accessible to everyone as soon as it is available. The impact of technology on course development and delivery and the infrastructure to support those programs has been even more profound, as discussed below.

5.2 Undergraduate Programs

Section 5.2
It is essential that, in the process of providing sufficient introductory and service courses, departments are also able to offer enough upper division courses to accommodate majors in these disciplines.

Departments in the traditional Liberal Arts and Social Sciences (such as English, History, Geography, Philosophy, Sociology, Political Science, and Psychology) and the traditional Sciences (such as Biology, Physics, Mathematics, and Chemistry) carry a heavy load of service courses for General Education and for professional programs, such as teaching, engineering, social work, business, and nursing.

It is essential that, in the process of providing sufficient introductory courses to meet the high need at this level, departments are also able to offer enough upper division courses to accommodate majors in these disciplines and allow students to graduate in a timely fashion. An additional academic planning concern is the desire of highly trained faculty to be able to teach in their area of specialization and enhance their own professional development, even as they meet the demands of their departments. Programs in each college have been built with these needs in mind, and each college has created structures and practices which support its mission.

The College of Arts and Behavioral Sciences (ABS)

The College of Arts and Behavioral Sciences is the largest and most diverse academic unit on campus with 13 separate departments. ABS offers basic skills courses (in reading and writing) to prepare students for college-level study, a majority of the General Education courses designed to provide students with a well-rounded education, and programs leading to the degrees of Bachelor of

Applied Studies, Bachelor of Arts, Bachelor of Social Work, and Master of Arts, as well as undergraduate inter-disciplinary curricula, such as the International Studies major, Asian Studies minor, Gender Studies minor, and concentrations in Gerontology and Youth Services. There are also two interdisciplinary graduate programs: Master of Arts in Communications and Multi-Media, and Master of Arts in Leadership and Public Administration. In conjunction with the College of Education, ABS offers instruction in the arts and behavioral sciences for students pursuing certification in teaching or the Master of Arts in Teaching (M.A.T.) degrees in these disciplines.

The College has increased from 70 full-time faculty and about 40 part-time instructors ten years ago to a current total of '98 full-time faculty and about 90 adjuncts. Ninety percent of the full-time faculty hold the terminal degree in their respective fields (usually the Ph.D.). While dedicated to excellence in teaching, they also perform a wide range of research/scholarship and university and community service. Adjunct faculty supplement the full-time faculty, bringing professional experience into the classroom. Faculty in ABS have won a variety of research grants and fellowships, including Fulbright-Hays, Fulbright, and National Endowment for the Humanities awards. The Dean's Office currently has developed a grant application to be submitted to the National Institute of Justice to fund the development of a Crisis Management Training Institute.

In addition to offering a regular schedule of courses through traditionally defined departments, the College can point to the following recent initiatives as worthy of special attention:

- The undergraduate Social Work program has earned disciplinary accreditation by the Council on Social Work Education. Upon graduating from this program, students are eligible for the Social Work Technician Credential as defined in the Michigan Occupational Code.

- The Departments of Criminal Justice, Psychology, Social Work, and Sociology have field work/internship programs in which students are placed in community agencies for academic credit. The Criminal Justice Program also participates in an articulation agreement with Delta Community College, integrating the Police Academy into the SVSU CJ elective curriculum.

- The College has undertaken major curriculum revisions in English, History, Music, and Psychology, in addition to all the work involved in the revision of the General Education Program, and is planning additional curricula revisions.

- Two years ago, the College hired its first Endowed Chair: the Finkbeiner Endowed Chair in Ethics. ABS also hired its first Executive-in-Residence, an attorney and human resources specialist who teaches public administration.

Also, since the arts constitute critically important components of the University, ABS contributes to the overall presence and impact of the University in the community:

- The Marshall Fredericks Sculpture Museum has undergone extensive expansion in terms of both collections/holdings and physical facility. Over 5,000 local K-12 and postsecondary students visit the Museum annually.

- The SVSU Art Gallery, administered through ABS, presents both faculty and student exhibits on a regular basis. The Art Department also houses facilities for teaching photography and ceramics, among other art forms.

- The Music Department includes an array of practice studios, and supervises a student concert band, marching band, and jazz band, among other ensembles. The College sponsors the Rhea Miller Concert Series, the Valley Wind Quintet, and commissions a variety of musical performances for the campus community and the general public.

- The Theater Department maintains a busy schedule of performances and plays that has included recent production such as *Mother Courage, The Laramie Project, Cat on a Hot Tin Roof,* and *The Odd Couple,* among others.

The College also collaborates with a variety of campus offices and programs:

- The Curriculum and Academic Polices Committee, the General Education Committee, and the Professional Practices Committee (all standing campus-wide committees) are currently chaired by the Dean or Assistant Dean of this College.

- With the SVSU Diversity Office, ABS cosponsors campus-wide diversity-oriented events and lectures. The ABS Dean's Office also operated the King-Chavez-Parks Future Faculty Fellowship Program for a year (this was recently transferred to the Diversity Office).

- The College coordinates with the SVSU Office of Career Planning and Placement in Cooperative Education endeavors (paid student internships).

- The College works closely with the Office of International Programs to provide various study abroad programs at the undergraduate levels and in the graduate student admissions process.

Challenges to the College include the following:

- Increasing the enrollment in professional and graduate programs
- Generating additional grant funds for research
- Working with other offices in the university to develop an infrastructure for program assessment beyond the General Education Program (which already has such infrastructure)
- Working with the Faculty Association to develop online and distance learning courses, especially at the graduate level.

The College of Business and Management (CBM)

The mission of the College of Business and Management is to develop business competence and provide experiences, both academic and applied, that help students become productive and ethical professionals. A revised mission and renewed vision, which strengthened scholarly standards and performance, led to the 2003 AACSB accreditation for the college (including its MBA program). This represents a serious commitment and concentrated effort on the part of administration, faculty, and staff of the college.

Undergraduate programs offered by the college include General Business, Accounting, Professional Accountancy, International Business, Finance, Management, Industrial Management, Economics, and Marketing. During their four-year experience at SVSU, business and economics students gain a broad foundation of knowledge and communication skills to enrich their lives and prepare them for leadership roles in society. They also acquire the specialized skills to qualify them for entry-level positions in a variety of private and public enterprises.

Currently the college employs 24 full-time faculty, with 21% of that number being tenured. Over the past ten years, the college has replaced 1/3 of its faculty. The college has redesigned the MBA program, added Information

Technology to the undergraduate core and MBA foundation, and created an International Business major. The college developed assessment procedures and processes for all courses, incorporating them into its strategic framework, using the principles of continuous improvement to meet the challenge of maintaining and enhancing competitiveness.

The College of Business and Management must operate in a dynamic environment, because of the uniquely rapid rate of change in the knowledge base of business. This makes the professional development of its faculty critical. Faculty have increased their scholarly output significantly during the past several years. Faculty from the college also have been active participants in teaching enrichment activities, such as the Faculty Summer Institute and Writing Center tutoring. Faculty from the College serve in a variety of university-wide roles, including membership on the Faculty Association Executive Board.

Maintaining ties with the local business community is especially critical for this college. The college initiated a Family Business Program which fosters the relationship between the local business community and college through a regular schedule of breakfast meetings, featured speakers, and discussions of common concerns. The college has two Endowed Chairs charged with the responsibility of program development: the Dow Chemical Company Centennial Chair in Global Business and the Harvey Randall Wickes Chair in International Business. The dean holds periodic dean's dinners wherein faculty and members of the business community meet to discuss issues of common concern.

The College of Education (COE)

The College of Education is located in a new state-of-the-art facility, the Regional Educational Center, which opened in August, 2003. Not only does this center serve as an effective venue for teaching/learning activities within the college and university, it also is designed to serve as a resource center for school districts and personnel for east-central Michigan.

Teacher Education undergraduate programs include Early Childhood Education, Elementary Education, Bilingual Education, Secondary Teaching Certification in a variety of content areas, Special Education, Health Education/Athletic Training, Fitness and Sport Management.

The college also offers an Accelerated Certification Program developed to meet the need for teachers in the growth period of the late 1990s. This federally funded program is conducted through both on-campus and off-campus sites. Its goal

is to move students who already have degrees in other fields through the education certification process quickly in order to meet an urgent need for trained teachers.

SVSU is fully approved as a teacher-training institution by the Michigan Board of Education and is fully accredited at the bachelor's and master's levels. Also, the college is fully accredited by the National Council for Accreditation of Teacher Education (NCATE) at the basic and graduate levels. The College of Education serves more than 4,200 students, comprising 47.9% of all SVSU students. This count includes those who have declared Education as a major but have not yet been admitted to the College, as well as those majoring in an ABS or SE&T discipline who are seeking Secondary Certification. The college employs 52 full-time faculty, 30 support staff (including those hired to work on federal grant programs), 112 adjunct instructors, and 56 field supervisors. The college also has the Carl A. Gerstacker Endowed Chair to promote economics education.

Since teaching is a multifaceted process combining the knowledge of subject matter with a variety of teaching strategies, SVSU's program includes extensive field work where students observe master teachers, tutor students who are behind in their studies, plan lessons, and work in a variety of classroom settings culminating in the student teaching experience. Prior to student teaching, education majors complete between 150-200 field hours. Student teaching, which is 12-14 weeks, requires an additional 400-500 classroom hours. This intensive preparation has established the College's reputation for developing well-prepared educators.

Criteria for admission into the Teacher Education Program generally include a cumulative GPA of 2.75 or higher, passing scores on the Michigan Test for Teacher Certification Basic Skills test, and an interview with professional educators. Other criteria include potential contributions to a pluralistic society and demonstrated interest in content areas of high need, both locally and nationally.

New initiatives in the college include the development of integrated curricula, an expanded Special Education Program, and development of a Regional Educators' Resource Center, a Literacy Center, and a Principal's Center.

Chartered Schools

In 1993, Public Act 362 authorized the SVSU Board of Control to enter into contracts for the creation of Public School Academies. The goal of the chartered school program is to demonstrate that by implementing a curriculum aligned

with Michigan Standards and Benchmarks, best teaching practices, appropriate teacher training, and best practices in new teacher induction, struggling schools can be turned around.

SVSU currently sponsors 18 such academies in 25 buildings from Charlevoix to Detroit; enrollment has increased steadily over the past five years from 3785 in 1999-2000 to 5918 in 2003-2004. A notable example of this work is the Cesar Chavez Academy in Detroit, which was adopted by the Partnership Office and the SVSU College of Education in Fall 2001. This struggling academy is 98% Hispanic with nearly 60% of kindergarten students speaking no English. Test scores on the MEAP had been extremely low. Since the inception of the partnership, the percentage of students proficient in reading, writing, math, and science has improved significantly. The lessons learned in this endeavor are currently being applied in two additional at-risk schools: Pontiac Academy and Mosaica Academy of Saginaw.

Crystal M. Lange College of Nursing and Health Sciences (N&HS)

The Crystal M. Lange College of Nursing and Health Sciences offers Bachelor of Science degrees in Nursing (B.S.N), Occupational Therapy, and Medical Technology, as well as a Master of Science degree in Nursing. The Nursing program is accredited by the NLNAC (National League for Nursing Accrediting Commission) and has approval from the CCNE (Commission on Collegiate Nursing Education). The College will make a transition to the CCNE for its re-accreditation next year. The Occupational Therapy program is accredited by ACOT (Accreditation Council for Occupational Therapy).

Bachelor degrees provide students the technical expertise, scientific knowledge and theoretical background necessary to pass the licensure exams of these professions. The college is committed to fostering the critical thinking and communication skills that will allow its graduates to assume leadership roles in these professions.

This year has been a transitional period for this college of 13 full-time faculty, as a new dean has assumed leadership. The undergraduate program in nursing is also experiencing an increase in applications to the program after a decline. Admittance to the program has become competitive, and a number of qualified applicants have had to be declined. It is a goal of the program to broaden the base of the pool and attract applicants other than current SVSU students and graduates. The Nursing program draws from several populations: the general

student population who are coming to college for the first time; RNs and ADNs returning to earn the Bachelor of Science degree; and BSNs returning for the MSN. The college has also offered a bridge program to help RNs and ADNs prepare for direct entry into the MSN program and an accelerated program for students coming back to gain a second degree and train in a new field.

The BSN program at SVSU offers a distinctive curriculum organized to develop critical thinking and communications skills. This foundation supports four major processes: teaching/learning, research, nursing, and leadership. These, in turn, are built into a pyramid structure of meta-factors: human, environment, health, and nursing. At the peak of the pyramid is therapeutic intervention. This model of health care education also informs the graduate program in nursing, with special emphasis on leadership and research.

To respond to the changes in health care accreditation, health care economics, medical/technological advances, and program demand, Undergraduate and Graduate Program Committees for the college meet regularly. Key concerns of these committees are competition from other state universities offering programs within the area, the creation of Distance Learning alternatives, and partnerships with local community colleges. These concerns (also evident in other colleges) arise from Michigan higher educational practice. However, they put additional pressure on SVSU to expend resources and offer programs based on short-term goals of meeting the competition, rather than long-term strategies.

Another issue facing the college results from a change in the field of Occupational Therapy. After 2007, to sit for the licensure exam, candidates must have a Masters degree in O.T. The University must decide if expanding the program to that level would be feasible, especially as a stand-alone program. This would be an expensive undertaking without related programs, such as Physical Therapy, to help sustain the cost of laboratory facilities, etc. The situation has an impact on the current program, as prospective students are reluctant to enter a program that may not be continued or to pursue a degree that will not meet future requirements. Plans for a bridge program are also being considered.

College of Science, Engineering and Technology (SE&T)

The College of Science, Engineering and Technology, with 58 full-time faculty (85% with PhDs), offers programs leading to the Bachelor of Science degree in 14 major fields. The mission of the college is to broaden the intellectual horizons of all students through coursework in the physical and life sciences and to provide high-quality education for students majoring in science, engineering,

and technology. The Bachelor of Science in Electrical Engineering and Bachelor of Science in Mechanical Engineering degree programs are accredited by the Accreditation Board for Engineering and Technology (ABET). The Chemistry program is approved by the American Chemical Society. Additional undergraduate programs include Biology, Business Chemistry, Environmental Chemistry, Computer Science, Computer Information Systems, Mathematics and Applied Mathematics, Physics, and Optical Physics. The college also offers a Master of Science degree in Technological Processes.

The College has acquired major new facilities with the construction of the Science East and the renovation of the Science West buildings, allowing all programs to offer significant "hands-on" experiences in well-equipped laboratories and computer facilities. Students have opportunities for career-related employment in the Campus Independent Testing Laboratory, in faculty-student research projects, in off-campus regional industry, and in funded environmental research activities.

A particularly successful endeavor that has raised the visibility of the Mechanical Engineering program is the Cardinal Formula Racing Team. This project has involved students in designing and building an open wheel race car for the international Formula Society of Automotive Engineering (FSAE) competition, giving students valuable experience in production and application of engineering processes. This project has particularly engaged local manufacturing and design firms in partnership with SVSU students.

The research activities of SE&T are as diverse as its programs. Faculty and students from the college present their scholarly work at local, regional, and national meetings. Projects range from applied engineering to abstract mathematics. In the sciences, approximately 39% of the faculty are involved in student and/or faculty research projects. In engineering, faculty also participate in student/faculty research and supervise senior design projects, required of all engineering students. These frequently result in new inventions for local companies. In 2003, over 90 students made presentations on their work at an annual symposium organized by the college.

The college also encourages excellence in K-12 education through the numerous outreach activities of the SVSU Regional Math-Science Center, which provides an interface between SE&T and COE, and through offering content courses for the Master of Arts in Teaching programs in Biology, Chemistry, Mathematics, Natural Sciences, and Physics. The college also offers special programs for those groups traditionally under-represented in technical education.

The college has a new dean, following the return to faculty of a dean who had held the position for 19 years. Challenges facing the college include responding to the establishment of new electrical and mechanical engineering programs at Central Michigan University in direct competition with SVSU programs in these same areas, and evaluating the possibility for certification in computer science. The need for renovation of the engineering building and new equipment in a time of budget constraints is also a concern, and inadequate mathematics training in high school remains an ongoing challenge requiring college resources for testing, basic skills training in mathematics, and student support in the Math Resource Center.

5.3 The General Education Program

Section 5.3
The extensively revised General Education Program is structured into ten content catagories with program goals–critical thinking, logical reasoning and effective communication–derived from the General Education mission. All courses currently accepted into the program has undergone the course approval governed by the GEC.

As stated in the SVSU catalog,
General Education refers to that part of a student's education that contributes to the breadth of knowledge needed to be a more effective citizen of a complex and culturally diverse world. It supports the student with the skills and perspectives that will not always be gained from a specialized program of study and provides a basis for a common educational experience all students and graduates of the University can share. It is intended to help each student become more broadly knowledgeable, adaptable, and capable in their many life roles. By graduation, students will have been given opportunities to develop their insight, creativity and intellectual curiosity, as well as analytical and critical skills. The General Education Program is designed to develop in each student:

- *Appreciation of a wide range of perspectives and experiences*
- *Acquaintance with the many ways of experiencing and acquiring knowledge*
- *Broad knowledge about the human and natural world*
- *Understanding of the structure and order of the natural world, including human thought processes*
- *Appreciation of the arts for aesthetic value and for their usefulness in exploring complex human truths*
- *Knowledge of the history of civilizations*
- *Competence in communication*
- *Exploration and development of individual values and ethics.*

The SVSU General Education Program, newly revised and in its third year, crosses college lines and is administered by a contractually defined committee of elected faculty members and administrative appointees. The revision was carried out in response to an extensive assessment of the old program and concerns raised in the 1994 NCA evaluation team report. The process involved faculty

across the institution as well as administration. This revised program is structured into ten content categories with program goals–critical thinking, logical reasoning and effective communication–derived from the mission for General Education (above). As described in Chapter 3, a governance structure was developed and put in place and assessment protocols established. The General Education Committee (GEC) has become one of the major governance committees of the institution, defined by the faculty contract, along with the Curriculum and Academic Policies Committee (undergraduate curriculum), Graduate Committee (graduate curriculum), and Professional Practices Committee (tenure, promotion, and discipline).

Program History

Like other colleges and universities in the United States, SVSU had envisioned General Education as a set of various content area requirements to give students experience in a number of disciplines and to serve those disciplines by providing students for introductory courses. Over time this conception had progressed into a 39-credit hour requirement spread across nine content categories: Literature, Arts, Numerical Understanding, Natural Sciences, Historical and Philosophical Ideas, Social Science Methodologies, Social Institutions, Communication, and International Perspectives.

Although new courses were introduced in General Education categories, there was no oversight body other than the Curriculum and Academic Policies Committee; no statement of objectives for the program (though individual categories did have objectives); no standard review and/or expiration policies for GE courses; no clearly articulated criteria for the various categories; and no provision for ongoing assessment. Further, there were no regular institutional procedures in place to remove courses that were not serving the goals of GE, short of the department in question requesting to remove the course. For the most part, this did not occur, leading to an accumulation of more than 260 different courses in the program.

In 1994, NCA evaluators who critiqued the SVSU GE program echoed concerns already voiced on campus: that General Education at SVSU needed sweeping reform. This led the faculty to articulate a rationale for General Education focusing on critical thinking, logical reasoning, and affective learning, along with written and oral communication skills. The intent to revise the General Education program to be consistent with the new rationale and to put in place governing and assessment structures was submitted to HLC/NCA as a monitoring report in June 1995.

Conclusions from Two Years of General Education Assessment

To further the process, the faculty placed a moratorium on new classes being added until the program could be assessed in terms of this new rationale. Teams of faculty members evaluated students in the areas of critical thinking, logical reasoning, and affective learning.

That two year assessment revealed that significant numbers of students at all levels

- Recognized different points of view, but were not consistently able to account for those differences except in the most superficial ways
- Lacked the necessary cognitive knowledge (broad historical and scientific narratives, or systematic understanding of technology and mathematics, for example) that would allow them to compare, contrast, or integrate these narratives into an informed perspective
- Lacked a clear understanding of how information becomes knowledge
- Lacked the ability to take information from one context and apply it to another to develop an argument or an analysis of an argument
- Experienced difficulty integrating information, both familiar and unfamiliar, into a knowledge system. In fact, some showed hostility to that process, drawing a dichotomy between belief systems and information systems.

Faculty members expressed further concern that abilities in the three defined areas of General Education were not seen by students as important. A number of students expressed irritation that the kinds of exercises represented by the assessment activities were off-task and irrelevant to classroom work. They viewed learning as confined to information acquisition. (This perception has also been affirmed by CIRP surveys described in Chapter 1.)

SVSU also discovered that students actually took a limited subset of courses to meet General Education requirements. Many departments that had seen the proliferation of courses as a way of ensuring enrollments for their programs realized that this was not the case, which relieved some of the apprehension about program reform.

Building from the results of this initial assessment, SVSU embarked upon a major General Education reform project requiring extensive strategic planning and consensus building among the faculty. An *ad hoc* committee composed primarily of faculty members developed a proposal for a new program that eliminated content categories and, in their place, created categories centered on aptitude

development and a basic goal statement: that General Education should help students learn to think critically, reason logically, and communicate effectively. The proposal also removed all courses from the program and created a contractually recognized oversight body to evaluate courses submitted to the new program. This first reform proposal was defeated by a narrow vote of the full University faculty.

After listening closely to various voices in the debate, a reconfigured group submitted a second proposal the following semester. Although this version maintained content categories (albeit in a revised form), it incorporated several large-scale reform elements. The new proposal:

- Articulated an overall program goal
- Revised intersecting category goals
- Created descriptive criteria for categories
- Created an oversight body with significant powers
- Removed all courses from the program
- Required courses to be submitted to the new program
- Accepted courses into the program for a five-year term
- Established ongoing assessment mechanisms.

The new program was unanimously approved by the full University faculty and administration in March 2000. The Faculty Association and the Administration then negotiated a Memorandum of Understanding that clarified procedural matters relevant to General Education, especially the formation of the General Education Committee (GEC).

Program Governance: the General Education Committee (GEC)

Like other standing committees at SVSU, the GEC is composed of faculty members elected from each of the curricular units, administrative appointments (one of whom chairs the committee), and a student representative.

The GEC is charged with three main functions:

- To evaluate GE course proposals submitted by the academic departments for possible inclusion in the GE program
- To evaluate GE course assessment plans and assessment reports submitted by the departments to help assess course effectiveness and to plan further program assessment activities
- To report to the Faculty and the Vice President for Academic Affairs on issues related to General Education.

Any curricular changes approved by the GEC must also be approved by the Curriculum and Academic Policies Committee and then brought to the faculty for ratification. As with all curricular matters, forums may be held for fuller discussion of the issues prior to the ratification meetings.

This new GEC began accepting faculty proposals for courses, and SVSU first offered courses under the new GE Program in Fall 2001.

Description of the New General Education Program

The new General Education Program is designed to ensure breadth of knowledge and to promote intellectual inquiry. SVSU's General Education Program comprises 35 credit hours in 10 categories, each with a learning objective, a required number of credit hours, and an approved group of courses from which to choose. All courses currently accepted into the program have undergone the course approval process governed by the GEC and received five-year terms in the program. When courses are revised and/or resubmitted during or after this term, those submitting courses will be required to make use of ongoing assessment information to demonstrate the value of their courses to the program.

The new program currently has 58 courses organized in the ten content categories (Literature, Arts, Numerical Understanding, Natural Sciences, Historical and Philosophical Understanding, Social Sciences, Social Institutions, International Systems, Oral Communication, and Written Communication). In addition to courses in literature, oral communication, and written communication categories, students must also complete two courses from different categories that are communication intensive (designated [CI]). Freshman composition, now a pre-requisite for many GE courses, has developed into a fully coordinated program with best practices and a grading rubric which establishes consistency in instruction and evaluation. The program was effective Fall 2001 for all new "first time in college" students.

Course proposals are required to speak to the program's main goals, i.e., to develop students' capacity to think critically, reason logically, and communicate effectively in a wide range of fields in preparation for their majors. Courses are also required to address the learning objective specific to the course's category (e.g., a student outcome in the literature category is "to learn to read major literary works critically with appreciation and understanding").

Courses must also adhere to the set of descriptive criteria for the particular category. For example, literature courses must include the following:

- Practice with strategies of close reading and analysis of texts
- Consideration of a range of ways of responding to texts (which may include discussion of aesthetics, values, and ethics as they relate to texts)
- Consideration of texts' historical context
- Introduction to a range of genres (e.g., fiction, poetry, drama) or a single genre examined over an extended period of time
- Consideration of literature from multiple cultures.

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Diversity in the General Education Program

The General Education Program embraces multiculturalism, diversity, and consideration of personal, social, and civic values. However, it is the intent of the university not to confine considerations of diversity to specific courses or categories. The defined criteria of each category mandate that courses consider diversity as it relates to that category. For example, any course accepted into the literature category must "consider literature from multiple cultures (within or across national contexts)." In the arts category, courses must "consider differing concepts of 'aesthetic value'" and "consider art from multiple cultures (within or across national contexts)."

The categories and courses within categories provide students with multi-cultural perspectives. For example, Category I course English 204, Thematic Approaches to Literature, has been taught as American Multicultural Literature. In Category V, the U.S. and World History Surveys consider such topics as slavery in the U.S. and Latin America, the Civil Rights Movement, Islamic trade empires, or the partition of Africa. Many other individual courses touch on difference in terms of gender, class, ethnicity, and other constituent parts of identity. Courses in Category Eight, International Systems, have stated objectives that students will "understand the nature of significant international systems and step outside of the constraints of their own society."

Support Programs and Services for General Education

SVSU learning resources and support services are available to help all students achieve learning goals; these are particularly important to help GE students establish a strong foundation. University services range from guidance to resource centers for Math, Writing, Career Planning and Placement, as well as Disability Services. Support services have appropriate and convenient physical spaces and are equipped with the technologies necessary for carrying out their work.

Because the writing requirements are intensive in this program, Writing Center services are in high demand. All freshman composition courses now include instructional sessions in both the Library and the Writing Center. Faculty from disciplines such as science and art who now include writing assignments in their courses have received assistance on how to do this effectively. Faculty may further hone their skills by tutoring in the Writing Center. Handouts on a variety of writing topics and documentation styles are widely used across campus. Writing Center staff also consult on an individual basis with faculty and offer a number of workshops.

A similar range of services is provided by the Math Resource Center, which hosts approximately 5000 individual tutoring sessions yearly. The Math Resource Center tests and retests students for appropriate course placement, gaining significant insights into the problems of students in dealing with mathematics. These insights are shared with Math Department faculty to help shape an effective mathematics curriculum.

Both centers serve other programs in addition to General Education and are also discussed in the context of Academic Support presented below. The Library also offers instruction, technology resources, and databases utilized by GE faculty and students; it is discussed in detail in the Academic Support section below as well as in Chapter 4 on Resources.

General Education Program Assessment

Assessment activities have been developed to evaluate the General Education Program and help determine its effectiveness in reaching its program goals:

- Departments that have courses in the GE program submit assessment plans to the GEC, which then provides feedback and consultation. Departments are asked to submit annual reports on their assessment work for each GE course, evaluating the effectiveness of the course in meeting the three program goals and the main student objective for each category in which they participate.
- In addition to the brief annual reports, a more detailed report is required when that course is re-submitted for an additional term in the General Education Program.
- The CIRP (Cooperative Institutional Research Program Freshman Survey) has been administered to benchmark the student body against other students nationwide, as has the CSS (College Student Survey). These have provided insights into SVSU's student body, which help determine best strategies and practices for an effective General Education Program.

- The CAAP (Collegiate Assessment of Academic Proficiency) is used to assess student skills at the program level. A pilot round of CAAP testing of incoming freshmen took place at the beginning of the 2001 academic year. CAAP testing of incoming freshmen was instituted as part of the freshman orientation schedule in Fall 2002, to be continued in subsequent years. CAAP will also be used as the post-test once sufficient students have completed the program.
- Faculty focus groups have been used as an additional assessment measure. Following the first year of the new General Education program, faculty teaching in the program came together to reflect on the first year, surface multiple points of view on the process, share their experiences with others teaching in the program, and identify issues of importance.

Because the process of revising the General Education Program at SVSU was lengthy and complex, data on student learning outcomes and programmatic assessment is still being gathered. The assessment process, however, has been established and will be used in conjunction with information from the course evaluations and standardized test data to determine the effectiveness of the new program. The University has twice presented at the HLC/NCA Annual Meeting on its revision process for the program.

5.4 Graduate Education at SVSU

Section 5.4
Graduate programs at SVSU are part-time professional programs serving non-traditional students who tend to be employed full-time in their respective fields and seek to enhance their credentials and move into leadership positions.

All graduate programs at SVSU share a common mission to provide excellent masters level professional education, in the areas of business administration, K-12 teaching, K-12 educational leadership, multi-media communication, nursing, leadership and public administration, and scientific and technological processes.

As SVSU has matured over the past decade, it has expanded its graduate curriculum from three major programs to eight, with a subset of specializations within College of Education Masters of Arts in Teaching (MAT) and Education Leadership (EdL) programs bringing the number of concentrations to 20. Consequently, SVSU is now considered a Masters I institution in the Carnegie Classification. In Fall Semester, 2003, 612 graduate students were admitted; that number includes 33 international students. With the exception of those international students, most students enrolled in SVSU's graduate programs are drawn from the immediate region the university serves. Graduate programs at SVSU are part-time professional programs serving non-traditional students who tend to be employed full-time in their respective fields and seek to enhance their

credentials and move into leadership positions. These programs are research-oriented in the context of professional programs (e.g., needs assessment and program evaluation skills are taught). They are organized, not around faculty research interests, but around community need. The programs are not directly attached to any doctoral-level study. These professional programs meet the same community needs as the undergraduate professionally accredited programs; their creation is often prompted by local business and community leaders.

Programs vary in admissions policies; those enrolling international students have English language requirements. All graduate programs at SVSU are designed to promote the following:

- Professional leadership
- Interdisciplinary orientation to subject matter
- Support for cultural diversity
- Advanced education that responds to the needs of community agencies, organizations, and businesses.

Because SVSU graduate programs are developed to meet regional needs, they are subject to a shifting market; and because students are local recruits, markets for these programs can be easily saturated, leading to declining enrollments. Three years ago, the number of graduate students entering the College of Education was rising dramatically. Due to changes in the economic environment of the state, however, the demand is showing some decline, while the Nursing program, which experienced some decline in enrollments, is now seeing a resurgence. Consequently, flexibility is an important attribute for addressing concerns of graduate programming at SVSU. To address the issue of declining enrollments in Graduate Programs, the President has charged program task forces to study the issue and make recommendations.

Administrative Structure for Graduate Programming

As noted in Chapter 3, graduate programs at SVSU follow a unique model. Program development and governance fall within the purview of Academic Affairs, carried out by Program Coordinators, while recruitment and financial aid fall within Enrollment Management. Graduate Program Coordinators report to their college deans (who report to the Vice-President of Academic Affairs). Goals and objectives and the associated assessment measures are developed by the individual programs and their effectiveness measured within the college. Instructors are drawn from the undergraduate teaching faculty and must make application to the Graduate Committee, as defined in the Faculty Contract. The Graduate Committee reviews faculty credentials and grants approval for faculty

to teach graduate courses; faculty are approved for five years and must reapply when their terms expire.

Graduate Admissions: The Director of Graduate Admissions reports to the Assistant Vice President and Director of Undergraduate Admissions, who reports to the Vice-President for Student Services & Enrollment Management. The Director works closely with the Graduate Program Coordinators and occasionally brings issues to the Graduate Program Advisory Council.

The Graduate Admissions Office develops and distributes marketing materials to promote the programs, in consultation with the Coordinators, and is responsible for student recruitment and other enrollment-related issues. This office receives transcripts and letters of reference and compiles the folders to be delivered to the Graduate Coordinators for admissions decisions. The office also provides information on financial assistance for students and oversees funding. Aid is provided through graduate assistantships, and criteria for these awards are defined in consultation with the Vice-President for Student Services & Enrollment Management.

The International Programs Office, which also reports to the VP for Student Services & Enrollment Management, provides support to international graduate students, from obtaining their visas before arrival through graduation and sometimes with work opportunities following graduation. The Office helps Graduate Program Coordinators deal with issues specific to international students, such as English language competencies and transcript evaluation. Recruitment of international students can occur out of the International Programs Office, the Graduate Admissions Office, and the colleges.

Graduate Committee: As previously noted, graduate programs are the responsibility of the respective college deans and are administered by Program Coordinators, who are appointed by the deans from their respective faculties. The Graduate Committee, one of four major committees defined by the Faculty Contract, provides oversight to these programs, just as the Curriculum and Academic Policies Committee oversees undergraduate curriculum and policies. The Graduate Committee is responsible for curriculum and academic policies/procedures pertaining to graduate programs, including the approval of faculty and adjunct faculty credentials for graduate level teaching. The Committee may also hear appeals on matters of graduate admissions or dismissals.

Graduate Program Advisory Council: Established by the Vice-President for Academic Affairs to discuss common issues, the Graduate Council provides

additional coordination and collaboration among the Graduate Program Coordinators as needed. This body is advisory only. Policy proposals or proposals for curriculum revision must go to the Graduate Committee for any action to be taken.

Graduate Program Coordinators: As indicated, individual graduate programs are administered by Program Coordinators appointed by the respective college dean. These Coordinators manage the graduate programs on a day-to-day basis. In some colleges the Coordinators are assistant deans; in other colleges these functions are separate. Release time or extra compensation is provided to Coordinators for their services. Their duties include the following:

- Developing and staffing the course schedule for the program, in consultation with their dean
- Setting admissions standards to the program, in consultation with their graduate faculty and dean
- Making student admission decisions
- Monitoring program budgets.

Graduate assistants are available to assist the coordinators in day-to-day management of their offices, including some reception work and filing. These assistantships serve as a source of financial aid for students.

Some Coordinators have indicated that budgeting processes are unclear. While some programs have budgets for faculty training and special project needs such as software, the Coordinators receive no budget reports. While communication about needs is generally cordial, Program Coordinators have no real control over equipment and personnel. Lab equipment may be moved around or changed in response to the needs of one program without taking account of its impact on others, even at the level of having to change classroom assignments for a scheduled and enrolled course without knowing whether appropriate software will be present. An additional complication cited is that the hardware and software budget, critical to the Multi-Media program, is controlled by the Office of Instructional Technology, which does not report to the Vice President for Academic Affairs.

New Program Development: Graduate program development first emerges from proposal initiatives designed by the undergraduate department faculty in consultation with both the dean of the college and the Vice-President for Academic Affairs. The graduate curriculum procedure is set out in F5 of the Faculty Contract. A new program proposal must be presented through the official curriculum forms and presented to the Graduate Committee. This body deliberates and, if the proposal passes, it goes on to the full faculty for

ratification. Such ratification is contingent on approval by the Presidents' Council for the State of Michigan, and, in the case of College of Education programs, the additional approval of the State Board of Education.

Graduate Programs: College of Education

The advanced programs in the College of Education include the Masters of Arts in Teaching (M.A.T.), the Masters of Education (M.Ed.), and Education Specialist (Ed.S.). The college, which offers the greatest number of post-baccalaureate programs at SVSU, develops programs and courses in response to the needs of its constituents, state requirements, and national recommendations. Graduate programs within the College of Education are governed by the departments in which they reside; each department has developed its own processes for program development, assessment, and revision. Data gathered from graduate surveys for students and service area administrators measure the effectiveness of SVSU College of Education programs.

The college offers many of its programs through the Macomb Graduate Education Center, located in Macomb County in the Detroit area. The Center, a facility developed to provide convenient access to the university's regular programs in an alternate location, offers SVSU's graduate education programs and accelerated certification programs in elementary and secondary education to educators in southeast Michigan. The Center provides distance learning opportunities, as well as offering graduate and certification classes. The director of off-campus programs in the College of Education oversees the SVSU Macomb Graduate Education Center (as well as SVSU programs offered at Saint Clair Community College in Port Huron).

An important constituency for College of Education graduate programs is in-service teachers returning for additional course work and certifications to meet state standards for professional certification. A new Instructional Technology Program, initiated in Fall 2003, was developed in response to the needs of teachers and schools as well as the state and national standards in technology.

The Master of Arts in Teaching

The M.A.T. increases certified elementary and secondary teachers' knowledge and understanding of the learning process and their repertoire of teaching methods and skills. The following concentrations are offered:

- MAT/Elementary Classroom Teaching
- MAT/Middle School Classroom Teaching
- MAT/Secondary Classroom Teaching
- MAT/K-12 Reading Classroom Teaching
- MAT/Early Childhood Classroom Teaching
- MAT/Learning and Behavioral Disorders Classroom Teaching
- MAT/Natural Science Teaching, Elementary
- MAT/Natural Science Teaching, Middle Grades
- MAT/Natural Science Teaching, Secondary

Master of Education

The three M.Ed. degrees offered through the department of Educational Leadership and Services in the College of Education provide theoretical background and practical experiences in the following cognate areas:

- Educational Leadership
- Principalship
- Superintendency
- Chief Business Official

The college also offers related additional post-baccalaureate programs to earn state certification in the following areas:

- Special Education Director
- Special Education Supervisor

Education Specialist (Ed.S)

Education Specialist is a planned program of graduate studies beyond the master's degree designed to enhance the academic knowledge and skills of a cadre of educational leaders. The degree plan includes specializations in Superintendency and Central Office Personnel, Principalship, and Directorships of Athletics, Curriculum, Special Education, and Early Childhood Programs. The Ed.S degree requires the completion of 30 semester credits beyond a master's degree from an accredited graduate institution.

The College of Education also offers a number of additional certifications as described in the Catalog.

Other Graduate Programs at SVSU

In addition to the various graduate and certification programs in the College of Education, SVSU offers five other graduate programs:

Master of Business Administration

This accredited program offered through the College of Business and Management promotes the development of potential executives for business, government, and other organizations, and creates and disseminates the knowledge necessary for students to become leaders in profit and non-profit organizations operating in a complex global economy.

To determine if it meets its goals, the MBA program uses the following measures:

- A final survey of graduating MBA students
- A review of core and foundation course portfolios
- In-class assessments to review the course portfolio contents
- A focus group convened every two years of MBA graduates and students
- An alumni survey administered every three years
- A mission review survey.

These measures are used by the college's Instructional Effectiveness Committee and College Graduate Program Committee to suggest changes and modifications to the curriculum or teaching methodology.

The College of Business and Management annually monitors faculty for graduate teaching assignments before submitting their applications to the Graduate Committee. To qualify, faculty must be approved by their departments and the college and have a Ph.D. in the appropriate subject that is less than five years old or two subject-appropriate refereed journal publications during the last five years. The college rarely uses adjuncts to teach graduate courses.

The College of Business and Management continually compares itself with peer institutions through a review of catalogs, websites and other information. It also surveys stakeholders, including students, alumni, individuals in the business community, university board members, faculty, and administration, regarding curriculum revisions. The new AACSB accreditation rules require the college to choose peer and aspirant peer institutions for the purpose of benchmarking and to serve on future reaffirmation committees. The college is currently selecting these schools.

The college conducts focus groups for MBA alumni and students on a two-year basis to obtain information for program change. Surveys of recent graduates by the Career Planning and Placement Office are also used in curriculum planning.

Master of Science in Nursing

This professionally accredited program in the College of Nursing and Health Sciences prepares registered professional nurses for leadership roles in advanced nursing practice. Within the program, students select one of two concentrations: one involving management, education, and infomatics, or nurse practitioner and clinical nurse specialist. Both concentrations within the MSN program were developed to meet community and professional needs.

Needs are determined and the program monitored through a variety of methods: formal assessment prior to launching a program, program requests, trends in the profession, periodic evaluation surveys of alumni and employers, and regular queries from the Advisory Committee. This committee, comprised of faculty who teach in the program, is responsible for all policy and operational deliberation and decisions related to the MSN program, i.e., selection and admissions, curriculum development and oversight, and student issues. Decisions and issues then are brought before the appropriate department committees. Assessment data is regularly submitted to the national organization and a self-study report is prepared for re-accreditation; the college is currently conducting such a self-study for its re-accreditation.

Adjunct faculty are used in the MSN program on a limited, as-needed basis. Typically, the instructor is known (with credentials verified by resume) by the program coordinator, department chair, and dean. Approvals for adjunct faculty are given by the Graduate Committee.

Master of Arts in Communication and Multimedia

This interdisciplinary program, offered through the College of Arts and Behavioral Sciences, provides educational and professional development for people seeking advanced preparation in the theory, practice, and technology of contemporary organizational communication. The program offers graduate training for professionals in many fields where multimedia applications are desired, and draws on diverse specializations from several disciplines across the university.

The program supports the general mission of graduate education at SVSU by preparing students both practically (through learning multimedia design skills)

and theoretically (through the study of organizational and intercultural communication and the impact of multimedia communications in contemporary human society) to work as managers and practitioners in multimedia communications positions.

The program curriculum falls broadly into two areas: multimedia production and technology, and communication theory; a few courses straddle the categories. The content of communication theory courses reflects the theoretical views current in this academic field, with emphasis on organizational processes and the impact of multimedia in human communication. The content of multimedia courses combines up-to-date technical skills relevant to workplace uses of multimedia with skill development in design and project management. The multimedia courses must be constantly sensitive to changes in community needs, because this is a rapidly-developing field where technical changes make more and more communicative power affordable for ordinary people and organizations.

Achievement of program goals and objectives is measured by required student capstone projects. Students create multimedia presentations which are technically current and demonstrate strong understanding of communication and design concepts, including assessment of client and audience needs. Constant monitoring of technological change and student capstone performance are means to assess and suggest directions for curricular revision.

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Master of Arts in Leadership and Public Administration (MLPA)

This interdisciplinary program, offered by the Criminal Justice and Political Science departments in the College of Arts and Behavioral Sciences, offers emphases on public service, agency administration, leadership, and criminal justice. The objective is to provide educational and professional development for people employed or seeking employment and advancement to leadership positions in the public or private sectors, such as those in law enforcement or public and non-profit agency administration and leadership.

The program advances its objectives through the following:

- Development of leadership and administrative skills
- Promotion of personal and professional ethics
- Promotion of appreciation for diversity in the workplace and in the community
- Advancement of knowledge of appropriate research skills and proficiency in written and oral communication.

Suggested policy and curriculum changes are considered by the faculty committee, comprised of the faculty teaching in the MLPA Program. If ratified by this committee, the changes are sent on to Graduate Committee. Day-to-day governance issues are either handled directly by the Coordinator under advisement of the Faculty Committee or, if appropriate, the dean.

MLPA has a fairly diverse admissions pool; a substantial proportion of students are practitioners in social service agencies. The coordinator also works with the King/Chavez/Parks Committee to identify minority students for admission. There are also a number of international students in the program.

Diversity is woven into the curriculum, which includes a course focusing specifically on the ways in which gender and race relations affect organizations. In addition, consideration of diversity issues and policies is addressed in most other courses in the program in relation to workers and populations served by agencies.

The interdisciplinary MLPA program requires a considerable amount of communication among departments within ABS. Long-term planning has been an issue with the MLPA program. The program is still evolving (having gone through several different configurations over the past several years).

The Coordinator of the program considers the greatest issue to be lack of human resources for the program: "We have difficulty getting a firm 'buy-in' from faculty and often have to depend on adjuncts rather than full-timers." Adjuncts teaching in the program are generally practitioners in public agencies with education (minimally a Masters degree) and specific experience relevant to the course taught. Candidates are interviewed by the Coordinator and, if qualified, are recommended to the dean. All faculty applications for graduate teaching are reviewed and voted on by the MLPA faculty before being sent to the Graduate Committee. The Coordinator also monitors student evaluations of adjuncts.

Master of Science, Technological Processes

This interdisciplinary program is offered through the College of Science, Engineering & Technology. Program objectives are to develop the following in the technical professional:

- The technical knowledge and expertise to become more effective and productive in a technically complex workplace
- Leadership and management strategies for promotion to middle-and upper-level positions
- An understanding of ethical, regulatory and social responsibilities of

public and private sector technical professionals
- A high level of proficiency in written and oral communication
- The ability to engage in a personal program of life-long learning.

All program course work supports one or more of these objectives. The Field Project provides an experience in which all five objectives are integrated and evaluated.

As with other SVSU graduate programs, MSTP attracts part-time students seeking to enhance their professional credentials within local industries, such as Dow Chemical and Delphi Automotive, making it subject to the same market forces as the other professional programs. The program admits approximately 15 new students each year, and currently there are about 50 students enrolled in the program overall. Because students are part-time and do not take courses every semester, the count is difficult to maintain. Current manufacturing job loss and industrial down-sizing in Michigan may be having an adverse effect on enrollments for this program.

Instructors for this program are also primarily part-time, recruited from the same local industries the program serves.

5.5 Program Development

Section 5.5
Endowed chairs and executives-in-residence have a special responsibility to generate external funding and develop qualitatively distinctive programs.

The continuing enrollment growth and expansion of SVSU as a relatively young institution provides the context for understanding the program development process at the university. As the university has grown, so has the number of academic and professionally accredited programs. The 1995 five-year plan, *Constancy to Purpose*, affirmed that "we should aggressively develop and promote new programs – both credit and non-credit – that are consistent with our mission, build on existing institutional strengths, and address the needs of students and the surrounding region." The introduction of majors in International Studies and International Business, and a new Master's program in Organizational Leadership and Administration (now the Masters in Leadership and Public Administration) can be traced to this strategic plan, which specifically cited them as areas for potential program development.

The strategic plan *Next Steps 2000-2005* builds on the commitment to create programs of qualitative distinctiveness, first defined in the earlier plan. Fundraising efforts over the past several years have made it possible for the University to hire six endowed chairs and a number of executives-in-residence.

These individuals have a special responsibility to generate external funding and develop qualitatively distinctive programs.

Curriculum Ratification

Curriculum development and approval at SVSU is a collaborative process between SVSU administration and faculty. Although administrative initiatives for new programs are defined in university planning documents, new programs can be proposed by anyone. In fact, new program proposals often come from departments or colleges. Occasionally, as in the case of the Gender Studies minor, interested faculty members from various departments come together to develop a proposal. The proposal for the General Education revision was first initiated by an *ad hoc* group of interested faculty and administrative staff.

The Faculty Contract locates responsibility for reviewing new academic programs and other curriculum-related matters in Curriculum and Academic Policies Committee (CAPC), the Graduate Committee, and the General Education Committee (GEC). These committees are each composed of six faculty members elected by the faculty at large, one student representative, one academic dean appointed by the Vice President for Academic Affairs, and either the VPAA or his/her academic designee, who chairs the committee. These committees have no authority to develop new programs, but are responsible to review submitted proposals. The procedures for submitting curriculum proposals and recommendations to CAPC and these committees are defined in the Faculty Contract.

While not detailed in the contract itself, forms required for the submission of proposals highlight some of the criteria considered in establishing new academic programs. These criteria include the rationale/justification for the proposed program; adequacy of resources (labs, equipment, library, etc.); how additional faculty resources, if necessary, will be obtained; and how the program compares with others at similar institutions. Such proposals must be submitted for revision of existing individual courses, addition of new courses, revision of existing programs, or addition of new programs. Recommendations to delete courses or programs must also go to the appropriate committee.

Proposals are reviewed by the appropriate department(s) and dean(s), and submitted with the recommendations of each to CAPC, GEC, or the Graduate Committee. It is these committees' responsibility to assess the degree of intellectual rigor, adequacy of resources, consistency with the university's mission, etc. In evaluating these processes, faculty and deans acknowledge that the need for additional support resources is often downplayed, due to a perception that a

proposal will not be approved if additional resources are required. This creates significant problems when programs are implemented.

In the case of proposals that are interdisciplinary or cross the boundaries of a number of departments, such as General Education or the Gender Studies minor, CAPC, Grad Committee or the GEC may hold forums to promote discussion and obtain faculty input. The committees may also call on faculty to meet with them to discuss proposals being submitted. All matters recommended for approval by CAPC, GEC, or the Graduate Committee are brought to the faculty for ratification and, upon approval of the faculty, are forwarded to the administration for review and response. Over time, the faculty has come to rely on the recommendations of these committees; if votes are unanimous, ratification by the full faculty is usually assured. Occasionally, a committee member will abstain or vote no on a proposal in order to provoke faculty discussion on a matter of concern.

Ratification meetings are scheduled and run by the Faculty Association in consultation with the Academic Affairs Office and the Registrar (to facilitate scheduling). The ratification meetings occur at the end of each semester and the committees set dates for their work to accommodate them.

Resources for Program Development

The identification of needed resources is a critical element in the program development process. Monies may be budgeted in the university's General Fund, or departments may share the costs of specific programs in which they have an interest, demonstrating the importance of consensus-building in developing new program proposals. The frequency with which courses are offered is also an issue. Resource allocation, e.g., faculty load, becomes an important consideration, if to make a new program viable, important existing courses cannot be offered as frequently as needed. These issues are negotiated among departments, deans, and the VPAA to determine whether new faculty lines may be needed or the schedule rearranged in some way.

The SVSU Foundation has also played a significant role in procuring funding for new programs, ranging from off-campus graduate education programs to the Endowed Chairs to the Roberts Fellowship program for exceptional undergraduate students. The Office of Sponsored Programs has also become an increasingly vital element in securing support for programs. The award of several million federal Title II and Title III dollars over the past five years has made it possible

for SVSU to substantially upgrade its technology infrastructure as well as provide technological training to faculty and students. This infusion of technology has had significant impact on the curriculum through the use of course management systems such as Blackboard, and in partnerships between faculty in the traditional content areas and those in the College of Education.

Diversity in the SVSU Curriculum

Although a fuller discussion of diversity at SVSU is presented in the Campus Culture chapter to follow, one of the key actions related to the *Next Steps 2000-2005* goal of academic improvement is continuous integration of racial, ethnic, interdisciplinary, and international diversity within curricular and co-curricular activities.

A special task force created to explore the role of diversity on campus issued its report "Diversity and Curriculum: Interviews with Deans and Faculty" in April 2002. A faculty member in the Communications Department conducted interviews with 21 faculty members and 6 administrators to gain insight into how diversity is integrated into academic programs across the campus and in what ways students are exposed to diverse groups of people, perspectives, attitudes, and values. In general, the results indicate that most departments discuss diversity issues in at least one course, although individual faculty, departments, and colleges vary in the degree and manner in which diversity is included in course content.

Survey respondents highlighted specific courses related to diversity issues and identified readings, assignments, and lecture topics that focused on diversity. The report noted that various majors incorporate diversity, either formally in a designated course, or less formally as content within various courses. The report highlighted the following examples:

- Human Relations in Criminal Justice discusses a range of topics including Affirmative Action, the Civil Rights Act of 1964, personnel policies, profiling, and hiring. Students often read case studies that deconstruct events, such as prison riots or police brutality, to better understand the role of diversity in the field of Criminal Justice.
- Philosophy courses discuss feminism, Affirmative Action, and the Americans with Disabilities Act.
- The Communication Department offers courses devoted to intercultural communication and gender; students also discuss diversity in courses such as Interpersonal Communications, Organizational Communication, Family Communications, and the General Education course Fundamentals of Communication.

- Sociology offers a course, Social Inequality and Human Diversity, which explores the "nexus of class and gender and how those structure social relations and social institutions."
- The History Department revised its curriculum several years ago to develop a sequence of World History surveys as part of the foundation courses for its major. Recent additional changes require students to take upper division electives from a World History category that includes courses on Latin America, Asia, and Africa.

A number of cross-disciplinary programs, such as the Gender Studies minor and the Asian Studies minor, also contribute to diversity in the curriculum, as do majors in International Studies and International Business.

Several departments and colleges are required by accrediting agencies to include diversity in their curricula. Furthermore, many professional degree programs have fieldwork components which offer students the opportunity to interact with diverse populations. Social Work, Nursing, and Occupational Therapy are programs in which diversity is systematically articulated in accreditation standards.

The College of Education also emphasizes the importance of preparing future educators not only to teach students from diverse populations, but also to prepare teachers to interact with diverse families. The college offers a Bilingual Endorsement, and students have field placement in urban settings to increase their exposure to people of different backgrounds. The College of Education also has developed a minority mentoring program to connect students to leaders in the community, further increasing the diversity of their educational experience. The Title II Partnership grant mandated diversity components to content development team work as well as individual projects.

While the Office of International Programs is not an academic unit, it does affect curriculum across the University in important ways: it brings international faculty to campus as one-semester guests and it brings international students to campus. The number of international students at SVSU has been affected by world events in the past several years. The Office also sponsors the Study Abroad Programs and Study Abroad scholarships and works with the SVSU choir to arrange concerts in various countries around the world. International Programs also supports the Intensive English Language Program, the TESOL certificate, and the ESL endorsement.

A recent series of speakers sponsored by the Diversity Office have focused on Diversity in the Curriculum, and individual colleges have co-sponsored diversity training for faculty with the Diversity Office.

Section 5.6
The number of professionally accredited programs and accomanying assessment activities have make a substantial contributions to instituting academic program assessment at SVSU.

5.6 Academic Program Assessment

Academic Program Assessment at SVSU has been developed to varying degrees within colleges, departments, and academic support programs. The number of professionally accredited programs and the accompanying assessment activities have made a substantial contribution to instituting academic program assessment at SVSU. The process of revising General Education has also been particularly instrumental in engaging the entire university faculty in an assessment process. Many faculty have become familiar with assessment processes and practices and have incorporated assessment measures in their classroom; some departments use assessment data to revise their programs; colleges use assessment data in program review and planning. Workshops on assessment have been held at the university. Select faculty and administrative staff have attended national workshops on assessment and made presentations on assessment at national conferences. However, Academic Program Assessment is not yet fully institutionalized, and the institution does not yet have a process in place to coordinate and administer an assessment program that is comprehensive throughout the university.

History of Academic Program Assessment at SVSU

As discussed in Chapter 2, the 1994 NCA team expressed concerns regarding both institutional assessment and the General Education Program at SVSU. In 1994-95, an 18-member Assessment Advisory Committee composed of administration, faculty, and staff members drafted a university assessment plan which was submitted to NCA in June 1995. As part of that plan, a faculty member was also appointed as Assessment Director to help departments develop assessment plans. Once departments had submitted their program assessment plans to the Assessment Director, the Assessment Advisory Committee ceased to meet, and, although some departments continued working on their individual assessment programs, these efforts were not formally monitored. In fact, following the submission of the Academic Assessment Plan in June 1995, there was a general shift of attention and resources from major program assessment toward the assessment and revision of the General Education Program.

As described above, beginning in fall 1996 and continuing through winter 1998, faculty were involved in assessing the extant General Education program. Following that assessment, a new General Education program was developed, and the current General Education Program was ratified in March 2000. As discussed earlier in this chapter, the new General Education Program includes a strong assessment component.

Once the new General Education Program was established, attention was directed toward major program assessment once again. Personnel changes during this interim period contributed to the loss of momentum in pursuing academic program assessment. In a renewed effort, responsibility for carrying out this work was assigned to the new Director of Sponsored and Academic Program Support and Evaluation, working with the new Assistant Vice-President for Academic Affairs.

Departments were surveyed to ascertain what level of assessment was taking place and how much progress had been made since the 1996 survey. The survey found that those programs with outside professional accreditation are engaged in consistent assessment efforts and also that a variety of assessment activities are taking place at the department level. Departments with GE courses conduct departmental program reviews and assess courses in the General Education Program. Also, instructional support centers, such as the Math Resource Center, the Writing Center, and the Student Technology Center make extensive use of assessment data in developing and evaluating program services. Grant-funded programs, especially the Title II and Title III programs, follow mandated evaluation and auditing processes.

However, even when programs are extensively assessed, it is not always apparent how department-level assessment efforts are linked to institutional decision making. Faculty expressed concerns about lack of follow-through (i.e., activities being carried out but without a clear sense of how to make use of results), lack of training, and lack of resources to make needed changes.

Current Assessment Efforts

The experience of General Education revision and the assessment work done in all the professionally accredited programs, plus the multiple assessment activities that are in place, indicate that SVSU has the capacity to reach the next level of assessment relatively soon; however, to develop a viable culture of assessment, it will be necessary to more effectively link programmatically defined goals for student learning with program assessment, revision, and resource allocation.

Because program planning primarily takes place at the college and department levels, some colleges have established planning committees which utilize a variety of assessment approaches and measures to inform their planning. Such planning and assessment information is maintained in the offices of the College Deans.

The College of Education has adopted Covey's Principle-Centered Leadership and the Baldrige Model as the basis for developing a result-oriented strategic plan. It also has employed the National Policy Board for Educational Administration Standards to review its curriculum. Goals have been developed to assess unit operations within the college and reward those units that improve their performance. Individual departments within the college engage in their own planning and assessment efforts and have revised programs accordingly. Various internal and external benchmarks are employed by the college, including student evaluations, program and course portfolios, standardized tests, such as the Michigan Test for Teacher Certification, a Professional Performance Rubric for fieldwork evaluations, capstone courses with performance competencies, alumni surveys, and student focus groups.

The College of Business and Management has a strategic plan with goals and objectives and relevant assessment activities to meet the expectations of its professional accrediting agency. It evaluates foundation and core courses for Bachelor and Masters programs to ensure they are taught to an 85% level of consistency. Departments have adopted master syllabi indicating objectives and required topics of coverage, required activities, and course assessment and evaluation activities. Course portfolios document course consistency and orient new faculty to the program. Assessment surveys are administered regularly, and survey results are tabulated and used to guide program revision. Core course portfolios are reviewed every two years by an evaluator from outside the department and additional surveys are used to assess core courses. Other assessment measures include student evaluations and Teaching Assessment Committee reviews used to evaluate and improve instruction; alumni and supervisor surveys; and focus groups to measure long-term effects of the program.

The College of Nursing and Health Sciences has developed a mission, philosophy, and goals for its programs that are congruent with those of the university, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community. A program review is undertaken each fall by undergraduate, RN to BSN, and Graduate Program Committees, and the Community Advisory Board. This review evaluates program mission; institutional commitment and resources; curriculum and teaching/learning processes; student performance, and faculty accomplishment. The review includes surveys, focus groups, review of external documents such as agency evaluations, agency contracts, licensure and certification rates (NCLEX), standardized tests, as well as review of faculty external publications, practicum evaluations, standardized testing (HESI), student program evaluations, and retention and graduation rates.

The College of Science, Engineering and Technology houses a variety of programs; thus assessment plans within the college vary widely. The engineering programs, accredited by ABET, have an extensive assessment plan with multiple measures, including surveys, capstone projects, and exit interviews. The Chemistry Department's curriculum is approved by the Committee on Professional Training of the American Chemical Society (ACS) and meets that body's standards. Programs in the other departments in the college — Biology, Physics, Mathematics, and Computer Science —are subject to periodic program review, which includes assessment by outside evaluators. Since courses within these programs serve professional programs such as nursing and health sciences, engineering, business, and education programs, they must demonstrate their effectiveness within those curricula. Courses from these departments are also included in General Education and Basic Skills programs and are assessed through processes established for those programs. Assessment for department majors in non-accredited programs, however, has not yet been fully developed or implemented.

The College of Arts and Behavioral Sciences also provides a significant number of courses for Basic Skills, General Education, and accredited professional programs, which are subject to assessment. The college also administers and assesses the composition program through the English Department. English composition courses were revised in conjunction with the General Education revision, since they play a role in that program. The framework for composition courses has been standardized, course rubrics developed, and training seminars for instructors established. College courses in the General Education Program are also assessed in relationship to the appropriate category as well as the overall goals of the program.

Social Work is professionally accredited and assesses its program as required. Departments in the college are subject to formal ten-year program reviews. Assessment efforts vary among the college's other departments and programs. Most departments have instituted some measures of program effectiveness. A number of departments have instituted capstone courses using student portfolios for assessment; others survey students, solicit evaluations from fieldwork supervisors, or administer some type of standardized test. However, reported assessment measures for ABS still focus on course assessment and individual student assessment rather than program assessment or college-wide assessment.

Resources for Assessment

In considering the multifaceted responsibilities for assessment confronting SVSU colleges and departments (General Education, program majors,

professional accreditation, service to professional programs), time is one of the most critical elements needed to carry out this work adequately, although department budgets are stretched as well by costs for photocopying, record keeping, storage facilities, and data analysis.

The high cost of standardized testing exacerbates the resource issue, and administering standardized testing often means taking faculty and staff time away from other responsibilities. Lack of experience or well-established institutional infrastructure for such testing complicates the process further. Also, despite recent efforts, many faculty, staff, and administrators report the need for additional assessment training.

To effectively institute academic program assessment, it is essential that it be meaningful. SVSU, like other universities, has approached program assessment from the bottom up. This grassroots approach generates faculty involvement, up to a point. However, department-level activity alone does not guarantee programmatic change, since resource allocation generally occurs at upper administrative levels. Without demonstrable links between assessment activities and program improvement, faculty interest is difficult to maintain. Despite substantial increases in academic assessment activity at SVSU over the past several years, overall there is a need for improved alignment between departmental, college, and university mission and goals and more consistent integration of assessment data into planning processes at all levels.

Section 5.7
Eighty-three percent of SVSU faculty hold a doctoral or other terminal degree in their discipline. Faculty teaching, research, and service are specified as criteria for appointment, tenure, and promotion in the Faculty Contract.

5.7 Faculty Development

Introduction

The Self-Study subcommittee evaluating Faculty Development defined this process thus:

"The ongoing acquisition of knowledge and skills by individual members of the faculty that contributes to the institution's achieving its purposes and also to the professional development of faculty members within their academic disciplines. It consists, furthermore, of the addition of new faculty members to complement and expand the knowledge and skill base of the existing faculty body."

As a state university in a region where there was no four-year institution of higher education until 1963, Saginaw Valley State University maintains a strong commitment to excellence in teaching. The university recruits its faculty through national searches from prestigious graduate programs and prides itself in faculty retention and development. Eighty-three percent of SVSU faculty

(204 out of 246) hold a doctoral or other terminal degree in their discipline. Faculty teaching, research/creative activity, and university and community service are supported by Saginaw Valley State University to enhance the professional growth of faculty and are specified criteria for appointment, tenure, and promotion (*Faculty Contract*: Article H).

Faculty are recognized for excellence in each of these areas through annual awards presented at the spring banquet. The Franc A. Landee Award recognizes excellence in teaching for tenured faculty. The House Family Award is a student-nominated award for teacher impact. The Mary Anderson award recognizes outstanding work by an adjunct professor. The Earl Warrick Award recognizes outstanding contributions in the area of research and creative activities. The Terry Ishahara and Reuben Daniels Awards are given for service to the university and the community. Each of these awards includes a stipend. The Faculty Association also makes annual awards in these areas.

Conditions of Employment

Tenure-track and Tenured Faculty: For a complete delineation of many of the following topics, see the *Faculty Contract 2002-2005*. Generally full load for faculty is four courses (or twelve hours each semester) with some exceptions for graduate teaching, field work, or lab-based courses. Many faculty also teach in the spring and summer terms. Teaching commitments may compete with time and energy for research unless, as is frequently the case, the research is pedagogically directed through the instructor's teaching responsibilities. Such time constraints are especially pressing upon new faculty, many of whom come directly from graduate school.

Some earlier concerns about financial support for professional travel have been addressed in the new faculty contract, making it possible for each faculty member to attend or participate in at least one national conference (or other conferences on the regional or state level). Supplemental funds for additional travel are often available upon application. Opportunities for international teaching exchange and research have contributed to the professional growth of increasing numbers of faculty members. Sabbatical leaves for research are generally approved upon application. (Full-time lecturers are, by contract, not eligible for sabbatical leave.)

SVSU faculty have commented positively about the physical environment in which they work, especially with the opening of new facilities. All full-time faculty have private offices with up-to-date computers to support teaching and research. Computer upgrades have been scheduled every three years, although

with recent state budget cuts, that rotation has been revised to four years. Other equipment and space to support research varies, determined somewhat by departmental need. Faculty are also supported by secretarial staff shared by a number of departments. Each department also has budget for a number of student workers, supported by financial aid.

Lecturers: In some areas with high demand for introductory courses, such as mathematics and English, 1-3 year lectureships have been established. Lecturers are evaluated in the areas of teaching and service but not scholarship, although many lecturers at SVSU are engaged in research in their fields. Terminal degrees are not required.

Adjunct Faculty: As in most institutions of higher education, SVSU relies on a number of part-time adjunct faculty to supplement the full-time teaching staff, a situation exacerbated by current budget constraints. Compensation is not sufficient to justify significant extracurricular demands on adjuncts, although many of them would welcome a more active role in university affairs.

Professional programs often draw adjuncts from specialists in their fields to provide students with experience beyond the classroom. Use of adjuncts in graduate courses is approved only on a course-by-course basis, based on specific expertise in the subject matter.

Training workshops for adjunct instructors have been instituted in key programs such as Composition, but given the importance of adjunct instructors in staffing many Basic Skills and General Education courses, these efforts need to be expanded. Without additional compensation, it is difficult to recruit adjunct faculty to participate in such endeavors. Also, as is the case with adjuncts around the country, to make ends meet, adjuncts frequently teach at a number of institutions and lack extra time to spend on campus.

Evaluation of Faculty: Procedures

Faculty are evaluated in the traditional areas of teaching, scholarship, and service. The *Faculty Contract* defines, in detail, the way in which the evaluation of faculty is carried out for tenure, promotion, and professorial continuous achievement awards.

Evaluation of new faculty members is extensive and is intended to aid the faculty member's development; the details are addressed in the *Faculty Contract* (H 1.2 - H 2.2.10). Each new tenure-track faculty member is assigned an evaluation team of three other faculty members. The dean appoints one member, the

Faculty Association a second member, and these two select a third member. These teams are individually charged by the dean of the appropriate college and meet with the faculty member to discuss the process.

Team members visit classes, conduct student evaluations, and review scholarship and service activities. The team then submits a report to the dean recommending whether or not the faculty member be rehired for the next year. The Dean then accepts the report, asks for additional information, or disputes it. The faculty member also has an opportunity to respond to the report. Occasionally, if the team notes problems, a correction plan is put in place to address those issues and improve performance. These reports, along with student evaluations for all courses taught each semester and evidence of scholarship and service, are kept by the faculty member in the Professional Practices Committee (PPC) File, which is housed in the college dean's office.

The same procedure is followed the second year with a new team. No team is assigned the third year, but another team is assigned the fourth year, which is the pre-tenure year. This team reviews the PPC File and conducts further class visits. The team then writes the pre-tenure report along with an Individual Evaluation Report (IER) which includes ranking in the areas of teaching, scholarship, and service. This is placed in the candidate's PPC File. This process is shortened for some faculty who are hired with credit for prior teaching experience.

By contract, faculty members will be considered for tenure automatically in accord with the dates established by the contract. For most faculty, this is their fifth year. The candidate is responsible to solicit IERs from his or her department, including ranking and a department vote, as well as from his or her college dean. Candidates also may solicit IERs from colleagues. The candidate is also responsible to have his or her PPC file available for review by the PPC by designated dates. For promotion and sabbatical consideration, a candidate must make formal application to the PPC through the Office of Academic Affairs.

The Professional Practices Committee reviews the PPC Files and IERs of candidates for tenure and votes whether or not to recommend candidates to the VPAA, who presents the names to the President and the Board of Control for approval.

Tenured faculty maintain and update their PPC files for the length of their careers at SVSU, because these files are also used by the PPC for consideration of sabbatical applications, promotion applications and other awards, and occasionally in disciplinary proceedings. As noted in the section on Governance, the

composition and responsibilities of the PPC and the procedures for tenure, promotion, discipline, and sabbaticals are defined by contract, as are many other aspects of faculty career development, from research support to service obligations.

In fact, serving on evaluation teams has become a significant area of faculty service to the university. As the number of faculty grows, so does the number of teams that need to be formed each year. Some senior faculty find themselves serving on two or three teams each fall, and even relatively new faculty are recruited to teams. The number of candidates for tenure and promotion has also been increasing, adding to the work of the PPC. The PPC also considers market-equity raises, as defined in the Contract.

Each fall, the Faculty Association holds a forum to review procedures and to orient new faculty to evaluation processes for tenure and promotion and to answer questions about the creation of PPC files. The organization of these files is also specified in the contract.

Faculty Development: Teaching

As SVSU has evolved, it became clear that achieving university goals depended to a large degree on the development and preparation of faculty. Acculturating such a large and diverse group of faculty into a student-centered but rapidly changing university would require creative, sustained effort far beyond a conventional orientation program. And since a majority of SVSU faculty teach General Education as well as major and/or graduate courses, faculty needed a wide repertoire of classroom best practices to engage students in higher level thinking.

Faculty Summer Institute

In 1997, the Director of Instructional Support Programs developed the Faculty Summer Institute (FSI) to address this need; it was designed using the "sharing best practices" model of the National Writing Project.

Since then, the FSI has become an annual event at SVSU. Deans urge all their new hires to participate in this week-long seminar; established faculty are also welcome to join faculty from all 5 colleges as well as other instructional staff (participants have included Endowed Chairs and an Executive in Residence, Library staff, technology trainer, and Directors of Sponsored Programs and English Language Programs); 73 of the 84 total FSI participants currently teach at SVSU. Thus the Institute has had far-reaching impact on this campus. From

the outset, one of the strengths of the FSI has been its cross-disciplinary, cross-unit diversity, as illustrated in the table below:

Faculty Summer Institute Participants at SVSU by College/Unit

COLLEGE*	Number	OTHER UNITS	Number
Arts & Behavioral Sciences	25	Endowed Chairs	4
Education	18	Library	2
Science, Engineering & Technology	15	Executive in Residence	1
		Technology trainer	1
Business & Management	3	Sponsored Programs	1
Nursing & Health Sciences	2	English Language Programs	1
Total	63		

*Arranged by number of faculty; ABS has the largest number, N&HS the smallest number of faculty

Figure 5-1

The far-reaching impact can also be measured numerically: the 63 faculty members who have participated in the FSI represent more than 50% of the faculty hired since 1997 and 25% of the total faculty who currently teach at SVSU.

To support the transforming mission of SVSU, the FSI was developed to be a highly collaborative experience, structured to achieve four objectives vital both to good teaching and to the future goals of the University. The Faculty Teaching/Learning Institute provides opportunities for faculty members to

- Become a community of teachers and learners
- Apply principles of effective teaching and learning:
  - Understand principles of effective course and curriculum design
  - Structure learner outcomes and develop learning assessment strategies
  - Create effective assignments
  - Develop a repertoire of effective teaching strategies
  - Integrate technology to enhance teaching and learning
- Engage in cross-disciplinary dialogue and interaction
- Develop habits of reflective professional practice.

Faculty are introduced to the Mission and Vision of the institution as well as its resources, particularly in regard to teaching, and have an opportunity to work with each other to consider issues of pedagogy in college-level teaching.

Additional Instructional Support

The infusion of technology has transformed teaching practices for many faculty who have integrated the Blackboard course management systems or developed distance learning strategies. Instructional technology support has greatly increased to help faculty use these technologies to support their work in the classroom and to enhance their professional development as teachers.

Staff of the Student Technology Center also offer in-class workshops at the request of the faculty member. ITS Help Desk support is available for immediate problems. The Faculty/Staff Development Calendar, published each semester, highlights a regular schedule of workshops and seminars available to enhance technical skills, including training in course management technologies such as Blackboard. These are open to all faculty on a space-available basis and address such topics as web-design software and campus e-mail technology. This calendar also notes schedules for other development activities such as grant writing seminars, diversity training seminars, and assessment workshops.

Much of the technological infrastructure and the tech training for faculty resulted from major federal grants awarded to this institution over the past several years. Faculty projects funded by these grants have contributed extensively to faculty development in the areas of best practices teaching strategies and the integration of technology into the classroom.

Faculty Development: Scholarship

Although Saginaw Valley is foremost a teaching institution, the faculty are active scholars, as can be seen in *The Faculty Research Bulletin*, a compendium of faculty research activity, published annually. The size of that volume has grown significantly over the past several years. Faculty at SVSU publish books in their disciplines and articles in the most prestigious journals in their fields. They also present their scholarship at national and international conferences and have won highly competitive research awards.

Many faculty members combine the teaching and research aspects of their careers by involving their students in scholarship and by contributing to the scholarship of teaching. SVSU faculty present papers at venues ranging from the Lilly Conference to the AAHE Assessment Conference and the Higher Learning Commission Annual Meeting. SVSU recognizes publication in such journals as *The History Teacher* and the *AAHE Bulletin* as legitimate venues for scholarly work.

Internal Support for Scholarship

All full-time faculty members are entitled by the *Faculty Contract* to $1000 per year to be used for travel to professional conferences and other professionally related travel (such as to research libraries). Any unexpended portion of these funds up to $250 "may be used for developmental materials in the faculty member's discipline, such as books, journal subscriptions, media collections, or dues in a recognized professional society related to the faculty member's discipline" (D 8). Other university support for SVSU faculty research includes the following:

- Faculty Improvement Pool. In 2002-2003, 41 SVSU Faculty Improvement Pool requests were approved, a total dollar amount of $16,008 to support paper presentations.

- Sabbaticals. Sabbaticals are regularly funded for those applying. Eight (8) sabbaticals were granted for the academic year 2002-2003. Such leave is for one semester full-time paid absence, or its equivalent.

- SVSU Foundation Resource Grants. Six such grants, for a total of $20,000, were approved for activities conducted during academic year 2002-2003.

- SVSU Research and Development Unit Committee Awards. SVSU funded 32 awards in 2002-03 for academic year 2003-2004, a total of $71,400 and 77 hours of release time.

External Support for Scholarship

In addition to providing internal support for scholarship, the university maintains a Sponsored Programs Office to assist faculty in acquiring external grants and support for institutional projects in which they are involved or for individual research efforts. As noted in Chapter 4, in fiscal year 2002-2003, 21 external grants totaling $3,693,793 were awarded to faculty and academic staff from all colleges. Grant projects, funded at the national, state and regional levels, support a variety of initiatives that enrich faculty scholarship and teaching, support SVSU programs, and strengthen relationships between SVSU and the communities it serves. These projects include the following:

- National Endowment for the Humanities, Seminar for K-12 educators on the American Civil War
- U.S. Dept. of Education, Business and International Education
- U.S. Dept. of Education, Consortium on careers in bilingual education
- U.S. Dept. of Health and Human Services, Opportunities for

Professional Education in Nursing and Graduate Nursing Program Traineeships
- National Education Association, Improvement Plan for Distance Education
- Saginaw Bay Watershed Initiative, Project Seed I and II
- Michigan Corn Board, Pollution Prevention
- National Writing Project, the Saginaw Bay Writing Project
- Michigan Dept. of Education, Support for the Regional Math/Science Center
- Michigan Dept. of Education, The Talented Teen Summer Institute
- Michigan Dept. of Education (King/Chavez/Parks Initiative), 4S program for economically and academically disadvantaged students

United States Department of Education Grants

Over the past five years Saginaw Valley State University College of Education has been awarded three major grants by the U.S. Department of Education, totaling $11 million dollars. These grants have made it possible to support faculty both in the College of Education and in the content areas that serve the college, to undertake major revisions of courses, integrate technology into curriculum, and create partnerships with SVSU faculty and K-12 educators in the east-central region of Michigan

Twenty-eight (28) development awards (stipends and/or release time) were given to faculty to carry out the work of these Title II and PT3 grants for academic year 2001-02. These awards totalled $193,500 and 62 hours of release time. Thirty-three (33) additional awards (stipends and/or release time) were given for academic year 2002-2003, totaling $308,500 and 90 hours of release time.

To carry out these grant projects, faculty from across the university worked together to develop new curriculum, improve teaching practices of both the university and K-12 educators, and organize new research initiatives. Faculty involved in grant projects have presented papers at international conferences, provided in-service training sessions for K-12 school districts, and hosted an annual conference for area educators, bringing key speakers on the scholarship of teaching to the university. Faculty have also become more familiar with grant application, program development, program assessment, and administration processes.

The Office of Sponsored Programs continues to offer workshops as well as individual consultation and support for the preparation of grant applications. Grant activities have become increasingly significant in faculty career development,

both in the scholarship activity they support and the university service that administering an institutional grant represents.

SVSU Foundation Support

The SVSU Foundation, discussed in Chapter 4, has also made possible a number of endowed programs at SVSU that enhance the intellectual climate of the university as well as faculty professional development. These include the following:

- The Dow Visiting Scholars and Artists program, funded by a $2.5 million endowment from the Dow Foundation, to invite the best scholars in their fields to campus, including special panels of experts in areas of international focus
- International teaching exchanges with countries such as Japan, India, China, Mexico, and Turkey. This activity is supported by $500,000 allocated from the $2.5 million Dow Visiting Scholars and Artists Endowment.
- The Edwards Lectureship in religion
- A lectureship in Business and Management
- The Rhea Miller endowment, which brings renowned musicians to campus for concerts and also supports scholarships for music students
- The Allen Foundation Endowment of $1 million to support health-related research
- The Strosaker Endowment for research in engineering
- Six Endowed Chairs to provide leadership in research and distinctive program development:
  - The Herbert H. Dow Chair in Chemistry
  - Carl A. Gerstacker Chair in Education
  - Dow Chemical Company Centennial Chair in Global Business
  - Harvey Randall Wickes Chair in International Business
  - Charles J. Strosacker Chair in Engineering
  - Finkbeiner Chair in Ethics and Public Policy.

Faculty Development: Service

Work on contractually defined university committees such as the Curriculum and Academic Policies Committee (CAPC), Graduate Committee, Professional Practices Committee (PPC), and the General Education Committee (GEC) constitutes an important aspect of faculty professional development at SVSU. Faculty also serve on the Honors Committee, the Library Committee, and the Public Safety Committee. Search teams, grade grievance hearings, and award

committees also claim faculty time. This does not include the amount of time faculty spend in department activities, revising curriculum, carrying out assessment activities, and advising student organizations. In addition, faculty participate on the various task forces organized to address a variety of university issues, from diversity to graduate program enrollment to General Education assessment. They also engage in faculty development activities such as workshops on grant proposal development, diversity training, and technology training. Many, many faculty participated in the committees and subcommittees that produced this self-study.

While service obligations sometimes weigh heavily on faculty, such service is also viewed as an opportunity for faculty to engage with the larger issues of higher education. Because all curricular issues are acted on by the full faculty, faculty are obligated to be informed on issues beyond their own departments and to consider the issues of the university overall.

Faculty who engage in the work of the standing committees, as well as the Faculty Association president, are supported by the university through partial release time from teaching. In some circumstances, faculty are given release time for specific, short-term administrative assignments or special projects. Faculty who devote a significant amount of time to university service may choose to have such service count more than scholarship in decisions regarding tenure and promotion, thus receiving recognition for this aspect of professional development.

Faculty perform a multitude of services for outside organizations and constituencies as well. Field projects or clinical experiences, especially those that include students, provide additional opportunities for professional development. Faculty supervising such projects are kept in touch with constituencies which employ SVSU graduates and can reassess their needs. Examples include faculty in Social Work, Criminal Justice, Nursing, Occupational Therapy, Education, and Engineering. SVSU faculty often are consultants to outside agencies, including K-12 schools and intermediate school districts.

5.8 Academic Support

Section 5.8
Some academic support units and services are administered through the Academic Affairs division, while others, including Academic Advisement, come under the purview of Student Services & Enrollment Management, making effective communication among divisions essential.

This section discusses the resources available for faculty and students that support academic endeavors. Some units and services, including the Library and Basic Skills program, are administered through the Academic Affairs division, while others, such as Academic Advisement and the College Success program, come under the purview of Student Services & Enrollment Management. Information Technology Services reports to the Executive Director of Information Technology. This means that effective communication among divisions is essential. In fact, since technology has become so integral to a number of academic support services, a special advisory group, the Teaching and Learning with Technology Roundtable (TLTR), has been established to facilitate communication among programs, units and resource providers.

To provide a better overview of the range of services available, this chapter will group these services by type rather than reporting structure. Following the discussion of services and academic support provided by the Melvin J. Zahnow Library, this section reviews key academic support programs and academic support centers. Student services focusing on campus and residential life, recreational programs, and personal issues will be discussed in Chapter 6, Campus Culture.

The Melvin J. Zahnow Library

Central to any academic enterprise is the library. Details of the extensive library expansion can be found in Chapter 4. It is important to note that during the whole 3 year renovation project, the library remained open, and provided exemplary service in the midst of debris, dust, cold, and noise. Although the library staff at times wore hard hats as well as overcoats during phases of the construction, they seized the opportunity to promote awareness and use of electronic resources and services and made special efforts to reach out to faculty and students with expanded resources:

- 90 online databases
- E-ref electronic reference service
- 8500 electronic full-text journals
- 7300 electronic books
- ILLiad interlibrary loan system

The library staff also used the renovation to transform the way people think about and use the library. Instead of "a silent warehouse for books," the library is increasingly viewed as a gateway to a variety of print and electronic materials and services.

This expansion of services is timely, since faculty use of instructional technology in the classroom has been steadily increasing. Faculty expect students to use a wide variety of course-related software programs and electronic resources to complete class assignments and projects. Students, in turn, have needed a place outside of class to get training and personal assistance in using such technology. The library has become that place. Teaching information literacy skills – the ability to locate, find, evaluate, and use information efficiently and effectively – has become a critical new responsibility for the library. This collaborative effort brings librarians and faculty together more than ever before and enables the library to support the curriculum in new ways.

Librarians teach students as they always have: one-on-one/side-by-side, but they also teach classes on effective research techniques and information literacy skills. Thanks to the construction and renovation project, the library now has a new Instruction Lab with 40 computers and a Smart Podium for the instructor. This past academic year, the library provided instruction for 3,800 students in 221 classe sessions in the Instruction Lab.

The construction and renovation project also enabled the library to convert some existing space into a Student Technology Center. The space became available just as students were becoming more vocal about needing a place to go for tutoring and one-on-one assistance in the use of software their instructors were expecting them to use (PowerPoint, Word, Excel, web publishing and design software, etc.).

The Student Technology Center opened its doors in November 2002 and had its official Grand Opening in January 2003. In less than a year, the STC has logged more than 750 student tutoring sessions. The Center Coordinator and half-time Technology Trainer also visit classes by instructor request to teach an entire class how to use a particular software program to complete a class project or assignment (e.g., designing a web page; publishing an online newsletter). Approximately 600 students have been given in-class instruction by STC staff.

The library also has an increased number of desks and study carrels, in-library viewing/listening rooms, and 24 public access computer workstations, as well as new collaborative work rooms with network connections to help students collaborate on projects for classes. There are inviting, comfortable spaces where it is permissible to talk above a whisper and where users can browse through new books. Students, staff, and faculty can also gather in the new café, which also has network connections but lacks the distracting hubbub of other campus dining areas. The Roberta Allen Reading Room, on the fourth floor of the library, provides a congenial place for individual study, senior seminars, author read-

ings, book discussion groups, student art exhibits, and other events aimed at drawing the community into the library.

Space for exhibits and displays that may appeal to the community beyond the university has also been expanded. For example, an exhibit based on a book by an SVSU history professor chronicles the life and photography of an important African-American family in Saginaw history. The University Archives & Special Collections contains materials on university and local history and houses a valuable collection of circus posters and some of the working papers of a best-selling author.

The Library Director serves on the Council of Deans and Directors. Through service on university committees, the library staff interacts outside the library with faculty and other members of the university community. The Director of the Library chairs a Library Committee of faculty and staff to discuss current issues such as collection development, instructional support, and resource allocation. The Library Director also serves on the Teaching and Learning with Technology Roundtable (TLTR) and works closely with the Executive Director for Information Technology.

As a state-supported university, serving the region is an important part of SVSU's mission. Thus reaching and serving the community beyond SVSU is an important part of the library's mission as well. Community members may check out materials by obtaining a Guest Card.

Academic Support Programs

In 1993 the SVSU Board of Control adopted the current Statement of Purpose for the university, one point of which is "to provide academic and support services that address the educational needs of a diverse student population that varies by gender, age, ability, experience, lifestyle, cultural background and economic circumstances." To fulfill this purpose, the growth in numbers of students and new degree programs over the past decade has been accompanied by the introduction of new academic support programs, services, and centers.

These academic support programs enable students to achieve classroom success. Some are traditional to university education, such as advising, while others have been developed in response to special needs or changing circumstances, such as Basic Skills programs or the Student Technology Center. Some programs are financed through the General Fund, while others are grant-supported.

Academic Advisement

As previously noted, SVSU is somewhat unusual in that Academic Advisement reports to the Student Affairs & Enrollment Management unit. In addition to advising students on their programs and degree requirements, Academic Advisement organizes orientation activities and works with Academic Affairs to arrange CAAP testing for General Education assessment.

Although previously-registered students can register without formal advisement due to online registration, faculty still advise students informally. In the professional programs, where there often is a strictly sequenced curriculum, faculty routinely advise students. In Graduate Programs, the Program Coordinators, Director of Admissions, and, in the case of international students, the International Programs Office all contribute to advising. The College of Education carries out its own advising and registration. Because pre-service teachers take most of their content courses before they enter the College of Education, students seek advice from the College of Education advisors about their content courses. Faculty in content areas work with College of Education advisors to guide students in developing effective schedules that meet requirements for entry into the college.

Staff member advisors, often SVSU graduates, have the advantage (or some would say disadvantage) of knowing the system well and have rapport with students. However, many faculty have expressed concerns that the overly pragmatic approach used by some staff advisors does not always help students understand program goals, particularly in regard to General Education. Program requirements may be presented as obstacles to be overcome rather than as opportunities for intellectual growth.

Basic Skills

As is typical of regional state institutions and the constituencies they serve, students may come to SVSU under-prepared to do college level work in mathematics, reading, and writing. Students are tested to see if they meet minimal requirements in these areas and if they do not, they are placed in appropriate Basic Skills courses. A student must have completed basic skills requirements, or have appropriate courses in each of the three sequences in progress, by the time the total of registered SVSU credits reaches 12, and continue in the appropriate courses each succeeding semester until the requirement is satisfied in full. Some of these courses do not count toward degree requirements. However, English 111, formerly a composition requirement, now serves as part of the

Basic Skills sequence. This course is a prerequisite to CI courses in the General Education Program and does count toward degree requirements. Offering these courses is an additional service obligation of the relevant departments.

Other academic support programs:

- College Success
- Select Student Support Services (4S)
- English Language Programs (5 levels, including Graduate Students)
- Academic Residential Assistants
- Athletic Dept. Study Tables

Academic Support Centers

Academic support centers provide direct support to individual students who come to the centers to learn new skills, gain insight on how to approach subject matter and get special help with difficult problems. Centers also conduct training sessions for classes, and faculty work with center directors to share information about services, assignments, and student concerns.

The Math Resource Center, the Writing Center, and the Student Technology Center are part of the Office of Academic Affairs, but others, such as the Tutoring Center, Minority Student Services, and Disability Services, are administered through Student Support Services & Enrollment Management.

5.9 Conclusions

Section 5.9
Teaching is the primary consideration in tenure and promotion decisions, as is consistent with the mission of the university.

As noted throughout this Self-Study Report, SVSU has experienced a decade of unprecedented expansion and maturation. This transformative change is evident in all aspects of its academic programs as well. Founded as an "institution of educational opportunity" for the region, SVSU has maintained that commitment even as the growth of the past decade has allowed the university to develop programs of qualitative distinctiveness and expand the diversity of its curriculum, at both the graduate and undergraduate level. SVSU has attracted an increasing number of better prepared students to the University even as it continues to provide academic support programs for those who enter the University less well prepared.

Saginaw Valley State University offers a wide range of traditional liberal arts and sciences programs as well as a number of professional undergraduate programs appropriate for its mission. SVSU has thoroughly revised its General Education program to align with recommendations from the 1994 NCA evalua-

tion team report. The program is in its third year of operation and assessment measures have been undertaken to determine the effectiveness of the program.

Diversity in the curriculum has been an issue of concern. Although some have wanted a required course on diversity, others have felt that it is more effective to integrate diversity issues into all aspects of the curriculum. That is the approach taken by the General Education program, and a survey on Diversity in the Curriculum showed that issues of multiculturalism, international relations, and race/gender analyses inform both curricular and extracurricular programs at all levels. The effectiveness of this approach needs to be assessed.

SVSU has also expanded its graduate curriculum from three major programs to eight, with a subset of specializations within College of Education Masters of Arts in Teaching (M.A.T.) and Education Leadership (EdL) programs bringing the number of concentrations to 20. Consequently, SVSU is now considered a Masters I institution in the Carnegie Classification. Graduate programs at SVSU are part-time professional programs serving non-traditional students who tend to be employed full-time in their respective fields and seek to enhance their credentials and move into leadership positions. These professional programs meet the same community needs as the undergraduate professionally accredited programs; their creation is often prompted by local business and community leaders. Graduate programs reside in the respective five colleges and are managed by Program Coordinators appointed by the dean. Graduate enrollments have proved variable and because part-time graduate students may not maintain consistent registration in the programs, it is difficult to monitor their progress. Task forces have been appointed for each program to examine enrollment trends and review issues facing each of these programs.

Academic programs are supported by an extensively renovated library and a significant expansion of the technological infrastructure and services through the University. Student learning at SVSU is also facilitated by a variety of academic support programs and centers. While many of these services are provided through the Academic Affairs division, student advising is administered by Student Services & Enrollment Management, a somewhat unusual arrangement that makes effective communication between units essential.

Academic program planning and assessment primarily takes place at the department or college level (outside a university-wide planning context). Many faculty members have expressed lack of familiarity with *Next Steps 2000-2005* and do not see its relevance to the work of their departments. Academic program assessment is most consistently carried out in professionally accredited programs and in the General Education program. Most other programs and depart-

ments utilize some assessment measures, at least at the course level, and some use the outcomes to revise courses and programs. However, assessment is uneven across academic programs and has not been institutionalized into processes for program development and resource allocation.

Curriculum revision processes are defined in the *Faculty Contract*. Program and course ratification is carried out by University-wide committees with elected faculty members and administrative appointees. The faculty as a whole votes on committee recommendations, which then go to administration for implementation. Some have argued that as the University has grown, these processes have become less effective, that input from faculty outside their area of expertise carries undue and inadequately informed influence, and that curricular processes should lie within the respective colleges. Others strongly support the continuation of the current system and see it as a way of maintaining academic standards and faculty engagement.

The course schedule at SVSU has traditionally been cost effective, with every effort made to maximize the number of seats occupied in each section. Enrollment has consistently increased over SVSU's 40-year history and credit hour counts have increased even more significantly, reflecting the shift to residential students. The average course size is 24, although some departments have consistently higher enrollments than others, depending on the subject matter. Although some lecture courses admit as many as 55 students, few courses have higher enrollments. In the current economic climate, the ratio of full-time to part-time faculty will continue to demand attention.

The number of full-time faculty has increased significantly since 1993. Faculty are recruited from nationally recognized graduate programs and typically hold terminal degrees in their fields. Full-time faculty teach a 12-hour per semester schedule, and many faculty teach Spring/Summer sessions, as well. Teaching is the primary consideration in tenure and promotion decisions, as is consistent with the mission of the university. A week-long Faculty Summer Institute, focusing on best teaching practices, helps orient new faculty to the university. Faculty also engage in significant amounts of research supported by the university; increasingly, grant-funding efforts, aided by the Sponsored Programs Office, have become a measure of faculty scholarship. Faculty also provide extensive service to the University, which is also a factor in tenure and promotion decisions. Evaluation processes are contractually defined and have a long history. With the growth of the faculty, some have come to view these processes as inefficient, and the work of the Professional Practices Committee and evaluation teams as overwhelming. However, others feel strongly that these processes are democratic, effective, and should be maintained.

Chapter Six
Campus Culture

This chapter addresses the following **General Institutional Requirements** for Accreditation of a University:

17. It has admissions policies and practices that are consistent with the institution's mission and appropriate to its educational programs (cont.).

18. It provides its students access to those learning resources and support services for its degree programs (cont.).

22. Its catalog or other official documents include its mission statement along with accurate descriptions of its educational programs and degree requirements; its academic calendars; its learning resources; its admissions policies and practices; its academic and non-academic policies and procedures directly affecting students; its charges and refund policies; and the academic credentials of its faculty and administrators.

This chapter provides evidence for **Criterion 1**:

The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

This chapter provides evidence for **Criterion 3**:

The institution is accomplishing its educational and other purposes.

This chapter provides evidence for **Criterion 4**:

The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

This chapter provides evidence for **Criterion 5**:

The institution demonstrates integrity in its practices and relationships.

Section 6.1
The growth of the university, including a greater number of traditional-aged students living on campus, has increased the diversity of the campus, enlarged and enriched its culture, and increased the interaction between the university and the community in multiple ways.

6.1 Introduction:

The various aspects of SVSU's campus culture support its mission. The *Next Steps 2000-2005* plan has two sections, Campus Culture and Public Affairs, that articulate university goals consistent with the above GIRs and Criteria:

- The University will create and sustain a culture and environment that fosters and supports the personal and intellectual growth of its students
- 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.

These goals reflect the consistent themes of institutional growth and transformation that inform this self-study. This chapter addresses these same themes from the perspectives of campus culture, community relations, and public service.

The growth of the university, including a greater number of traditional-aged college students living on campus, has increased the diversity of the campus, enlarged and enriched its culture, and increased the interaction between the university and the community in multiple ways. These changes have also made new demands on established services and led to the development of new initiatives. The reorganizations discussed in Chapter 3 stem, in part, from the need to provide new and expanded student services in a cost-effective and efficient manner.

This chapter will examine the overall campus environment. It will detail admissions policies and practices, as well as student support services for resident and commuter students. It will also look at community service--the active participation of university staff, faculty, and students in community activities--as well as the various cultural programs, athletic events, and facilities that bring people from the surrounding region to campus. This chapter will also revisit the issue of diversity from the perspective of campus culture.

This chapter is based on the work of three subcommittees that reviewed institutional policies, task force reports, handbooks, and publications. Group members also surveyed students, faculty, and staff, interviewed program directors and division heads, conducted student focus groups, and reviewed student satisfaction surveys. A campus-wide survey on diversity was also conducted during the time the self-study was being carried out, with results pending.

6.2 Campus Environment

Section 6.2
Not only does the expanded physical space of the campus make the university more visible in the Tri-City area, but the organization of the space invites interaction and community engagement.

The expansion of the campus has enabled SVSU to serve all stakeholders in new ways. As discussed previously, the university has experienced growth in numbers as well as a shift in its student population. This has resulted in new residences and expanded support services to help students achieve academic success and adjust to life on campus. At the same time, services for students who commute have been maintained and enhanced. Formerly, many commuter students came and went from classes without lingering. As noted previously, night classes were as important to the schedule as daytime offerings. Students often took classes in the morning and evening, and went to their off-campus jobs in between. While that pattern still exists, it no longer predominates, and student life centers on the campus itself, even as the region has become more aware of what the university offers.

Admissions

SVSU's admissions policies and practices are consistent with its mission and goals described previously. Freshman and transfer student applications for

admissions are reviewed by members of the staff of the Office of Undergraduate Admissions.

Freshman admission requires an acceptable ACT (or SAT) score and a minimum high school GPA of 2.50. Those with a minimum 7-semester GPA of 2.00 may be admitted if test scores and extracurricular involvement indicate they likely would succeed in college. (High school graduates age 22 or older are not required to take the ACT or SAT). SVSU, along with the other 14 public universities in Michigan, requires that all admitted students meet core requirements: 4 years of English, 3 years of math, 3 years of social science, and 2 years of natural science. (Students who do not meet core requirements must complete them during their first year of study at SVSU.) As discussed previously, freshman enrollments have steadily increased.

Admissions policies and practices are reviewed periodically. For example, research in 1999 indicated that most entering freshman students who did not satisfy minimum high school GPA and ACT Composite scores did not succeed academically, despite developmental courses and academic support services, and either left the University or were dismissed after the freshman or sophomore year. Therefore, a new minimum set of admissions criteria was instituted to ensure all students were capable of academic success at the university. In addition, each of the graduate programs has instituted similar reviews to ensure that admissions policies and practices are inclusive in nature and provide necessary information to assess each student's commitment and ability to succeed.

Transfer students are admitted with a minimum GPA of 2.00 in all college courses taken. (A student with less than a 2.00 may be admitted on probation and must achieve a 2.00 the first semester in residence.) Transfer student enrollments, which have reflected the decrease in community colleges enrollments in the State of Michigan during the past ten years, are just now beginning to increase. The number of transfer students enrolled for the 2003 Fall Semester of 2003 was 597, near the recent average of about 600 students. The University does not expect this pattern to change significantly for the foreseeable future, particularly until community college enrollments of university-bound students become more stable.

Admissions criteria in the graduate program are established by members of the faculty. Graduate student enrollments have increased from 861 students in the 1995 Fall Semester to 1588 for the 2003 Fall Semester. These increases have derived primarily from significant growth in the three graduate programs in the College of Education. Other enrollment increases are due to the introduction of three new graduate programs in the Colleges of Arts and Behavorial Sciences and in Science, Engineering & Technology. In recent years this growth has stabilized to approximately 3.5% for the Fall Semester. The 2003 Fall enrollment was 95 students or 5.6% less than for 2002. While this appears to be an aberration (the essential shortfall being returning students),

task forces have been formed for each of the graduate programs to determine what enrollments will be sustainable for the future.

A significant factor in the enrollment growth of the University has been the increase in the number and quality of First-Time-In-College (FTIC) students who have enrolled each Fall Semester, as comparisons between Fall 2003 and Fall 1995 (the years available in the current enrollment database) illustrate:

FTIC Students

	FTIC Students Fall 2003	FTIC Students Fall 1995
Number of students	1181	807
Mean GPA	3.21	2.92
% with high school GPA 3.5 or higher	36.6	22.8
Average ACT Composite Score	21.28	20.86
Number of Presidential Scholars (high school valedictorians/salutatorians)	102	33

Figure 6-1

This improvement is also evident in the fact that the FTIC average ACT Composite score has exceeded the national average for the past two years. The Fall 2003 average of 21.28 (the national average is 20.8), shows a significant increase over the average Fall 1995 ACT score of 20.86.

As indicated previously, an increasingly large number of these students now reside on campus. However, new technologies have also made it possible to serve a larger number of students more effectively and from greater distances. Students can apply for admission, monitor course availability, register, submit financial aid forms, and receive grades online. Interactions between faculty and students are facilitated by e-mail and course management systems such as Blackboard.

University expansion has also meant a new learning environment, including new classrooms equipped with smart podiums, conference rooms, lecture halls with distance learning capabilities, and new science laboratories and research facilities. Evening Services, which provides instructional support and facilities for adjunct faculty, has new larger quarters. Increased space has also meant improved offices for many full-time and part-time faculty and staff.

The growth and transformation of the campus is also evidenced in new energies. Student organizations have grown, extracurricular activities have expanded, and the wider community has become more involved in campus life, using

university facilities for their own activities as well as participating in university-sponsored events. For example, the Conference and Events Center—a self-supporting unit, developed to handle increased demand for the use of university facilities—schedules and caters both campus and community events.

Many of these changes were possible because of community support. Through the "Creating the Future Campaign," university alumni, faculty, and staff, as well as various community foundations, businesses, and civic groups, contributed to new building projects to accommodate this growth. Not only does the expanded physical space of the campus make the university more visible in the Tri-City area, but the organization of the space invites interaction and community engagement. A new, more visible main entrance to the campus will coincide with the widening of Bay Road, the main access highway to the campus.

Curtiss Hall, with the spacious Groening Commons, serves as a "front door" to the campus in many respects, especially for cultural events. The Curtiss Hall complex houses the university theater, a small outdoor arena, a "black box" theater, and a recital hall. These make it possible for the university to attract internationally known musicians for the Rhea Miller Concert Series and provide venues for student and faculty performances. The Valley Wind Quintet, the Student Marching Band, and Flutee, a professional artists-in-residence quartet, are among the SVSU groups that perform regularly. Practice and production facilities have been expanded.

Banquet halls and meeting rooms are available for campus and community use. Conference groups make use of the recital halls for plenary sessions, mingle in the Groenings Commons, and reconvene in adjacent meeting rooms for breakout sessions. A variety of community organizations as well as university groups use Curtiss Hall banquet facilities for their events. Legislative luncheons, the annual Martin Luther King dinner, and receptions for visiting scholars are held in these facilities.

The renovated and expanded Marshall Fredericks Gallery in Arbury Hall is connected to Curtiss Hall by a passageway that looks out on the campus courtyard. The Gallery and sculpture garden contain one of the most comprehensive collections of any single artist's work in the world. This museum has consistently attracted the community to the university and is a frequent destination for school field trips. The University Art Museum is located in the same area as the University Art Department. Student art work is regularly displayed in the atrium and hallways that connect these units; these spaces have also proved to be gathering places for students and faculty.

Founders Hall, set apart from other campus buildings, is a smaller but no less popular site for lectures, performances, and community-sponsored events. Private parties may also rent the space.

The new Student Center, with a coffee house, convenience store, expanded bookstore, multi-function rooms, conference rooms, and an arcade room, helps meet the needs of both on-campus and off-campus students, bringing both populations together, and providing space for them to interact in student clubs, study groups, and social activities. The new Student Fitness Center allows the general campus population an environment to work out comfortably and conveniently.

As noted in the previous chapter, the renovated library also provides welcoming meeting places and collaborative work rooms for study groups, including the recently established residence-based study tables. The new café provides internet connections and offers a conversation and study center with an ambiance distinct from the regular cafes. The Roberta Allen Reading Room on the library's new fourth floor, in addition to being an inviting reading room for students and faculty to enjoy every day, is a new venue for community cultural activities. A book club for Library Friends is being planned. The Ken Follet Papers collection, donated to the library by the author, also enhances the university's reputation and brings to it increased community and scholarly interest.

In the new Regional Education Center, the Alan W. Ott Auditorium is equipped with state-of-the-art technology to enhance distance learning. These new facilities increase SVSU's ability to serve as a resource center for regional educators.

While the buildings are attractive, accessible and boast modern technology, it is what they represent that is more significant: they make the university more visible in the community and provide space for interaction, in both formal and informal settings.

Community Support

Community interest has increased community support for University activities. In 1997, under the auspices of the SVSU Foundation, the university engaged in a Campaign for Distinction to enhance the "intellectual bricks and mortar" of the university. The goal was to build a strong endowment base through which to enhance SVSU programs and opportunities for students. Three areas were targeted to build this endowment base:

- Scholarships for exceptional students
- Funds to recruit distinguished faculty and support professional development of faculty
- Funds to enhance and augment academic programs.

Active participants in this program included members of the Board of Fellows, university alumni, community members from Bay City, Saginaw, and Midland, and university faculty and staff. Contributions came from local businesses, foundations, and individuals.

As indicated previously, this Campaign received $12.5 million in pledges and $815,000 in planned gifts — a total of $13.3 million for endowments. New endowments were created and existing endowments enhanced. Among other things, four new endowed chairs were funded, a Visiting Scholars endowment was established, and 34 new scholarships were initiated.

It is through such efforts that the campus has become a cultural and intellectual center offering the community a rich menu of options, including the following:

- The annual Dow Lecture series has brought to campus such well-known political figures as former U.S. Senator George Mitchell, Sergei Khrushchev, and the first African-American governor, L. Douglas Wilder, as well as nationally known media figures such as Paul Solomon and Michael Beschloss.

- The new James E. O'Neill, Jr. Memorial Lecture Series, in honor of the late Saginaw educator and legislator, reflects this community servant's passion for excellence in government and education. The first lecture in this series, "The Nobility of Public Service," was given by Frank Kelley, Michigan's attorney-general emeritus, who served in that office for 37 years and was active in civil rights, consumer protection and environmental matters.

- The Center for International Studies and Services sponsored a symposium on China, "Knowing Our World," bringing to campus three internationally known speakers on the topic, including Sherryl WuDunn, Pulitzer Prize winning author from *The New York Times*.

- The annual William and Julia Edwards Lecture in Philosophy and Religion this year brought to campus Dr. F. E. Peters of New York University to speak on "Holy War: The Blood-Sport of Monotheism."

- The Rhea Miller endowment brings renowned musicians to campus for concerts and also supports scholarships for music students.

- Dr. Thomas and Hilda Rush sponsor an annual lecture series featuring distinguished SVSU faculty.

- The Wickson-Nickless Distinguished Lectureship in Business, created in 1992, brings nationally and locally recognized business leaders to SVSU to speak on a variety of business issues. In recent years the Wickson-Nickless fund has been used to support speakers who are national and international experts in the area of family business. Speakers have included Stuart Varney (CNN), Stephen Bosworth (United States Senator and Secretary of Labor), and Andrei Kozyrev (Soviet Foreign Minister). Recent speakers such as Arthur Velasquez and Christopher Eckrich have addressed Family Business Program events.

These endowments make it possible for visiting scholars and authors not only to give free formal public lectures to the community, but also to work with classes and community groups and participate in round-table discussions. All have added significantly to the cultural life of the university.

Campus Accessibility and Campus Safety

The changes in the physical space, the increase in cultural activities, the expansion of student activities, and the growth of student organizations have increased the complexities of campus life. As new possibilities emerge, there are new challenges to be addressed. The presence of more students on campus at night has intensified campus security and personal safety concerns. The accessible facilities with indoor passages to most buildings have made this an institution of choice for a larger number of students with physical disabilities. Thus units such as Campus Safety, Disability Services, and Counseling Services have experienced increased pressures on their resources to meet the needs of growing constituencies.

The increased number of residences and associated programs has led to a decision to administratively separate Housing Operations (the physical and financial management of living quarters) from Residential Life. Anew assistant vice-president and director of Residential Life has been appointed to manage Residential Life, Student Conduct Programs, and Health Services.

The University remains committed to providing a safe environment in which students and staff can learn and work. Serious crime on campus is quite rare. The low crime rate is attributed to the suburban/rural setting of the campus and a proactive community policing program which is administered by the

University Police Department. A number of instructional programs are offered by the Police Department in areas such as alcohol and drug education, rape defense, self-defense, and personal property protection. The Police Department also schedules active officer patrols, uses video surveillance systems, and works collaboratively with other campus units such as Residential Life. Driven by the increase in activities on campus and the expansion of the student housing system, SVSU will determine cost-effective measures to increase police and dispatch coverage to the university community. The university is also working with Kochville Township to determine the feasibility of jointly developing a public safety complex on campus that would house fire-fighting equipment.

Section 6.3
As the campus has grown and been transformed, the diversity of the campus has increased and the programs to foster a campus culture that values and promotes that diversity have also expanded.

6.3 Campus Diversity

As noted in Chapter 2, significant attention has been paid to diversity, an area of concern raised in the 1994 report. This Self-Study Report has examined campus diversity from multiple perspectives. Discussion of Affirmative Action in hiring practices and workforce statistics appears in Chapter 4 under Human Resources. Diversity in the curriculum is addressed in Chapter 5 on Academic Programs. This chapter will address diversity, as it relates to campus culture with a focus on multiculturalism, student and academic support activities, and community outreach activities.

Multiculturalism

As the campus has grown and been transformed, the diversity of the campus has increased and the programs to foster a campus culture that values and promotes that diversity have also expanded. A variety of faculty and staff development workshops, hiring initiatives, curriculum revisions, student outreach programs, and cultural activities have been carried out by the Diversity Office, colleges, student support services offices, Student Life units, and campus clubs. The Offices of Minority Student Services and Disability Services have also increased their activities. Many of these activities have been made possible through state and community grants. The current Special Assistant to the President on Diversity Issues is working with a community advisory board to strengthen university/community relations.

These many programs and initiatives have had a positive impact on campus culture; however, the campus as a whole does not perceive the full extent of this work or how the efforts of various task forces have contributed to assessment and planning in this area. The current Special Assistant to the President for Diversity Programs, working with both campus and community constituencies

including faculty, staff, and students, as well as minority alumni, community leaders, business leaders, and school officials, is developing a comprehensive diversity plan to be disseminated across campus. The effectiveness of the current work is being assessed, leading to recommendations for more effectively utilizing institutional resources to meet diversity objectives.

Diversity Climate Survey: To better understand the diversity climate of SVSU, a survey was commissioned by the university President and developed by a group of faculty. The administration of the survey was coordinated by the Special Assistant to the President on Diversity. Significant efforts were made to get the widest possible sample, and informational meetings were held to clarify the purpose of the survey. The number of queries and concerns expressed indicate that the campus community took the survey seriously. Out of 3000 surveys sent out, 1481 student surveys and 345 employee surveys were returned. Survey data were tabulated by the Office of Institutional Research and the results are currently being analyzed. This data will be used in conjunction with the various task force reports, student forums, community interviews, workforce statistics, and information from various campus units to inform this comprehensive strategy.

Diversity in the Curriculum Survey: This study, discussed in detail in Chapter Five, reveals a wide range of definitions of diversity and presents the challenges of addressing diversity, including the relationship between the diversity of the student body and the way in which course content in covered. This study confirms that diversity, regardless of the breadth of the definition or the method of pedagogy, receives significant academic attention from colleges, departments, administrators, faculty, and curriculum across the campus.

Student and Academic Support Activities

Special Offices

While many offices, such as the Office for Career Planning and Placement, Academic Advisement Center, Financial Aid and Scholarships, Athletics, Student Life Center, the Student Counseling Center, and Residential Life, address issues of diversity, some campus units have special responsibilities in this area:

> **Special Assistant to the President for Diversity Programs:** In addition to the planning function of this office described previously, the Special Assistant to the President for Diversity Programs works with Staff Relations and other offices as needed to address student, staff and

faculty complaints regarding issues of discrimination and harassment. The Special Assistant works with all divisions in faculty/staff recruitment efforts, diversity training, and special program development.

Disability Services: The mission of the Office of Disability Services is to ensure that students with disabilities can actively participate in all facets of University life; to coordinate support services that enable students with disabilities the opportunity to achieve intellectual and personal growth; and to increase the level of awareness about disabilities among all members of the university. The Office of Disability Services helps identify and remove barriers for students with disabilities.

This office, established in 1994, has seen tremendous growth in the types of services offered to meet the diverse needs of students. Accommodations are individually assessed based on documented needs. Students have been included and accommodated in every type of coursework offered. Success stories include students with disabilities who graduated from SVSU and returned to teach here. Accommodations have also been made so students with disabilities can and do live in all of the residential units, and work in offices throughout campus.

A 1999 Student Satisfaction Survey gave a high rating to the office and its services. However, the numbers of students with disabilities admitted each year is growing faster than the resources available. Also, medical and technological advances have meant an increase in the number of students with severe disabilities and an increase in needs to be addressed. A recent Ablers forum held on campus also indicated that SVSU staff and faculty need better training on disability issues.

Office of International Programs: Akey aspect of the university's commitment to diversity is recognition of the importance of international programs to its regional mission. The University is proud of its efforts to "help internationalize all of the students" at SVSU by bringing students from various countries to SVSU and by sending SVSU students abroad. Saginaw Valley State University actively recruits international students to the university for graduate and undergraduate programs. For the most part, international student enrollments have been steadily increasing, reaching 383 in 2001. Enrollments of international students decreased slightly in 2002 and 2003 to 354 and 353, respectively, due to global events. SVSU also provides numerous Study Abroad opportunities for SVSU students as well, as financial aid to ensure that all SVSU students have access to this experience.

In addition to having a number of international scholars among its regular faculty, the university also sponsors visiting faculty from universities around the world to spend a semester here. The university supports efforts of its faculty to teach abroad through Fulbright and other fellowships and through links with sister institutions Shikoku University in Tokushima, Japan, and Shih Hsin University in Taiwan.

The International Programs Office provides international students and faculty with visa assistance, help with housing arrangements, health care, and financial aid. It also provides academic assistance and facilitates student access to the various academic support services provided by the University.

The College of Education, the English Department, and the Office of International Programs have worked together to develop the English as a Second Language Endorsement (ESL) and the Teaching English to Speakers of Other Languages Certificate (TESOL) programs in order to develop a program that would be of interest to international students wishing to teach in their own countries as well as for U.S. students wishing to teach overseas. These programs have added to successful recruiting efforts.

The courses in these programs are offered not only on-campus but also to teachers in the Flint school district. This program is co-sponsored by the SVSU College of Education through a federal grant which also funds a cooperative bilingual program with the Flint School District. These two programs constitute the "Career Ladder" program of this SVSU-Flint outreach program. SVSU faculty have also conducted ESL workshops in Flint for teachers, administrators, and paraprofessionals. The College of Education also offers a Bilingual Endorsement for teachers. These programs link international students and faculty with SVSU students and faculty in a community outreach endeavor that impacts cultural diversity in K-12 education.

Akey issue facing International Programs has been how to create a supportive community among the international students and, at the same time, integrate international students into campus academic and social life. This was a particularly difficult question when SVSU was primarily a commuter campus. The growth of the on-campus population has helped break down some of the isolation of the international students and, in fact, international students now provide leadership for many campus activities, including hosting special events of their own, such as the International Food Fair and annual international talent show.

The University also extends international education into the community through outreach activities. The Office sponsors various special events, bringing notable

visitors to campus to address significant international issues. The International Peace Symposium and the China symposium are two successful ventures that brought students, faculty, and community members together to consider issues such as human rights, disarmament, and global trade.

The English Language Program staff has also created an innovative GAP (Growth in Afrocentric Program) partnership with City of Saginaw Public Schools to share cultures. International students visit and "adopt" a classroom, building relationships with urban students. These students then visit SVSU to see the campus and learn about the countries and cultures of SVSU international students.

Office of Minority Student Services: This office provides academic services and supports multicultural programs for minority students and the campus community. A mentoring program matches students with personal mentors. Multicultural heritage programs are celebrated throughout the year (Black History Month, Hispanic Heritage Month, Native American Month, and Women's History Month, etc.) The Office also sponsors a variety of community outreach programs and workshops. Minority Student Services also provides academic and student support programs and services that include academic advisement and assistance with student service-related issues (e.g., registration, financial aid, student accounts).

Community Outreach

In addition to the programs sponsored by the above offices, a number of other campus activities promote diversity. Especially important are those that link the community and the university. Many of these programs are carried out through the five colleges but others are the work of the Diversity Programs Office or other units within Student Services and Enrollment Management.

Martin Luther King, Jr./Cesar Chavez/Rosa Parks Initiative (KCP). These state grant-sponsored programs awarded to the university are intended to accomplish the following:

- Help recruit and retain economically and academically disadvantaged students (Select Student Support Services)
- Encourage minority students to pursue careers in college teaching (the Future Faculty Fellowship)
- Provide academic role models for minority students (the Visiting Professor Program).

Educational Partnership Program: This program encourages minority students to transfer from Delta Community College to SVSU upon completion of the Associate's Degree. EPP services include career and personal advising, study sessions, mentoring, study skills training, and assistance with class scheduling and registration.

Opportunities for Professional Education in Nursing (OPEN): The Department of Nursing is in year 3 of a $523,000 federal grant, Project OPEN, specifically targeted to support minority and/or underprepared students within the university to enter and succeed in baccalaureate nursing education. An application has been submitted to continue funding this program.

Young Educators Society (YES): YES is open to middle and high school students and serves as an integral plan to mentor and recruit students, especially minorities from urban areas, into the teaching profession.

Grow Your Own Teacher Program: This program offers students the opportunity to work part-time as kindergarten paraprofessionals in area school districts while completing their course work at SVSU. The Teacher Education Department, Teacher Certification staff, and Office of Admissions work collaboratively to advise and conduct professional development workshops for students.

Teacher Cadet Program: This year-long course is offered to high school seniors as an innovative, hands-on curriculum-based course allowing students to explore teaching, develop lesson plans, and complete field-based experiences. An SVSU and Saginaw City School District partnership actively mentors and recruits students into SVSU's Teacher Education Program.

Urban Teacher Preparation Program Partnership: The Urban Teacher Program is another partnership between Saginaw City Schools and SVSU's College of Education teacher preparation program designed to recruit teachers, especially minority teachers, and prepare them to work with diverse student populations.

Minority Mentoring Program: The Minority Mentoring Program is a collaboration/partnership with Saginaw City community residents and SVSU; it provides support to minority students in their transition to university life and establishment of career goals.

Roosevelt Ruffin Symposium: Named in memory of a former SVSU diversity officer, each year the University invites urban students from the area to participate in discussions of diversity-related issues.

Minority Student Organizations: SVSU minority students work through a number of service sororities and fraternities to increase the number of minority students on campus and to provide academic support. The work of these organizations is highlighted at a recruiting fair each fall.

The Gay-Straight Alliance: This student organization promotes awareness, tolerance, and acceptance of diverse sexual identities. It has hosted film showings, forums, discussions, and participated in rallies at the State Capitol.

Section 6.4
Student input was sought and students were actively involved in the planning of campus facilities, including the new student Center which opened at the beginning of the 2003/2004 academic year.

6.4 Student Life

Students express a high degree of satisfaction with SVSU. In Student Satisfaction Surveys and focus groups, they have expressed appreciation for the small class size, the accessibility of the faculty and staff, and the physical environment for classes. They also praise the instructional support services. The Writing Center, the Math Resource Center, the Academic Advisement Center, tutoring services, and the Student Technology Center are well used, although those students most at-risk academically are less likely to use these services than those already doing well and seeking to improve. A newly awarded state grant, College Transitions, will facilitate efforts to better integrate introductory course work, instructional support services, and student support services into a more comprehensive first year program to help retain at-risk students.

Overall, students are also highly satisfied with services offered outside of the classroom. Students are especially pleased with new on-campus residences, health services, and recreation/intramural programs. Student input was sought and students were actively involved in the planning of the new Student Center, which opened at the beginning of the 2003/2004 academic year. The President of the University also holds regular open forums with students to discuss campus issues.

Student support services contribute significantly to the University's goal of creating and sustaining a culture that "fosters and supports the personal, social, and intellectual growth of its students." Student support services, including

Residential Life units, were recently brought into the Division of Student Enrollment Management. Offices in this area consider attention to diversity as a strong indicator of a successful operation. Training existing staff on diversity and recruiting new staff from diverse backgrounds is viewed as a priority in these units. All Resident Hall Assistants receive diversity training. Through career-focused volunteer activities and other co-curricular events, student support services "improve and sustain a campus culture that values diversity and practices freedom of inquiry, respect, and integrity in human relationships."

The offices for Minority Student Services, Disability Services, and Student Counseling are geared to meet particular needs, but the departments in this unit try to ensure a welcoming environment for all students. Although many units do not have formal assessment measures in place, there is a strong interest in these units to develop additional student satisfaction surveys and other outcome assessment measures to gauge their effectiveness.

The departments in this unit collaborate with other units across campus to deliver their services. These services have changed significantly over the past decade with the changing student demographics. Resident Life services have expanded to address the needs of the expanding on-campus population, and the student orientation program has extensively revised its format to better serve on-campus students. The Office of Career Planning and Placement was developed as a direct response to a recommendation made in *Next Steps 2000-2005*.

Academic Support Services

As discussed in Chapter 5, Academic Advisement (both Graduate and Undergraduate) Admissions, Registration, as well as Scholarships and Financial Aid, are part of the newly combined unit of Student Services & Enrollment Management. These directly support the academic mission of the institution, and, as previously noted, their communication with the Office of Academic Affairs is essential for student success.

Academic Integrity and Student Conduct

Academic integrity is one of the main foundations of a student's education. All students are expected to conduct themselves as responsible members of the university community and to respect the rights of their fellow citizens. SVSU's Code of Student Conduct includes a policy on academic dishonesty. The Student Code is periodically revised as needed and allows for student input through the Student Association President.

Students charged with academic dishonesty are afforded the same due process rights as students charged with non-academic integrity violations. Formerly these issues were handled by a Dean of Students. With the recent reorganization, student conduct and academic integrity issues are addressed by the Coordinator of Student Conduct, who maintains records of such actions. There are also established procedures for grade grievances, outlined in the student handbook as well as the faculty contract. The Student Association guides students through this process, and Student Association members sit on the committees formed to hear cases not able to be resolved. The deans' offices handle grade grievance records.

Academic Records

The University emphasizes integrity in its practices related to the academic record of its students, specifically student transcripts. The Registrar's Office follows common professional standards as outlined by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Official transcripts are embossed with the University's seal, signed by the Registrar, and accompanied by a transcript key that describes the grading system and academic calendar.

Student Programs and Activities

Student Life programs and events continue to grow and prosper at the university. The Student Life Center, along with Residential Life programs, provides support services to all students involved in co-curricular activities including program planning, leadership development, organizational and audience development, and recreation and volunteer opportunities. The on-campus population growth and the expansion of programs to serve this group has had the effect of also integrating commuter students more fully into campus activities.

All student organizations are registered through the Student Life Center and have a member of the faulty or staff as their advisor. The Student Association is respected, although some students feel that it has been too narrow in its focus and would like to see greater representation from a wider spectrum of the student population.

Intercollegiate Athletic Program

Intercollegiate athletics at Saginaw Valley State University serve an important campus role in enriching campus life and creating a vibrant campus culture. The Athletic Program is part of the Student Services & Enrollment Management unit.

SVSU is a NCAA /Division II Program through the Great Lakes Intercollegiate Athletic Conference (GLIAC).

Mission of the Athletic Programs

The Department of Athletics mission statement, which is prominently displayed in the Athletic Center, reflects its contributions to campus life:

> Intercollegiate athletics at Saginaw Valley State University serve an important and integral role in fulfilling the University's educational mission. The principal goal of these programs is to teach the lessons and values that can be learned through competitive athletics, both for the benefit of the participating students and spectators.
>
> Sports are an important part of America culture–indeed, sports are an important part of human culture throughout the world. Sports can provide healthful and constructive outlets for competitive instincts, healthful exercise, opportunities for camaraderie and friendship and loyalty, and a unique forum for teaching and learning. Sports metaphors enrich our language; the lessons drawn from athletic competition enhance our understanding of the human condition and ourselves.
>
> The athletic programs at SVSU aim to teach participants and spectators lessons about self-reliance and teamwork, respect for one's self and one's rival, creative problem solving, a commitment to goals, courage under pressure, the importance of integrity in all matters, humility in success and grace in defeat.
>
> Because sports competition is highly visible within the institution and within society, coaches, staff and students involved in athletic programs bear a special responsibility to represent the University and its values in the best possible light. All participants in the programs–coaches, staff and athletes–will be held to the highest standards of integrity, sportsmanship, ethical conduct, rules compliance and amateurism as defined by the NCAA. All participants in athletic programs are committed to the proposition that student-athletes are students first, with a primary responsibility to the successful completion of their academic work at the University.
>
> The success of athletic programs at SVSU shall be measured by the extent to which these primary goals–teaching and learning–are accomplished.

NCAA Compliance

The Department of Athletics is in full NCAA compliance and takes a strong stand to assure that programs operate with the greatest integrity. In the past four years, the department has made significant changes that include the hiring of a

full-time Compliance Officer, the expansion of a Student-Athlete Handbook, and the creation of both a comprehensive Student-Athlete Orientation Day and a Student-Athlete Survey and Evaluation instrument.

Program Organization

The department is comprised of nine men's sports teams and eight women's teams, with some 500 student-athletes. Student-athletes work with athletic counselors for individual academic advising for course load and selection of classes conducive to graduating in a timely fashion. The department also monitors student-athlete progress in their degree programs and NCAA and GLIAC eligibility. Student-Athletes are funded by athletic assistance grants, out-of-state tuition grants, private scholarships, and academic scholarships. *Cardinal Athletics: The Student-Athlete Handbook* defines NCAA rules, university policies and procedures, and highlights available support services.

The athletic department has made consistent efforts to send coaches and administrative staff to sport-specific national conferences and executive council meetings, respectively. Students and staff attend additional programs that lend themselves to student-athlete development, such as NCAA CHAMPS/Life Skills and Student-Athlete Leadership Conferences. Student-athletes who attend conferences and national seminars are taught leadership skills and participate in intense diversity training. The department also seeks out opportunities to nominate minority student-athletes for internships and postgraduate scholarships.

On-campus housing and dining allow for cohesiveness among SVSU athletic programs, both individually and collectively. The Student-Athlete Advisory Committee (SAAC), which is comprised of at least two members of each athletic team, has become increasingly active the past three years, promoting the participation of student-athletes in campus and community life.

Community Service

Staff and students in the athletic department participate in a variety of outreach and volunteer activities, interacting with individuals from schools, government agencies, and local businesses. The students and staff regularly donate time and money to community causes: visiting schools for Career Days, collecting canned goods and money for the underprivileged, working at soup kitchens, and supporting Habitat for Humanity. Both staff and students give blood in an annual blood drive competition against a neighboring university. The community service that the athletic department provides allows for great visibility for the university and the athletic program in the area. More importantly, it helps create

a culture and environment that fosters and supports the personal and intellectual growth of the campus community and the region it serves.

Gender Equity Survey/ Equity in Disclosure Act: As a coeducational institution of higher education that participates in Federal student financial-aid programs and has intercollegiate athletics programs, SVSU must file annual reports. A Gender Equity Survey was initially scheduled for every three years; in 2000 the decision was made to conduct the survey bi-annually. The Office of Institutional Research has conducted the surveys in 1994, 1997, 2000 and 2002.

Intramural Athletics: The new Student Fitness Center, now the home for Intramural Sports, allows students to work out on state-of-the-art fitness equipment. Campus Recreation has organized more sporting events that encourage female and international student participation. The University also offers an extensive intramural program, which shows a small but steady increase in participants each year for the past eight years.

Intramural Sports Participation Fall 2003

Sports	Teams	Players
Flag Football	17	156
Co-ed Softball	6	70
Tennis	N/A	35
Volleyball	16	72
3 on 3 BB	9	40
Badminton	N/A	20
Powderpuff FF	18	165

Figure 6-2

The growth in residential students has also increased the audience for extramural events. The intramural athletic program has benefited from new facilities, including an 8-acre parcel of land that is used for flag football, powderpuff football, soccer, and other fitness events. Intramural Sports have also become much more active outside the University in the past several years, as SVSU championship teams travel and compete against championship teams from other universities and colleges.

Student Sport Clubs, which report to the Intramural Coordinators, have also been successful. The ice hockey club earned the national #1 ranking in the 2000 season. In addition to hockey, club teams have included tennis (now a female varsity sport at SVSU), soccer (now a men's and women's varsity sport at SVSU), badminton, roller hockey, men's volleyball, aerobics and cricket.

Section 6.5
The University Student Volunteer Coordinator manages service activities; student service organizations are among the most active on campus.

6.5 Public Service

The activities of Saginaw Valley State University in the area of community and public service are varied and broad: a conference center for the area, cultural performances in the theater and recital hall, the athletic program, facilities use by community groups, the regional library available to the public, volunteer service by students in the local community, and specific services as a resource for area businesses.

Community Service

The university recognizes the importance of providing community service; the Vice President for Public Affairs oversees and cultivates government and community relations activities and also directs fundraising activities, another key venue for university/community interaction. Community support for the university can be seen in the generous endowments for buildings and programs. The Foundations Board, the Board of Fellows, and the Alumni Board are formal bodies connecting the university and the community, but the University is increasingly connected to the community less formally as well as through the number of programs and events hosted by or held at the University.

In addition to the cultural activities discussed earlier, notable endeavors include the following:

- Athletic events. The recent success of the football team, rated the top Division II team in the nation, has brought new attention to the university and new support for its programs. SVSU also hosted Detroit Lions training camps for several seasons, bringing several hundred thousand fans to campus. The Ryder Athletic Complex is in high demand for use by community groups for athletic meets, trade shows, boat shows, and church groups using the facilities for youth programs.

- Vision Tri-County, for which SVSU serves as the fiduciary agent. Formed in 1999 by leaders of SVSU, Delta Community College, the Chambers of Commerce of the three communities comprising SVSU's primary service area (Bay City, Midland, and Saginaw), and private sector leaders from the three communities, its purpose is to explore regional concerns and opportunities leading to increased economic development for the entire region. Funded by these Chambers of Commerce and local economic development organizations, Vision Tri-County engages in studies, research, and most

recently (2002), a regional marketing campaign. In 2002, with the initiation of the Center for Business and Economic Development (CBED) at SVSU, the Vision Tri-County organization is now coordinated through this university unit, which also administers the Center for Manufacturing Improvement and SVSU's Continuing Education program. This arrangement makes possible participation by SVSU faculty and students in Vision Tri-County projects.

- Saginaw Valley State University Regional Mathematics and Science Center, established in 1989 by the Michigan Legislature and the University. The Center serves 35 public and 70 non-public districts in rural, suburban, and urban communities in a five-county region. The Center works closely with school districts to support mathematics and science education for all students, through a variety of outreach professional development activities for teachers and enrichment activities for students in the areas of mathematics, science and technology. The Center maintains a circulating collection of curricular materials, aligned to the Michigan Curriculum Framework benchmarks, for use by area K-12 educators. The Center also partners with the Bay Area Community Foundation to develop curriculum materials aligned to Michigan Curriculum Frameworks in K-12 science and social studies. The Center played a leading role in disseminating MICLIMB Science and Mathematics materials around the state through a Higher Education Eisenhower Grant. This activity provided support to 24 Mathematics and Science Center Teams from across the state and an additional 12 local teams in SVSU's service area.

- The Office of Continuing Education, which offers non-credit continuing education opportunities for the community. An Institute for Learning in Retirement, introduced in September, 2001, is a membership-based organization that offers non-credit classes for individuals over 50. Support for this program has been received from local foundations, corporations and individuals.

In addition to these initiatives, faculty and staff share their expertise by serving on community advisory and governing boards, through the performing arts, in K-12 classroom presentations, judging science fairs, and establishing business/industry partnerships in the science and technology arena. It is not uncommon to find faculty appearing in the local media during elections, times of national crisis, or discussing health and educational issues.

The University's Endowed Chairs provide community and public service in their respective areas as part of their charge to help develop distinctive programs for the institution. Each college offers a number of community and public services, from the Marshall Fredericks Art Gallery to Social Work field placements in Arts and Behavioral Sciences, from the Executive in Residence Program to the Family Business Program (discussed in Chapter 5) in the College of Business.

Many other areas of service contribute to the university's mission in more mundane, but no less significant ways. Students, faculty, and staff donate their time, money, talent, clothing, and even blood to numerous organizations in the Tri-City area, including the Red Cross, East Side Soup Kitchen, and Habitat for Humanity. University-community interaction fosters student appreciation of cultural diversity, awareness of social issues in the local or global community, insight on new career opportunities, or perhaps a more sensitive outlook toward human disabilities. The university has hired a Student Volunteer Coordinator to manage these activities, and student service organizations are among the most active on campus. The community highlights these activities and honors student volunteers at the annual Student-Community Service Recognition Luncheon given by the SVSU Board of Fellows and President Gilbertson.

These comprise just a few of the possibilities for enrichment afforded by the university to the community. It is through this network of human contact, based on service at the local, regional, national and international levels, that the purpose of the University becomes manifest.

University Communications and Technology

University Publications

The university publishes a complete catalog, available in both print and online versions. The 160-page *2002/2004 Catalog* provides all necessary information, including descriptions of educational programs and degree requirements; academic calendars; learning resources; admissions policies and practices; academic and non-academic policies and procedures directly affecting students; charges and refund policies; and the academic credentials of faculty and administrators. Photos interspersed between the sections also introduce students to the campus environment.

The university produces a variety of other publications to keep all constituents of the institution well-informed. *The Interior*, a newsletter published twice each

month, is widely circulated. It highlights special programs and the accomplishments of individual faculty and staff, includes information about issues of significance to the university, and notes personnel changes. Many groups, including the Self-Study Editorial Board, create special newssheets to be inserted in *The Interior* on an occasional or regular basis.

Student activities are promoted through the student newspaper, *The Valley Vanguard*, and also through a regular newsletter, *Student Happenings*. The Faculty Association also produces a newsletter, as do the Colleges and many other units and organizations. *Zahnow Notes* highlights library events; *Literacy Link* discusses issues of teaching academic literacy across disciplines; and *Funding Opportunities* informs the campus about available grants as well as Sponsored Programs workshops. The Department of Modern Languages publishes *Mundo Latino*, a Spanish language newsletter.

In addition, the university publishes various informational handbooks for student organizations, resident students, student athletes, international students, and adjunct faculty. *The Faculty Research Bulletin* is another important venues for sharing the life and work of the institution. The university has also published two histories of the university, one a general history, and more recently, a History of Academic Affairs to commemorate the 40th anniversary of the institution. The University Archives collects university publications and houses all official documents, including minutes of the Board of Control meetings.

SVSU produces two additional publications that particularly contribute to its mission to provide intellectual and cultural opportunities that enrich the lives of people. *Cardinal Sins*, a literary magazine, is produced by the students and faculty of SVSU and published on campus by the graphics center. Creative works by students, faculty, staff and alumni are eligible for submission. All submissions are considered for publication and judging is done by blind voting of the editorial staff. *Cardinalis* is a recently launched journal of ideas. Each issue allows readers to share in the intellectual and cultural life of the University through articles by, and interviews with, prominent visitors to SVSU, original work by SVSU faculty, and a small selection of fiction, poetry, and book reviews. The journal is published twice each year and distributed to members of the university and regional communities.

Office of University Communications

Most offices on campus utilize the services of the Office of University Communications when designing publications and advertising. This office also publishes a variety of materials about the university under its auspices. University Communications recently developed a Stylebook & Communications Policy, which provides departments with guidelines to ensure that information regarding university programs and operations is conveyed in a professional and consistent manner. A Media Relations Officer serves as the main representative between the university and the community.

Technology and Communications

Technology has profoundly expanded the capacity for communication both internally and externally, creating both new opportunities but also new challenges and expectations. The University Website increases accessibility to university offices and policies from everything to tuition to emergency warning systems. Employment opportunities are posted online, as is a weekly calendar of events. Online versions of more traditional publications enhance their accessibility.

Consequently, policies and practices around technological communications systems are continually evolving. A Website Advisory Committee, chaired by the Director of University Communications, has been developed to establish policies for university websites to ensure consistency and accuracy of information. A content management system has been introduced so changes in websites can proceed more efficiently to keep all university websites current and consistent. University Vice-Presidents also work with the Executive Director of Technology Services to prioritize technology projects, including training for the content management system.

The significance of technology to the University has increased exponentially over the past decade. It has had impact on resource allocation, building design, faculty development, teaching strategies, course delivery, scheduling, registration and grading processes, and community relations. The University website maps the institution, shaping the way the campus community perceives itself as well as informing those viewing it from the outside. The self-study process itself has been shaped by technological considerations. From the outset it was determined that the report would be published in both electronic and print versions. This decision had a direct impact on organization, format, and structure, so they would be compatible in both environments. Financial resources as well as the expertise needed for designing the site and producing graphics and documents

also had to be taken into account. The Self-Study Report will be more widely available because of technology, and that knowledge also has informed the work.

6.6 Conclusions

Section 6.6
Community interest has increased community support, as demonstrated through successful fundraising campaigns. Campus outreach has also increased through student internships and fieldwork, volunteer activities, and service on community boards.

The growth and maturation of the university are reflected in significant changes in campus environment and culture. Students report high levels of satisfaction with the academic programs and support services provided by SVSU. A continuing challenge for the institution, especially in the current economic climate, is to meet the needs of all SVSU students with a variety of programs, course offerings, support services, and facilities. New residence halls and a new Student Center have been built to meet student needs. New programs have been developed to serve new constituencies, even as long-standing programs have been enhanced. Indications are that these new programs and facilities, along with leadership from a core of residential students, have drawn even commuter students more fully into campus life; however, the impact of these services will need to be assessed.

Although SVSU has become increasingly diverse and a large number of activities, offices, and programs have been developed to foster and support that diversity, the numbers of minority faculty, staff, and students need to increase for SVSU to fully reflect the community it serves. Campus task forces, college and division committees, as well as community advisory groups, have worked to address diversity issues. Diversity officers reporting directly to the President have assumed special responsibilities in this area; the current Special Assistant to the President for Diversity Programs is working with units across campus to develop benchmarks to assess progress and incorporate the multiple campus diversity initiatives into a comprehensive strategic plan that will be well-known by the campus and the community and inform University planning.

SVSU has developed strong links with the community, both formal and informal. Over the past decade, SVSU has become a more significant presence in the area as more people come to campus to use the facilities and participate in cultural activities, community education programs, and athletic events. Community interest has increased community support, as demonstrated through successful fundraising campaigns. Campus outreach has also increased through student internships and fieldwork, volunteer activities, and service on community boards. SVSU has developed essential links with the communities it serves, enabling the University to respond appropriately to community needs.

Information about the University and its programs is communicated through a variety of publications. The production of these is facilitated by the University Communications Office. Technology has transformed communication internally and externally, through the website and through new means for registration, advisement, and course delivery. These processes have meant new issues of resource allocation and increased need for oversight, as well as faculty and staff development and training to ensure the integrity and effective use of these systems.

Chapter Seven
Conclusion

Each chapter of this Self-Study Report has examined and evaluated designated aspects of the institution, aligned with the HLC/NCA General Institutional Requirements and Criteria. This chapter brings together the conclusions from each of the other chapters and describes the impact that the self-study process has had on the SVSU university community.

7.1 Summary of Chapter Conclusions

Section 7.1
Building on the strengths noted in the 1994 site visit report, the University has systematically addressed all areas of concern.

SVSU: Overview and History
Culminating this decade of change and transformation, the institution now is in the process of internalizing and institutionalizing changes in policies and practices that are more reflective of a maturing institution.

Accreditation History
Building on the strengths noted in the 1994 site visit report, the university has systematically addressed all issues of concern. Because of the transformative change of the university over the past decade, the work to develop General Education, program assessment, and diversity has demanded a larger scope of planning and a broader range of strategies than would have been predicted in 1994 and 1995. Many issues from the previous report reflected a campus with a very different culture. For a time, the university's growth challenged its ability to develop appropriate new structures and processes consistent with a mature institution.

Although work remains in the area of assessment, and the institution has not yet accomplished all it intends to achieve in the area of diversity, the university has made demonstrable progress in General Education and all other areas of concern. The *Next Steps 2000-2005* planning process has helped the institution maintain a consistent focus on the issues discussed above and made it possible to address these issues in an institution-wide context. As SVSU begins its next planning cycle and commits to continuous improvement in its planning processes, the university's ability to further address these vital issues will be reinforced.

Mission, Planning, and Governance
The past decade's growth and transformation have been accomplished within the administrative structure described in this Report. The periodic revision of the Mission Statement, as a consistent part of the overall university planning process, ensures continued validity and relevance. *Next Steps 2000-2005*, the

university strategic plan, established measurable goals, objectives, and outcomes to achieve that Mission and Vision and identified university units responsible for key actions.

Due to careful planning and conservative fiscal management in the current budget climate, SVSU has been able to maintain services without layoffs or major cuts in programs, in spite of a significant expansion of the student population and of the physical plant.

Next Steps 2000-2005 is used, in varying degree, by all major divisions of the University to shape their planning. However, not all units or university faculty and staff feel equally engaged in planning processes or achievement of defined goals. It is generally acknowledged that the planning process is top-down; some feel this is an effective approach, but others contend that individual units are too removed from the process, becoming involved only as it directly affects their own work.

Department self-studies and surveys indicate *Next Steps 2000-2005* is not fully integrated into curriculum planning, and it is not clear whether department and college curriculum planning figures into *Next Steps 2000-2005* revisions. Department chairs, who lack control over resources, have expressed the most distance from the university planning process; by contract, chairs are not vested with planning responsibilities and receive only limited release time for their work. Faculty participate in curriculum development through the process delineated in the faculty contract. Both administrative appointees and elected faculty serve on curriculum committees and participate in deliberations on proposals submitted to them. The faculty votes on committee recommendations at two ratification meetings each year. The allocation of resources for implementing curriculum decisions rests with the administration. This collaborative process requires that administration and faculty continue to communicate effectively.

While information from departments, task forces, and committees may be used in the planning activities of the university administration, the university community often does not see how such input from advisory committees and task forces informs planning and implementation, even when individuals have been directly involved. Many in the campus community feel inadequately informed of specific initiatives and do not recognize how progress toward goals and objectives is measured.

The university is governed through a traditional hierarchical structure in the context of two collective bargaining units. The effectiveness of governance structures is perceived quite differently by different units and by individuals

within these units. The impact of recent institutional reorganizations to accomplish both university goals and division objectives needs to be assessed. Many units noted the importance of student and alumni feedback in their on-going planning process and regularly carry out student satisfaction surveys. However, outcome-based assessment efforts are uneven. Many units are only beginning to establish assessment procedures to measure their effectiveness and do not yet consistently use assessment information to plan for improvement.

Although the university operates efficiently to accomplish its purposes, those purposes have been tied primarily to institutional growth. In an era with diminished resources, tensions may develop in the dual commitment to build qualitatively distinctive programs while remaining an institution of opportunity. Thus strategic alignment and broad engagement in the planning process will become more critical.

Resources

SVSU is financially administered on a sound and prudent basis. As the financial data indicate, the institution has operated in a cost-effective manner, has maintained sufficient reserves, and has had the ability to survive economic downturns. Annual audits have consistently been positive and have substantiated reported financial information.

The university has initiated improvements to hiring processes, with a focus on diversity, and has implemented a new performance management process for all administrative and support staff. The impact of these changes remains to be evaluated. Hiring processes need to be more closely aligned with university mission, and all faculty/staff development activities need to derive from institutional goals.

The campus provides a safe working and living environment. A majority of campus facilities are new or renovated, and a deferred maintenance plan is in place. However, the current budget climate places more pressure on the institution to identify and implement operating efficiencies.

The university has made a qualitative step forward in employing technology, and has greatly expanded training opportunities for students, faculty, and staff. A major transformation has occurred within the past four years. Currently, however, there is inadequate budget for necessary future IT upgrades, replacement costs, and staff positions. Institutionalized support for technology integration originally supported by grants will need to be addressed in future funding.

The university library has undergone major renovation and expansion. Its online resources have likewise expanded greatly. Adequate resources will continue to be necessary to support rising costs of subscriptions, materials, and services.

SVSU needs to prepare for the impact of an optimal size environment (around 10,000 students, 1700 living on campus) and plan for future tuition rate decisions, any further physical plant expansion, and resource reallocation strategies. The university must continue aggressive pursuit of operational efficiencies through process improvement programs. All of these concerns should be addressed in the next phase of planning.

The allocation of resources is not completely understood across campus, as budget development is a centralized process. However, a linkage between resource allocation and the planning process is evident in the regular review of *Next Steps 2000-2005*, which provides clear demonstration that resources have been allocated in support of SVSU's mission and goals.

Academic Programs

As noted throughout this Self-Study, SVSU has experienced a decade of unprecedented expansion and maturation. This transformative change is evident in all aspects of its academic programs as well. Founded as an "institution of educational opportunity" for the region, SVSU has maintained that commitment even as the growth of the past decade has allowed the university to develop programs of qualitative distinctiveness and expand the diversity of its curriculum, at both the graduate and undergraduate level. SVSU has attracted an increasing number of better prepared students to the university, even as it continues to provide academic support programs for those who enter the university less well prepared.

Saginaw Valley State University offers a wide range of traditional liberal arts and sciences programs as well as a number of professional undergraduate programs appropriate for its mission. SVSU has thoroughly revised its General Education program to align with recommendations from the 1994 NCA evaluation team report. The program is in its third year of operation and assessment measures have been undertaken to determine the effectiveness of the program.

Diversity in the curriculum has been an issue of concern. Although some have preferred a required course on diversity, others have felt that it is more effective to integrate diversity issues into all aspects of the curriculum. That is the approach taken by the General Education program, and a survey on Diversity in the Curriculum showed that issues of multiculturalism, international relations, and race/gender analyses inform both curricular and extracurricular programs at all levels. The effectiveness of this approach needs to be assessed.

SVSU has also expanded its graduate curriculum from three major programs to eight, with a subset of specializations within College of Education Masters of

Arts in Teaching (M.A.T.) and Education Leadership (EdL) programs bringing the number of concentrations to 20. Consequently, SVSU is now considered a Masters I institution in the Carnegie Classification. Graduate programs at SVSU are part-time professional programs serving non-traditional students who tend to be employed full-time in their respective fields and seek to enhance their credentials to move into leadership positions. These professional programs meet the same community needs as the undergraduate professionally accredited programs; their creation is often prompted by local business and community leaders. Graduate programs reside in the respective five colleges and are managed by Program Coordinators appointed by the dean. Graduate enrollments have proved variable and because part-time graduate students may not maintain consistent registration in the programs, it is difficult to monitor their progress. Task forces have been appointed for each program to examine enrollment trends and review issues facing each of these programs.

Academic programs are supported by an extensively renovated library and a significant expansion of the technological infrastructure and services through the university. Student learning at SVSU is also facilitated by a variety of academic support programs and centers. While many of these services are provided through the Academic Affairs division, student advising is administered by Student Services & Enrollment Management, a somewhat unusual arrangement that makes effective communication between units essential.

Academic program planning and assessment primarily takes place at the department or college level (outside a university-wide planning context). Many faculty members have expressed lack of familiarity with *Next Steps 2000-2005* and do not see its relevance to the work of their departments. Academic program assessment is most consistently carried out in professionally accredited programs and in the General Education program. Most other programs and departments utilize some assessment measures, at least at the course level, and some use the outcomes to revise courses and programs. However, assessment is uneven across academic programs and has not been institutionalized into processes for program development and resource allocation.

Curriculum revision processes are defined in the faculty contract. Program and course ratification is carried out by university-wide committees with elected faculty members and administrative appointees. The faculty as a whole votes on committee recommendations, which then go to administration for implementation. Some have argued that as the University has grown, these processes have become less effective and that input from faculty outside their area of expertise carries undue and inadequately informed influence and that curricular processes

should lie within the respective Colleges. Others strongly support the continuation of the current system and see it as a way of maintaining academic standards and faculty engagement.

The course schedule at SVSU has traditionally been cost effective, with every effort made to maximize the number of seats occupied in each section. Enrollment has consistently increased over SVSU's 40-year history, and credit hour counts have increased even more significantly, reflecting the increasing number of residential students. The average course size is 24, although some departments have consistently higher enrollments than others, depending on the subject matter. Although some lecture courses admit as many as 55 students, few courses have higher enrollments. In the current economic climate, the ratio of full-time to part-time faculty will continue to demand attention.

The number of full-time faculty has increased significantly since 1993. Faculty are recruited from nationally recognized graduate programs and typically hold terminal degrees in their fields. Full-time faculty teach a 12 hour per semester schedule, and many faculty teach Spring/Summer sessions, as well. Teaching is the primary consideration in tenure and promotion decisions, as is consistent with the mission of the university. A week-long Faculty Summer Institute, focusing on best teaching practices, helps orient new faculty to the University. Faculty also engage in significant amounts of research supported by the university; increasingly, grant-funding efforts, aided by the Sponsored Programs Office, have become a measure of faculty scholarship. Faculty also provide extensive service to the university, which is also a factor in tenure and promotion decisions. Evaluation processes are contractually defined and have a long history. With the growth of the faculty, some have come to view these processes as inefficient, and the work of the Professional Practices Committee and evaluation teams as overwhelming. However, others feel strongly that these processes are democratic, effective, and should be maintained.

Campus Culture

The growth and maturation of the university are reflected in significant changes in campus environment and culture. Students report high levels of satisfaction with the academic programs and support services provided by SVSU. A continuing challenge for the institution, especially in the current economic climate, is to meet the needs of all SVSU students with a variety of programs, course offerings, support services, and facilities. New residence halls and a new Student Center have been built to meet student needs. New programs have been developed to serve new constituencies, even as long-standing programs have been enhanced. Indications are that these new programs and facilities, along with leadership from a core of residential students, have drawn even commuter

students more fully into campus life; however the impact of these services will need to be assessed.

Although SVSU has become increasingly diverse and a large number of activities, offices, and programs have been developed to foster and support that diversity, the numbers of minority faculty, staff, and students need to increase for SVSU to fully reflect the community it serves. Campus task forces, college and division committees, as well as community advisory groups, have worked to address diversity issues. Diversity officers reporting directly to the President have assumed special responsibilities in this area; the current Special Assistant to the President for Diversity Programs is working with units across campus to develop benchmarks to measure progress in this area and incorporate the multiple campus diversity initiatives into a comprehensive strategic plan that will be well-known by the campus and the community and inform university planning.

SVSU has developed strong links with the community, both formal and informal. Over the past decade, SVSU has become a more significant presence in the area and more people come to campus to use the facilities and participate in cultural activities, community education programs, and athletic events. Community interest has increased community support, as demonstrated through successful fundraising campaigns. Campus outreach has also increased through student internships and fieldwork, volunteer activities, and service on community boards. SVSU has developed essential links with the communities it serves, enabling the University to respond appropriately to community needs.

Information about the university and its programs is communicated through a variety of publications. The production of these is facilitated by the University Communications Office. Technology has transformed communication internally and externally through the university website and through new means for registration, advisement, and course delivery. These processes have meant new issues of resource allocation and increased need for oversight, as well as a faculty and staff development and training to ensure the integrity and effective use of these systems.

7.2 Impact of SVSU Self-Study Process

Section 7.2
The value of this self-study has gone far beyond its necessary role to fulfill HLC/NCA requirements. The process and final Report have helped develop common understandings of the transformation of this university over the past decade.

The decade of growth and transformation described in this Self-Study Report have laid the foundation for an exciting future for Saginaw Valley State University. The value of this self-study has gone far beyond its necessary role to fulfill HLC/NCA requirements. The process and final Report have helped develop common understandings of the transformation of this university over the past decade.

The self-study has also crystallized the institution's understanding of the challenges it faces to take all the high energy, new opportunities, expanded programs, and strengthened community links to further improve the institution in all aspects. The self-study has prepared the university to pay special attention to the need to develop a continuous improvement model which mirrors the logo of the *Self-Study Updates* written for the university community. As the institution works to Plan/Act/Assess/Revise, it will become ever more successful at accomplishing its mission. This will be especially critical in a time of diminished financial resources. As the university builds on its unique history and seizes new opportunities as they arise, it will also become ever more successful at serving the many stakeholders who are committed to the Mission and Vision of this institution.

Chapter Eight
Request for Re-Accreditation

Throughout its discussion, this Self-Study Report has incorporated Core Values established by the SVSU Self-Study Steering Committee, values carried out in the review of institutional effectiveness prerequisite to the application for institutional re-accreditation. The self-study was conceived as part of an ongoing process to measure how effectively the university accomplishes its mission and vision. It is based on patterns of evidence that inform university planning and practice, with the understanding that every person associated with Saginaw Valley State University is a stakeholder in the self-study process. This Self-Study Report reflects the work of those multiple stakeholders.

Through this self-study process, the work of this institution has been evaluated in the context of the Higher Learning Commission's General Institutional Requirements and Criteria for Accreditation. The Self-Study Report demonstrates that Saginaw Valley State University meets all the General Institutional Requirements; the report additionally provides patterns of evidence that address all the Criteria for Accreditation. As previously noted, this review has been carried out in the context of the university strategic plan, *Next Steps 2000-2005*, around which this self-study has been organized.

This self-study has also been guided by the core values of the Higher Learning Commission, which are reflected in the University's Mission and Vision statements. This Self-Study Report affirms that Saginaw Valley State University provides quality education for the region and community it serves, producing value for the region, state, and society by preparing highly qualified graduates who contribute to the betterment of a culturally diverse world.

Saginaw Valley State University demonstrates integrity in its relationships within the university and with the wider community it serves by remaining true to its mission as a regional state university, providing academic and professional programs and services for its students at the highest levels of quality and value.

Even as Saginaw Valley State University remains an institution of opportunity for the region it serves, it is also increasingly becoming an institution of choice through the development of innovative programs that incorporate new technologies and strategies, to facilitate a greater range of teaching/learning approaches and educational possibilities for its stakeholders.

As the university has matured, it also better reflects the diversity of the region that supports it, even as it reaches out to the international community through numerous exchange programs. The university has affirmed its commitment to increasing the diversity of its faculty, staff, and student body through outreach programs, recruiting strategies, hiring practices, and curriculum. It enhances the inclusiveness of the campus culture through a variety of initiatives that unite the campus and the local community.

The university's commitment to providing intellectual and cultural opportunities for the people of the East-Central Region of Michigan is demonstrated through collaboration with local schools, governments, and business, and is reciprocated by the community through financial support, service on university-community boards, and participation in university-sponsored events. These demonstrate community support for the university. Recognition that Saginaw Valley State University has become a cultural and intellectual center for the region is further attested to by the number of SVSU graduates who have risen to key positions in economic, political, cultural, and civic leadership.

Just as the Higher Learning Commission is committed to "serving the common good by assuring and advancing the quality of higher learning," so too is Saginaw Valley State University committed to the higher learning purposes for which it was founded 40 years ago. That convergence of Mission and Vision and the patterns of evidence provided in this Self-Study Report demonstrate that SVSU meets all requirements of the Higher Learning Commission for continued accreditation.

Request for Continuing Accreditation

Having demonstrated a level of quality and excellence requisite for an institution of higher education, Saginaw Valley State University respectfully requests continued accreditation for another ten years from the Higher Learning Commission of the North Central Association.

Appendix A
Tables Referencing General Institutional Requirements (GIRs) and Criteria

GIR	Chapter
1	3
2	3
3	3
4	3
5	3
6	3
7	3
8	3
9	5
10	5
11	5
12	5
13	5
14	5
15	5
16	5
17	3, 5, 6
18	5, 6
19	4
20	4
21	4
22	6
23	3
24	4

Criterion	Chapter
1	3,6
2	3,4,5
3	3, 5, 6
4	3, 4, 5, 6
5	3, 6

Appendix B
Basic Institutional Forms

The Higher Learning Commission of the
North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7440; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Forms

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Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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Basic Institutional Data Form A

ENROLLMENT TRENDS

DEFINITIONS

I. **Undergraduate. This classification includes students enrolled in:**

- **A. Bachelor's degree programs.**
- **B. Associate degree programs.**
- **C. Programs leading to one-, two- or three-year certificates or diplomas.**
- **D. Clearly numbered undergraduate courses taken without a specific credential as the goal.**

II. **Graduate. This classification includes those students who have attained bachelor's degrees or first professional degrees (in dentistry, law, medicine, theology, or veterinary medicine, etc.) and are enrolled in a master's, specialist, or doctoral degree program.**

III. **Professional. This classification includes students who have enrolled in a professional school or program which requires at least two or more academic years of previous college work for entrance and which require total of at least six academic years of college work for a degree; for example, students enrolled for a professional degree in one of the following fields: Dentistry (D.D.S.), Law (LL.B, or J.D.), Medicine (M.D.), Theology (M.Div.), Veterinary Medicine (D.V.M.) Chiropody or Podiatry (D.S.C. or D.P.), Chiropractic (D.C Optometry (O.D.) or Osteopathy (D.O.). All students in programs that require only four or five academic ye of work (i.e., only four or five years beyond high school) for completion of the requirements for the degree should be reported as undergraduate. All students enrolled in work leading to a master's degree are to be reported as graduate even though the master's degree is required in some fields, such as Library Science and Social Work, for employment at the professional level.**

IV. **Full-Time. Use the measure the institution commonly uses to define full time student count. Provide that formula on the top of the page.**

V. **Part-Time. Use the measure the institution commonly uses to define part time student count. Provide that formula on the top of the page.**

IF THE INSTITUTION DOES NOT DISTINGUISH BETWEEN FULL-TIME AND PART-TIME STUDENTS, USE PAGE 4 INSTEAD OF PART 3 FOR REPORTING OF FULL-TIME EQUIVALENT STUDENT COUNT. PROVIDE THE FORMULA USED TO DETERMINE THAT COUNT.

VI. **Other. Students who cannot be classified by level, including students enrolled in courses that do not lead to degrees.**

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Basic Institutional Data Form A

PART 1 - FULL-TIME ENROLLMENT (HEADCOUNT)

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: Saginaw Valley State University

	Two Years Prior	One Year Prior	Current Year
UNDERGRADUATE	**Fall 2001**	**Fall 2002**	**Fall 2003**
Freshman - Occupationally oriented (Definition 1-A&B)	1305	1341	1399
Occupationally oriented (Definition I-O) Teacher Certification	195	217	252
Freshman - Undeclared (Definition I-D)	491	510	525
Sophomore - Degree oriented (Definition I-A & B)	741	717	792
Sophomore - Occupationally oriented (Definition I-C)	0	0	0
Sophomore - Undeclared (Definition I-D)	130	157	148
Junior	932	940	1035
Senior	1064	1168	1316
TOTAL UNDERGRADUATE	4859	5050	5467
GRADUATE			
Master's	93	85	105
Specialist	2	4	4
Doctoral	Not applicable	Not applicable	Not applicable
TOTAL GRADUATE	95	89	109
PROFESSIONAL (by degree)			
TOTAL PROFESSIONAL			
TOTAL ALL LEVELS	4954	5139	5576
OTHER (Non-degree)	80	56	38

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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Basic Institutional Data Form A

PART 2 - PART-TIME ENROLLMENT (HEADCOUNT)

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: Saginaw Valley State University

	Two Years Prior	One Year Prior	Current Year
UNDERGRADUATE	**Fall 2001**	**Fall 2002**	**Fall 2003**
Freshman - Occupationally oriented (Definition 1-A&B)	247	250	195
Occupationally oriented (Definition I-O) Teacher Certification	392	408	315
Freshman - Undeclared (Definition I-D)	82	71	51
Sophomore - Degree oriented (Definition I-A & B)	293	287	224
Sophomore - Occupationally oriented (Definition I-C)	0	0	0
Sophomore - Undeclared (Definition I-D)	35	51	48
Junior	446	441	423
Senior	694	709	661
TOTAL UNDERGRADUATE	2189	2217	1917
GRADUATE			
Master's	1476	1542	1428
Specialist	43	52	51
Doctoral	Not applicable	Not applicable	Not applicable
TOTAL GRADUATE	1521	1594	1479
PROFESSIONAL (by degree) N/A			
TOTAL PROFESSIONAL			
TOTAL ALL LEVELS	3710	3811	3396
OTHER (Non-degree)	192	183	158

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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Basic Institutional Data Form A

PART 3 - FULL-TIME EQUIVALENT ENROLLMENT

Opening Fall FTE Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: Saginaw Valley State University

	Two Years Prior	One Year Prior	Current Year
	Fall 2001	Fall 2002	Fall 2003
UNDERGRADUATE - (see definitions LA thru D)	5588	5788	6105
GRADUATE - (see definition II)	601	620	602
PROFESSIONAL - (see definition III)	0	0	0
UNCLASSIFIED - (see definition VI)	No 144	117	91
TOTAL	6333	6525	6798

Basic Institutional Data Form A

PART 4 - OTHER SIGNIFICANT INSTITUTIONAL ENROLLMENTS

(e.g., non-credit, summer session, other)

Most Recent Sessions and Previous Two Years

Identify types of enrollment reported: Spring Semester and Summer Semester headcount combined

	Two Years Prior	One Year Prior	Current Year
	Spring/summer 2001	Spring/summer 2002	Spring/summer 2003
TOTAL UNDERGRADUATE	4,854	4,389	4,636
TOTAL GRADUATE	1,990	1,999	1,921
TOTAL PROFESSIONAL	N/A	N/A	N/A
TOTAL NON-CREDIT CONTINUING EDUCATION ENROLLMENTS (headcount)			
TOTAL NON-CREDIT REMEDIAL AND DEVELOPMENTAL ENROLLMENTS (FTE)			
TOTAL OTHER			
TOTAL	6,844	6,388	6,557

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Basic Institutional Data Form B

PART 1 - STUDENT ADMISSIONS

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: Saginaw Valley State University

Provide as much of the following information as is available about applicants for admission in the current and previous academic years. If exact figures cannot be supplied, careful estimates may be given. Students enrolled in a previous year should not be included as applicants in a subsequent year.

Open Admissions Institution ? No

	Two Years Prior	One Year Prior	Current Year
FRESHMAN	**Fall 2001**	**Fall 2002**	**Fall 2003**
Number of applicants with complete credentials for admission to the freshman class	2817	3219	3328
Number of applicants accepted	2513	2819	2987
Number of freshman applicants actually enrolled	1090	1152	1181
TRANSFER			
Number of applicants with complete credentials for admission with advanced standing (transfer)	922	946	942
Number of advanced-standing undergraduate applicants accepted	846	868	854
Number of advanced-standing undergraduate applicants actually enrolled	628	570	571
MASTER'S			
Number of applicants with complete credentials for admission to master's programs	371	370	400
Number of applicants accepted for master's programs	336	345	372
Number of applicants actually enrolled in master's programs	248	275	270
SPECIALIST			
Number of applicants with complete credentials for admission to specialist programs	20	18	29
Number of applicants accepted for specialist programs	20	18	29
Number of applicants actually enrolled in specialist programs	39	13	18

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Basic Institutional Data Form B - Part 1 Continued

Name of institution/campus reported: Saginaw Valley State University

Not Applicable to SVSU		Two Years Prior	One Year Prior	Current Year
DOCTORAL: NOT APPLICABLE		**19 - **	**19 - **	**19 - **
Number of applicants with complete credentials for admission to doctoral programs				
Number of applicants accepted for doctoral programs				
Number of applicants actually enrolled in doctoral programs				
		Two Years Prior	**One Year Prior**	**Current Year**
PROFESSIONAL	**Report by degrees**	**19 - **	**19 - **	**19**
(not applicable)				
Number of				
applicants with				
complete credentials				
for admission to				
professional				
programs				
Number of				
applicants				
accepted for				
professional				
programs				
Number of				
applicants				
actually enrolled				
in professional				
programs				

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Basic Institutional Data Form B
Part 2 - ABILITY MEASURES OF FRESHMAN

Name of institution/campus reported: Saginaw Valley State University

Specify quarter/semester reported: Fall 2003

Are scores used or routinely collected ? yes

A. Class ranking of entering freshman		B. SAT scores for entering freshman	Verbal	Math
Percent in top 10% of high school class	NA	Class average SAT score		
Percent in top 25% of high school class	NA	Percent scoring above 500		
Percent in top 50% of high school class	NA	Percent scoring above 600		
Percent in top 75% of high school class	NA	Percent scoring above 700		

C. Mean ACT scores for entering freshman		D. Other tests used for admission or placement		
Composite	21.23	Test name TOEFL		
Mathematics	20.75	Mean or Composite	NA	
English	20.25	Range	NA	
Natural Sciences				
Social Studies				

Basic Institutional Data Form B

Part 3 - ABILITY MEASURES OF ENTERING GRADUATE STUDENTS

(Report for last full academic year)

A **Graduate Record Examination** **Range** High Low N/A
(for total Graduate School excluding professional schools)

B **Miller Analogies Test** **Range** High Low N/A
(for total Graduate School excluding professional schools)

C On a separate sheet, indicate other test data used for admission to professional programs.

GMAT
Mean 535
Median 540
10th Percentile 460
90th Percentile 670

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Basic Institutional Data Form B

Part 4 - UNDERGRADUATE STUDENT FINANCIAL AID

***This data reflects reporting based on SVSU financial aid year which runs from Fall to Spring/Summer**
Name of institution/campus reported: Saginaw Valley State University

SOURCE OF FUNDING		TOTAL $ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Scholarships	4,959,868	2063
	Loans	18,797,000	3594
	Employment	311,118	198
STATE	Grants and Scholarships	3,216,102	1880
	Loans	123,897	44
INSTITUTIONAL	Grants and Scholarships	3,803,679	1782
	Loans		
	Employment	1,015,334	481
FROM OTHER SOURCES	Grants and Scholarships	1,118,752	1000
	Loans		
Unduplicated number of undergraduate students aided		5,606	
Number of students receiving institutional athletic assistance			
Percentage of institutional aid for athletic assistance			

Part 5 - GRADUATE AND PROFESSIONAL STUDENT FINANCIAL AID

This data reflects reporting based on SVSU financial aid year, which runs from Fall to Spring/Summer

SOURCE OF FUNDING		TOTAL $ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Scholarships	5743	7
	Loans	248,657	351
	Employment		
STATE	Grants and Scholarships	15,902	10
	Loans	4,800	1
INSTITUTIONAL	Grants and Scholarships	33,986	47
	Loans		
	Employment	31,359	6
FROM OTHER SOURCES	Grants and Scholarships	9,935	10
	Loans		
Unduplicated number of graduate students aided		723	

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Basic Institutional Data Form C
Part 1 - FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: Saginaw Valley State University

Specify quarter/semester reported: Fall 2003

Include only personnel with professional status who are primarily assigned to resident instruction and departmental or organized research. Exclude all nonprofessional personnel and those professional personnel whose primary function is residential instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race *Other: not reported at SVSU						Distribution by Age Range			
	Male	Female	White	Black	Hispanie	Asian	Native Am.	Other *	20-35	36-50	51-65	66-over
Professor 104	78	26	90	1	1	12	-	-	0	16	75	13
Associate Professor 64	34	30	53	4	1	6	-	-	5	37	19	3
Assistant Professor 53	25	28	45	2	1	5	-	-	9	29	15	0
Instructor 7	5	2	5	1	1	-	-	-	2	2	2	1
Other teaching personnel: Lecturers 15	6	9	15	-	-	-	-		1	6	8	
Research staff & Research Assistants 2	1	1	2						2			
Undesignated rank (see part-time)												
Number of instructional staff added for current academic year 7	3	4	5	1		1				4	3	
Number of instructional staff employed in previous academic year, but not reemployed for current academic year 11	5	6	9			2			3	5	2	1

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Basic Institutional Data Form C

Part 1 continued- FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: Saginaw Valley State University

Specify quarter/semester reported: Fall, 2003

Include only personnel with professional status who are primarily assigned to resident instruction and departmental or research. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residen instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or None	Associate	Bachelor's	Master's	Specialist	Doctoral
Professor (104)				3		101
Associate Professor (64)				10		54
Assistant Professor (53)				17	1	35
Instructor (7)			1	5		1
Lecturers (15)				13		2
Research staff & Research Assists. (2)			1	1		
Undesignated rank						
Number of instructional staff added for current academic year						
Number of instructional staff employed in previous academic year, but not reemployed for current academic year						

Part 2 - SALARIES OF FULL-TIME INSTRUCTIONAL STAFF AND FACULTY

	MEAN	RANGE	
		High	Low
Professor 102	$68,082.72	$91,953.20	$36,451.20
Associate Professor 63	$53,806.57	$55, 132.20	$48, 921.20
Assistant Professor 53	$49,727.35	$85,800.20	$38,500.20
Instructor 9	$38,522.20	$42,400.20	$34,774.20
Other teaching personnel: Lecturers. 15	$37,011.80	$40,113.20	$34,774.20
Research staff and Research Assistants 2	$33,441.50	$39,140.00	$27,743.00
Undesignated rank (see part-time)	-	-	-

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Basic Institutional Data Form C
Part 3 - PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: Saginaw Valley State University

Specify quarter/semester reported: Fall 2003

Include only personnel with professional status who are primarily assigned to resident instruction and departmental or organized research. Exclude all nonprofessional personnel and those professional personnel whose primary function is residential instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race						Distribution by Age Range			
	Male	Female	White	Black	Hispanic	Asian	Native Am.	Other	20-35	35-50	50-65	65-over
Professor												
Associate Professor												
Assistant Professor												
Instructor												
Teaching Assistants & other teaching personnel												
Research staff & Research Assistants												
Undesignated rank: Adjuncts	138	185	245	9	5	2	1	61				
Number of instructional staff added for current academic year												
Number of instructional staff employed in previous academic year, but not reemployed for current academic year												

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Basic Institutional Data Form C

Part 3 continued- PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: Saginaw Valley State University

Specify quarter/semester reported: Fall 2003

Include only personnel with professional status who are primarily assigned to resident instruction and departmental or research. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residen instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or None	Associate	Bachelor's	Master's	Specialist	Doctoral
Professor						
Associate Professor						
Assistant Professor						
Instructor						
Teaching Assists. & other teaching peers						
Research staff & Research Assists.						
Undesignated rank						
Number of instructional staff added for current academic year						
Number of instructional staff employed in previous academic year, but not reemployed for current academic year						

Part 4 - SALARIES OF PART-TIME INSTRUCTIONAL STAFF AND FACULTY

	MEAN	RANGE	
		High	Low
Professor			
Associate Professor			
Assistant Professor			
Instructor			
Teaching Assists. & other teaching pers.			
Research staff and Research Assistants			
Undesignated rank: Adjuncts		$600/credit hour	$500/credit hr.

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER

Report for current year and previous two years - Estimate if necessary (identify estimates)

Name of institution/site reported: Saginaw Valley State University
Do you have specialized libraries not included in this data. No If you do, please identify these specialized libraries or collections on a separate page.

	Two Years Prior	One Year Prior	Current Year
	2001-2002	**2002-2003**	**2003-2004**
A. USE AND SERVICE			
Total use of the collection (number of books or other materials circulated annually)	43,282	43,696	25,342
Total circulation to students	38,259	35,488	20,780
Per capita student use (circulation to students divided by the number of enrolled students)	4.28	3.86	2.27
Total circulation to faculty	4,333	4,286	2,461
Per capita faculty use (circulation to faculty divided by number of FTE faculty)	18.31	17.78	10.09
Total circulation to Community Users	2,623	1,902	1,082
Number of items borrowed from other libraries via interlibrary loan	4,230	4,509	2,709
Number of items lent to other libraries via interlibrary loan	1,876	2,001	1,090
Hours open per week	84.5	84.5	84.5
On-line electronic database searches (usually mediated by library staff)	0	0	0
Total Library staff presentations to groups/classes	164	184	96
Tours and one-time presentations	8	8	5
Hands-on instruction for using electronic databases	**Included in staff presentations**	**Included in staff presentations**	**Included in staff presentations**
Hands-on instruction for Internet searching	50	37	15
Semester-length bibliographical instruction	0	0	0
B. COLLECTIONS			
Total number of different titles in collection	209,319	223,308	235,754
Books and other printed materials	194,225	206,052	217,254
Print serials/periodicals	1,001	996	867
Electronic serials/periodicals	7,377	8,550	9,378
Other electronic materials (except serials/periodicals)	6,397	7,391	7,936
Microforms	319	319	319

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: Saginaw Valley State University

	Two Years Prior	One Year Prior	Current Year
	2001-02	2002-03	2003-04
B. COLLECTIONS (Continued)			
Non-print materials (e.g. films, tapes, CDs)	7,898	8,238	8,449
Government documents not reported elsewhere	0	0	0
Computer software	NA	NA	NA
Number of subscribed/purchased electronic on-line databases	25	30	32
Number of CD-ROM databases available for searches by students	2	3	3
Number of subscriptions to scholarly journals	NA	NA	NA
C. STAFF (1 FTE Staff = 35-40 hours per week)			
Number of FTE professional staff	11.5	13.0	13.0
Number of FTE non-professional staff	7.5	7.5	7.5
Number of FTE student staff	8.1	8.2	8.8
Number of other FTE staff (please explain on attached sheet)	0	0	0
D. FACILITIES			
Seating ratio (number of seats divided by student headcount enrollment)	NA	NA	-
Number of publicly accessible computers	15	58	63
Estimated linear shelving space remaining for expansion	NA	NA	NA
Estimated linear feet of materials stored off-site	NA	NA	NA
E. EXPENDITURES			
For staff (exclude fringe benefits):			
Total professional staff salaries	$494,793	$512,373	NA
Total non-professional staff salaries	$222,008	$229,455	NA
Total student staff salaries	$ 99,343	$100,183	$55,395
For collection			
Books/other printed materials	$109,123	$116,800	$77,238
Print serials/periodicals	$404,703	$442,096	$458,542
Microfilms	NA	NA	NA
Non-print materials (e.g., films, tapes, CDs)	NA	NA	NA
Government documents not reported elsewhere	NA	NA	NA .
Computer software	NA	NA	NA

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: Saginaw Valley State University

	Two Years Prior	One Year Prior	Current Year
	2001-02	2002-03	2003-04
E. EXPENDITURES (Continued)			
Access and other services	$22,843	$36,155	$12,246
Interlibrary loan	$9,533	$7,638	$6,218
On-line database searches	0	0	0
Network membership	NA	NA	NA
Binding, preservation, and restoration	$10,077	$10,656	$11,000
Production of materials (on- or off-site)	0	0	0
Other equipment and furniture purchase/replacement	$37,539	$97,240	NA
Other operating expenses (excluding capital outlay)	$83,078	$98,455	NA
Total library expenses	$1,493,040	$1,651,051	$620,639

F. OTHER	YES	NO
Output measures		
Does the library attempt to measure/record patron visits to the library?	X	
Does the library attempt to measure/record reference questions answered?	X	
Does the library attempt to measure/record user satisfaction?	X	
Does the library attempt to measure/record in-library use of other resources?	X	
Agreements and policies:		
Are there formal, written agreements to share library resources with other institutions?		X
Are there formal, written consortorial agreements for statewide or regional use of library materials?		X
Are there formal, written agreements allowing the institution's students to use other institutions' libraries?		X

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Basic Institutional Data Form E
INSTITUTIONAL COMPUTING RESOURCES
Report for Current Academic Year

Name of institution/site reported: Saginaw Valley State University

WorldWideWeb (WWW) URL address: www.svsu.edu

A. ORGANIZATION, PLANNING, AND POLICIES (Please attach an organizational chart. Include names)	YES	NO
Designated administrator(s) for institutional computing?	X	
Designated administrator(s) for Administrative computing?	X	
Designated administrator(s) for Academic computing?	X	
Centralized computing services?	X	
Formal, written, and approved technology plan?	X	
Technology plan linked to institutional mission and purposes?	X	
Computing resources included in institutional strategic plan?	X	
Policies on the purchase, replacement, and repair of hardware?	X	
Policies on the purchase and updating of software?	X	
Institutional computing responsible/ethical use policy?	X	
Institutional policies that include institutional computer issues?	X	
Institutional policies that include administrative computing issues?	X	
Institutional policies that include academic computing issues?	X	
B. FACILITIES		
Institutional network backbone?	X	
Computer labs networked?	X	
Classrooms functionally networked?	X	
Multi-media computers in labs?	X	
Administrative offices networked?	X	
Academic offices networked?	X	
Residence halls wired?	X	

Number of non-networked computer labs 0 **Total number of stations 0**

Number of networked labs 55 **Total number of stations 1042**

Type of access?

Wired through network **yes Wired Ports** **yes Remote dial-up access Moved to Broadband**

Personal computers yes **Internet yes** **Slip/ppp connection to WWW Moved to Broadband**

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Basic Institutional Data Form E - Continued
(Place checks where appropriate)

C. FUNCTIONS: ADMINISTRATIVE	Access Available To					Via - all access by www	
	Students	Faculty	Staff	Administrators	Public	Direct Access	Remote Access Modem WWW
College Activity Calendar	yes	yes	yes	yes	yes		
College Catalog	yes	yes	yes	yes	yes		
Class Schedule	yes	yes	yes	yes	yes		
Financial Aid							
On-line registration	yes		no	As needed			
Student Academic Record	yes	no	no	As needed			

E-mail: Intra-institution? Yes Inter-institution? Yes

D. FUNCTIONS: ACADEMIC	YES	NO
Computers in all full-time faculty offices?	X	
Computers in full-time faculty offices networked?	X	
All part-time faculty have access to computers?	X	
All divisional/departmental offices networked?	X	
All students required to have computers?		X
Internet access available from all faculty offices?	X	
Library access available from all faculty offices?	X	
If YES, is access available to the institutions library(ies)?	X	
If YES, is access available to the state-wide or region-wide library system?	X	
If YES, is access available to other libraries?	X	
Library access available from all classrooms?	X	
Computers integrated into instruction?	X	
Off-campus access?	X	
If YES, is off-campus access available by the institutional network?	X	
If YES, is off-campus access available by the academic network?	N/A	
If YES, is off-campus access available by the Internet?	X	
If NO, plans to provide off-campus access within three years?		
Courses on Internet?	X	
Interactive courses in real-time (i.e., 2-way video and voice?)	X	

E-mail: Intra-institution? Yes Inter-institution? Yes

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Basic Institutional Data Form E - Continued

E. SUPPORT and TRAINING

Number of FTE technical staff? 41 Number of programmers? 6
Number of FTE training staff? 2 Integrated with Human Resources unit No
Name and Title of designated educational specialist?
Daniel Tyger - Coordinator, Web Services Information Technology Services

F. FINANCES/BUDGET for COMPUTING (FY 2004)

Administrative/Academic Combined in ITS

Operating Budgets: $799,000
Capital budgets: $724,000
Amount of grants/restricted purpose funds available: $350,000
Salaries: $2,085,000
Total budget for computing: $3,958,000.

Technology fee assessed? yes
If YES, amount per academic year? Students are assessed $3/credit hour.

G. EVALUATION	YES	NO
Formal system of evaluation by students of academic computing?	X	
Formal system of evaluation by students of administrative computing?	X	
Formal system of evaluation by faculty of academic computing?	X	
Formal system of evaluation by faculty of administrative computing?	X	
Systems of evaluation linked to plan to evaluate overall institutional effectiveness?	X	
Results of evaluation linked to institutional planning and budgeting processes?	X	

Academic and Administrative computing is combined in ITS unit (See Self-Study Report, Ch. 4, Section 4.5) Student evaluations are conducted in Blackboard course management system. Faculty evaluations are conducted via Faculty Association/ITS/TLRT online survey. Student Technology Center evaluates all tutorial sessions and class presentations. Customer Satisfaction surveys conducted.Usage statistics are maintained for all classrooms/labs. These are integral to planning and govern purchases and policies.

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Basic Institutional Data Form F
CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS
Previous Three Years

Name of institution/site reported: Saginaw Valley State University

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certific diploma and/or degree; number of students graduates in the past three years. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The rep form may be duplicated if additional space is needed.

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		FY 01	FY 02	FY 03
BA	Art	6	4	4
BA	Art Education	2	3	5
BA	Comm/Theatre Ed	1	5	0
BA	Communication	23	35	39
BA	Criminal Justice	66	53	67
BA	English	16	19	20
BA	English Ed	13	17	12
BA	French	1	0	2
BA	French Ed	2	2	1
BA	Graphic Design	8	13	17
BA	History	12	13	17
BA	History Ed	12	25	23
BA	Interdisp Honors	1	0	1
BA	Int. Studies	1	5	2
BA	Music	3	5	1
BA	Music Ed	3	4	6
BA	Pol.Sci Public Ad	0	3	2
BA	Political Science	8	3	5
BA	Prof. & Tech Writing	0	1	3
BA	Psychology	32	26	33
BA	Sociology	19	25	16
BA	Spanish	5	0	3
BA	Spanish Ed	3	6	2
BA	Theatre	3	2	1
BA	Economics	1	0	0
BA	Elementary Ed	133	167	194
BA	Fitness & Sport Mgt	0	3	6
BA	Phys & Health Ed	5	4	1
BA	Phys & Health Ed Tch	8	20	25
BA	Special Education	1	6	21
BS	Athletic Training	0	2	4

BS	General Science	7	5	2
BS	Biochemistry	2	3	3
BS	Biology	21	16	18
BS	Biology Ed	4	4	4
BS	Business Chemistry	3	0	3
BS	Chemical Physics	1	1	0
BS	Chemistry	9	10	5
BS	Chemistry ACS	2	2	1
BS	Chemistry Ed	1	0	1
BS	Computational Math	0	0	0
BS	Computer Info Sys	16	30	31
BS	Computer Physics	0	0	1
BS	Computer Science	12	26	18
BS	Engineering Tech Mgt	0	4	1
BS	Environmental Chem	0	0	1
BS	Industrial Tech Support	6	3	2
BS	Mathematics	3	3	3
BS	Math Ed	7	11	7
BS	Mech Engineering Tech	1	0	0
BS	Optical Physics	1	1	0
BS	Physics	0	0	0
BS	Physics Ed	0	0	1
BS	Medical Technology	1	6	3
BS	Occupational Therapy	35	26	25
BSE	Electrical Engineering	11	16	10
BAS	Applied Studies	5	3	1
BFA	Fine Arts	7	12	4
BSW	Social Work	71	64	51
BPA	Accounting	9	9	7
BBA	Accounting	25	19	17
BBA	Finance	28	24	16
BBA	General Business	4	12	8
BBA	Industrial Mgt	0	2	0
BBA	Management	44	55	52
BBA	Marketing	19	22	23
BSM	Mechanical Engineering	22	35	40
BSN	Nursing	40	45	43
BSN	RN to BSN	2	0	0
MAT	Class Tch - Elem	52	46	54
MAT	Class Tch - LBD	32	45	45
MAT	Class Tch - Middle	11	15	18
MAT	Class Tch - Secondary	10	26	15
MAT	Early Childhood Ed	73	50	60
MAT	Nat Sci - Elem	1	4	4
MAT	Nat Sci - Middle	2	5	7
MAT	Nat Sci - Second	7	6	7
MAT	Reading Education	16	27	33
M.Ed	Chief Business Officer	1	2	1

M.Ed.	Ed. Leadership	87	95	107
M.Ed.	Principalship	70	80	78
M.Ed.	Central Office/Sup.	1	0	0
M.Ed.	Curriculum Director	1	0	0
MAT	Chemistry Educ	0	0	1
MS	Tech Processes	5	9	11
MSN	Health Sys Nurse	0	4	6
MSN	Nurse Client Care	1	0	0
MSN	Nursing Educ	4	2	1
MSN	Nurse Practitioner	7	9	12
MA	Comm & Multimedia	31	33	31
MA	Crim Just/Poli Sci	2	0	2
MBA	Business	53	52	47
EDS	Specialist in Ed.	6	7	24
BFA	Graphic Design	0	0	0
BFA'	Art	0	0	0

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Basic Institutional Data Form G

INTERCOLLEGIATE ATHLETICS

Name of institution/campus reported: Saginaw Valley State University

Intercollegiate athletic programs (as opposed to intramural and/or physical education programs) involve: a) formal agreements (association, league) to compete with other institutions; b) student athletes identified as members of a partic team; and c) professional staff.

Provide the name(s) of the intercollegiate athletic associations in which the institution holds membership and the level of membership: NCAA/Division II and also GLIAC (Great Lakes Intercollegiate Athletic Conference)

FOR MOST RECENT ACADEMIC YEAR

NAME OF SPORT	# OF STUDENTS PARTICIPATING IN INTERCOLLEGIATE ATHLETIC PROGRAMS		NUMBER OF ATHLETIC SCHOLARSHIPS		MEAN AMOUNT OF SCHOLARSHIP		NUMBER OF SCHOLARSHIP STUDENTS COMPLETING DEGREES		NUMBER OF STAFF (Use FTE)		OPERATING BUDGET FOR INTERCOLLEGIATE ATHLETIC PROGRAMS Fiscal 2003
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
FB	108	-	82	-	3590	-	16	0	6.0	-	$777,962
SoftBall		18	-	18		1672	-	7	.2	.1	$101,255
Track/xc	26	22	16	13	1222	1327	10	3	1.1	.1	$221,165
Tennis		7	-	7	-	2036	-	1	.2	-	$34,817
BB	49	-	19	-	1,118	-	9	-	.4	-	$118,890
WBB		17	-	18		4872	-	4	-	1.73	$224,307
MBB	18	-	14		6440		1	-	1.83	-	$238,152
VB		13		11		2541	-	1	.27	.05	$94,539
Bowl	25	-	13	-	258	-	1	-	.1	-	$44,659
Golf	11	-	3		1,000	-	2	-	.15	-	$46,107
WSoc		26	-	15	-	820	-	3	.2	-	$35,587
MSoc	28	-	11	-	1205	-	1	-	.2	-	$86,207
Chrldng	3	15							.3		$8,306
General									5	3	$750,619
Total budget											2,782,572

Appendix C
Self-Study Electronic Website

The full text of the Saginaw Valley State University 2003 Self-Study Report is available in the Self-Study Electronic Portfolio at selfstudy.svsu.edu. Chapter subsections in this Report correspond to subsections in the electronic portfolio.

Appendix D
Acknowledgements

The SVSU Self-Study Steering Committee would like to thank all those who worked on the Editorial Board and the various Operational Committees and Subcommittees. Their work was crucial in making this Self-Study Report possible. The Steering Committee recognizes that numerous additional faculty, staff, and students also contributed to this process by participating in focus groups, filling out questionnaires and forms, being interviewed, reading drafts, and contributing to the Self-Study Update. Many played multiple roles.

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