Assurance Argument

Saginaw Valley State University

8/9/2018

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1.A.1 The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

<div align="center">UPDATES TO 1A1</div>

Since 2014, Saginaw Valley State University (SVSU) has undertaken substantial strategic planning. The current Mission/Vision and Core Values (hereafter, Guiding Principles), adopted in 2016, were developed by leaders representing a broad-base of the institution's diverse stakeholders. These Guiding Principles emphasize SVSU's role as a dynamic regional comprehensive university that transforms lives through innovative teaching and community engagement that impacts our region. The university also adopted core values for the first time in its history, which became foundational to the Strategic Plan. The core values are suited to the nature and culture of SVSU.

The Guiding Principles and Strategic Goals are widely shared with the University's various constituencies and the public, and guide all formal University actions. Administrative units (e.g., IT, Library, Global Engagement) and academic departments (e.g., Occupational Therapy, Art, Secondary Education, Psychology) align their planning and assessment activities with the Guiding Principles and University Strategic Plan.

The process for developing for 2016-2020 Strategic Plan began in 2015, when the President's Planning Council drafted a set of University Priorities presented to the campus community at the Welcome Back Address in August 2015. The President's Planning Council includes the Provost, Executive Vice President for Administration & Business Affairs (CFO), Executive Director of University Communications, Special Assistant to the President for Diversity, and General Counsel. In January 2016, the president appointed members to the Strategic Planning Leadership Team, which developed a newly revised mission & vision and established core values for the University. At the State of the University in February 2016, the guiding principles were introduced. These guiding principles and University priorities provided the framework for the strategic planning process, which included 65 faculty, staff and students assembled into five teams that established goals, strategies and

measurements of success.

The established Guiding Principles and Strategic Goals were adopted by the Board of Control in June 2016, with the final comprehensive plan adopted by the Board on December 16, 2016. In February 2017, Strategic Planning Phase II began and enlisted the divisions, colleges, departments, committees, etc. to further define strategies and tactics for implementation and align their departmental goals and strategies to the overall plan. Updates are provided regularly to the Planning Council, President's Staff and to the Board of Control.

SVSU periodically reviews and re-evaluates the strategies and outcomes as part of its on-going strategic planning and assessment processes and provides dashboards to all members of the campus community and to the Board of Control.

1.A.2 The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

UPDATES TO 1A2

As a regional comprehensive public university and within the framework of its Guiding Principles and Strategic Plan, SVSU makes a concerted effort to align its academic programs, student support services, and enrollment profile with its mission and identity as an institution of both opportunity and choice. SVSU offers over 100 traditional undergraduate degrees and 14 graduate degrees. SVSU undergraduate students also participate in a broad General Education program based on critical thinking, logical reasoning and effective communication that are also embedded within the Mission.

A mission-centered approach guides the development of SVSU's support services to ensure their alignment with SVSU's enrollment profile. SVSU's ongoing review and assessment of student support services have informed such efforts as the recent expansion in the campus library including the creation of the Gerstacker Commons, a 'one-stop' academic support center, the development of state-of-the-art teaching and learning spaces and the establishment of the Center for Community Engagement as well as a re-structuring of financial aid and scholarships. To serve the needs of our students more holistically, Academic Affairs merged with Student Affairs, ensuring a better coherence between curricular and co-curricular endeavors. Enrollment Management was also moved under the Academic Affairs umbrella to integrate efforts to promote academic programs, enhance recruitment and improve retention. The Office of Alumni Relations was created to provide connections between alumni, current students, and prospective students and to focus on post-graduation outcomes. In addition, the Campus Climate Survey was implemented and has guided the development of programs and workshops on equity on campus. SVSU seeks to ensure that we are offering programs that serve the needs of the region and beyond.

A key element of the new mission to foster educational excellence is that all students should engage in high impact practices in each year of study at SVSU. These practices are facilitated by a multitude of offices on campus (Student Life, Academic Departments, Colleges, Global Engagement, etc.) that offer students opportunities to participate in first year experiences, global learning, community engagement, undergraduate research, study abroad, internships and other collaborative projects. SVSU has successfully expanded such opportunities; for example, endowment funds now support nearly $200,000 (see 3.B.5) per year for undergraduate research. This research enhances student engagement, experiential learning and because many projects are community-based and also supports the region. Each of the high impact programs has its own focus, but there is also significant commonality, e.g. service learning or community engagement, that promote synergy.

1.A.3 The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

UPDATES TO 1A3

Within the new strategic plan, institutional planning and budgeting are firmly aligned with the mission/vision and strategic goals of the University. Throughout the development of the SVSU Strategic Plan 2016-2020 and implementation of phase II of the planning process, resource and collaboration needs were identified. At all levels of the institution, planning and budget priorities are carefully linked with the five strategic goals. Hence, SVSU's major operating budgets, General Fund, Auxiliary Operations (Capital & Deferred Maintenance) and Foundation resources align with and support the mission. Examples of Budgetary commitments directly tie to the Guiding Principles and include the increasing of Financial Aid budget (Goal 1) and additional admission strategies (Goal 1); endowments for Scholarships and Distinctive Programs; faculty and program support for new and innovative programs that address the needs of the region (Goal 1); enhanced marketing and the expansion of the Alumni Relations office (Goal 3); and continued commitment to contingency, reserves, and capital plan funding (Goal 4).

Consistent with the primary mission of the university, the largest expenses are those directly related to instruction, with those services that directly support students (the combination of student services, academic support services, and scholarships) as the second largest. A critical change has been the investment in financial aid, which has grown from 10% of the general fund budget in 2013 to 13% in 2018. This increase demonstrates SVSU's commitment to supporting both access to higher education and retention. Despite several years of enrollment decline, SVSU has remained in a strong position financially. As discussed in Criterion 5, the careful management of resources in service of the mission has long been a hallmark of this institution. The current Strategic Plan shows the operationalization of the Guiding Principles to support our mission. Planning and budgeting is directly tied to enrollments, thus the need to have a Strategic Enrollment Management Plan.

Enrollment is addressed in several areas of the University Strategic Plan and within this Assurance Argument. SVSU developed its first Strategic Enrollment Management Plan (SEM), which is specifically aligned with the goals and strategies laid out in the institutional plan. The analysis in the SEM Plan suggests that the sustainable size for SVSU is about 8,500 students. Achieving this goal requires an increased percentage of Michigan high school graduates enrolling at SVSU, increased retention, increased numbers of graduate students and limited declines in international students.The SEM Plan identifies four general areas: recruitment (Addressed in Criterion 1 & 5), marketing (Criterion 2 & 5), retention (Criterion 4) and academic programs (Criterion 1& 3). Implementation of many of these strategies has already begun in all four areas

Beginning in 2018, the Strategic Enrollment Management efforts will be organized around the following structure.

- Steering Committee, began meeting monthly in April 2018 to evaluate progress on the SEM plan and to communicate progress to the campus community. The steering committee, through the Provost, reports to the President's Planning Council and seeks resources and authorization as needed. The Board of Control is apprised of progress at normally scheduled meetings, as needed or requested.
- Recruitment Council, which is focused on increasing the number of students who enroll at SVSU. The members of that council represent the Undergraduate Admissions, International and Graduate Admissions, Financial Aid, Orientation Programs, University Communications, Housing and Alumni Relations.

- Retention Council, focused on increasing retention and student success. The retention council, will include faculty, academic administration, student affairs staff and administration, academic advising and diversity programs. This group focused on the classroom experience, student engagement, academic support and closing the achievement gap for minority students.
- The Academic Program team, composed of the five academic deans meets regularly with the Provost to advance the academic mission of the university.
- A data team, led by the Director of Institutional Research provides the necessary data and statistical analysis to support all of these efforts.

The necessity to plan effectively for stabilizing enrollments within a competitive market due to Michigan's decline in high school graduates. This was also a crucial next step for SVSU to understand its true value for regional and state demands for educated graduates, especially after years of tremendous growth.

The oversight and implementation of the Strategic Plan, including the SEM Plan, is a responsibility of the **Planning Council** and the President's Staff. The Board of Control receives progress reports regularly, both in formal session and subcommittees through measures of success, targets and benchmarks posted via the SVSU website and the SVSU Board of Control Portal to communicate outcomes and results to all key constituents.

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1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.B.1 The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

UPDATES TO 1B1

Since the 2014 HLC review, SVSU has adopted new Guiding Principles. They were approved by the SVSU Board of Control in 2016 and can be found on the SVSU Website, the Intranet Portal, in numerous official documents including commencement programs, strategic planning documents and university magazines. They are displayed in the Board of Control meeting room and public spaces across the campus.

When the revised guiding principles were adopted, it was included in the President's Weekly Update, a web-based newsletter distributed to the campus community and highlighted in the 2016 State of the University. The language, values, and practices associated with the Guiding Principles are also reflected in the mission statements of specific units, as well as in the annual Academic Program Assessment documents, where academic departments and support offices are asked to address how their goals relate to the Mission.

As discussed above, the Strategic Plan, along with its regular updates, progress reports, and other associated documents, serve as the central road-map for the direction of the University, such as the Operations Manual, website, or technology investment. The University shares this plan with its various internal and external constituencies through diverse venues such as the President's biannual speeches to all faculty and staff, SVSU's Annual Report (PL245), the Strategic Enrollment Management Plan presentations, Campus Diversity Dialogues and presentations to the Board of Control. The guiding principles are displayed publicly across campus.

1.B.2 The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

UPDATES TO 1B2

The newly developed Guiding Principles speak directly to institutional priorities. SVSU is proud of its role as a teaching-focused institution and our Mission and Vision clearly demonstrates educational excellence, attained through innovative pedagogy in state-of-the-art facilities and enhanced through experiential leaning along with community partnerships. These are reflected clearly in the Strategic Plan with its emphasis on student success, student engagement, and faculty development.

Scholarship, research, creative work, and various forms of public service are essential to effective collegiate teaching and to the University's broader purposes. Thus, both the Guiding Principles and the Strategic Plan address the role of SVSU as a dedicated partner in the community, locally, nationally and globally. Recognizing the value of community partnerships in student learning, scholarship and research, SVSU's 2013 Strategic Plan (p. 12-13), established the goal of attaining Carnegie Community Engagement Classification. In 2015, SVSU was awarded the Carnegie Community Engagement Classification; making community engagement one of the five strategic goals in the current Strategic Plan. An immediate consequence has been the development of the Center for Community Engagement, with a focus on fostering a culture of community engagement through mutually beneficial university-community partnerships that facilitate student learning, innovative teaching, scholarship, and outreach.

1.B.3 The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides

UPDATES TO 1B3

The new Guiding Principles clearly identify the nature and scope of SVSU's programs and services; and encourage a wide range of people to consider themselves as potential students, including traditional high school graduates, adult learners, and anyone seeking personal and professional success. The Core Values of the institution explicitly state that SVSU values academic exploration and achievement, diversity and inclusion, ethical behavior and community engagement. The first Strategic Enrollment Management Plan was developed in direct alignment with the overall Strategic Plan.

Specific goals and strategies demonstrate alignment of SVSU's student profile with the Guiding Principles. SVSU's focus on a diverse population of domestic students, international students, and adult learners for our undergraduate, graduate and certificate programs. Representative strategies include:

- **To address Strategic Goal 1.1**, SVSU has invested in programs graduate (Public Health, Public Administration, Computer Science, and Social Work) and undergraduate (Nursing, Mechanical Engineering and Education) in continued partnership with regional partners to address talent shortages as reported in 2017.
- SVSU's Strategic Enrollment Management Plan aligns with Strategic Goals 1.1, 1.4, and 2.3 to improve retention, enhance diversity of the student body and provide comprehensive student support**.**
- **To address Strategic Goal 1.3,** SVSU has worked in conjunction with hospitals and research centers to improve programs such as Neuroscience and Nursing as well as with local schools to create a pathway that addresses the teacher shortages.
- **To address Strategic Goal 1.4,** SVSU has invested in interdisciplinary service learning and community based research, to support our students and region's needs through Programs of Distinction like Cardinal Solutions and new academic programs.
- **To address Strategic Goal 3.3,** SVSU has invested in new engagement software, employee partner programs, Alumni Office personnel, and outreach to increase alumni

engagement with the 42,000 alumni who reside within the region.
- **To address Strategic Goal 4.1,** which seeks to develop flexible economic planning, SVSU has engaged in community partnerships that highlight SVSU such as the FIRST Robotics State Competition and in public-private partnerships that bring resources to campus, such as the Mid-Michigan Manufacturing and Technology Center.

Additional areas of focus in the Strategic Plan 2016-2020 are our people, climate and culture. Based on the 2014 institutional Campus Climate Survey data, SVSU sought to create a culture of professional development and increase cultural understanding, tolerance, equity and inclusion for all members of the SVSU campus community.

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1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.C.1 The institution addresses its role in a multicultural society.

UPDATES TO 1C1

The University continues to define itself an institution where diversity is a core value (see Guiding Principles)and the Strategic Plan (specifically in Goal 2). Since the 2014 HLC review, SVSU has continued to promote multiculturalism, inclusivity and diversity programs and seeks external measures of success. Based on feedback from the HLC reviewers (p.46), SVSU now more explicitly addresses diversity in the guiding principles and in program assessment (see Criterion 3). Notably, for the past three years the university has participated in and received recognition from the Chronicle of Higher Education Great Colleges to Work For. Under the Respect & Appreciation section of the survey, our average positive response scores have increased for faculty and our non-exempt staff. Specifically, this occurs under the question that states that "at this institution, people are supportive of their colleagues regardless of their heritage or background". In addition to this question, positive response scores have increased under the Policies, Resources & Efficiency section of the survey, with the statement that "this institution places sufficient emphasis on having diverse faculty, administration and staff". SVSU strives to fully embrace multiculturalism, and the empirical data from surveys confirms our commitment to serving our role in a multicultural society.

Diversity is a core value on the SVSU campus and is embedded throughout our Strategic Plan, with particular emphasis in Strategic Goals 1 (Academic Programs and Student Retention/Success), 2 (People, Climate and Culture), and 5 (Community Engagement). Additionally, various offices and organizations across campus as well as curricular efforts and internationalization of SVSU's campus are crucial components of how SVSU promotes human diversity and attends to the University's role in a multicultural society.

1.C.2 The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves

UPDATES TO 1C2

The Office of Diversity and Inclusion, a cabinet-level unit that reports directly to the President, is critical to realizing the University's commitment to fostering diversity and creating a campus of inclusion and respect. The Special Assistant to the President for Diversity along with the Director of Human Resources/Assistant General Counsel are responsible for Strategic Goal 2 which focuses on Culture and Climate. Some highlights of the work at SVSU have included Affirmative Action Workforce Data Training required of senior level administrators and the Board of Control. Along with this initiative has been the creation of Diversity Dashboards [Dashboard 1] [Dashboard 2].

The University is also concerned with increasing the diversity of its students as well as faculty, administrators, and staff. Data from the Common Data Set shows that Non-white students make up 28% of our enrolled campus demographic in the Fall of 2017, which is a substantial increase from the 20.6% it was in 2010. The workforce is comprised of 14.9% of non-white employees, a slight increase from 13.5% in 2012. While SVSU welcomes these improvements, it remains committed to making further strides in terms of these indicators.

A campus climate survey was conducted in the Fall of 2014. Initial results presented to the campus community in the Winter of 2015. Several recommendations were a part of the report leading to a variety of new actions that have taken place on-campus since 2015, including training programs for sexual harassment and establishment of the The Pride Center to support LGBTQ+ students on-campus. SVSU has also addressed other findings from the 2014 Climate Survey including survey reports of microaggressions on the basis of gender, race, and age. SVSU sponsored 23 Cultural Competency Dialogues that were attended by over 388 individuals across campus. SVSU will administer another Climate Survey in 2019.

SVSU has also increased awareness of sexual assault for the university community with an On-line Sexual Assault Training Program completed by 52.5% of employees and 29% of students along with STEP UP Cardinals sexual assault awareness program, a result of two Sexual Assault grants from the State of Michigan.

As a response to the HLC review in 2014, SVSU revised its program assessment and program review process to assess the integration diversity and inclusiveness in its academic and co-curricular programs (See Biology 2013 and 2015 reports and Criterion 3 & 4). As part of the assessment and review processes, SVSU also challenged programs to measure and integrate community engagement and other experiences outside the classroom (e.g., internships, clinical experiences, residence hall and student life), and the implications of these experiences for student learning in terms of diversity and equity.

All five Colleges recognize the importance of having a global perspective and are committed to enhancing opportunities for faculty and students to travel to other countries, and to culturally diverse portions of our own country, to conduct research and study. SVSU is committed to finding new ways to bring issues of globalization into the classrooms on campus. As part of SVSU's Strategic Enrollment Management Plan, all programs continue to work to create a campus environment that will increase the recruitment and retention of under-served students, improve the achievement gap, and expand efforts to enrich the general education curriculum and faculty so that cultural diversity becomes a prominent and pervasive trait in the curriculum.

Efforts to provide multicultural programming and training have been enhanced by a recent reorganization of Diversity Programs. The Office of Diversity Programs works closely with all academic and administrative units to provide professional development, training and support to faculty and staff. To better integrate programming and support for students, the Office of Multicultural Services was moved to Student Affairs and renamed the Office of Multicultural Student Affairs (OMSA) in 2017. This facilitates closer collaboration with other areas of academic and student affairs. Beginning in Fall 2018, a new dedicated space will open proximal to other student service offices. Upon its creation, OMSA quickly established a public dialogue series, and in the fall of 2017, the university used Dr. J. Luke Wood's online public course "*Black Minds Matter*," partnering with the Dow Visiting Scholars and Artist program to host Dr. Wood on campus.

Academic programs such as Black Studies, Social Work and Sociology, have collaborated with units

within Student Affairs including the Counseling Center and Fraternities and Sororities, to develop and implement strategies to increase minority student engagement (black males, LGBTQ, international and other student groups).

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1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.D.1 Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

UPDATES TO 1D1

All aspects of the new Guiding Principles and Goal 5 of Strategic Plan center on SVSU's public obligations in the context of SVSU's identity as a public state and regional university. Because all actions and decisions also rely on the Principles and Plan, those actions all also embody an understanding of SVSU's broad educational role.

SVSU has a strong commitment to serving its region, the state and the broader community. In 2015, SVSU was designated a Carnegie Foundation for the Advancement of Teaching community engaged institution. This selection was the culmination of many years of engagement and support from the Great Lakes Bay Region, and extensive internal planning and preparation. SVSU students are actively engaged in field-based learning and volunteer service throughout the region and Michigan as a whole. 84% (NSSE Pocket Guide pg. 2) of seniors have engaged with or plan to engage with community employers and agencies in internships, field placements or some other component of their academic preparation, and more than 61% of students have worked with a faculty member on activities other than coursework.

To enhance and improve its role an engaged university and to achieve strategies set out in Goal 5 of the Strategic Plan, SVSU established the Center for Community Engagement as an umbrella for measuring the impact of community engagement in inquiry of students who work with faculty. The Center fosters a culture of engagement through facilitating, developing and supporting dynamic partnerships between students, faculty, staff and community partners. For example, approximately $2.8 million of external funding was received AY 2016-17 to conduct projects related to community engagement initiatives. Approximately $95,000 of internal grant funding was provided to faculty for community related projects.

Faculty and student projects come from disciplines as disparate as chemistry and art and are discussed in detail in 3.E. Student organizations also view outreach activities to the local community as critical to their individual missions. Endowments, such as the SVSU Foundation Resource Grants, support student organizations' involvement in such activities. These activities enhance student learning and success while benefiting the region.

An example of SVSU's commitment to the public good was the establishment of STEM@SVSU as an umbrella for STEM activities at SVSU. STEM@SVSU was founded in 2014 with generous support of Dow Corning Foundation, The Herbert H. and Grace A. Dow Foundation, and The Dow Chemical Company Foundation. The mission of STEM@SVSU is to serve as a coordinated network of opportunities to link K-12 schools, university and regional employers. Their goal was to develop a STEM talent pipeline to meet the current and future needs of the Great Lakes Bay Region by providing professional development for STEM teachers, engaging STEM professionals to enhance STEM learning, and fostering experiential learning for students at all grade levels.

University employees and students are active in a wide range of philanthropic and civic activities, from serving on boards of various business, professional and social service organizations to engaging in numerous volunteer and charitable fund-raising activities. Faculty and staff have been involved in leadership initiatives for Saginaw, Midland, Bay City, and the Great Lakes Bay Area. SVSU was presented the Corporate Citizenship Award in 2017 by the Saginaw chamber of Commerce for its community engagement.

1.D.2 The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

UPDATES TO 1D2

As a public state institution, SVSU has no investors and so no need to generate financial returns for such. It has no related or parent organizations. SVSU supports no external interests that fall outside the broad educational responsibilities described in its Guiding Principles and operationalized in its Strategic Plan.

1.D.3 The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

UPDATES TO 1D3

As described in the 2014 HLC Self Study, SVSU sustains its role as a regional intellectual and cultural center through public lectures, concerts, plays, and art exhibits. Facilities and resources tied to these undertakings are discussed in more depth in Criterion 3, as many are critical to SVSU's educational programs. Many of the events are free to the public, or charge minimal admission fees. Information regarding upcoming events is publicly available on the University website, which provides a calendar of arts and other community events along with a web-based ticket service.

As reported in the 2014 HLC Self Study, SVSU continues to engage with external constituencies, including local businesses, schools, health care providers, industries, community agencies, and arts organizations, as well as the general public to fulfill its mission to serve as an educational and cultural center for the region. Although engagement continues to be central, there are some recent examples that emphasize SVSU's relationship with its external constituencies.

For example, the Board of Fellows, an advisory group of local business and community leaders meets on campus with members of the university staff and faculty and hosts an annual breakfast for legislators from the region. Members of the Board of Fellows have been ambassadors since the 1960s within the region.

In addition, since 2014, SVSU has paid special attention to increased awareness and support for the

university with local, state and federal officials on appropriating capital outlay and other higher education policy. SVSU has a full-time governmental affairs director who oversees the University's local, state and Federal governmental affairs policies including meeting with local officials, monitoring legislation affecting higher education and lobbying on behalf of the institution. In recent years, SVSU has also engaged with their Political Action Committee (Friends of SVSU) and the Midwest Strategy Group, a multi-client lobbyist to help represent the university's interests to legislators in the state government. In addition, SVSU's Public Affairs Council, made up of staff, faculty and Deans is responsible for making sponsorship, membership and leadership assignments within its geographical footprint.

Some new initiatives that highlight the many outreach activities related to the Mission/Vision includes:

SVSU and the Bay County Health Department partnered in 2015 to open the health clinic inside the health department building in downtown Bay City with substantial funding from the US Dept of Health and Human Services. Staff there hoped to attract underserved clients unlikely to seek primary care at traditional facilities. Later, Bay-Arenac Behavioral Health joined the partnership. Patients can receive treatment ranging from routine care to chronic disorders. Nurse practitioners lead the interdisciplinary team, which includes social workers, occupational therapists and pharmacists. Since the clinic is affiliated with SVSU, some staff members are students preparing for work in their communities and disciplines. These students use the opportunity to work in the community, honing their professional skills while providing top-notch care to patients.

The Saginaw Community Writing Center (SCWC), held at the Butman-Fish Library in Saginaw, is the first on-site community writing center in the state of Michigan and funded in partnership with the Saginaw Community Foundation.   Due to its success, in September 2017, SVSU opened a second center: The Bay Community Writing Center (BCWC), held at the Wirt Library in Bay City.

The C of IDEAS is an interdisciplinary, collaborative partnership among individuals with disabilities, family members, educators, community organizations, area businesses, institutions of higher education, and other stakeholders. The Center is housed at SVSU and works with region's schools and families to provide information, education and training for disability services.

In the fall of 2014, Cardinal Solutions was founded by a graphic design professor who recruited students and faculty members from the departments of Art, Rhetoric and Professional Writing, Marketing, and Computer Science to form an interdisciplinary team dedicated to solving problems for local nonprofit- and for-profit organizations. Now, over 30 students and 12 faculty members from different disciplines work together to solve a wide range of problems for local clients.

Career Services began the Employer Partnership Program as an opportunity for companies to build presence on campus to attract qualified, promising students and alumni. The 20 partners sponsor employment fairs, attend dining etiquette workshops, interview dress skills workshops, and coordinate site visits for students to see their facilities.

SVSU continues to authorize Public School Academies (PSA), and currently oversees 18 schools serving over 11,000 students. [SUPO Annual Report 2016/17] In addition to serving as the legal authorizer, the university also continues to provide professional development, certifications and graduate education for teachers and assistance with curriculum and outcome assessment. The Office of School and University Partnerships was recently accredited by AdvancED in June 2017, demonstrating its commitment to quality in educational programs.

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- PAC
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1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

SVSU mission is clearly and publicly articulated and continues to guide our institutional operation and priorities.

The current Mission/Vision and Core Values (Guiding Principles) and Strategic Plan were adopted in 2016. They were developed by leaders and staff representing a broad-base of the institution's diverse stakeholders.

These Guiding Principles emphasize the opportunities SVSU creates for both individuals and the larger community as a regional comprehensive university.

SVSU makes a concerted effort to align its academic programs, student support services, and enrollment profile with its identity as regional comprehensive institution.

Institutional planning and budgeting are firmly aligned with the guiding principles and strategic goals of the University, which have been widely displayed and shared across the campus and in institutional publications.

SVSU is proud of its role as a teaching-focused institution and our guiding principles clearly demonstrate educational excellence, attained through innovative pedagogy in state-of-the-art facilities and enhanced through experiential leaning along with community partnerships.

The Guiding Principles clearly identify the nature and scope of SVSU's programs and services; and encourage a wide range of people to consider themselves as potential students.

SVSU continues to promote multiculturalism, inclusivity and diversity programs as seen by our success in the Great College to Work For survey. Diversity continues to be a core value on the SVSU campus and is embedded throughout our Strategic Plan.

All aspects of the Guiding Principles and the Strategic Plan center on SVSU's public obligations as a public state and regional university that engages across the region; as shown by the university's designation as a Carnegie Community Engaged Institution.

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- Guiding-Principles-and-Strategic-Goals
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2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

2.A The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

UPDATES TO 2A

SVSU continues to operate with integrity in its financial, academic, personnel and auxiliary functions. SVSU continues to to follow established policies and process that were reported during the 2014 HLC Review. Below is a list of policy updates that demonstrate how SVSU continues to behave in a fair and ethical manner.

Academic Functions: *Academic Integrity*

The 2014 HLC team recommended that SVSU invest in central software to track student complaints and grievances, as well as data on student conduct. SVSU began using Maxient in 2014 to be the institution's main system. Statistics on violations and the disposition of each case are tracked and the data shows that all five academic colleges are appropriately engaged in upholding academic integrity. To further support its goal of promoting academic integrity, SVSU uses Turnitin.com, which is also integrated into our learning management system.

Personnel Functions: *Human Resources*

The SVSU Operations Manual details 2015 updates to SVSU's non-discrimination policies. Faculty and staff continued participation in the Inclusion Advocate program and Title IX training demonstrates the commitment to non-discrimination.

For the last three years, SVSU has continued to examine its Sexual Misconduct Policy to address the ever evolving issues around sexual misconduct. The Title IX Coordinator has worked with the Title IX Committee to develop a process of anonymous reporting, education and training, and integrating a culture that values the importance of Title IX across campus. Over 50% of staff and 25% of students have received training.

Auxiliary Functions

The SVSU Athletic Department ensures its compliance with the rules and regulations contained within the NCAA Division II Manual and clearly defines practices and expectations for student-athletes within the SVSU Student-Athlete Handbook. In late 2017, SVSU self-reported certain violations to the NCAA relating to amateurism certification. At the request of the NCAA, the University reviewed some of its past compliance activities and identified some issues relating to academic certification and student athlete transfers. SVSU is working with the NCAA to resolve all of the foregoing issues and the University has taken corrective measures to ensure compliance in the future. SVSU has never in the past had a major violation of NCAA Bylaws.

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- Discrimination Policy
- Exemption Requirements Section 501(c)(3) Organizations _ Internal Revenue Service
- Faculty Contract 2017-2020 Standing Committees
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- Financial Services - 5.2-1
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- Intranet RFP
- Maxient Report.pdf
- NCAA Division II Manual
- Office of Academic Affairs
- Office of Sponsored Programs Page
- Office of Student Conduct Programs Page
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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

2.B The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

UPDATES TO 2B

SVSU's processes and policies continue to show that the institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships. Below is a list of updates that demonstrate how SVSU continues to present itself clearly and completely.

Communication Strategies

Communication is an area for growth and where significant strides were made over the past 3 years. Two years ago, an administrative professional position was created that is devoted to communications management for the Office of Admissions, Graduate Admissions and International Admissions. This past year, Admissions also worked with a marketing consultant to review communication strategies. The consultant recommended marketing differently to various demographic groups. For Fall 2017, SVSU developed a limited number differentiated materials for students.

University Communication samples of various print and online resources, including those maintained by the offices of Undergraduate Admissions and Graduate Admissions that how SVSU presents itself clearly to students and the public.

SVSU is in the process of purchasing a new intranet portal system to improve communications with current students as well as faculty and staff. This system will allow targeted messaging and individualized access to relevant announcements and information. This new system is in the final purchase stage and is expected to be operational by January 2019.

Advising

In 2015, the University transitioned from a degree planning program Schedule Planner to Self-Service from Ellucian (launched in 2017 for Freshmen) that will allow students to see their degree pathway, apply for course waivers, and be advised by their professors. Course schedule look-up is available online and provides scheduling information for students to plan their programs. This feature also allows students to track course availability in real time during registration periods; to easily access course descriptions and lists of required materials; and to request specific filled courses via the on-line course request process.

Faculty and Staff Information

SVSU developed a new on-line Directory of all faculty and staff, which provides up-to-date contact information, biography, and curriculum vita.

Educational Costs

The Scholarship and Financial Aid website provides students with a new Net Price Calculator, which gives student a more robust and realistic picture of the costs associated with their education.

Accreditation

The University continues to maintain an accreditation webpage identifying all external accreditation. Since 2014, accreditation for English Language Programs, Music Education, Business, Clinical Lab Sciences, Education, Social Work, Nursing and Engineering have been updated.

Student Services

In 2017, the University Ombudsman retired. In order to better serve students, the university merged the ombudsman role within Student Affairs. The Associate Provost for Student Affairs also became the Dean of Students to better serve students within one office. The new process included an electronic intake form (through Maxient) that provided more timely service for students.

Marketing campaign at SVSU

After the HLC Visit in 2014, the reviewers recommended that SVSU invest in telling its story as a university (see 5.A.1). SVSU hired Dartlet in 2015, a Seattle-based firm specializing in the science of reputation strategy and research to assist SVSU in a market research phase and resulting branding campaign to better communicate about SVSU. An executive director of communications and external affairs was hired in 2015 to oversee the branding and marketing effort. The new "We" campaign was developed and launched in Spring 2016. The initiative pairs the noun "We" with emotive verbs and photography that corresponds with the personality traits revealed in the reputation study. SVSU repeated the Dartlet external perception survey in 2018.[Campaign Performance] [Cardinals Compete] [Dartlet Images]

Technology and Social Media

Technology and social media has completely changed the landscape of communication. There is a critical need for video, digital marketing, IP targeting and re-targeting, Pandora ads, etc. Traditional methods of communicating are dwindling in effectiveness. It will be critical that SVSU increase our video content, YouTube presence and web navigation in a mobile-friendly environment. Promotional videos featuring each of the five colleges reached at least 15,000 individuals on social with information about academic programs at SVSU.

SVSU's academic programs became the primary marketing focus in 2017. New billboards featured a point of pride with an academic focus and a series of promotional videos, called "Cardinal Close Ups" highlight each of the five academic colleges and are hosted on the college websites and used by the admissions team and colleges. In 2018 Cardinal Close-up videos were created and currently SVSU is updating its academic program websites.

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- Testing Center Site
- UComm Layouts
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2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

2.C.1 The governing board's deliberations reflect priorities to preserve and enhance the institution.

As reported in the HLC 2014 Self Study. SVSU's Board of Control deliberations continue to reflect priorities and enhance the institution.

2.C.2 The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

As reported in HLC 2014 Self Study. Board of Control meeting schedules, agendas, and minutes are posted on the University's website, which reflects the Board's thorough review during decision making.

2.C.3 The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.

As reported in the HLC 2014 Self Study, Board policies and practices promote autonomy from both outside interests and Board members' personal interests. A recent Board action reveals our continued adherence to ethical behavior. A resolution to approve a new name for the College of Business and Management where a Board member recused himself from voting exemplifies the Board's attention to these policies.

2.C.4 The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

As reported in the HLC 2014 Self Study, the Board of Control maintains a positive relationship with University administration and faculty, and Board minutes present clear evidence of the delegation of day-today management of the institution.

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- BoC Minutes 2-19-18
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2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

2.D The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

As reported in the HLC 2014 Self Study both the Bylaws of the Board of Control and the SVSU/FA Contract specifically articulate the University's commitment to academic freedom. For example, the SVSU Operations Manual contains policies related to free speech and social media. Additionally, Student Affairs maintains a culture of freedom of expression and rights for students within Article 2 of the SVSU Student Code of Conduct.

Sources

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- BOC ByLaws (2)
- BOC Page
- Faculty_Contract(1)
- SVSU - Student Conduct Programs - Code of Student Conduct

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

2.E.1 The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

As reported in the 2014 HLC Self Study, SVSU employs a number of ways to ensure faculty, students, and staff acquire and apply knowledge responsibly including IRB and IACUC protocols; expectations for and overseeing grant compliance; conducting PPC reviews for faculty integrity breaches; academic integrity policies for students, including the development of the Student Code of Conduct; and enforcing those policies through Student Conduct Board hearings. Summary statistics show that SVSU faculty and students are actively engaged in human subjects' research and that there is adequate and effective oversight of this research.

<div align="center">UPDATES TO 2E1</div>

Sponsored Programs works closely with the Provost's Office as well as the five college deans to establish clear guidelines and transparent procedures for grant funding. Information about applying for internal grants is available on the Sponsored Program website. During the 2014 HLC site visit, it was suggested SVSU invest in electronic grant management. Since 2014, grant applications are processed electronically through the vendor site, InfoReady Competition Space. Over the past several years, Sponsored Programs has significantly expanded its role in ensuring appropriate use of external campus funding, helping identify possible funding sources for various initiatives, guiding each Principal Investigator (PI) through the application process, and regularly meeting with awardees a grant accountant to monitor ongoing compliance with grant requirements and restrictions as well as any required reporting. At SVSU, new policies are developed to meet the changing needs of the institution.

The Sponsored Programs office advances the university's success in learning, discovery, and societal engagement, and facilitates the transfer of publicly funded innovations into benefits for society (including inventions and discoveries that qualify for patent protection (intellectual property, or IP)). Working with the Office of the Provost, Sponsored Programs implemented a new process to assist professors and staff with steps to protect and potentially license their work in line with university and FA Contract policies. A new process was created in Infoready, which allows submission of information related to licensing, copyrights, innovations, patents, etc.

With the increasing internationalization of SVSU in travel and research, Sponsored Programs worked with the Office of the Provost, Purchasing, Global Engagement and the General Counsel to create policies and procedures for Export Control.

New policies are developed to address the evolving needs of the institution. For example, in 2017, a request from faculty in Geography and Electrical Engineering who were using drones for research and teaching on campus led to the Uncrewed Aircraft (Drone) Policy for members of the University community seeking approval to purchase and employ drones both on and off SVSU properties during research or instruction.

2.E.2 Students are offered guidance in the ethical use of information resources.

As reported in the 2014 HLC Self Study, students are offered guidance in the ethical use of information resources. Due to the changing nature of information literacy, SVSU has worked to meet the needs of students while continuing to provide guidance in usage of resources.

<div align="center">

UPDATES TO 2E2

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Copyright information can be found in the SVSU Operations Manual accessed through the University's website and in the Library for course reserves and open educational resources. Given the increase in Open Educational Resources and online courses, SVSU hired a scholarly communications librarian to work with faculty on course design, copyright, and academic integrity/usage.The SVSU Student Code of Conduct describes various types of plagiarism as well as the types of sanctions for violations of academic integrity.

In 2016, SVSU met with constituents from Online Education, Information and Technology Services, General Counsel, Library, Faculty and Staff to create a copyright guide and process for understanding copyright for the SVSU community that offers guidance. The materials available in the University Copyright Guide provide simple overviews of key issues in copyright law. Copyright law can be complex and this guide was not intended to provide legal advice; instead it was a summary of U.S. copyright laws that provides suggestions on how to analyze proposed uses of copyrighted materials to facilitate the work of students, faculty, and staff. When permission to use copyright material is required, that permission must be obtained prior to use of the copyrighted materials.

 2.E.3 The institution has and enforces policies on academic honesty and integrity.

As reported in the 2014 HLC Self Study, the Professional Practices Committee (PPC) conducts a reviews of any faculty member charged with academic dishonesty. The processes are clearly delineated in the FA Contract. The Student Handbook and Student Code of Conduct and Policy Regarding Copyright provide students with information about the ethical use of information in the academic setting. Updates include the tracking the number and types of cases that come through the office through the Maxient system.

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2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

SVSU continues to operate with integrity in its financial functions as evidenced by its history of clean financial audits and sound financial management.

The Board of Control and the President's Planning Council continue to have clearly defined roles in authorizing budgets, plans, and expenditures. The Board of Control yields responsibility for all functions of the University to the University President. As expected, the faculty has significant roles in curriculum development, approval, and oversight, as well as in faculty evaluation, promotion, tenure, and sabbatical processes.

SVSU's Strategic Plan and subsidiary documents align financial commitments with institutional goals consistent with the mission.

The Office of Sponsored Programs oversees compliance with IRB and IACUC regulations as well as federal, state, regional, and internal grant requirements.

The institution's commitment to academic freedom is demonstrated by both the bylaws of the Board of Control and the Faculty Association contract.

SVSU takes academic integrity very seriously and holds students and faculty of academic to high standards of academic honesty with regard to copyright laws and plagiarism. The institution has fair and effective systems to rule on violations of academic integrity standards through the Student Conduct Board or, for faculty, the Professional Practices Committee.

Grievance procedures for students (grades or other grievances), faculty, and staff are laid out in appropriate documents. SVSU instituted a procedure for recording student grievances and resolutions through a centralized system, housed in Academic Affairs, to improve consistency in reporting.

The University operates with integrity regarding its personnel functions. Union contracts formalize personnel practices for faculty, university police and support staff. Widely disseminated hiring guidelines ensure that job postings include clear job descriptions and qualifications and are publicized in appropriate venues to generate a diverse and qualified pool of candidates.

In the 2014 HLC visit report, the reviewers recommended that enhancing communication to students, parent, and counselors regarding SVSU's story would help the institution. This is an area for growth but significant strides were made in marketing and communication.

The University utilizes a variety of media, including its website, printed publications, and face-to-face formalized interactions, to present itself clearly, widely, and completely to its students, their parents, and the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Information about SVSU's programs including all curricular requirements is available in the online

Course Catalog. Department websites include program goals. Accreditation and faculty credentials are publicly available.

SVSU represents its academic programs and requirements clearly and completely to its students and the public. The Scholarship and Financial Aid web page includes a comprehensive list of tuition, fees, and room and board costs. SVSU's net price calculator is simple to use and provides accurate information on the costs of attendance.

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- Turnitin

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1 Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded

As reported in the HLC visit in 2014, the learning outcomes for degree and certificate programs are articulated through the academic program pages, department pages, (example) course syllabi, (example) program assessment plans, (example) as well as in the Undergraduate Catalog and Graduate Catalog. SVSU continues to evaluate the currency and appropriateness of performance levels in its courses and programs through: 1) processes for annual program assessment by all academic departments; 2) periodic external review of departments that are not subscribed to disciplinary accrediting bodies; and 3) input from other sources, such as, when appropriate, advisory boards. External accrediting bodies such as those in business, education (Early Childhood) and health sciences (Social Work) provide specific guidance on student outcomes for undergraduate and graduate programs, as well as guidance on the currency of the curriculum related to content and methodology.

UPDATES TO 3A1

In 2014, the HLC review team indicated that SVSU needed to develop a stronger program review process--for both the annual and external reviews. The University expects that all departments or programs without specialized external accreditation will have undergone such review within a five-year period (this became seven years beginning 2018) to keep programs up to data and current. External program reviews are discussed in 4A1.

Additionally, all academic departments engage in annual program assessment, regardless of whether they have external accreditation. The format for this work was developed before the 2014 HLC visit and was updated in response to the 2014 HLC team report--see Chemistry (2011 & 2016) and

Sociology ([2011](#) & [2016](#)). The departments, colleges, and the provost's office use these shared reports in planning at all levels, specifically to measure currency and performance of students. Department reports are [archived](#). As a result of these assessments, SVSU has also tailored its academic programs (Strategic Goal 1.4) to be current and meet the needs its students and the region. These include:

- In conjunction with the Michigan Department of Education, SVSU developed an [Accelerated Certification with Residency](#), which certified 51 new teachers in 2017-2018. Enrollments look strong for its second year and this program is expected to help address teacher shortages in the State of Michigan.
- The Masters of Social Work which has been extremely well received in this area. SVSU's very strong BSW program provides a pipeline of students for the advanced generalist MSW program. In its first year, SVSU 27 new graduate students.
- Also new in 2017, is a Masters of Computer Science and Computer Information Systems that was developed with significant input from regional businesses. This program has also received strong interest, especially from international students.
- New graduate and undergraduate programs in in Public Health were developed to meet the regional need of health care providers. The Master of Public Health program has admitted over 50 students in its first cohort for the Fall 2018 semester.
- A new undergraduate program in Rehabilitative Sciences was developed to prepare students post-baccalaureate study in Occupational Therapy, Physical Therapy and Athletic Training.
- A Neuroscience program was developed for students interested in this emerging field. SVSU partners with the Field Neuroscience Institute [on a Brain Research Lab](#).
- Although not new, the MBA became fully online to meet the needs of the region's businesses.
- The Executive Track in the MS in Health Administration and Leadership was designed specifically to meet the educational needs of clinicians, physicians and executive administrators in health care.
- Due to enrollments and diminishing interest from regional employers, the Masters of Energy and Materials stopped admitting in 2017.

As a result of [feedback](#) from the 2014 HLC review, the [Graduate Committee](#) developed uniform policies and mechanisms for the graduate catalog in 2016-2017 to ensure consistency standards across all graduate programs. The proposal will be ratified and take effect in 2019. All programs now will meet a University minimum for entrance and academic good standing. The requirement of a 3.00 GPA is the standard across all programs at SVSU with specific programs having higher standards ([Nursing](#), [Education](#), [Communication & Media Arts](#)). All new graduate programs and any curricular updates after 2014 had to meet the guidelines above ([Public Health](#) & [Computer Science](#)).

3.A.2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

As reported in the [2014 HLC Self Study](#), SVSU articulates its broadest learning goals in its [Mission](#). Additionally, program specific goals are articulated through the SVSU Academic Affairs website by program, the [University Catalog](#), and several other texts reiterate learning goals for the [General Education program](#). To provide more transparency, departments post program-specific learning goals to [departmental websites](#). These learning outcomes are outlined in the Annual Program Assessment and are linked through assessment to the [University Mission](#). Emphasis and level of articulation of learning goals varies across departments.

3.A.3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

As reported in the 2014 HLC Self Study, the University offers the vast majority of its courses on its main campus in a face-to-face format (88% of courses were face to face in 2016-2017 and 86% in 2017-2018). Online courses are offered in multiple programs. In addition, programs are offered at off-campus locations (including the courses on its Macomb campus) and at local community colleges.

All programs and courses, no matter the location or modality, undergo the same curricular approval processes. Courses presented in traditional formats in off-campus in a face-to-face locations have the same learning goals and expected outcomes as those on the format and assessment shows excellent outcomes. Full-time and adjunct faculty who are interested in teaching an online or hybrid course are required to take of training offered by the Center for Academic Innovation. So far 363 faculty (adjunct and full-time) have taken the training since 2015.

UPDATES TO 3A3

To support quality across all modes of delivery, SVSU created the position of Director of Online Education and Center for Academic Innovation (CAI) in 2015. CAI provides promotes excellence and innovations in teaching and learning. The CAI offers a variety of programs, services and resources for faculty and departments such as workshops, best practice showcase events, consultations, discussion forums and training for online and hybrid instruction. The center also hosts an annual Teaching Symposium in February and offers grant funding for innovative teaching and learning projects.

The director and faculty liaisons provides leadership for online, hybrid and digital learning initiatives on campus to develop and implement the strategic plan for the expansion of online and hybrid programs, including best practices, supporting design and delivery of online/hybrid programs, supporting faculty, and works with Information Technology to ensure that the technology infrastructure and faculty support are adequate for online and hybrid teaching including 1.5 FTEs for an instructional designer.

The program assessment processes discussed above and in this Criterion apply to courses and programs regardless of mode of delivery or location (e.g., Public Administration & Special Education). Departments apply learning goals program-wide, and these goals guide each program's courses and activities. Departments include information on assessment of their online and hybrid courses in their annual assessment documents.

SVSU offers an "early college" experience through the Great Lakes Bay Early College Program, which is recognized as a 4+1 program by the US Department of Education. Students are only granted college credit for SVSU courses, all of which are taught by SVSU faculty and most of which are in the Basic Skills and General Education programs.

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3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

3.B.1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

As reported in the 2014 HLC Self Study, SVSU continues to offer strong programs -- including General Education -- that are aligned with the University's Mission and guided by philosophies centered on continuous improvement, lifelong learning, intellectual inquiry, diversity, adaptability, and preparation for leadership. The General Education program is appropriate to the Guiding Principles statement and the mission of the undergraduate General Education program is embedded in Strategic Goal 1.4.

The program's ten content categories help students become more knowledgeable, adaptable, and capable. SVSU's General Education Program tri-partite goals equip students to think critically, reason logically, and communicate effectively. In addition, based on feedback from the HLC Team report, SVSU has integrated the tripartite goals into Strategic Goal 1.4. [Catalog: General Education]

UPDATES TO 3B1

SVSU was a founding member of Michigan LEAP (2015) and participated in LEAP seminars to re-think general education across Michigan universities. The GEC worked to integrate the tripartite learning goals as student learning outcomes, and to outline the relationship between the overarching tri-partite learning goals and the student learning outcomes for the 10 categories.

3.B.2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded

in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

As reported in the 2014 HLC Self Study, SVSU clearly articulates the purposes, content, and intended learning outcomes of its General Education requirements in the course catalog, advising documents, and diverse other venues.

As delineated in the SVSU FA Contract, the General Education Committee evaluates course proposals and oversees approval, assessment, and renewal of courses for the program in line with the procedures and content established for the program. Courses (e.g., Geography & Criminal Justice) are approved to be part of the General Education program with a five-year term following the campus-wide approval process and are required to undergo periodic review by the GEC.

UPDATES TO 3B2

In its 2014 HLC Review, the evaluation team noted that the general education (GE) program assessment needed "significant improvement" (p. 46-47). The GE Committee worked with AAC&U Value Rubrics to address the concern in 2016. In 2017, the GE Committee examined the policies and procedures of GE programs at similar institutions with a focus toward revision of SVSU's own GE program. Rewriting the category-specific goals as student learning outcomes (SLOs) was identified as the first priority. SVSU worked with an external consultant from Grand Valley State University, which undertook a similar process recently. These plans were then communicated to GE departments and deans at the beginning of the Winter 2018 semester.

SLO development was undertaken by ten "Category Task Forces" (CTFs), which corresponded to the ten GE categories. The CTFs comprised a representative from each department offering a course in that particular category and were tasked with rewriting the category-specific goals as two or three SLOs. The number of SLOs was determined by the GEC after examining practices at sister institutions and evaluating the category-specific goals of our own program. Each CTF was chaired by a member of the GE Committee, whose was responsible for organizing the meetings and guiding the process. The GE Committee took the recommended SLOs and edited them for consistency and clarity. The SLOs will be presented to the faculty in Fall 2018, with the intent of formal adoption for AY 2019-2020.

The 2014 HLC Review asked that SVSU "revisit its use of the CLA". One of the issues was the low number of test takers. The GEC worked with several departments with senior seminars and capstones (e.g., Political Science and with the Writing Program Administrator) to increase the sample size. As stated in the 2014 Self-Study, SVSU does not rely solely on the Collegiate Learning Assessment (CLA) to assess General Education. As an institution, SVSU will be assessing how the CLA will serve to measure the GE Program now that the new SLOs have been developed.

Concurrent with the SLO development described above, there has been clarification of the GE tripartite goals, which are the overarching goals of the GE program itself, rather than of individual courses, or even categories. The GE Committee worked with departments to select one tripartite goal tied to the specific category; every course in that category then would be required to assess that tripartite goal. In their GE course assessment plans, each department would also select one other tripartite goal for that course, for a total of two of the three tripartite goals assessed in each course.

In summary, the GE program is moving toward assessment of clearly-defined parameters for each GE course, common rubrics for assessment of tripartite goals and SLOs across courses, reevaluation of the main student objectives for each GE category, a revised renewal schedule to support the use of common data for continuous improvement, and establishing more transparent policies and expectations with regard to renewals and documentation.

3.B.3 Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

As reported in the 2014 HLC Self Study**,** program descriptions in SVSU's catalog demonstrate that every SVSU degree program addresses the expectations of learning in discipline-specific ways that build from the shared student learning experiences of SVSU's General Education program. Many majors require a yearlong capstone or senior-level project (Health & Human Services, Science, Engineering & Technology, Honors). These projects culminate in symposia or colloquia that allow students to present their inquiry and creative endeavors. Since 2016, SVSU has held a campus wide student showcase of research.

UPDATES TO 3B3

In 2015, SVSU established the Center for Academic Innovation (CAI), described in 3.A.3 to help advance the teaching and learning mission of the university, especially in today's rapidly evolving educational environment.

In 2015, the Annual Program Assessment Advisory Board updated the Annual Program Assessment Reporting document and procedures seeking additional information on research and service learning. Program Assessment also included measures of student engagement with faculty in undergraduate research. The process also includes review by the Dean of the College (e.g., Health & Human Services and Science, Engineering & Technology) with recommendations on resources in new modes of learning (e.g., Rhetoric and Professional Writing, Biology and Social Work).

As suggested by the 2014 HLC reviewers, SVSU has also invested in undergraduate research (UGRP), described in 3.B.5, to engage faculty in research with students that enhance their education. There are four programs within UGRP: faculty led research, student-led research, travel grants, and student min-grants. As part of showcasing undergraduate research, SVSU also created the Student Showcase, and annual event for students to present their work that highlights student and faculty collaborative research.

3.B.4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

As reported in the 2014 HLC Self-Study, SVSU continues to support programs centered on diversity, such as the interdisciplinary Black Studies, Gender Studies, and Asian Studies minors, and the interdisciplinary International Studies and International Business majors. While such programs study diversity directly, most academic departments also have addressed issues of diversity in their learning goals, curriculum, co-curricular, and extracurricular activities.

UPDATES TO 3B4

As a result of emphasis from the Strategic Plan, and efforts from academic deans and faculty, most departments and programs have increased their focus on diversity initiatives. The departments' annual reports show that diversity is increasingly a relevant element of their student learning outcomes (SW, Art, Education). Reporting and evaluation processes are improving, and collaborative efforts of community engagement in diverse areas (e.g., Saginaw, Michigan) have become integral parts of department service learning. The College of Health and Human Sciences emphasizes inter-professional education to prepare students for collaborative practice, developing learning activities that engage our students in a collaborative approach to care. One important activity is a poverty simulation that places students in learning environments that engage diversity. [HHS Mission] Other examples include Accounting, Law, Finance and Social Work (Pride Center). With the community engagement designation, SVSU students research and volunteer in many community-driven projects including Habitat for Humanity. Learning outcomes developed in Student Affairs (see 4D) also include an emphasis on diversity as part of co-curricular assessment. Overall, diversity is a central aspect of assessment although departments and programs may be at different points in their attention to the University's mission of diversity or perceive different roles relating to the issues.

At the same time, the University has focused on providing more students international experiences. In addition to fostering majors with more international emphases, SVSU has increased the number of annual Study Abroad trips it sponsors from 18 in 2014 to 38 in 2017-2018, with about 200 students travelling abroad. In 2017-2018, the 38 trips include 16 faculty-led trips (21 faculty and 98 students), 3 programs of distinction (Roberts, Vitito, and Gerstacker Fellows went abroad with about 36 students and 6 faculty/staff), 9 partnership programs (24 students), and 10 third party provider trips with about 90 total students.

3.B.5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

As reported in 2014, SVSU is a teaching institution that values the role of research in the classroom. SVSU faculty continue to contribute to scholarship, creative work, and the discovery and dissemination of knowledge while maintaining a significant commitment to undergraduate student learning.

UPDATES TO 3B5

SVSU supports research opportunities, through the Undergraduate Research Program (UGRP), established in 2015, for its undergraduate and graduate students and for students and faculty working collaboratively. The program was funded by merging funds from the Herbert H. and Dorothy Dow Foundation ($150,000), the previous Student Creativity Research Institute ($40,000 annually), The Office of the Provost ($50,000), and Sponsored Programs ($10,000). SVSU, citing suggestions from the HLC reviewers, also became a member of the Council on Undergraduate Education (CUR). SVSU also has provided release time and a stipend for a faculty member to serve as the Director of Undergraduate Research. In 2015, SVSU increased the Undergraduate Research and travel Program funding from about $60,000 to $250,000 (which includes the director's release and office expenses). In 2015-2016, the Undergraduate Research Program awarded $180,803 for faculty and student research. The first SVSU Student Showcase was developed to highlight student research, over 150 students participated from all five academic colleges. The Student Showcase, begun in 2016, now exceeds 200 students participants with another 100 students participating in College and Department-specific research showcases. SVSU invites key constituents to these events, including high school students and teachers, members of the community and members of the Board of Control.

Another successful program was the Saginaw Bay Environmental Science Institute, established shortly before the HLC visit. Focused on the environmental science of the Saginaw Bay area, the productivity and contributions of SBESI are based upon its diverse and capable research scientists, a strong pool of student interns, well established educational and community collaborative networks, and a strategic location just minutes from the heart of the Saginaw Bay. For example, SVSU faculty and students developed and implemented a rapid analysis method to measure water quality on local beaches and ensure public safety.

Additionally, two geography professors and multiple SVSU students studied the factors involved in the dramatic drop in crime in the Saginaw area. From 2010 to 2015, major crimes in the City of Saginaw dropped by 80 percent, and neighboring communities also saw crime go down. The SVSU study showed that blight removal was a significant factor in Saginaw's drop in crime. The research was presented across at community meetings, on campus, and to law enforcement in Saginaw.

Scholarship in teaching and learning are central to SVSU's Mission and Strategic Plan. The staff web pages, Annual Program Assessment Document for Departments and the Office of Sponsored are key, albeit not exclusive, indicators of the scholarly and creative work of SVSU's faculty, staff, and students.

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3.C.1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

As reported in the 2014 HLC Self-Study, the SVSU/FA Contract addresses maximum ratios for part-time to full time faculty members; limitations on full-time faculty members' outside employment; and the structure of temporary full-time appointments (which are limited to a total of two years). Part-time faculty participate in some curricular discussions, assess student learning in all cases, and may, in some cases, participate in departmental assessment. Nonetheless, full-time faculty members are central to all aspects of teaching, learning, and assessment at SVSU. Faculty members elected to the three standing curriculum committees (see 2.C.4) are full-time and receive course release for their committee service.

UPDATES TO 3C1

While the University has experienced reduction of faculty through attrition (see 5.A.1) and linked to program enrollments, it has also focused in substantial hiring in recent years to accommodate growth in Health and Human Services & Science, Engineering &Technology, and graduate programs. New programs (Public Health, Computer Science and Social Work) have been supported with faculty lines to meet accreditation requirements and support anticipated program growth.

3.C.2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

As reported in the 2014 Self Study, SVSU continues to maintain appropriate standards for all instructors of its courses, including part-time adjunct faculty, lecturers, tenure-track and tenured faculty, and endowed chairs.   As noted in 3.A.3, all instructional personnel are held to the same credential standard regardless of instructional location or modality. The minimum credentials for full-time instructors are clearly delineated in the faculty contract, which lists qualifications at each rank. Additionally, SVSU is contractually mandated to maintain full time to part time faculty ratios by the FA Contract (D13).

88% of tenure-track and tenured faculty hold terminal degrees. Job descriptions for both full-time and part-time faculty are developed jointly between the administration (generally the appropriate dean) and departmental faculty. While minimum credentials are determined by the SVSU/FA contract, additional qualifications demanded by the discipline's expectations may be included to ensure adequate coverage of courses, balanced research and service, and strong major and minor program development.

UPDATES TO 3C2

In response to HLC, the institution established the SVSU Faculty Teaching Qualifications Policy. In all cases for full-time faculty, academic preparation is the principal consideration in hiring to teach in a particular discipline or area. SVSU conducted a comprehensive study of faculty transcripts and degrees in 2015. All faculty meet HLC criteria for degree qualifications (e.g, Math). All part time faculty teaching general education courses comply with HLC standards. In particular cases, a faculty member (e.g., part-time faculty) may be deemed qualified based on other credentials appropriate for a given course. When this occurs, communication occurs with the Office of the Provost to verify qualifications and HLC policies. In most cases, Dean's Offices communicate directly before a candidate is interviewed.

In order to comply with the policy and continue to provide experiential education, SVSU has worked with departments like Communications to implement a program for adjunct faculty in general education courses that will allow them to receive additional tuition support for graduate courses they take to meet degree qualifications. Departments and Deans are responsible for assessing faculty qualifications in their respective area for Full Time and Part Time Faculty. All faculty who are hired by SVSU complete a background check where their degrees are verified. Additionally, the appropriate graduate faculty status is required for faculty teaching graduate courses or serving on graduate committees (e.g., Part Time Faculty, Full Time Faculty)

3C.3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

As reported in the 2014 HLC Self Study, SVSU evaluates all instructional personnel regularly through well-understood processes, though these processes differ by instructor classification and bargaining unit membership. Processes for instructional personnel not in the faculty bargaining unit, such as adjunct faculty, requires them to administer student evaluations in every class they teach.

- Lecturers are evaluated in compliance with the SVSU/FA Contract.
- Full-Time Temporary Faculty may choose to be evaluated per D16 of FA Contract.
- Tenure-Track and Tenured Faculty's evaluation process leading to promotion and tenure is clearly delineated in the SVSU/FA Contract. [Article G&H]. Throughout this period, the

faculty member compiles a portfolio described in G4 and G5 referred to as a Professional Practices Committee (PPC) File. PPC then makes a formal recommendation on tenure to the University administration. The Board of Control is the final arbiter on all promotion and tenure applications. While SVSU does not have a mandatory post-tenure review process, faculty seeking promotion or sabbatical must submit applications to PPC. Under the SVSU/FA Contract, departments or deans have the authority to bring faculty (including tenured faculty) for PPC review for "failure to maintain competence as a teacher and scholar or for repeated failure to comply with job requirements".

UPDATES TO 3C3

As a result of the clarity and fairness of our faculty evaluation, SVSU was recognized as a 2018 *Great College to Work For* in the category of "tenure clarity and process".

A Memorandum of Understanding with the SVSU FA created a new category of faculty: Endowed Professors. Endowed professors must submit annual performance summaries, highlighting their accomplishments. The outcome of the review process is used to establish salary increases and any contract extensions.

3.C.4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

As reported in the 2014 HLC Self Study, SVSU has many formalized processes and provides resources to faculty. Although the processes continue to be same, below are examples of updates since 2014.

UPDATES TO 3C4

New full-time faculty participate in the Faculty Summer Institute. Since 2017, the program has been extended to include follow-up meetings through the first two years of teaching at SVSU. Adjunct faculty participate in the Adjunct Faculty Orientation. Both programs provide an on-boarding program addressing teaching and learning at SVSU.

Currently, full-time faculty are contractually allowed up to $1,450 per year for professional development expenses. In addition, the contract specifies that an additional sum ($25,000) be reserved for annual supplemental support for faculty who present at conferences SVSU has also contributed over $300,000 since 2015 to fund the faculty research and professional development grants.

The University supports full-time faculty professional development through internal grants. These resources are allocated according to the Faculty Contract (D 23.4). A number of other internal grants with more specialized foci are also available, including the the Allen Foundation, UGRP, the Saginaw Bay Environmental Science Institute, and college specific grant programs. There are also Internal Grants for Faculty Development and SVSU recognizes excellence in teaching, research, and service through a range of awards.

Tenured faculty members are eligible to apply for sabbaticals every seven years. The Faculty Contract (Sect M9) defines the selection criteria as years of service, the quality of the proposal, and the quality of teaching/research/service

Since the establishment of the Center for Academic Innovation in 2015, Faculty at SVSU also have access to additional resources to support their teaching roles. CAI offers a variety of opportunities

including teaching innovation grants. Since the Center was established in 2015, we have funded 16 teaching research innovation grants.

The Office of Adjunct Faculty Support Programs offers professional development support for SVSU's adjunct faculty in the form of bi-yearly orientations, workshops, seminars, financial support for conference attendance, as well as, consultation on course related issues. Faculty attending these or any other teaching related workshop are compensated for their time and attendance ($25-$300). The Office also provides physical support by facilitating a number of shared offices throughout campus so that the adjunct faculty can prepare for class and meet with their students. All of these offices have computers at every station and office supplies ensuring that adjunct faculty can concentrate on their teaching and their students' success.

3.C.5. Instructors are accessible for student inquiry.

As reported in the 2014 HLC Self Study, the SVSU/FA Contract stipulates that all faculty members will hold a minimum of five office hours per week, which must be publically available. Faculty who teach online courses are required to hold office hours on campus in proportion to their online load, although the Contract calls for all faculty to hold at least two on-campus office hours per week. Adjunct faculty members must schedule at least one office for each section taught, at hours convenient to their students

All full-time faculty members have private offices for meeting with students. All full-time and part-time faculty have University email addresses, which they generally include in their syllabi. Directory information is also available through departmental web sites and the SVSU directory. University faculty make extensive use of Canvas, the electronic learning management system. Of all courses taught, 96% utilize Canvas.

Students also have opportunities to work with faculty outside of the classroom in individual research and creativity projects described elsewhere in this report. Additionally, faculty interact with students through co-curricular activities such as the Formula One Race Team, the Forensics Team, Moot Court, the Chemistry Club, and Cardinal Business Edge, all of which have faculty advisors. Student Organizations are described further in 3.E.1.

UPDATES TO 3C5

Faculty work with the Center for Academic Achievement in the new Gerstacker Learning Commons to provide office hours and specialized tutoring. For example, College of Science, Engineering and Technology faculty hold office hours in the Math & Physics Resource Center and in the CAA during the semester. The Writing Center has faculty who work and tutor in the Center during the semester.

The College of Education and Health & Human Services both hold faculty-led sessions on writing and help prepare students for the licensing exams during the year. Additionally, the Zahnow Library Research Librarians are embedded in online courses, all nursing courses, and available after hours for students. Faculty work with Research Librarians to provide additional resources for students in their courses.

As part of its Community Engagement Designation, SVSU established the Center for Community Engagement as an umbrella for measuring the impact of community engagement in inquiry of students who work with faculty (for a description, see 1.D.1).

3.C.6. Staff members providing student support services, such as tutoring, financial aid

advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

As reported in the 2014 HLC Self Study, hiring units (in collaboration with SVSU's Human Resources Office) establish qualifications for student support service personnel including all of those noted above.

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

3.D.1 The institution provides student support services suited to the needs of its student populations.

As reported in the 2014 HLC Self Study, SVSU is a regional comprehensive institution with a student population that varies widely in terms of academic preparation, economic status, and knowledge of academic conventions. For this reason, the institution has developed numerous support services to address the needs of its various student groups including specific support for students of color; active, reserve and veteran service members and their dependents; students with a wide array of disabilities; and the LGBTQA+ community. Many of the academic support programs are described in depth in Criterion 4. The Campus Financial Services Center was established in 2012 as a one-stop shop for all student financial needs. The Center continues combines the front desk operations of the Office of Scholarships & Financial Aid. Scholarship and Financial Aid also maintains a searchable scholarship page where students can search for both internal and external scholarship opportunities. Student Affairs continues to provide wide ranging services for all students (residential, commuter, and graduate). International Programs and Career Services are also essential offices that have continued to provide resources for our students. Below are examples of updates about existing co-curricular programs at SVSU that support the varied needs of the student populations.

UPDATES TO 3D1

Programs of Distinction

Programs of Distinction at SVSU focus on enhancing the undergraduate experience by providing opportunities for students to expand their educational horizons through endeavors within and outside of the classroom, distinguishing SVSU among other institutions. These programs are rooted in collaborative efforts that enrich the student learning experience through leadership, service, research/creative work and globalization. Prospective SVSU students are recruited and selected into six Programs of Distinction that begin during the first year. These programs include the Honors

Program, Foundation Scholars, Cardinal Business Edge, Wolohan Fellows, Cardinals in Action and the Living Leadership Program. Four additional Programs of Distinction, including the Roberts Fellows, Vitito Fellows, Botz Fellows, Cardinal Solutions and the Undergraduate Research Program, are offered to currently enrolled SVSU students. During the 2017-18 academic year, SVSU has identified common activities, including etiquette dinners, lecture series, community outreach initiatives and a student showcase, in which all students in the Programs of Distinction have the opportunity to participate. It is our goal to further enhance student engagement and retention through these shared experiences.

Testing Center

The Testing Center at SVSU was created in 2016 to address the growing need of SVSU students for testing and follows National College Testing Association (NCTA) Professional Standards and Guidelines. The Testing Center proctors placement tests for math, reading, and writing; online course exams; make-up tests, and standardized testing.

Student Affairs

Office of Military Student Affairs provides advocacy, information, and resources to military-connected students. This includes the certification of benefits to facilitate successful transition to the classroom and community. Additionally, students receive admissions counseling and orientation, academic and financial aid advising, peer support groups, and have access to a computer lab. The university continues to receive several accolades such as "Best for Vets" by Military Times, "Military-Friendly" by Victory Media and "Veteran-Friendly" with GOLD status.

Office of Multicultural Student Affairs is responsible for the leadership and direction of meaningful learning and engagement opportunities for students who come from minority populations. As described in 1C, the goal of the office is to build a campus community that fosters diversity and inclusion as well as engage, support, and coordinate programs for all students. Programs and services include Heritage Month Series, Cultural Awareness Programs and Educational Workshops.

3.D.2 The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

As reported in the 2014 HLC Self Study, SVSU's general admission requirements are readily available in the catalog and website. All students must complete Basic Skills requirements in Math, Reading, and Writing prior to graduation. SVSU attends carefully to questions of placement and provides preparatory instruction where it is needed. Processes for directing, entering students to courses and programs have not changed since 2014.

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UPDATES TO 3D2

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Tutoring, Research & Testing Center

The Gerstacker Learning Commons was created as part of the $9.5 M Zahnow Library renovation. The purpose is to to increase the library's engagement in research tutoring, establishing a new Department of Research Services and merging all tutoring services into a single location. The Center for Academic Achievement is the umbrella where the Eddy Math & Physics Resource Center, Boutell

Center for Academic Achievement (economics, accounting, general business, humanities and the social sciences), Bio-Chem Tutoring Services, and the Diane Boehm Writing Center are housed. The Centers collaborate on a number of projects including athlete tutoring tables and public-school academy scholars. The Writing Center now works with student writers of all levels and from all disciplines—increasingly so with those in CI courses. Professional faculty and staff oversee these centers and hire, train, evaluate, and provide development opportunities for qualified student tutors. The Testing Center is currently seeking national accreditation and provides resources for students in need of testing preparation.

SVSU has been tracking student usage of the tutoring centers. This service is enormously popular, recording nearly 24,000 visits in Fall 2016 and Winter 2017 combined. Surveys done at the conclusion of each session suggest that students find the tutoring helpful and believe it improves their academic success. However, analysis of the usage statistics indicates that this service is under-utilized by those students at highest academic risk. This issue will be addressed through collaborations between academic and advising units. In 2017, SVSU invested in TutorTrac software to better analyze and assess the impact of the on students who utilize the Center for Academic Achievement, Math & Physics, Writing Center, and Bio/Chem Tutoring.

Placement

SVSU switched to the ACCUPLACER test for initial placement. The cut scores for the SAT/ACT and ACCUPLACER tests were derived from national norms and comparisons to other institutions. SVSU began using the ACCUPLACER as the State of Michigan moved from the ACT to the SAT for high school students. All placement testing is given at the Testing Center. About 33**%** freshman require enrollment in developmental (non-credit bearing) math courses, which are offered in both traditional and computer-based formats.

One-third of incoming students require developmental education in math and have significantly lower retention rates. For the fall 2013 cohort, 70.67% of all students returned the 2nd year compared to 62.87% of students in developmental courses; 57.14% of all students returned the 3rd year compared to 45.02% of students who began in developmental courses, and 54.24% of all students returned the 4th year compared to 40.33% of students in developmental courses. [Developmental Math 2010-2015] [FTIC Swipe Data]

To address the above issues in retention of developmental students, SVSU applied and received a Title III, Part F Grant for $3 million for five years (2017-2022). The focus of the grant was to revise the developmental math curriculum, develop Open Sources for general education, expand the first-year experience for FTIC, and develop a SharePoint portal and student analytics software for targeted student engagement, as well as to provide matching funds to build the Student Success Scholarship Endowment. [Developmental Math 2010-2015]

Student Success Committee

SVSU formed a student success team in 2012, chaired by the Provost and the VP for Enrollment Management. Initially, the team did a thorough inventory of retention programs and a detailed analysis of factors that led to retention and graduation rates. SVSU focused on a few key areas that would maximize the impact of our student success initiatives. From 2014 until 2017, the group became known as the Student Success Committee, co-chaired by the Provost and the Associate Provost for Student Affairs beginning in 2016. This Steering committee consisted of a broad range of

administrators, faculty and a student representative and coordinated the activities and recommendations of a set of subcommittees. In late 2017, as part of the SEM Plan, the Student Success Committee was reconfigured as the Retention Council. Many of these activities will be continued under this newly formed organization. The Student Success Sub-committees include:

- Early Intervention, created to provide early intervention to FTIC students within the first three to four weeks of the semester and then track those interventions and assess the outcomes each term.
- First Year Seminar for Conditionally Admitted students established a transition program that increased engagement for students who were conditionally admitted to the university and were not part of another formal support system. SVSU began the Freshman Transition Program in 2015 with the creation of four sections of the seminar course. In Fall 2017, six sections were added that focused on all first-year university athletes, and in 2018 it will offered at College Transitions 100. Evidence from the program included an increased retention rate and GPA for students involved in the program when compared to a control group of similar students before the program existed.
- Culture of Success began in 2016-17 as a new committee with a focus on creating a growth mindset and belonging uncertainty interventions for the Fall 2017 incoming class of students.
- Transfer Sub-Committee was created to analyze transfer student process, successes and hurdles to their admission (how courses transfer), orientation, registration and retention to the University.
- Achievement Gap was created in mid-2016 to address and improve the academic standing and persistence to graduation of African American males on the campus of SVSU.
- The Cardinal Plan was developed as a new subcommittee in 2016-2017 to create a comprehensive plan/pathway (co-curricular and academic integration) to guide students through the "Cardinal experience" from their first-year to degree completion.
- Removing Barriers Sub-Committee had a mission to determine the degree to which the university is implementing its current support service polices, practices and resources to optimize student academic success.
- International Student Success identified barriers to international student success and address/alleviate those problems.
- Developmental Reading, created in 2017, included a group of faculty working to create an online module based reading course for (ENG 190) for students needing developmental education.

Other Student Success Initiatives include:

- Integration of Academic and Student Affairs in 2014, when the division of Student Affairs was brought under the Provost. SVSU moved in this direction with the intention to integrate the academic and co-curricular aspects of the university to enhance the overall student learning experience and have a greater impact on student success.
- Self-Service. In 2017, SVSU adopted Colleague Self-Service 2.19, an online service portal that provides a wide variety of function for students, faculty, advisors, financial aid and Registrar to assist in a one-stop system for the integration of academic support services (registration, program information), faculty and staff academic advising and grading. The adoption of this software and the new developing communication plan to students was a result of recommendations from the Student Success Committees.
- In 2017, SVSU received a Title III, Part F: Strengthening Institutions Grant for $3 million for five years (2017-2022).
- In 2017, SVSU was awarded a King Chavez Park Select Student Support Services Grant (4-S) for $804,000 for six years (2017-2023) to serve 45 first generation and Pell Grant eligible

students annually.
- In 2017, SVSU was awarded the Morris Hood Jr., Educator Development (MHED) grant for $326,124 for six years (2017-2023) to increase the number of underrepresented students who enroll in and complete K-12 teacher education programs at the baccalaureate level.

Study Session Initiative

During the winter 2016 semester, a new initiative was engaged specifically for Physiology and Anatomy (P&A) I & II students. This course, required by Nursing and other health-related majors, has high enrollments and is often seen as a challenge to success. This initiative, funded by the Office of the Provost, and the Deans of Science, Engineering & Technology and Health & Human Services, partnered two tutors with the class' professor to hold weekly study sessions on Friday afternoons. These tutors regularly met with the professor to determine what topics should be covered during the study session should there not be many questions from the tutees. SVSU Chemistry department became involved with discussions to implement similar study sessions for their Organic Chemistry classes in 2017. Overwhelmingly, the data from this survey came back in support of these sessions. Both Organic Chemistry 1 and 2 will have corresponding study sessions in the upcoming academic year.

3D.3 The institution provides academic advising suited to its programs and the needs of its students.

UPDATES TO 3D3

As reported in the 2014 HLC Self Study, SVSU offers academic advising through three distinct mechanisms: The Academic Advisement Center (mainly for first and second year students), faculty and degree audit software. The Academic Advisement Center is a centralized office that offers orientations and academic advising to all students. During the 2014 Site visit, reviewers stated that "the institution consider additional resources to support student advisement as a way of improving retention across the institution" (p.45). SVSU had only four academic advisors for the undergraduate population at the time of the visit. Peer mentors were and continue to be used as advisors to incoming first-year students and are trained in general advising and counseling matters.

The office currently has six full-time advisors. In addition, the office employs a full-time First Year Transition Program Coordinator funded by a 5-year grant, a Director of Orientation Programs, who advises half-time; a 6 year funded advisor for Morris Hood Education Preparation Program and the King-Chavez-Parks Cardinal Pathways Program; 1 FTE for advising in Health and Human Services; one half-time advisor in Athletics, and a graduate assistant in the College of Business. Additionally, other staff members also assume advising roles as needed. For example, the College of Education has a full-time advisor/certification officer and part-time advisor for Alternate Certification Students.

There is also a full-time transfer advisor in Nursing (RN to BSN). In 2015, SVSU partnered with the Public-School Academies (Charter Schools chartered by SVSU) to fund a full-time coach/advisor to serve the 100 charter school graduates enrolled at SVSU. SVSU also employs a half-time advisor for pre-professional health programs and provides course release for 2 faculty to advise pre-law and pre-PT students.

Many departments attempt to augment the services offered by the Advisement Center; for reasons ranging from specialized accreditation to faculty choice, some departments have also implemented mandatory faculty advising for their students including Nursing, Music, Health Sciences, Education, Kinesiology and Engineering. In summary, SVSU has significantly enhanced its staffing to support

academic advising.

In 2017-2018, the Advisement Center made changes to maximize staffing efficiencies while maintaining quality advising services for students. The Academic Advisement Center utilizes a swipe-card system for tracking usage and student satisfaction. Almost 90% of students rated the helpfulness and quality of the advising center as good or excellent.

3.D.4 The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

As reported in the 2014 HLC Self Study, SVSU's campus is a source of pride for students, faculty, and staff; it has an excellent physical infrastructure housing its academic functions. SVSU's technological infrastructure, lab space, library, performance spaces, clinical practice sites, and museum collections are all appropriate to its offerings and supportive of effective teaching and learning. The University maintains a high level of instructional technology to further enable effective teaching and learning. Almost all of the traditional classrooms (as well as various conference rooms across campus) are equipped with computers, data projectors, DVD players, internet access, and document cameras, offering faculty access a wide range of teaching tools.

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UPDATES TO 3D4

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The physical campus has grown significantly in the last ten years, with the addition of the Health and Human Services Building, renovation of Wickes Hall and Zahnow Library, and the planned expansion of Curtiss to house the College of Business and Management. In all cases, these projects were based on institutional growth in specific programs and student needs. In addition to the new buildings, the University redesigns or reallocates existing facilities to meet specific circumstances--such as the the new Center for Academic Innovation, Zahnow Library and Business building.

Center for Academic Innovation

As described in Criterion 3, the Center for Academic Innovation (CAI) received a new state of the art space in the new Zahnow Learning Commons for faculty to receive consulting and work collaborative on teaching innovations. A new training classroom was also built for faculty to receive training on online education. In collaboration with IT, CAI created a video lecture room for faculty based on the "one button studio" model. It is equipped with a light board that captures lectures and creates high quality videos.

Rhetoric & Professional Writing & Art/Graphic Design High Impact Learning Spaces

In order to support better interdisciplinary work and provide lab spaces for academic departments, who students relied on the university technology for their assignments, SVSU invested over $150,000 to create 2 Mac Computer Labs for Media Arts/Graphic Design and Rhetoric and Professional Writing students. The space included 30 desktops and an additional 15 computers in a usability lab for testing out web sites—as well as a recording studio. The request from the departments was part of their program assessment and external review, where departments were able to outline the context for their programs, challenges they saw, and how they were trying to meet student learning outcomes.

Geography Major

The Geography Department became a major in 2015. The [Annual Program Assessment](#) reveals that the program and student learning goals for the Geography Department are focused on hands-on education. The new BA in Geography program continues to grow since its establishment in 2015. One of the areas that was cited for potential was GIS. SVSU has two faculty in the area and has provided sabbatical and funding for a third professor to receive a Masters in Urban Planning to strengthen the program. The number of students seeking minors and GIS Certificates also continues to grow. A new lab was built, along with resources to provide state of the art software and equipment (e.g., a research drone) to allow faculty to include hands-on learning experiences in all of their classes.

College of Business and Management

The [$24.8 million addition and renovations for the College of Business and Management](#) will create state-of-the-art classrooms and laboratories to support integrative learning and collaborative team project environments that reflect real-world experiences. The expansion also consolidates various academic centers presently serving the regional business community into one multi-functional space. The addition of various finance laboratory/Bloomberg Trading Room, innovation laboratory (I-Lab) and consumer behavior labs will facilitate students' and regional business leaders' opportunities for advanced learning.

Canvas

[Canvas](#), the Learning Management System, was adopted in 2015. Workshops, best practices sessions, self-paced training and consultations are provided throughout the year to encourage faculty to adopt and effectively use different tools in [Canvas](#) to enhance student learning.

[Approximately 549 instructors](#) are using [Canvas](#) this in Fall 2017, and the latest usage data collected shows that more than 95% instructors (both full-time and adjunct faculty) use some features of [Canvas](#) in their courses. In addition to Canvas, the university provides Echo 360 as a lecture capture tool and this year we added a video lecture production room based on the "one button studio" model.

Library

Based on the 2014 report from [Global Library Consultants](#), the Melvin J. Zahnow Library has undergone numerous changes. In 2016, the existing building was transformed from a traditional library to a learning commons. This $9.5 million project expanded the physical and virtual spaces to include social learning commons, study zones, open flexible spaces, peer assistance and professional support, spaces for student events and activities, multiple technology platforms, furniture based on the learning styles of users, and most important, a dynamic collection of books, journals, and resources that focus on SVSU student academic success and the educational and research needs of SVSU students, faculty and community residents.

The Melvin J. Zahnow Library continues to provides cultural, intellectual, and educational resources. Organizationally, the Library is divided into three units: Administration, Access Services (including Circulation, Technical Services and University Archives) and Research Services. Within the library building is the Gerstacker Learning Commons, which includes the Center for Academic Achievement, the Writing Center and the Math/Physics Tutoring Center, as well as a new testing center and the Information Technology Support Center.

The Library's comprehensive services are for both on campus and remote users. Extensive electronic resources are available by access to online databases and websites. An extensive network of over 45,000 libraries provides interlibrary loan and document delivery services to students and faculty when there is a need to obtain material not in the Library collection.

Information literacy is taught based on the American Library Association's Association of College and Research Librarians (ALA-CRL) Framework for Information Literacy in Higher Education adopted in 2016. Librarians interact with students face-to-face at the Research Center desk, in classroom instruction and online course support, by appointment, and through chat/text/email.

The Library's physical book, periodical and media collections were also evaluated and reduced during the renovation in 2016. The book collection is now 162,676 volumes, not including electronic resources. Electronic book titles continue to increase through subscriptions and patron drive acquisition (PDA). In FY 2018 the collection included 22,114 purchased titles and over 160,000 titles available as PDA or subscription access. Subscription databases, not including those available through the Michigan state government funded Michigan Electronic Library, total 131. The Library participates in a group purchasing program coordinated by the Midwest Collaborative for Library Services, which permits the licensing of several databases at a lower cost than the Library could obtain directly.

Ongoing funding for Library operations and acquisitions is provided by the General Fund budget. Material acquisitions are determined with faculty input, and enrollment information, cost and budget considerations.

3.D.5 The institution provides to students guidance in the effective use of research and information resources.

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UPDATES TO 3D5

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Since the 2014 HLC Self-Study, changes to the Library have created opportunities for SVSU to provide research and information resources that enhance the learning environment for students. Zahnow Library maintains an advisory committee composed of faculty from all five colleges to help assess library services as well as the collection, and statistics indicate that library resources are well-used by students. Program Assessment Reports (2016 & 2017) reveal that research support and library instruction is an integral part of programs. Throughout the academic year, librarians are available to students for research assistance up to 70 hours of face to face contact and another 20 of online support per week. Support can be found at the Research Desk and other campus locations.

In March 2014, taking advantage of the vacant positions and a pending building renovation, the University hired Global Library Consultants (GLC), an external reviewer, to evaluate current library staffing, collections evaluation, budget allocations and space recommendations presented to SVSU in 2015. Taking GLC suggestions into consideration, the Library's organization structure changed to meet the needs of the students and SVSU's academic and research needs areas.

Over the last three years, new librarians were recruited with skill in expanding and developing online/hybrid course support, in creating a sustained assessment culture, in improving access to paid and open access resources, and in closely monitoring resource expenditures. Existing librarians re-focused efforts with first-year experience initiatives and all librarians strengthened liaison relationships with SVSU faculty. These improvements were a foundation for providing SVSU students with excellent research support for not only course needs, but also for developing a high level of information literacy.

In addition to library efforts to provide guidance in the effective use of research, SVSU provides information resource in most majors' introductory and capstone courses. Information provided to students includes significant discipline-specific discussions on finding and evaluating students sources; creating, locating, and evaluating data; following protocols for working with diverse with animal and human subjects, when appropriate; presenting research in oral opportunities and written forms; considering ethical questions tied to research; and addressing issues of academic integrity. SVSU provides students with diverse experience through programs and organizations that address their personal, professional, and academic lives.

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3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3.E.1 Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

As reported in the 2014 HLC Self Study, SVSU creates opportunities for individuals to achieve intellectual and personal development through academic, professional, and cultural programs. SVSU defines co-curricular activities as those that foster academic and professional growth outside the traditional classroom. These are often carried out through Registered Student Organizations (RSOs).

Many co-curricular opportunities are academic in nature and provide students with opportunities to advance their learning and develop professional networks and skills in keeping with the Mission/Vision's language. 25% of the 200 Registered Student Organizations (RSO) identify themselves as academic or professional clubs. Cardinal Sins, a student literary/arts magazine, published twice each year, which provides, "an enriched art and literary community at SVSU" through publication of "the best works students, staff and alumni submit" is one example.

UPDATES TO 3E1

As part of its Mission, Student Affairs seeks to enhance experiential learning opportunities that promote positive student growth and success. [Student Affairs Initiatives]

Student Affairs also supports a variety of co-curricular programs are supported primarily by departments within Student Affairs, which have been identified as signature programs to assess student learning. They include:

- Fraternity and Sorority Life, Alternative Breaks, Community Engagement in Student Life
- Campus Recreation
- Veteran's Day Celebration and 9/11 Heroes Run in Military Student Affairs
- Learning Communities in Residential Life
- Training for students and staff from the Student Counseling Center
- Student Wellness Programs

Additionally Student Affairs works with over 200 Registered Student Organizations (RSO) that include:

- 84 RSOs with a of Leadership focus
- 37 RSOs tied to an academic discipline

- 18 RSOs with cultural focus
- 32 RSOs tied wellness and fitness
- 52 RSOs with special interest

3.E.2 The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

As reported in the 2014 HLC Self Study, SVSU is an institution dedicated to the ideals of excellence in teaching and learning with a steadfast commitment to working with and in support of the larger community, which is clearly articulated in the institution's Guiding Principles. According to the most recent National Survey of Student Engagement, approximately 50% % of SVSU students engage in community service activities through the university.

UPDATES TO 3E2

In 2017, the University created a new Center for Community Engagement (1.D.1) to develop collaborations of mutual benefit to students and the region, to serve as a resource for faculty, students, staff and community partners, and to develop clear and meaningful assessments of engagement. Community engagement activities at SVSU include both credit bearing and non-credit bearing offerings. The absence of course credit in no way minimizes the educational experience students derive from the community engagement work. In both contexts, SVSU seeks to achieve the goals of advancing student learning -- organizations outcomes, engendering civic responsibility, and providing strong support for in locating local and global communities. Representative examples of non-credit and meaningful credit-bearing community engagement offerings at SVSU are provided below.

Community Service

Community Service opportunities Student Life assists individual students and more than 200 student organizations that benefit in locating meaningful community service opportunities that benefit regional, national, and global communities. Community projects are numerous and varied and have included everything from cleaning local parks, to organizing health fairs for older adults, to tutoring K-12 students in under-served locales. Organizations such as the The Latino Awareness Association (LAA) received the distinction of Registered Student Organization of the year for 2017-2018 because of their work with Hispanic Heritage Month. SVSU has been awarded a Campus Compact Award for Battle of the Valleys, an annual fundraiser for charity**.**

Community engagement is also a central component of on-campus living at SVSU. The mission of Residential Life is to "contribute to the academic success, professional development, and personal growth of students by sponsoring leadership and service opportunities." Becoming an involved resident is an important component of each student's transition to adulthood and citizenship. Residential Life provides numerous opportunities that support volunteerism and service within local communities. Two freshman residence programs, the Living Leadership Program and Cardinals in Action, even have an explicit community engagement requirement as an integrated part of on-campus living.

SVSU athletics are strongly committed to community engagement as well. SVSU's athletic department is a member of NCAA Division II. SVSU's athletic community is highly visible in the community and the community contributes thousands of hours of community service to area charities,

schools, and contributes and businesses each year. [2015 Award] One example is the more than 1,000 children a year exposed to higher education through the annual Community Youth Days activities. [2017/18 Flyer]

The Saginaw Bay Area Environmental Science Institute offers unique opportunities for undergraduate science students to address community needs through regional scientific research, education, outreach, and partnerships with key stakeholders at the local, state, and national levels.
SVSU Chemistry faculty and student researchers worked with the Bay County Health Department, Michigan Department of Environmental Quality and the EPA in an effort to implement rapid bacterial testing for local fresh waterways, especially on public beaches.

SVSU Geography faculty and student studied how blight removal a significant factor in Saginaw's drop in crime. Research from the SVSU team showed how demolitions are directly linked to a significant reduction of serious crime in the city.The results that show how major crimes in the City of Saginaw dropped by 80 percent is an essential part of the City's downtown revival.

Service Learning

Although SVSU does not currently have a formal catalog designation for service learning courses, a recent survey found that at least 15% of SVSU faculty actively engage in service learning (at least 10 hours/semester) in their extant courses and as many as 4% of courses offer a service learning component. Service learning occurs in all five colleges and a majority of departments within each college, with programs such as Cardinal Solutions—discussed above. SVSU prides itself on the institutional commitment to outreach. Stories, data, and department information can be found throughout. Representative samples include the following:

- In the College of Arts and Behavioral Sciences, art students work with incarcerated youth to create digital murals for local detention centers; history students archive historical records for area museums and libraries; and rhetoric and professional writing students provide grant writing assistance to local non-profit agencies;
- In the College of Business, students create marketing and advertising materials, develop business plans, and collect market research to assist regional non-profits and foundations achieve their missions more effectively and efficiently;
- In the College of Education, students tutor K-12 students who experience difficulty with reading, interview family stakeholders and conduct community activities to help educators identify ways in which to involve families in student learning, and create and implement lesson plans for special education, early childhood, and K-12 programs in local, regional, and global school systems;
- In the College of Health and Human Services, kinesiology students administer fitness assessment tests in various locations throughout the region; nursing students travel to developing countries to collect data and help local communities develop interventions specifically targeted to their most pressing health concerns; occupational therapy students conduct community needs assessments and present proposals and improvement plans to local health organizations; and social work students organize and operate a family camp that provides social, educational, and support activities for lesbian, gay, bisexual, and transgender parents and their children; and
- In the College of Science, Engineering, and Technology, mechanical engineering students develop assistive technologies for a learning center that provides educational programs for handicapped children; chemistry students work in cooperation with community partners to conduct water quality monitoring and other activities related to Great Lakes stewardship; and biology students work on food production, nutrition, and sustainability projects with local high

school science programs, and math students provide tutoring to undeserved students, and computer science students develop technology solutions to meet community needs.

In addition, community engagement through service learning is a critical component of numerous Programs of Distinction, including the Roberts Fellowship and Foundation Scholars, as well as senior capstones at SVSU. As community engagement is a cornerstone of SVSU's Guiding Principles, the university is committed to ensuring that the community engagement activities offered to students are of the highest quality and educational value. In support of this commitment, in-depth assessment methodologies are being developed and implemented throughout campus in order to better assess the impact on students, the University, and the community. Results from these assessments will be utilized to enhance and continually improve community engagement activities at SVSU. As community engagement is a cornerstone of SVSU's Mission/Vision, the university is wholly committed to ensuring that the community engagement activities offered to students are of the highest quality and educational value.

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3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

SVSU provides high quality education, wherever and however its offerings are delivered. SVSU provides students with diverse experience through programs and organizations that address their personal, professional, and academic lives. Learning outcomes are clearly articulated for degree and certificate programs

In response to the 2014 HLC review team the Graduate Committee developed uniform policies and mechanisms to ensure consistency standards across all graduate programs.

SVSU evaluates the currency and appropriateness of performance levels in its courses and programs through annual program assessment, external review and input from other sources such as advisory boards, employers, and alumni.

SVSU articulates its broadest learning goals in its Mission. Additionally, program specific goals are articulated through the program website and Catalog.

As a response to recommendations from the 2014 HLC review team and in consultation with the Annual Program Assessment Advisory Board (APAA), SVSU updated the Annual Program Assessment (APA) document and procedures to develop a stronger program review process. Web pages, APA, Sponsored Program Annual Reports are some of the indicators that demonstrate the breadth of the scholarly and creative work of SVSU's faculty, staff, and students.

Additionally, APA reports show that most departments and programs have increased their focus on diversity initiatives that have become integral parts of department service learning.

All programs and courses, no matter the location or modality, undergo the same curricular approval processes, have the same learning goals and outcomes regardless of format or location.

As a result of the suggestions from the peer review team, and support quality across all modes of delivery, SVSU created Center for Academic Innovation (CAI) in 2014 as a teaching and learning center.

In its 2014 HLC reviewer report, the HLC evaluation team noted that the general education (GE) program assessment was in need of "significant improvement" (p. 31-32). The GE Committee (GEC) began a process to rewrite course goals as student learning outcomes (SLOs) and worked with an external consultant to engage departments and deans. The GE program will unveil new SLOs in Fall 2018 for adoption the following year. The HLC Team Report also asked that SVSU "revisit its use of the CLA." The GEC worked with several departments to improve results. As stated in the 2014 Self-study, SVSU does not rely solely on the CLA to assess General Education.

SVSU maintains appropriate standards for all instructors of its courses, including part-time adjunct faculty, lecturers, tenure-track and tenured faculty, and endowed chairs. In response to HLC, the institution established Faculty Teaching Qualifications Policy. While SVSU has experienced

reduction of faculty through attrition, it has also focused in substantial hiring in recent years to accommodate growth in HHS, SE&T, and graduate programs, as well as in new programs.

SVSU faculty are current in their disciplines, and receive support for professional development through internal grants, sabbaticals and recognition for excellence in teaching, research, and service through a range of awards. Additionally, since the establishment of CAI, faculty also have access to additional resources to support teaching innovation.

All faculty provide students multiple opportunities to engage in and outside the classroom in individual research and creativity projects or co-curricular activities. As part of its Carnegie Community Engagement Designation, the Center for Community Engagement provides ample opportunities for faculty and students to engage in service learning. Faculty also work with the new Gerstacker Learning Commons to provide office hours and specialized tutoring or in faculty-led sessions in colleges and departments. Additionally, Research Librarians are embedded in online courses and available after hours for students.

From 2014 until 2017, the Student Success Committee consisted of a broad range of administrators, faculty and a student representative engaged in student retention initiatives. One of these successful initiatives is the Freshman Transition Program begun in 2015 for conditionally admitted students. Evidence from the program included an increased retention rate and GPA for students involved in the program. As a result of the Strategic Enrollment Plan focus on retention, the Student Success Committee was reconfigured as the Retention Council. Many of these activities will be continued under this newly formed organization.

SVSU offers academic advising through the Academic Advisement Center (mainly for first and second year students), select faculty interactions, and degree audit software. During the 2014 Site visit, reviewers stated that "the institution consider additional resources to support student advisement as a way of improving retention across the institution" (p.45). To address the concerns, SVSU increased personnel in the office from 4 to 9 full-time advisors (some funded through grants), as well as adding college and program specific advisors.

SVSU's campus and teaching facilities continue to evolve significantly with the renovation of Zahnow Library and planned expansion of the College of Business and Management. With this growth is a concerted investment in state of the art facilities for faculty and students as well as support such as CAI, online education and Canvas. SVSU has also recruited new librarians and IT personnel with skill in expanding and developing online/hybrid course support and access to open resources. These improvements are a foundation for SVSU to continue to provide students guidance in the effective use of research and information resources.

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4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

4.A.1 The institution maintains a practice of regular program reviews.

UPDATES TO 4A1

SVSU conducts two types of academic program reviews: 1) an internal Annual Program Assessment (APA) and 2) External Program Review. In addition to the internal processes, all programs are validated externally through specialized accreditation, when appropriate, or by external academic program review (APR). All assessment is focused on a continuous improvement model of student learning outcomes. As a result of the 2014 HLC Review, SVSU has focused on reviewing and updating the institution's program assessment and review processes. The goal was to integrate the APA process into the development of robust program review to build both a culture of continuous improvement and create more standardized reporting across departments.

Under the leadership of the associate provost, the Academic Program Assessment Advisory (APAA) Board regularly reviews the framework for the annual assessment/ planning documents. The annual Academic Program Assessment (APA) and External review reports are available to the University community through the apr.svsu.edu website and beginning this year through a new portal using a third-party platform (InfoReady).

As stated above, assessment at SVSU is based on continuous improvement. Departments incorporate their findings into an annual planning document that includes resource requests based on outcomes and needs assessments which they submit to their respective college deans. The deans summarize and recommend new initiatives and resources in the context of the college priorities and submit these reports to the provost as part of the college planning documents and annual report. The provost reviews the assessment reports and budgets and, after conferring with the deans, makes resource allocation decisions for the colleges.

These annual planning documents serve as the basis for external reviews. External reviews occur in two forms. As discussed in Section 4.A.5 SVSU maintains specialized accreditation from 13 accrediting bodies. Programs not accredited by external bodies undergo such reviews on a five-year review cycle that began in 2014. In discussions with the Faculty and to better align to external accreditation, the external reviews will move from a 5-year to a 7-year cycle. Additionally, certain academic support offices (e.g., Library) are also externally reviewed.

Based on recommendations from the 2014 HLC review, SVSU made modifications to the Annual Program Assessment and the Academic Program Review, SVSU revisited its language for measuring student learning outcomes assessment process. The process clarified that the program/department should only assess measurable student learning outcomes, linked to the Strategic Plan, and outline how they are measured. These are done annually (APA) and as part of the external program review (APR)

There was wide variety based on interpretations of objectives and goals—where in many cases the department treated them as department goals not student learning outcomes. Additionally, departments were utilizing the assessment instrument as department annual reports—including information on outreach, research, justifications for resources, and even mentoring of faculty and students. After discussion with APAA Board, it was determined that there should be alignment between the external review (APR) and/or accreditation self-studies and the annual assessment of student learning.

In order to strengthen the Academic Program Review, the Associate Provost and Deans meet with departments prior to the scheduled review to walk through the process. Utilizing a systematic approach, there is a focus on student learning outcomes. Other information collected included enrollment data, department challenges, research, student research, adjunct faculty engagement, community engagement, comparison to similar programs, areas for growth and a purposeful examination of diversity and online education.

Early results of this process have shown some improvement in the data/information provided. For example, SVSU biology faculty used the external review and student data from the annual assessment to apply for an internal grant through SVSU's Center for Academic Innovation (CAI) as well as an external pedagogy grant from the National Science Foundation and to develop a re-structuring of the major.

The Math Department's external review revealed that there was a need to review developmental education. The department is a driving force behind the Title III Grant, providing leadership to reduce

time to degree for developmental math students.

The Political Science Department used the external review data to adjust their curriculum, focusing on writing course assessment, online education, pathways to graduate school, and internships.

The Rhetoric and Professional Writing Department used their external review findings to create transfer pathways for community college students and upgrade the usability lab.

The HLC review team also noted that assessment activities in co- or extra-curricular programs were not linked to those in academic programs. With the merger of Academic and Student Affairs in 2014, a more integrated approach to assessment activities across the new Division emerged. A new Associate Provost for Student Affairs was hired at SVSU in 2017 with experience in co-curricular programmatic development and assessment. The 2017-18 Student Affair priorities and action items include a greater emphasis on student learning and partnerships and collaborations with academic colleagues.

Understanding the importance of assessment and accreditation to academic programs, the 2017-2020 FA Contract has provisions for additional release time additional release time for departments undergoing external review (APR). Each of the academic departments appoints an assessment representative who is responsible for coordinating the assessment process for programs within the department and for keeping abreast of assessment activities university-wide.

4.A.2 The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

As reported in the 2014 HLC Self Study, credit is assigned to SVSU courses through the curriculum committee process discussed in section 2.C.4 and in Criterion 3. The Office of the Registrar is responsible for evaluating transcripts of SVSU students applying for graduation to ensure all requirements are met, including Basic Skills, General Education, and other University requirements. SVSU accepts Advanced Placement and International Baccalaureate credit from high schools, based on examination scores. Students may also request credit by examination using the CLEP tests; a full set of scores and equivalencies is available online. Lastly, students may request credit by examination by arrangement with an SVSU faculty member.

UPDATES TO 4A2

In 2017, as part of a larger examination of transfer students and military veterans returning to school, the Offices of the Provost, Registrar, and Military Student Affairs worked with faculty from different departments to evaluate military credit. Students need to have an official Joint Service Transcript (JST) or Community College of the Air Force (CCAF) transcripts sent to SVSU to be evaluated as a traditional transcript and credit will be awarded based on American Council on Education (ACE) recommendations and in consultation with SVSU faculty and policies.

4.A.3 The institution has policies that assure the quality of the credit it accepts in transfer.

As reported in the 2014 HLC Self Study, the University has well-established policies for transfer credit, which are defined in the course catalog. The University also has faculty driven processes for establishing course equivalencies. The Registrar's Office and the Coordinator of Transfer Student

Programs and Services (from the Office of Admissions) work with all community colleges in the state of Michigan to maintain currency of transfer agreements.

UPDATES TO 4A3

SVSU, along with the other institutions of higher education in Michigan, adopted the new Michigan Transfer Agreement (MTA) proposed by the Michigan Community College Association. The MTA was mandated by the Michigan Legislature in Fall 2014 to replace the MACRAO agreement. SVSU has been an active participant in the Michigan Transfer Committee, with the Provost serving as a steering committee member. The Committee is a partnership between the Michigan Community College Association (MCCA), Michigan Association of State Universities (MASU) and Michigan Independent Colleges and Universities (MICU) to develop a new transfer site for the state, work on creating state-wide transfer pathways in the top majors in Michigan beginning with biology, business administration, criminal justice, and psychology.

4.A.4 The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

As reported in the 2014 HLC Self-Study, course prerequisites for all programs are determined by the faculty teaching in the program and are approved through the CAPC/GC/GEC course and program proposal processes described in 2.C.4. The curriculum processes defined in the FA Contract address all aspects of curriculum, including, in a general sense, rigor. The course number implies the level of the course.

Departmental faculty and instructors exercise immediate authority over rigor, both in terms of how courses are designed and how they are implemented. Individual departments identify program-level learning expectations and learning outcomes through their program assessment documents.

General Education learning expectations are stated clearly in the Course Catalog, and the General Education Committee (GEC) course approval and renewal process give extensive attention to those expectations (Preface and 3.B.2). Beginning in 2016, GE Committee developed standards and rubrics to align with AAC&U LEAP Rubrics that led to a change in the student learning outcomes of the General Education Program that will be implemented in 2018-2019. For more in-depth discussion, see 3.B.

SVSU continues to host one dual-credit program for high school students, the Great Lakes Bay Early College. Students in this "four plus one program" (recognized by the United States Department of Education) may earn up to 72 college credits. Students take the same courses as other SVSU students with SVSU instructors, assuring that the coursework is identical in learning outcomes and levels of achievement to SVSU curriculum.

4.A.5 The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

As reported in the 2014 HLC Self-Study, the University has maintained specialized accreditation and programs in areas that are compatible with its educational purposes and long-range strategic planning. In all cases, once accreditation was obtained, it has been maintained without interruption. SVSU currently maintains 13 specialized accreditations. Since 2014, SVSU has received three new

accreditations:

- The education programs successfully received the new Council for the Accreditation of Education Preparation (CAEP) in 2014 after being accredited by the National Council for the Accreditation of Teacher Education (NCATE) previously.
- The English Language Program was accredited by the Commission on English Language Program Accreditation (CEA) in 2015.
- SVSU was selected by the Carnegie Foundation for the Advancement of Teaching to receive its 2015 Community Engagement Classification.

4.A.6 The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

As stated in the 2014 HLC Self Study, SVSU assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships and special programs.

Annually SVSU, with guidance from the National Association of Colleges and Employers, conducts a first destination survey. This also provides SVSU with a standard set of longitudinal earnings data for our graduates over time. SVSU has conducted the Annual Alumni Survey for the past ten years and house the data within the Office of Institutional Research

In accordance with the state of Michigan's higher education appropriations legislation, we also must provide public reports on our website. Graduation outcome rates that include employment and continuing education can be found here.

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UPDATES TO 4A6

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There are some limitations with trying to collect this data as generally a smaller percentage of students respond to surveys. This limitation is not an institutional specific problem as many institutions find it challenging to collect the data and increase response rates as students enter the workforce or move on to graduate study. The Office of Alumni Relations has been working with third party vendors, such as SVSU Connect, a networking tool for alumni to engage alumni. The Office has also solicited affinity groups (e.g., Roberts Fellows or Writing Center Tutors) to increase information on SVSU graduates.

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4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

4.B.1 The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

As reported in the 2014 HLC review, goals for every program are available from departmental websites, making them easily accessible to internal and external audiences, including students and other stakeholders. General Education learning goals are supposed to be on all GE course syllabi, although no mechanism exists to ensure compliance with this expectation. Nonetheless, all of the category goals and objectives are accessible on the university website.

All academic programs' annual Academic Program Assessment and Planning reports are archived on the Academic Program Assessment (apr.svsu.edu) website and published across the department pages for all departments and College websites for those where it is required by accreditation.

UPDATES TO 4B1

As a result of the HLC 2014 visit, there was extended effort across SVSU to improve the Annual Program Assessment efforts. Every academic program now has a clearly stated set of student learning goals and objectives, and their annual reports detail each program's assessment methods. Learning goals and assessment measures also have been established for Basic Skills courses and for General Education at the program, category, and course levels.

The Annual Assessment and planning process calls for individual departments and programs to define and assess learning outcomes. The goal of this annual process is to evaluate program effectiveness and make continuous improvements in student learning.

Utilizing a systemic approach, there was a focus on student learning outcomes as one part of the assessment and department goals and activities as a second part of the assessment. Other information collected included enrollment data, department challenges, research, student research, adjunct faculty, community engagement and a purposeful examination of diversity and online education. Early results of this process have shown some improvement in the data/information provided.

Each of the academic departments appoints an assessment representative who is responsible for coordinating the assessment process for programs within the department and for keeping abreast of assessment activities university-wide. Typically, these representatives are awarded release time to perform these functions.

Beginning in 2015 all non-academic programs in Academic and Student Affairs were assessed annually. This included academic support offices (e.g., Tutoring Centers, Advising Center); Student Services Offices (Career Services); and auxiliary support offices such as Global Engagement, Registrar, and Sponsored Programs. Additionally, Programs of Distinction (Vittito, UGRP) were assessed annually as well.

4.B.2 The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

As reported in the 2014 HLC Self Study, department/program assessment reports, as well as certification and accreditation reports, document that SVSU assesses learning goals regularly.

UPDATES TO 4B2

While assessment of learning outcomes in co-curricular activities was less formalized, SVSU has made a concerted effort as a result of the 2014 HLC review visit to improve how it assesses co-curricular programs. Two examples are Study Abroad and Programs of Distinction. In 2017, SVSU appointed a new Director of Global Engagement to oversee these two areas. The programs were both assessed for the first time in 2015-2016 to gauge their impact, assess if they were meeting their goals and to measure the integration of the programs within SVSU. Two outcomes of the assessment were the development of *Study Abroad 101* to encourage more students to engage in study abroad, specifically to diversify the study abroad population. A second example is the Foundation Scholars Program. Based on data related to the goals of the program, the strategic plan and student needs, SVSU is reevaluating resource allocations to increase support for students who travel abroad, engage with international students on campus and to better focus funding for students engaged in community projects.

Student Affairs is in the process of developing a culture of assessment for student learning. A 2017-18 priority for Student Affairs is to promote a culture of assessment. This past year an assessment committee was formed to articulate a unit-wide vision and expectations for assessment practice to include, the type, frequency, and reporting. [Student Affairs Priorities and Strategies]

4.B.3 The institution uses the information gained from assessment to improve student learning.

As reported in the 2014 HLC Self Study, SVSU uses assessment information to improve student learning, In addition to the analysis of assessment information described in 4A, the Annual Program Assessment requires departments to summarize the "specific actions that have been undertaken to improve student learning." In their reports, departments provide examples of how they have used their assessment data to make appropriate changes to the curriculum or co-curricular activities. Below are three illustrative examples

UPDATES TO 4B3

The College of Arts and Behavioral Sciences   After an external review of the Political Science

Department in 2015, the reviewer discussed that the department needed to rethink its focus and mission in the changing field of political science. The department worked with the Dean's Office to examine the student needs and concluded that there needed to be a more formalized internship experience, focus on writing, and multi-modal learning experiences. The department offers all their courses online on a three-year rotation in addition to face-to-face. The department improved their CI course assessment focusing on the relationship among its courses, building writing skills, and integrating program wide goals into their general education curriculum. The department improved its internship placements focusing on local and state government and research internships for students interested in graduate school. The program also engaged with Continuing Education to provide a clear pathway from the undergraduate degree to the Certified Public Manager program to SVSU's new Masters of Public Administration.

The College of Business and Management   In Fall 2015, based on a recommendation of the Assurance of Learning (AoL) Committee, CBM faculty decided to (1) modify the wording of the current learning goals to focus on "competency" rather than "improvement," (2) establish an internal benchmark of at least 75% of students meeting or exceeding expectations on a learning goal to be used as a guideline for prioritizing the need for, and implementation of, improvements in curriculum, and (3) add a learning goal that focuses on ethics since part of the college's Mission is to "promote and develop an understanding of the effective management of ethical issues, social responsibility, and diversity." The AoL process was discussed with the Dean's Student Advisory Council in Fall 2016. This council is made up of approximately 20 business students. The students' comments generally focused on their need for (1) clarification of the AoL process, (2) more ethics instruction throughout the program or an "Ethics in Business" course, (3) more specific instruction around the unique issues related to Small and Medium Size Enterprises (SMEs), (4) more emphasis on global awareness, and (5) more faculty to include the college learning goals on their syllabi. This feedback was shared with faculty at a college meeting and actions to address them are included in the AoL workplan for 2017-2018.

College of Health and Human Services   In 2016, the Social Work faculty recognized the regional need for an advanced generalist program that was unique and would fill the regional need for more social workers. Faculty worked with the Dean of the College and the Office of the Provost to address the resources required to establish a new MSW. Before proceeding, they were granted permission by the Council on Social Work Accreditation (CSWE). In the Annual Program Assessment, SW addresses programs goals such as work in evidence-based practice, practice according to the ethics and values of the Professions, influence social polices related to justice, affect on people's bio-psycho-social and spiritual functioning, integration of culturally sensitive evidence based practice, and providing the community with professional social work services. After receiving permission from the CSWE to begin the program, the department submitted a program proposal to the Dean and Provost for support of program and resources. The program has been moved to Candidacy by CSWE.

The deans use assessment information in conjunction with their own analyses of enrollment patterns and college-level needs to prioritize staffing and resource requests. With consideration of college-level recommendations and in consultation with the deans, the provost allocates funds based on institutional priorities. Deans discuss the allocations as well as the assessment findings with assessment representatives and department chairs to bring closure to the process.

The Provost's Office maintains spreadsheets showing how resources are requested each year in response to the needs identified on annual planning reports. The Provost's Office evaluates more substantive requests, such as those for new faculty lines or major upgrades in technology, and prioritizes them based on documented need. For example, Colleges of Science Engineering and Technology and of Health and Human Services received new laboratory equipment and increased

budgets for laboratory consumables. In the College of Arts & Behavioral Sciences, the Provost approved the updating of the Usability Lab in Rhetoric and Professional Writing. The Provost also supports ventures such as creating the Ethics Bowl Team and funding the LGBTQ+ Center that is part of the Social Work program. Faculty lines that have opened through retirements in the College of Education and Arts and Behavioral Sciences have been reassigned to areas of significant growth, such as Health Sciences. New lines, for example in new programs--Masters in Social Work and Masters in Computer Science--and growing programs such as Engineering and Nursing have been created in response to enrollment needs.

4.B.4 The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

A new Academic and Student Affairs website highlights resources and workshops sought to incorporate a culture of assessment across SVSU.

The faculty is involved in the assessment process at nearly every step. Faculty members serve on the Academic Assessment Advisory Board that both Faculty develops the reporting instrument and provides assessment workshops. Faculty members within programs develop assessment goals, map those goals to the curriculum, develop assessment methodologies, implement the assessments, programs evaluate the findings, and develop plans for continuous improvement.

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4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C.1 The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

UPDATES TO 4C1

In response to the changing environment of higher education in Michigan, SVSU has defined goals for student retention, persistence and completion that are ambitious but attainable and appropriate to its mission, student populations and educational offerings. Goal 1 in the newly adopted institutional strategic plan emphasizes quality academic programs, student success, improved retention and enrollment stability. [Measures of Success] SVSU has very defined aspirational goals for student retention and completion under Goal 1.2 explicitly stating: Improve first to second year retention rates to 78% and persistence and graduation rates to 50%

SVSU's current retention rate sits at almost 74% with a goal to increase to 78% for the 2018 fall cohort. [Dashboard] This is a significant increase over the past four years, which have moved from about 69% to the 74% referenced above for our most recent entering cohort. In addition, the plan calls for improved persistence beyond the first year which would inevitably increase persistence and graduation rates. SVSU also seeks to improve persistence and graduation rates for students who require developmental education, specifically math, and reduce the achievement gaps between minority students and the general student population. [Remedial Course Retention Rates]

Lastly, SVSU wants to facilitate timely graduation of students through curriculum, scheduling, process and technology. For the current academic year, we have implemented Colleague Student Planning as a pilot enabling students to plan their courses over the duration of four years. In addition, we also track average credits for completion by program and admit status each academic year and monitor accordingly to try and streamline curriculum. [Credits at Time of Commencement]

4.C.2 The institution collects and analyzes information on student retention, persistence, and completion of its programs.

As reported in the 2014 HLC Self Study, SVSU collects and analyzes information on retention, persistence, and degree completion and compares such data to peer and aspirational institutions both within Michigan and beyond. The Common Data Set for 2018 student cohorts for graduation rates and for 2012 student cohorts for first-to-second year retention data demonstrates that SVSU ranks in the bottom third of Michigan Public Universities with regard to six-year graduation rates.

UPDATES TO 4C2

SVSU is committed to improving its persistence and retention rates through shaping of the enrollment profile and providing adequate and targeted services for those who need academic or other support. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data. The Office of Institutional Research in collaboration with the Retention Council has used information on student retention, persistence and completion of programs to drive retention goal setting through our adopted Strategic Enrollment Management Plan. For the first time, SVSU will also be able to create a dashboard to track retention by major so Deans and colleges can use the information to assist them in retention planning, program development and new strategic initiatives. Advanced predictive analytics produced by the Office of Institutional Research has produced individual student retention probability scores, along with empirically showing through regressions the impact additional need based aid allocation has on retaining students.

4.C.3 The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

As stated in the 2014 HLC Self Study, SVSU uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data. Student success, retention, persistence and completion of programs are essential to the health and stability of SVSU. These measures ensure we are meeting our obligation to students who choose to enroll at SVSU and significantly impact our academic reputation.

UPDATES TO 4C3

Strategic Enrollment Management and Retention

Starting in 2012, the Student Success Committee that was chaired by the former Provost and former Vice President of Enrollment Management comprising of members from many student services offices. Detailed statistical analyses led to recommendations based on factors that were predictors of student success and provided the foundation for the set of student success initiatives. [Re-Imagining the Role of Data]

From 2014 until 2017, the Student Success Committee was chaired by the Provost and Associate Provost for Student Affairs. The steering committee consisted of a broad range of administrators, faculty and a student representative, all of whom assisted in coordinating the activities and recommendations of a set of subcommittees. In late 2017, the Student Success Committee was reconfigured as the Retention Council. [2018 Enrollment Management Plan]. The Student Success Committee consisted of several sub-committees and ad-hoc groups that addressed specific issues that impacted retention and graduation. The committees included the Early Intervention subcommittee, the First-Year Experience for Conditional Admits subcommittee, Transfer subcommittee, Achievement Gap subcommittee, the Cardinal Plan subcommittee, the Culture of Success

subcommittee, Scheduling & Administrative Process subcommittee, the Developmental Reading subcommittee, and the International Students subcommittee.

Beginning in 2018, the Strategic Enrollment Management efforts related to retention will be the responsibility of the Retention Council, co-chaired by the Associate Provost and the Associate Provost for Student Affairs/Dean of Students. The Retention Council is charged with overseeing four areas of focus that correspond to strategic retention initiatives and the institutional strategic plan. The Council, focused on increasing retention and student success; will include faculty, academic administration, student affairs staff and administration, academic advising and diversity programs. This group will focus on the classroom experience, student engagement, academic support and closing the achievement gap for minority students. Additionally, the Council will work to improve first year retention, graduation rates, reduction of the achievement gap, and engagement with high impact practices by students. The four areas of focus (sub-committees co-chaired by faculty and student affairs) are:

- Classroom experience focuses on the learning experience for all students in the classroom and working with general education faculty to improve retention.
- Student engagement focuses on developing tactics to improve co-curricular engagement by students.
- Academic support focuses on how academic support services are used by students and developing tactics that will improve how students use services.
- Achievement Gap focuses on reducing the retention and graduation gap between students of color and majority students.

Student Affairs

The 2017-2018 Student Affairs priorities and action items include a greater emphasis on student learning and partnerships and collaborations with academic colleagues. Student Affairs' staff seek to enhance experiential learning opportunities that promote positive student growth and success. Analysis shows that student engagement in co-curricular programs has a positive impact on retention. [Student Success: Retention Committee Report]

External Funding

In 2017, SVSU received three institutional grants that demonstrated SVSU's commitment to improving student retention and graduation. The Title III, Part F: Strengthening Institutions Grant for $3 million for five years (2017-2022), the King Chavez Park Select Student Support Services Grant (4-S) for $804,000 for six years (2017-2023), and the Morris Hood Jr., Educator Development (MHED) grant for $326,124 for six years (2017-2023).

4.C.4 The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

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UPDATES TO 4C4

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As reported in the 2014 HLC Self Study, SVSU's processes for fair reporting and internal and external consistency reflect good practice. SVSU uses standard IPEDS definitions for retention, persistence, and completion. The Office of Institutional Research (OIR) is responsible for collecting, maintaining,

analyzing, and disseminating data relevant to enrollment, retention, persistence and graduation. OIR reports data annually as required by state and federal agencies including the Higher Education Information Database for Institutions (HEIDI) and IPEDS.

In parallel with the development of strong academic programs, the University has devoted significant energy to assuring students' success, both in the early stages of their education and also in their post-graduation endeavors. As stated above, the university has experienced great improvement in student retention and persistence. Based on information from the 2014 HLC review suggestions that SVSU would benefit from an institutional effectiveness approach and office, OIR has been empowered to create a shift in campus culture where faculty and staff are more aware of issues surrounding retention and persistence and place greater emphasis on helping students take advantage of the opportunities the University offers. [Strategic Enrollment Plan].

Sources

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

SVSU demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement. Based on information from the 2014 HLC Visit, SVSU made modifications to the Annual Program Assessment (APA) and the Academic Program Review (APR) . After the report from the HLC Team, SVSU began revisiting how to measure student learning outcomes assessment process.

The HLC Team also noted that assessment activities in co- or extra-curricular programs were not linked to those in academic programs. With the merger of Academic and Student Affairs in 2014, a more integrated approach to assessment activities across the new Division emerged with a greater emphasis on student learning. While assessment of learning outcomes in co-curricular activities was less formalized, SVSU has made a concerted effort as a result of the 2014 HLC visit to improve how it assesses co-curricular programs. Two examples are Study Abroad and the Programs of Distinction. The university has maintained and increased specialized accreditation and programs in areas that are compatible with its educational purposes and long-range strategic planning.

Credit is assigned to SVSU courses through the curriculum committee process The University has well-established policies for transfer credit, which are defined in the course catalog. Departmental faculty and instructors exercise immediate authority over rigor, both in terms of how courses are designed and how they are implemented.

The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes.

As a result of the HLC 2014 Visit, there was extended effort across SVSU to have all academic programs have clearly stated set of student learning goals and objectives and detailed assessment methods. Learning goals and assessment measures continue to be reviewed for Basic Skills courses and for General Education at the program, category, and course levels.

SVSU has defined goals for student retention, persistence and completion that are ambitious but attainable and appropriate to its mission, student populations and educational offerings. In order to create better metrics and to address suggestions from the peer reviewers, Institutional Research has begun taking on the role of an office of institutional effectiveness.

SVSU is committed to improving its persistence and retention rates through shaping of the enrollment profile and providing adequate and targeted services for those who need academic or other support. These measures ensure we are meeting our obligation to students who choose to enroll at SVSU and significantly impact our academic reputation.

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5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

5.A.1 The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Since the the 2014 HLC Self-Study, SVSU has experienced enrollment declines each year since Fall 2011 (8,662 students in Fall 2017 compared to 10,790 in Fall 2011). Despite this almost 20% decline in enrollment, the University has had balanced budgets in each year and has funded new educational initiatives while also increasing reserves and funding deferred maintenance and capital initiatives. This has been accomplished by strategic enrollment management, strategic workforce reduction, business process improvements, energy conservation measures, growth in endowments and gifts and other strategic initiatives. The University remains positioned to support its current programs and to maintain and strengthen them in the future.

<div align="center">UPDATES TO 5A1</div>

Recruitment Strategy

SVSU, through the Strategic Enrollment Management Plan has made a substantial commitment to improve student recruitment. Beginning with the re-structuring of the Undergraduate Admission Office, SVSU has sought to increase awareness and offset the declining high school graduation rates in our local area, by placing three regional representatives in highly populated areas across the southern tier of Michigan where we have not had a strong presence historically. These areas include Grand Rapids, Kalamazoo, Lansing, Ann Arbor and the Wayne/Oakland/Macomb region. Other

initiatives in addition to professional recruiters include students who work as campus tour guides being employed in the evenings as our telerecruiters.

SVSU utilizes a Customer Relationship Management (CRM) system, and beginning in August 2017 a new updated system was purchased. The system allows enhanced communication, including texting to students with a two-way integrated response system. The system is live for Fall 2018 recruitment. SVSU has also emphasized increased international and transfer recruitment.

The admissions office is collaborating with University Communications to unify our university-wide social media strategies. Goals include posting engaging content, enhancing chat functions and daily social media monitoring. A new SVSU Go site was developed to fast-track the admissions process in fall of 2016. SVSU continues to be promoted across multiple media channels primarily in the Flint/Saginaw and SE MI markets. SVSU worked with a Michigan-based marketing agency, to develop an integrated marketing campaign based upon the market research findings. This resulted in the "We" campaign, which was launched during the summer and fall of 2016. The "We" campaign focuses on inclusive language to highlight the institution's friendly welcoming nature, while simultaneously featuring stories about our hard-working, enthusiastic and inspiring students, faculty and staff.

Despite enrollment decline and tightening budgets, SVSU has retained its strong focus on teaching and student needs. A comparison of expenditures from 2013 through 2017 shows the continued commitment of the general fund support to instruction, student services and academic support. It also reflects the emphasis on financial aid which has increased from 10 to 14 percent of the General Fund budget. [Distribution of General Funds – FY13 & FY17] [Financial Aid as 5 of GF Budget]

The new scholarship and financial aid packaging implemented for Fall 2018 will directly impact diversity recruitment and address the need gap that these students experience. The changes involve both reallocating existing resources and a significant increase in aid. The creation of a local Urban & Civic Partnership program has helped significantly increase diversity enrollments from three local schools: Saginaw High School, Saginaw Arts and Sciences Academy and Arthur Hill High School.

Faculty ambassadors have been assigned for each program to help coordinate faculty attendance at large scale open house events throughout the year. Having the opportunity for faculty to engage with students throughout the entire year as they visit campus has been an important part of connecting with students and speaking directly to their own specific academic interests.

SVSU was the host site for the Michigan FIRST Robotics State Competition in April 2017 and 2018. This event has already provided huge awareness opportunities, specifically in school districts where we have low academic perception and awareness.

Additionally, as part of the Strategic Enrollment Management Plan Committee, the Recruitment Council Steering Committee was created to focus on increasing the number of students who enroll at SVSU. It is chaired by the Director of Admissions. The members of that council represent the Undergraduate Admissions, International and Graduate Admissions, Financial Aid, Orientation Programs, University Communications, Housing and Alumni Relations. The Recruitment Council is made up of five subcommittees that will provide tactics and metrics for the recruitment strategies described above. They include: 1) Admission: Undergraduate, Graduate and International, 2) Financial aid, 3) Marketing and Communications, 4) Ambassadors: Alumni, Faculty, Staff and Students, and 5) Diversity.

Fiscal Resources

A portion of the State's annual funding continues to require the University to hold tuition increases to a threshold established by the State. SVSU has continually stayed within the restraints for tuition & mandatory fee rate increases set by the state. In academic year, 2017-2018, SVSU's tuition and mandatory fees came to $9,381, lower than the national average for 4-year public institutions ($9,970), over 6% lower than our next closest competitor and over 31% lower than the state average of about $12,876. [Tuition&Fees_MIUniv_FY18]. The 2018/2019 state budgets provide a little more flexibility in setting tuition, allowing us to increase our tuition by the larger of a set percentage or dollar amount.

While our stated tuition rate is below the average within the state, SVSU's net cost of attendance was in the middle of the fifteen public universities in the state. Some reasons included tuition discount by other universities. As a result, SVSU restructured its financial aid awards by both adding significant resources and reallocating existing resources from merit aid to need-based aid.

SVSU's annual independent financial audit had an unmodified opinion [SVSU Audited Financial Statements] with no discrepancies noted and the federal awards audit had no findings or questioned costs. [2017 Uniform Guidance Reporting Package]

SVSU's financial statements continue to indicate significant positive financial performance in areas such as growth and maintenance of reserves for the general fund and auxiliary operations, growth in unrestricted net assets available for capital projects and academic program enhancements. Unrestricted net assets have grown from $47 million at June 30, 2013 to $70 million at June 30, 2017 (Note I on page 24). [SVSU Audited Financial Statements]

The University is on target to reduce its outstanding debt to $70 million by 2023. Current outstanding debt is $110.2 million down from $127.1 million at June 30, 2013. [Debt Levels] SVSU's FY 2018 General Fund operating budget is approximately $121 million, up slightly from $115 million in FY 2013. Revenue is predominantly tuition and fees ($87 million, 72%) and state appropriations ($30 million, 25%) with approximately $4 million or 3% coming from other sources such as departmental revenue, investment income, gifts and indirect cost recovery. [General Fund Summary FY 2018] SVSU's non-general fund revenue comes from its auxiliary operations, grants, endowments and other resources.

As required by HLC, SVSU annually reports its Composite Financial Index. The institutional Composite Financial Index has increased from 2.2 for 2012 to 3.5 for 2017. These indices, significantly larger than the HLC threshold of 1.1, suggest sound financial health.

SVSU's financial rating provides additional evidence of its fiscal strength. Moody's Investors Service gave SVSU an A1 rating and Standard and Poor's Rating Services recently affirmed SVSU's A(SPUR)/Stable rating [Standard & Poor's Rating Justification].

Following the 2012 severe cuts to higher education funding, the State of Michigan has provided increases in state appropriations in each of the recent years.[SVSU_Appropriations_History] Despite this slight growth in State Appropriations, the University's funding is still primarily dependent on tuition and fees. [General Fund Revenue by Source_FY13 & FY18]

With compensation serving as the largest institutional expenditure, SVSU has been able to maintain quality benefits and manage costs through health insurance caps, salary bench marking and most importantly restrained staffing levels utilizing an evidence-based approach in determining needs for faculty/staff positions. Faculty salary comparison review and the contract with the Faculty Associations have resulted in fair, but not exorbitant, annual increases of 1.9-2% in salary and 3% in

health care contribution caps. The recently ratified contract with the Support Staff (secretarial, clerical, facilities) also resulted in fair annual increases in total compensation of 1-2% in salary, 3% in longevity pay and 2% in health care contribution caps.The University is in the process of implementing a high deductible health insurance plan with a health savings account which should reduce University costs.

Declining enrollment has necessitated workforce reductions and alignments. The University has strategically reduced the number of FTE positions funded by the General Fund Operating Budget from 737 FY1013 to an anticipated 683 in FY 2019. The ratio of staff to students to students remains low compared to other universities in Michigan

To balance the operating budgets, the University has also cut or held constant divisional operating budgets in six of the last seven years. However, flexibility to allocate funds within a division has allowed for appropriate resources in areas of growth. The University refunded $50 million of bonds in 2016 resulting in interest savings of $7 million. The University negotiated a long-term energy contract project to avoid $10 million plus of electricity costs through the year 2036. The University has also realized significant cost savings through collaborative purchasing, energy conservation measures and other and operating efficiencies and process improvement efforts. Utility costs per square foot continue to be the lowest of the State Universities. The University is currently working on the following campus energy initiatives to continue to lower energy costs.

Because of cost containment and operational efficiencies, expenditures per FYES continue to be the lowest among the Michigan public universities.

SVSU Endowments & Other SVSU Foundation Support

The SVSU Foundation handles gifts and endowments. The SVSU endowment grew to $86.2 million as of December 2017 from $62.2 million at June 30, 2013. The Foundation successfully completed the 50th anniversary fundraising campaign, raising over $28 million ($25 million goal). Since then the Foundation has been focused on raising $2.95 million for the Library renovations and is currently in the silent phase of the First for Business Campaign with a goal to raise $15 million in support for the College of Business and Management addition and renovations.

The SVSU Foundation receives all gifts to the University and holds endowed funds. Its Finance and Investment Committee directs investment activity in accordance with the approved investment policy of its Board. The Foundation Board, chaired by the Treasurer, works with an independent investment advisory firm. Endowment investment returns, managed by the Finance & Investment Committee, exceeded the benchmark NACUBO/Common fund returns in four of the last five years and surpassed the 10-year net return.

The Foundation continues to provide support for scholarships, endowed professorships and other programs offering student international travel and leadership opportunities. It also supports strategic community initiatives such as the Osher Life Long Learning institute and the Gerstacker Fellowship Program. [Foundation Annual Report 2016] [Foundation Annual Report 2017]

Grants & Research Funding

The University continues to promote grants contracts and sponsored research opportunities for faculty and students. As noted in the annual report [FY2017 Sponsored Programs Annual report], during FY17 a total of $5.2 million was awarded for research and other sponsored projects compared to $3.3 million in 2012. The University submitted 72 proposals and was funded for 47 (65%) of them.

External funders include foundations & corporations (50% of awards, federal (36.5%) and state (13%) agencies and other institutions (0.5%).

SVSU continues to look for grants that further our strategic initiatives. One key example is the recent Title III grant. received in 2017 for $3 million (2017-2022). Additionally, the grant will help SVSU strengthen fiscal policy by building the Student Success Scholarship Endowment by $1.2 million ($600,000 from grant and a $600,000 match from SVSU) to award scholarships from the endowment to students as a retention tool assisting with the financial burden of higher education.

Human Resources

SVSU has the human resources to support its teaching mission and to maintain administrative units at the appropriate level to meet its strategic initiatives. Due to shrinking enrollments, to maintain balanced budgets, as noted earlier, the University has implemented strategic workforce reduction. Despite this the University has still added positions in select areas where warranted to meet regulatory or accreditation requirements or to achieve strategic initiatives. Examples include adding in-house legal counsel, increasing staffing in Undergraduate Admission and Alumni Relations, adding clinical instructors in nursing and social work, and adding faculty for new computer science and masters of social work programs.

Overall, total staffing has decreased from a high of 1,350 in Fall 2012 to 1,293 in Fall 2017 with additional planned reductions to occur in fiscal 2018-19. [SVSU Staff Count] Full-time faculty have decreased from a high of 312 to 291 or 6.8%, a lower percentage than the current student head count decline.

The Human Resources function plays a key role in various areas of the strategic plan. The University hired a new Director of Human Resources in January 2018. They have also engaged HR Executive Consultant to perform a comprehensive review of the HR organizational structure, process evaluation, performance management and evaluation, and University wide needs analysis to ensure that HR is redesigned to be the strategic partner the University needs to achieve its mission.

In 2016, 2017 and 2018, SVSU was named one of the "*Great Colleges to Work For*" by The Chronicle of Higher Education. The University was recognized in four categories included in the survey. [GCTWF Press Release]

Campus Facilities

The campus facilities are modern, well maintained, and suited to the mission. The campus is a safe and attractive place to learn, work, and live. The development of the campus has been well thought out through a series of Campus Master Plans. Goal 4.2 of the Strategic Plan is to ensure the campus includes state-of-the-art facilities and infrastructure. To ensure sufficient resources for deferred maintenance and new capital projects to meet these needs, SVSU has developed a multi-year Capital Plan. Planned allocations from the General Fund and Auxiliary operating budgets are key components of the funding for the capital plan. [Capital Projects Funding Plan]

Examples of some of the projects since 2013 include:

- Melvin J. Zahnow Library. A major $9.5 million renovation of the 118,000-square foot Zahnow Library and approximately 10,000 square feet of the first floor of the Science East Building.
- Renovation of band room in accordance with accreditation recommendations

- A $24.8 million addition and renovations for the College of Business and Management (Criterion 1).
- Fieldhouse. The new Fieldhouse was completed in late 2014 and provides 153,000 square feet of indoor space that supports varsity, intramural and recreational athletic activities including baseball, softball, football, track, soccer and other field sports.
- Wickes Hall. Wickes Hall was originally constructed in 1969 and received a major, $8 million renovation in 2015. Wickes Hall houses a variety of student services and administrative offices. It is also home to the Board of Control and the Marble Lecture Hall.
- Student Housing. The website Niche has ranked SVSU's residential facilities No. 2 in the U.S. among the 512 public universities included in their annual "Best Dorms" rankings. $720,000 of renovations were recently completed at the Brandimore House. To better meet student preferences, the University recently restructured the room availability in the dorms to allow for more single rooms. Rates were also restructured.

Deferred maintenance continues to represent a growing need for resources and as such plays a significant role in the Capital Plan. Aging infrastructure, such as roofs, chillers, lighting, heating, air conditioning, electrical wiring, etc. requires considerable financial and staffing resources which is why the capital reserves are needed.

The University established the Campus Energy Group, a working group to perform a comprehensive review of campus energy practices, recommend changes and develop a successor strategy for future energy conservation projects. Goals include increasing our use of renewable energy sources, implementing technology that reduces consumption (LED lighting, high efficiency heat pumps) along with utility & operational expenditures. The University was recognized in 2016 and 2017 by Great Colleges to Work For (*Chronicle of Higher Education*) for Facilities, Work spaces and Security.

Technology

Information technology expansion and upgrades continue to be significant. In 2012, the University Information Technology (IT) department worked with Moran Technology Consulting to do a comprehensive assessment of the technology needs of the University. The purpose was to establish IT as a vital strategic partner within the campus community. The University allocated resources and most of the strategic initiatives have been completed or are in process. In 2017, the plan was refocused and aligned to University strategic initiatives.

Select recent enhancements include (reference 5.C.5 for additional technology initiatives):

- Implemented new Learning Management System (Canvas).
- Completed migration to a new email and file sharing platform (Office 365)
- Implemented $2.7 million in WiFi enhancements
- Completed a Network Security Assessment
- Rolled out a Cyber Security Awareness Campaign for staff, faculty and students
- Commenced staff organizational changes of IT to offer IT Support from the renovated Zahnow Library.

To support Goal 4.3 of the Strategic Plan, the Executive Director of Information Technology, in conjunction with the Business Process Improvement Group (BPI) promotes the most effective use of systems solutions, while seeking to improve the flow of administrative information, use of technology and performance-management practices in support of the University's mission and interests."

The Committee for Academic & Instructional Technology (CAIT) is co-chaired by the Associate

Provost and the President of the Faculty Association. The Committee includes representation of 6 faculty, the Executive Director of ITS, Director of Online Education, 3 key ITS staff that work directly with academic technology, and one student. The focus of the Committee is to discuss any issues related to teaching and learning with technology, provide guidance to the Executive IT Committee and Planning Council, and communicate with faculty. In 2017-2018, the Committee reviewed RFPs for extended technology support hours, analyzed data from the new online course evaluation system, and worked on improving integration of classroom technology.

The University formed a Data Governance Committee to establish policies and practices and identify and prioritize data needs as they pertain to mission critical decision making. The committee has finalized its mission and strategic plan. Implementation of strategies regarding data entry standards and protocol is underway.

5.A.2 The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

As reported in the 2014 HLC Self Study, as a state University, there is no superordinate entity to which resources can be diverted. Global resource allocation continues to be done at the executive administration level. This is discussed more fully in 5.A.5. This centralized process continues to ensure that resource allocations support the University's educational purposes and are not adversely affected by elective resource allocations. SVSU continues to provide funding to Athletics to support compensation and operations (3% of General Fund expenditures in FY17) and athletics assistance grants (1.88% of General Fund expenditures in FY17). The University also provides support to the Marshall Fredericks Sculpture Museum, both in terms of compensation and operational support (0.18% General Fund expenditures in FY17) and overhead support (administrative, custodial, utilities, etc.) and capital improvements. However, both Intercollegiate Athletics and the museum support the educational mission of the University.

5.A.3 The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

UPDATES TO 5A3

The goals of the University's Guiding Principles and Strategic Plan were developed through a process that involved input from multiple constituent groups, including faculty, staff, students, and Board of Control members (See 1.A.1). In its Strategic Plan the University articulates how it intends to implement the goals included in the Mission/Vision statements.

The President and his staff report to the Board of Control on the progress the University is making toward meeting its Strategic Plan goals. The plan was adopted in 2017 by the Board, with the first report occurring in February 2018. In addition to the updates from the plan, SVSU has created dashboards (example) that allow the Board of Control to review updates and data. One example is the development of a new Strategic Enrollment Plan (SEMP) in February 2018, which was developed to ensure institutional stability with a realistic and achievable enrollment. This was a primary strategy under Goal 1. The plan was developed by the SEM Committee, chaired by the Provost, and presented to the President's Planning council and the Board of Control. After receiving feedback from senior leadership and the Board, the plan was presented to the campus community in April and May 2018.

As discussed above, the institution has allocated and will continue to allocate resources in support of its fundamental mission. The Strategic Plan- Budgetary Commitments chart lists a few of the General

Fund budgetary commitments that fund various strategic plan initiatives. As elaborated in 5.A.1, the institution has planned carefully for the future, understands the challenges ahead, and has positioned itself well for long-term stability and strength.

5.A.4 The institution's staff in all areas are appropriately qualified and trained.

As reported in the 2014 HLC Self Study, SVSU has developed a series of policies and practices governing the hiring of faculty and staff that are designed to ensure that job candidates are qualified for the position for which they applied. The Human Resources web page lists advertising guidelines and hiring procedures, including recruitment checklists for faculty, secretarial/clerical, and campus facilities positions. Before any position is authorized, an appropriate position description that includes qualifications and experience requirements must be created and approved. Professional development opportunities for faculty and staff are described more fully in sections 3.C.4 and 3.C.6.

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UPDATES TO 5A4

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Goal 2.1 of the Strategic Plan includes various professional development initiatives for all employees. In addition, to ensure we attract and retain qualified employees, Goal 2.4 seeks to align hiring, compensation with peer data to meet our fiscal goals while being competitive. SVSU hired a Director of Human Resources in January 2018, who will oversee this goal and the corresponding strategies. A consultant performed a thorough assessment of SVSU's Human Resources function. Recommendations included:

- When recruiting new faculty and staff, SVSU should seek opportunities to centralize and standardize – especially when it comes to learning how to make the best possible talent decisions and onboard people effectively.
- SVSU should address talent-in-place by introducing 'Talent Reviews' that enable our President's Council and other leaders to better understand and share the strengths and aspirations of those they work with, and to promote career and professional development accordingly in a shared context. This would also address succession planning.
- SVSU should invest in intentional supervisory skill-building as well as leadership development.
- SVSU should overhaul the performance management system. Working towards an effective online tool that helps employees set and work with clear goals and metrics in alignment with SVSU strategy, and enable good training and development planning at the individual and group levels.

Effective for FY18-19, Administrative Professional annual review goals include a reference to the Strategic Plan and opportunities for personal development. [AP Performance Management Form]

In order to ensure high quality teaching and learning in its curricula, SVSU Faculty Teaching Qualifications Policy articulates and maintains minimum qualifications for all instructional staff in all credit-bearing classes.

5.A.5 The institution has a well-developed process in place for budgeting and for monitoring expense.

As reported in the 2014 HLC Self Study and within Goal 4.1 of the new Strategic Plan, SVSU seeks to develop flexible economic planning in an uncertain enrollment environment. As noted in 5.A.1, despite declining enrollment, the University has had balanced budgets in each year by implementing significant budget adjustments and cost mitigation efforts**.** [Budget Reductions] Through careful planning and monitoring the General Fund and Auxiliary have operated with net margins each year.

In addition, the University has funded strategic initiatives and has built reserves. The University implemented a Budget Director position in 2016 to assist with these efforts. Budget to actual reports are updated periodically for select key areas to help to ensure there are no surprises at fiscal year-end.

The General Fund operating budget is approved annually and the Auxiliary budget is approved bi-annually by the Board of Control. Despite the annual nature of the budgets, the University builds its general fund and auxiliary operating budgets with a longer-term horizon in mind. The current capital plan, which was originally a ten-year plan, extends until 2023. The capital plan is reviewed and updated on a regular basis with ongoing feedback.

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5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5.B.1 The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

As reported in the 2014 HLC Self Study, SVSU has a long-standing practice of regularly seeking input concerning governance issues from its various internal constituent groups. The Board of Control participates in governance of the University through policies and procedures defined by their bylaws.

The Board of Control has constitutional and statutory authority for general oversight of the University and to control and direct all expenditures from institutional funds. The SVSU Board operates within the guidelines of the SVSU Board of Control Bylaws that identify the responsibilities this body retains for itself and those responsibilities that are delegated to the University's President.

To facilitate its understanding of University issues, new Board members go through an in-depth orientation. Further, the Board of Control defines two standing committees that advise the Administration on matters under the authority of the Board. These committees generally meet after every regularly scheduled Board meeting and are chaired by University Vice-Presidents. One committee deals with academic, enrollment and personnel issues, while the other focuses on budgets and financing. Sometimes, the subcommittees receive updates on areas of mutual interest. Through this committee structure, Board members interact with the University administration and gain information on matters relevant to their responsibilities, which informs their advice on these issues. Due to its central role in planning and operations, any update of SVSU's Strategic Plan is brought to both standing committees for discussion and review before consideration by the full Board.

Board of Control members often participate in campus life. For example, they are invited and often attend major functions such as the All-University Awards Banquet, Board of Fellows breakfasts, Student Showcase and pre-commencement brunches or dinners where they meet and talk to faculty and staff.

UPDATES TO 5B1

SVSU is a member of the Association of Governing Boards (AGB) which is an American higher education association committed to the improvement of academic governing boards. SVSU Board of Control Members often attend the annual AGB National Conference on Trusteeship.

In 2016, the SVSU Board of Control established an adhoc Dashboard Metrics committee, comprised of four Board of Control Members. The objective of the subcommittee was to develop a dashboard for the Board of Control with high-level strategic measures of success consistent with the University's adopted strategic plan.

In February 2017, these metrics were accepted by the entire board, and a Board of Control metrics dashboard was developed by the Office of Institution Research. The dashboard metrics were designed to provide board members with an on-going detailed understanding of our history and current performance indicators to measure progress.

5.B.2 The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.

The administration models the practice of meeting regularly and sharing information. The President meets with his Planning Council twice a month and usually meets with his full staff semi-monthly. The Provost/VPAA meets with the deans and senior directors monthly (Executive Council, Provost & Deans) and also has individual meetings with them. The Provost/VPAA also meets with all department chairs approximately once per month during the academic year and holds seven open and informal discussion sessions on important topics (example) each semester, for faculty and staff within the Academic and Student Affairs division. Deans meet with department chairs, and department chairs meet with the faculty. The Executive Vice President for Administration & Business Affairs routinely meets with the directors in his divisions, who in turn meet with their units. It is a common practice at the University that in many of these staff meetings the members participate in round tables in which they share information with their colleagues. The Faculty Association contract stipulates four standing committees, the membership of which consists of faculty and administrative staff. In addition to the three curriculum committees and the Professional Practices Committee, faculty serve on ad hoc committees and task forces on issues of academic interest including, technology, online/hybrid teaching, academic success programs, strategic planning, and assessment. Faculty are integral to the planning and implementation of new programs, new policies, and other new initiatives. For example, as part of the Strategic Enrollment Management plan, faculty and staff serve on the recruitment and retention councils to identify strategies and recommend actions.

The Student Conduct Programs contains a section on Student Rights and Responsibilities (Article 2.1). Students serve on curriculum committees, and have participated in the hiring processes for faculty and student affairs staff members. Students participate in grade grievance and student conduct hearings. Students also serve on advisory boards for academic programs, policy bodies, and co-curricular groups.

Issues of broad concern, such as the Strategic Plan, are presented and discussed at multiple open forums allowing input from the entire campus community. Students also have the opportunity to bring issues of concern directly to the President, who holds open forums throughout the academic year.

UPDATES TO 5B2

The Presidents of the Faculty Association and the Student Association served on the Strategic Planning Leadership Team. There was additional faculty representation on most of the Goal teams. The president of the Student Association also served on the Goal 3 team. Team members were encouraged to seek input from others as well.

Student Affairs Leadership Team (SALT) - The Associate Provost for Student Affairs (APSA) meets bi-weekly with the department directors (Campus Recreation, Fitness and Wellness, Military Student Affairs, Multicultural Student Affairs, Residential Life, Student Counseling, Student Conduct, and Student Life to share information and address student affairs issues.

Ombudsman -The Associate Provost for Student Affairs assumed responsibility for this office, which helps students resolves concerns, problems, or conflicts with regards, to University policies, procedures, and decisions. The Ombudsman provides for a confidential and neutral place for students to come to express their concerns.

Student Association - serves as the voice of the student body, and it is their duty to serve the students at Saginaw Valley State University. More information can be found at http://svsu.edu/studentassociation/

The President's Weekly Updates are posted to the website each week and the campus community is notified weekly via email about current highlights at SVSU. A monthly publication called Interiors is sent with longer news features and staff members of the month. The President addresses the campus community in at least two formal settings each year and meets regularly with students in an open forum. The President's staff conducts ongoing face-to-face updates with their teams and the campus community on such topics as strategic plan updates, Enrollment Management, safety and Title IX awareness.

5.B.3 Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

As reported in the 2014 HLC Self Study, when dealing with curriculum and academic policies, there are three standing committees, the Curriculum and Academic Policies Committee, the Graduate Committee, and the General Education Committee, described in detail in 2.C.4 and 3.B. All three committees have membership composed of elected faculty, academic administrators appointed by the provost, and a student representative.

The Professional Practices Committee addresses such issues as promotion, tenure, sabbatical applications, and in rare cases, discipline. This committee's membership is made up of elected faculty and administrators appointed by the Provost.

The University forms ad hoc committees to deal with a number of diverse topics, including assessment, student success and retention, technology, and online and hybrid learning. Each of these committees has members that represent the faculty and the administration.

UPDATES TO 5B3

The University continually seeks to improve business processes, and in 2015 began the use of Curriculog from Digital Architecture to streamline the curriculum and policy development

processes. These processes are contractually defined, but the software ensures that all departments, programs, deans and committees have access to the proposals at appropriate times in the cycle. (See section V.B.2)

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5.C.1 The institution allocates its resources in alignment with its mission and priorities.

As reported in the 2014 HLC Self Study and in previous sections, major planning documents, including the Strategic Plan, the Strategic Enrollment Management Plan, the Campus Plan and others are developed through processes that reflect the values and culture of the university and include broad participation from the campus community.

As stated in Criterion 1 and earlier in this Criterion, the allocation of major resources in the University is a centralized process, with decisions ultimately made by the President in consultation with the Provost/Vice President for Academic Affairs and the Executive Vice President for Administration and Business Affairs, who consider the needs of their respective departments. This process ensures that University resources are distributed in accordance with the institutional mission and priorities. When considering resource allocations, the distribution of funds towards academic and student support functions shows commitment to the mission and awareness that "academic needs do come first." The Academic Affairs unit makes up the majority (70%) of University personnel in line with the Academic Improvement Goals of the Strategic Plan.

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UPDATES TO 5C1

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As explained more fully in 5.A, despite declining enrollment and constrained resources, the University continues to allocate resources to meet its strategic initiatives. [SP - Budgetary Commitments].

To augment University resources to meet its strategic initiatives, the University applied for and received a $3 million federal grant to boost student success and retention.

The Office of Institutional Research is utilizing predictive analytics and generating retention models and survey instruments to identify students who have a higher probability to leave the university. This suite of student success technology that the institution invests in continues to pay dividends as our

retention rates have increased steadily over the past years.

5.C.2 The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

As reported in the 2014 Self Study, processes for the assessment of student learning, program planning, budgeting, and resource allocation in the division of Academic Affairs are well defined and fully described in Criterion 4. All academic departments and support offices within the division prepare annual Academic Program Assessment Reports.

Departments, deans and the Provost/VPAA monitor reports providing enrollment data and credit hour production by college, department, and program to anticipate how these might impact the resource requirements of each college. Academic units utilize enrollment trends to determine what courses and how many sections to schedule to meet student needs and interests.

UPDATES TO 5C2

Since 2015, all non-academic offices reporting to Academic and Student Affairs have employed a formal approach to assessment, evaluation, planning, and budgeting. The Support Offices submit an Annual Program Assessment that asks each office to respond to their mission and goals, relationship to the SVSU Strategic Plan, professional standards and impact on students and staff. Resource requests are included in these assessments, and evaluated and prioritized in the Office of the Provost.

The University Strategic Plan drives planning and goal setting for the Administration and Business Affairs (ABA) division as a whole and each unit within it. Each unit engages in distinct planning processes based on its particular responsibilities. The Information Technology Services (ITS) unit, for example, developed its own strategic plan that guides the operations of the unit. Regular meetings between the unit directors and the Executive Vice President generate decisions and actions related to policy and resources within the specific units. Although the University operates on an annual cycle, requests for resources and personnel within the ABA division may be made throughout the year as the needs of the unit require. The Executive Vice President conducts an annual review of each unit to discuss goals and expectations.

External reviews by consultants supplement internal processes to evaluate such efforts as the strategic use of financial aid, improving the admissions process, innovation in teaching, and human resources to name a few. These external reviews have also provided feedback on the operation of various units in the division, including Information Technology Services, Student Affairs, and Zahnow Library to help improve operations and maximize the use of resources in ways that support student success.

Since 2015, the Office of Undergraduate Admissions, the Office of International and Advanced Studies, the Academic Advisement Center, Career Services and Student Affairs Division have reported directly to the Provost and Vice President for Academic Affairs. The five Academic Colleges, International Programs, Graduate Programs, Institutional Research, Registrar, and the Academic Support Services also report to the Provost. Scholarships and Financial Aid, and Campus Financial Services report to the Executive Vice President for Administration and Business Affairs. Functions supporting Admissions, including Communications, Marketing, Graphic Design, Social Media, Photography, Market Research and Website content report to the Executive Director of Communications and External Affairs. The retructuring of Financial is a clear example of linking planning and budgeting at SVSU.

The AY 2016-2017 total financial aid budget was about $15.4 million with the clear majority designated as merit based. This is quite different from our peer institutions where approximately 40% of their financial aid is based on need. Our historic focus on merit-based aid made it possible to recruit more academically well-prepared students. This strategy was very successful in shifting the nature and composition of the student population, but as college costs have increased and federal financial aid has decreased, the emphasis on merit aid no longer serves the institution well.

5.C.3 The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

As reported in the 2014 Self Study, the University Strategic Plan (2016-2020) and the processes used to develop it reflect the values and culture of the institution. As discussed above, the current plan emerged from the work of the Strategic Planning Leadership Team and the five goal teams. Each committee was composed of a range of stakeholders who also sought input from other internal and external sources.

The University also engages various constituent groups in less formal planning processes, such as the President's regular open forums with students and discussions with members of the Board of Fellows and the Alumni Board.

UPDATES TO 5C3

In 2016, SVSU undertook the challenge to transform the existing Melvin J. Zahnow Library from a traditional library to a learning commons. This project expanded the physical and virtual spaces to include social learning commons, study zones, open flexible spaces, peer assistance and professional support, spaces for student events and activities, multiple technology platforms, furniture based on the learning styles of users, and most important, a dynamic collection of books, journals, and resources that focus on SVSU student academic success and the educational and research needs of SVSU students, faculty and community residents. The project created a new academic Main Street that includes the rich resources of the Learning Commons, but also provides users with access to casual dining services and Starbucks. Within this space, the new Library includes IT Design in the library-supporting innovative spaces, printing, computers and training, the Center for Academic Innovation, Boutell Center for Academic Achievement, Eddy Math and Physics Center, Biology and Chemistry Tutoring Services, the Diane Boehm Writing Center, and the Cardinal Testing Center.

The University is currently in process of a $24.8 million addition and renovation for the College of Business and Management. The competitive business world today demands graduates have experience with collaborative and entrepreneurial work environments and inter-disciplinary problem solving that enhances their skills and knowledge preparing them for local, regional, national and global employers of tomorrow. This capital project will create state-of-the-art classrooms and laboratories to support integrative learning and collaborative team project environments that reflect real-world experiences and consolidating various academic centers presently serving the regional business community into one multi-functional space.

The addition of various finance laboratory/Bloomberg Trading Room, innovation laboratory and consumer behavior labs will facilitate students' and regional business leaders' opportunities for advanced learning. SVSU's vision is to be renowned for innovative teaching, experiential learning and state-of-the art facilities and be the first choice for those striving for personal and professional success. This project embraces the University vision and will enhance interaction with the local and regional business community through dedicated and enhanced environments for The Dow Entrepreneurship Institute, The Stevens Center for Family Business, and The Business Resource and

Development Center. The State of Michigan is funding $9.8 This project benefits both SVSU and the region since in the last five years, 84% of the College's alumni continue to reside in Michigan and 55% live and work in the Great Lakes Bay Region.

5.C.4 The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

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UPDATES TO 5C4

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Enrollment Trends

Opening in 1963, SVSU is the youngest of Michigan's 15 independent public universities. It offers over 100 undergraduate programs and 15 graduate programs, including a doctoral program in Nursing Practice. From 1963 until 2011, SVSU's enrollment grew steadily, with reliable increases nearly every year. This was also a period of significant growth in campus facilities – academic, recreational and residential. It was also a period of growth in faculty and staff, hired to meet the increasing instructional, support and service needs of the burgeoning student body. However, since 2011, SVSU's enrollment has declined every year.

In hindsight, the increase in enrollment between 2008 and 2011 was somewhat surprising, since it was during that period that the number of students graduating from Michigan high schools began its slow, but relentless decline. In fact, during those years, SVSU's market share of high school graduates increased from about 1.47% to 1.62%. However, since 2011, the market share has declined to about 1.1% for Fall 2017.

As a result of that loss in market share coupled with the declining number of high school graduates, SVSU enrollments have declined from a total headcount of 10,790 students in Fall 2011 to 8,662 in Fall 2017. The student credit hour totals decreased proportionately from 125,638 in Fall 2011 to 105,070 in Fall 2017. This represents a 19.7% decrease in headcount over that time period and a 16.4% decrease in credit hours. Graduate enrollments began to decline in 2010 after peaking in 2009. The initial sharp decline in graduate enrollments was a direct consequence of changes in the state requirements for teachers and administrators. Graduate students accounted for 17% of the total headcount and 9% of the total student credit hours in 2009, but are now down to 9% and 5%, respectively.

Undergraduates have always dominated SVSU's enrollment profile, and a great deal of attention is placed on freshman and transfer admissions. As described above, freshman admissions increased until 2011 but have monotonically decreased since then. At the peak, SVSU enrolled 1,776 FTIC's (nearly all were domestic) but by Fall 2017, that number dropped to 1,179. International enrollment of FTIC's have offset that decline somewhat, so that in 2017 the total FTIC number was 1,230, 44% lower than our peak.

The decrease in domestic freshmen reflects decreasing numbers of high school graduates in the state of Michigan. In the period from 2011 until 2017, the number of high school graduates decreased about 6%. International enrollment as a percentage of the total enrollment grew, beginning in 2011, to a high of 9.42% in 2015. Beginning in the Fall 2016 term, SVSU saw an increased rate of visa denials, particularly for male students from predominantly Muslim nations. Despite this, our international enrollments remain at about 7.3%, significantly up from 2011. In Fall 2017, international

students attending SVSU come from 54 countries, with over 80% coming from six countries.

In the development of the Strategic Enrollment Management Plan, SVSU developed a comprehensive enrollment projection model which incorporates the following data:

- Estimate of Fall FTIC based on several optional models (historical, market share, etc.).
- Winter FTIC enrollments (a small contributor).
- Estimate of new Fall and Winter transfer enrollments.
- Estimate of returning undergraduates based on historical retention rates (adjustable).
- Estimate of overall graduate enrollment based on historical trends.
- Estimate of international enrollment based on historical trends.
- Average credit hour load for undergraduate and graduate students.

To verify the calculations, enrollments were calculated for current and past years with high levels of accuracy. However, the value as a predictive tool moving forward will be entirely determined by the assumptions made regarding new students (FTIC, Grad, International and Transfer). The assumptions used for the sustainable size were somewhat conservative; for example, while our goal is to increase international enrollments, the model assumes a decline, reflecting national trends. In order for these models to be meaningful for budgetary purposes, our assumptions need to be carefully evaluated.

Enrollment Modeling led to the conclusion that a reasonable goal for a five-year window will be to stabilize enrollments at the current level of about 8,500-8,600. There are a number of ways to achieve that number. New FTIC enrollments will need to be stabilized at 1,300-1,350 per year. Increasing the diversity of our student body is a priority and we have set goals of increasing by 20% by 2022. Graduate enrollments must increase to 1,100-1,200 per year by 2020. With the development of the new MS in Computer Science, Social Work, and Public Health along with offering the MBA fully on-line, we expect to meet this goal. International enrollments will need to drop no lower than 500 in the next few years. Retention must continue to increase from its current value of 74% (up from 68% in 2011) to reach 78% for the 2018 cohort.

SVSU understands the importance of adapting to changes that can impact revenue (Goal 4.1). The institution has demonstrated its ability to adjust to changes through its balanced budgets, net margins and increased reserves during the recent period of enrollment decline.

5.C.5 Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

UPDATES TO 5C5

As reported in the 2014 HLC Self Study, and understanding that the rapidly changing technology landscape could have significant consequences for the ability of the University to meet its mission, SVSU identified technology-related areas felt needed to be addressed such as printing, the Intranet and Wi-Fi. Additionally, as described in Criterion 4, SVSU has invested in the Learning Management System.

Technology

Printing costs have always been a concern for SVSU. The institution is currently adopting an initiative that to help SVSU manage printers and associated printing expenses. Academic and Student Affairs, Business Services and Information Technology Services have come together on the SVSU

"Managed Print Service" initiative.The overall goals of the initiative are:

- Reduce overall equipment and supply costs associated with printing.
- Improve the level of service quality and response for repairs and maintenance.
- Provide printing capability in the residential areas taking into consideration front desk hours, supplies, availability, etc.
- Provide ability to scan directly to email.
- Simplified printing for on-campus printing from non-SVSU owned devices.

The Intranet project has focused on upgrading the intranet site (my.svsu.edu) to provide SVSU with a platform that supports strong, centrally manageable, efficient internal communication based on the SharePoint platform (my.svsu.edu). Over the past year as part of the institutional student success initiatives and strategic plan, SVSU has sought to:

- improve internal communications (specifically targeted communication),
- improve efficiency in student, faculty and staff workflows,
- make information readily available, updated and (very easily) searchable,
- make it easier to onboard, train and develop new students and employees, and
- transform the culture emphasizing communication and collaboration to:

SVSU has allocated substantial resources in the strategic initiative of WiFi upgrades. SVSU implemented $2.7 million in WiFi enhancements to allow for use of the multiple devices students interacted with, provide the ability to have more flexible learning spaces with laptop carts, and a better overall learning and residential experience for our students.

In addition to the discussion in 5.A.1, technology is continually changing and as a result members of the IT staff are involved in most major committees on campus and many technology initiatives have been undertaken in 2014 – 2018 and vetted with our external auditors annually as part of the audit. [IT Projects 2014-2018]

Facilities

In addition to the CBM addition described above, SVSU is proposing Brown Hall & Science West (instructional facilities) renovations totaling $20 million to update two of the oldest buildings on campus.

Internationalization

The International Programs Office has been focusing on diversifying recruitment initiatives to help off-set the decline in students from Saudi Arabia (KSA). Students fully funded through the Cultural Mission made up approximately 70% of the total international population in 2012. Due to changes implemented by the Mission in 2016, our KSA population, though not as significantly as originally expected, is now 28% of our total international population.

SVSU is working with foreign governments that offer fully funded scholarships similar to SACM (though much smaller in size/scope) such as Bahrain, Argentina, Peru, Qatar and Jordan. A small delegation from SVSU visited these Embassies in Washington, DC in the spring 2018 to meet with each country's respective Cultural and Educational Affairs attaché to try and gain approval for these program.

SVSU also has other recruitment initiatives/strategies, working with a number of agencies based in

the US and abroad to develop pipelines of international students. In addition, the institution has developed articulation agreements in China, Taiwan, Brazil, Argentina, Mexico, Bangladesh, Nepal and Ghana to further internationalize our [campus](#).

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5.D.1 The institution develops and documents evidence of performance in its operations.

UPDATES TO 5D1

As the University's Strategic Plan and evidence highlighted in the current HLC Assurance Argument show; and in response to our last HLC visit, SVSU is committed to identifying areas for development and meeting specific goals related to them that enable the University to realize its mission and vision. The improvements that have occurred across University divisions have resulted from increased inter-division cooperation and more focused attention to outcomes and evaluation, flowing from both internal assessment and external evaluation and review. The benefits resulting from such careful attention to the goals of the Strategic Plan have helped to bring about the culture of assessment, planning, and evaluation that now exists on the campus.

The vice presidents of each division are responsible for developing the assessment and evaluation measures that they use to determine the effectiveness of their respective divisions and how well they are meeting the goals of the Strategic Plan, which are updated annually and presented to the Board of Control. [Strategic Plan 2016-2020 Year-In-Review Executive Summary]

Each year the University summarizes major success indicators in connection with its mission and institutional goals in an annual report. SVSU's Annual Reports contain updates on key areas within the University, including business operations, academic partnerships and collaborations, community and regional collaborations, student life, athletics, arts and culture and facilities. The report also highlights new projects and initiatives and presents multi-year outcomes.

Academic Assessment

The academic units engage in annual program assessment and planning as described in various sections of this self-study, particularly Criterion 4B. In addition, academic departments are periodically reviewed by specialized accrediting agencies or, for programs without external accrediting agency relationships, through an external program review. These reviews ensure that the academic programs are current and meet nationally accepted standards.

Fiscal Evaluation

Annual external financial audits, conducted to review the University's financial operations, provide clear evidence of its sound fiscal condition. SVSU's internal fiscal policies are used to promote fiscal

integrity and sound business practices, including standard accounting procedures and adherence to state and federal policies and procedures. In addition to independent external audits, the University undergoes state, federal, and accreditation audits to document its compliance with policies and procedures associated with investments, financial aid, student academic records, and athletics.

As noted in 5.A.1, SVSU's financial rating provides additional evidence of its fiscal strength. Moody's Investors Service gave SVSU an A1 rating and Standard and Poor's Rating Services recently affirmed SVSU's A(SPUR)/Stable rating, based on SVSU's stable management team with a record of operational effectiveness and consistently positive operating performance. [Standard & Poor's Rating Justification]

Annual Performance Evaluation

The University also seeks to improve its operations through annual performance evaluations of its administrative professional and support staff. Staff members, in consultation with their immediate supervisors, complete Performance Management Forms, indicating their goals for the year and results for each goal. Supervisors review the forms, meet annually with each staff member, and provide written evaluations of each employee's performance. The President, whose performance is reviewed annually by the Board of Control, reviews the vice presidents. Effective for FY18-19, Administrative Professional annual review goals include a reference to the Strategic Plan and opportunities for personal development. [2018-19 AP Performance Management Form]

Institutional Research

The SVSU Office of Institutional Research (OIR) serves as the primary office responsible for providing data and reports to support institutional planning, policy formation, and decision-making. This office manages the submission of data for the various reports as required through Integrated Post-Secondary Education Data System (IPEDS), Michigan Higher Education Institutional Data Inventory (HEIDI), and Common Data Sets.

OIR was traditionally a reporting office, mainly to maintain compliance and to handle general internal ad hoc queries. Historically this was largely survey response work and the majority of the information generated from the office was to fulfill federal and state reporting requirements. Since 2014, with the leadership from the Provost/VPAA, OIR began supporting strategic decision making around campus. Predictive analytics are used to support budgetary enterprises, recruiting strategies and developing models to assist with admissions, financial aid and student success efforts. In addition to this redevelopment the office has incorporated a suite of dashboards and data visualizations that have been released to the campus community in order to bring data to the forefront when supporting university work.

There are five strategic priorities at SVSU, OIR plays a key role in all the five priorities, albeit some larger than others. First, OIR supports the assessment work of all our academic programs and support programs around campus with the empirical evidence and data needed to ensure that these programs remain accredited and that they are of value to the University's mission and the students' needs. Additionally, larger work from the OIR is done in collaboration with the Provost's Office and Division of Academic and Student Affairs around student success initiatives. Data has been one of the main components to drive these success initiatives to make sure support is given to those students who need it the most to impact these success rates. Additional work this year has focused on new transfer students and students who are a part of groups where achievement gaps exist related to retention and graduation rates.

Bench marking, modeling and forecasting has been done through OIR to showcase how we perform (in terms of identified key metrics) against our peer institutions and some of our aspirational goals in terms of enrollment, student academic profile, retention and graduation rates. This has allowed the Institution to make recommendations, modify policy and streamline retention programs to ensure these aspirational goals can be met which in turn would help support enhancement of our institutional reputation and recognition tied to outcome measures related to student success. Financial stability and operational excellence runs hand in hand with enrollment stability and institutional effectiveness/efficiency. OIR continues to meet its new mission, goals, and objectives in terms of the timely fulfillment of data requests, the work completed with external agencies, and, most importantly, the production of the internal standardized data reports and analyses.

5.D.2 The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

The University is committed to learning from its experiences and using information and analysis to make improvements in each of its divisions. Vice presidents review annual internal and external data tied to their divisions and, in discussion with unit personnel, make determinations about how best to improve operations consistent with the Strategic Plan. The President's Planning Council discusses these division plans.

The University demonstrates its commitment to continuous improvement in academic areas through the use of information derived from its annual program assessment and department planning reports, accreditation and external program reviews, and internal data sources. The University has used this information to develop new strategies to address student success, retention, persistence, and graduation rates. At the department level numerous curricular revisions have resulted from the faculty's analysis of student learning data. A fuller discussion is provided in Criteria 3 and 4.

UPDATES TO 5D2

One such area is SVSU's commitment to use resources to enhance the first-year experience for all students, which is essential to the institution meeting its retention goals. This includes broad and substantive changes, organizational structure, personnel, and curricular/experiential learning. As stated earlier, SVSU underwent an organizational change to create Academic and Student Affairs (ASA). This institutional change has increased collaboration in co-curricular programs, community engagement and service learning. The reorganization ensures that a representative group from SVSU, including faculty, students, academic support services, and student life participate in this project. Examples of ASA initiatives for student success include, a 4-Year course planning initiative and adoption of a rolling registration process. SVSU has begun to restructure financial aid by moving substantial dollars from merit to need-based aid to assist more students. SVSU has also invested in curriculum and experiential learning and make a substantial commitment to the development of curricular and co-programs—through institutional and external funding—such as the undergraduate research program and a mentorship program for first generation and Pell-eligible students.

The University has used its resources to adapt to changes in student enrollment. This required "right-sizing" the University, along with implementing appropriate programming initiatives and addressing faculty and administrative staffing as well as facility and infrastructure expansion while maintaining core values, and current standards of operation. The Financial Statements are evidence of the University's sound fiscal condition, showing adequate reserves for future planning, a conservative approach to debt management, and no unfunded liabilities. Most importantly, the evidence reveals

that the University is positioned to take on the upcoming challenges of maintaining its student population at current levels while enhancing student and community experiences. These initiatives are laid out in the current Strategic Plan.

The University has definite and clear data to assess and revise the institution's goals and to define goals for future planning based on realistic expectations and success indicators. The evidence of performance and the information that the University has gained from its assessment and evaluation processes, have continued to allow it to be successful in improving institutional effectiveness, capabilities, and sustainability—overall and in its component parts.

Sources

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5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

The sound financial condition of the University enables it not only to support its current educational programs but to strengthen their quality in the future. The institution will maintain its ongoing core functions, but is well positioned to undertake new initiatives and program enhancements as articulated in the Strategic Plan. The organization and centralized planning and budgeting structures support the mission and educational needs of SVSU's student population, and provide support services for efficient and effective operations. The growth in academic units and academic support services reflects the evolution of the institution to one increasingly focused on retention efforts and persistence to graduation rates. Re-structuring of financial aid and investment in admissions, facilities, and new programs demonstrates SVSU's ability to be flexible in today's higher education world.

The campus infrastructure is well suited for the size of the student population, providing outstanding educational facilities and the amenities college students demand. The campus is well maintained and demonstrates attention to a "green" environment.

Given its sound financial condition, staffing, a well-designed and maintained campus, including a solid IT infrastructure, SVSU is well-positioned to continue to serve its region's higher educational needs. SVSU recognizes the need to compete for a larger market share of students in Michigan, to expand international markets, to increase retention and persistence, and to budget conservatively as it faces the enrollment challenges of the future.

The University has worked systematically to improve its performance. Documented assessments and evaluations have led to organizational changes including the development and enhancement of initiatives to improve functions across all divisions and units. Based on both internal assessments and evaluative consultant reports, these improvements have allowed the University to realize its mission and vision effectively and efficiently and to achieve the goals set forth in the Strategic Plan.

The systematic and integrated planning inherent in the Strategic Plan that has characterized the University for many years has positioned it to be able to maintain its strong academic programs, strengthen its student services, and maintain its fine campus facilities, despite reductions in state support over the past decade. The University remains committed to its Mission/Vision and Strategic Plan and has the resources to continue to serve its region as an intellectual and cultural hub.

Sources

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