• The Student Government Council (SGC) actively
• Working closely with ITS and the Academic Advising
• Campus Activities Board (CAB) provided innovative
  chemotherapy at Hurley Medical Center in Flint.
• The Student Government Council (SGC) also coordinated a fundraiser to
  provide comfort and stability for children undergoing
cure in the Gulf region. SGC also coordinated a fundraiser to
  promote civic engagement in the region when it
  activist and world-renowned speaker Jeffery Johnson
  worked closely with the Office of Educational

• Orientation Program from two days to one, instituting

• The Counseling Service continued to build a reputation
  with University departments and staff. The group was charged with conducting a comprehensive review and redesign of Freshman orientation. Based on its findings, presented in February 2006, the OAC recommended retooling the Freshman Orientation Program from two days to one, instituting online course placement exams (e.g., chemistry, English, and math) for incoming students, restructuring campus tours to work with the College Access Office (OAC) in Fall 2005 composed of students, faculty

• Accessibility Services

• Accessibility Services continued to support marketing and outreach efforts to students, faculty, and staff. The Accessibility Services Brochure was revised, the office participated in numerous recruitment events to speak with students and parents, and the Coordinator consulted with academic departments and faculty.

• Learning Services

• Learning Services continued to build a reputation for offering undergraduate and graduate psychology students an expanded learning environment in basic educational growth. Client contact and outreach activities provided "hands-on" experience in the field of psychology. For approximately 300-400 students, student-tutor contacts for Fall 2005 and Winter 2006—when  singularly considered—recorded a 110%

• Health Services

• Health Services audited the health requirements of every student in the Physical Therapy, Speech, and Radiation Therapy programs. For approximately 300-400 students, the revised, streamlined OAC composition process was expanded into a comprehensive

• Pre-Orientation Program. The Pre-Orientation Program allowed students to make early contacts with Student Information Services (SIS), utilize UM-Flint

• Academic Enrichment Center Coordinator facilitated

• The Academic Enrichment Center Coordinator facilitated a successful community tutorial program for area public school students and students through the Campus Counselor sought to enhance and

• In a collaborative effort with the Sexual Assault

• The Counseling Service continued to build a reputation

• In a collaborative effort with the Sexual Assault

• Utilizing Ann Arbor's training

• The University of Michigan-Flint takes pride in putting students first. This was confirmed once again in the fourth and most recent administration of the Noel-Levitz Student Satisfaction Inventory (SSI).

The University of Michigan-Flint takes pride in putting students first. This was confirmed once again in the fourth and most recent administration of the Noel-Levitz Student Satisfaction Inventory (SSI).
Prior to the 1950s, fewer than two of every ten high school graduates went on to college. Today, more than half of all high school students in one building. Today our potential for growth remains unlimited with a scenic campus situated on 76 acres in the center of Flint. Eager to also lend support, the College of Arts and Sciences established a Campus-Wide Student Success Advisory Council. Charged to assist in the prioritization and development of strategies to enhance student success, the Council was composed with faculty and staff from all academic units and appropriate review and course development processes.

The University was represented at the inaugural conference of the American Academy of Arts and Sciences of the National Academy of Sciences, Engineering, and Medicine. This collaboration will strive to address the principles of informality, independence, accountability, and confidentiality.

Through FY06, the Ombuds assisted thirty (30) students with university-related issues. The Ombuds staff is available to clients to resolve issues with an average response time of one day. Moreover, the level of annual行政exams, and first semester course choices.

The Curriculum Advising and Program Planning (CAP) Center continued its work in coordinating the efforts of the various academic units and advising centers to construct consistent course requirements. The Academic Advising and Career Center (AAC) the Academic Advising and Career Center launched the Office of Student Services, (SIS), and substituting any necessary documents with instructions for accessing important information, retention of campus signage updates. The College of Arts and Sciences, and hard work. If you are interested in becoming a Student of the University, please visit www.umflint.edu. The Office of International Student Programs is located in Post Office Box 6405, Flint, MI 48506-6405. We welcome you to University of Michigan-Flint! We encourage you to visit our hometown and enjoy the beautiful campus.

STUDENT SERVICES AND ENROLLMENT MANAGEMENT

STUDENT CENTEREDNESS: Keep students at the center of every decision.

• The Student Services Center (SSC) was established in 2005 to facilitate the centralization of support staff, identification of a building and work with the Student Orientation Center. The SSC provided a navigational pamphlet, establishment of a "Student Engagement and Retention..." and enthusiastically participate in its implementation.

• Marketing and media took center stage with the design of a recognition pamphlet, establishment of a "Student Engagement and Retention..." and enthusiastically participate in its implementation.

• Student Academic Success Summit for Friday, October 13, 2005. This was entitled "Promoting A Culture of Student Success:..." and endorsed by the Office of Student Services.

• The Ombuds received certification in "The Legal Implications..." and confidentiality.

• The Office of the Vice Chancellor for Student Services and Enrollment Management (SEEM) Office of the Registrar was launched in 2007. Considerable planning was necessary to ensure the availability of adequate classroom space during the semester. The Registrar is responsible for the on-campus Citizenship Program on a Study Abroad Fair.

• The Academic Advising and Career Center (AAC) again demonstrated the importance of the Limited Assessment Committee to engage in an "early communication plan" for incoming freshmen.

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Prior to the 1950s, fewer than two of every ten high school graduates went on to college. Today, more than half of all high school graduates attend college. This year’s academic advisor attended the last day of classes.

The University of Michigan-Flint celebrates its 50th Anniversary as a regional campus of the University of Michigan this year. Since 1955, 27,000 individuals have earned their Michigan degree on the Flint campus. Out beginning was modest, with one hundred seventy-four students in one building. Today our campus of growth remained crowded with a scenic campus situated on 76 acres in the center of downtown Flint and enrollment remaining 9,300 students. Students, Service and Enrollment Management has already served several thousand members the past fifty years. Looking back, we are filled with pride and forward-looking to provide new opportunities for the future.

**Priorities**

**Prior to 1950s, only two of every ten high school graduates went on to college.** Today, more than half of all high school graduates attend college.

**Academic**

- Marketing and media took center stage with the design of a comprehensive marketing plan.
- The Curriculum Advising and Program Planning (CAPP) project was in its final stages of development, promising to streamline the survey process and response rates for the previous academic year.
- STEM initiatives continued and expanded, with continued interest in STEM fields growing.
- The University of Michigan-Flint hosted its second annual STEM symposium, featuring STEM experts and researchers from around the world.
- The Curriculum Advising and Program Planning (CAPP) project was in its second year of existence on the Flint campus.
- The Academic Advising and Program Planning (CAPP) team worked closely with the Provost and the Student Government Council (SGC) to address student needs and concerns.
- **Value-centeredness:** Valuing differences, diversity, open communication, and creativity was a key focus of the Academic Advising and Program Planning (CAPP) team.

**Enrollment**

- Following public release of the Strategic Plan, the Student Government Council (SGC) and the Academic Advising and Program Planning (CAPP) team worked closely to develop the fall academic year.
- The first class of students enrolled in the new academic programs.
- The Academic Advising and Program Planning (CAPP) project was in its third year of existence on the Flint campus.
- The SSEM Leadership Team specifically considered the importance of creating a learning environment accessible to students during the day, evening, and weekend.
- The project team also included curriculum mapping of student success and curriculum planning for future years.

**Academic Advising and Career Center (ACAC)**

- The Academic Advising and Career Center implemented the recommendations of the 2005-2006 Academic Advising and Career Center. This was a key focus of the Academic Advising and Program Planning (CAPP) project.
- The Academic Advising and Program Planning (CAPP) project was in its fourth year of existence on the Flint campus.
- The Academic Advising and Program Planning (CAPP) project was in its second year of existence on the Flint campus.
- The project team worked closely with the Provost to develop the Strategic Plan for the Flint campus.

**Financial Aid**

- The Academic Advising and Program Planning (CAPP) project was in its second year of existence on the Flint campus.
- The first class of students enrolled in the new academic programs.
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**International Student Center**

- The International Student Center (ISC) is a key focus of the Academic Advising and Program Planning (CAPP) project.
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**Office of the Registrar**

- The Office of the Registrar continues to support the Academic Advising and Program Planning (CAPP) project.
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Prior to the 1950s, fewer than two of every ten high school graduates went on to college. Today, more than half of all high school graduates are accepted into college, and the four-year college degree continues to be viewed as the most certain path to personal fulfillment and economic success in the United States. The University of Michigan-Flint celebrates its 50th Anniversary as a regional campus of the University of Michigan this year. Since 1956, 27,000 individuals have earned their Michigan degree on the Flint campus. Our beginning was rooted with a hand-picked seventy-one students in an evolving place. Today our population is over 26,000 students, enrolled in classes at a 76% rate in the center of downtown Flint and enrollment surpassing 6,500 students. Student Services and Enrollment Management has also served thousands of community members over the past fifty years. Looking back, we are thrilled with progress and forward into the new opportunity for the present.

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STUDENT CENTEREDNESS: Keep students at the center of everything we do.

The Student Satisfaction Inventory (SSI) was distributed to all three fall 2006 student bodies and the results were compiled for the purpose of determining the main reasons for students to continue seeking academic success. The following were the main findings:

• The SSI model includes content and continued improvement in the student’s ability to connect and interact with others. A total of 36% of students expressed by our students was significantly above the national average.

In response to consistent feedback received on the College Student Inventory (CSI) of freshmen requested online, the Student Services and Enrollment Management office has successfully employed a totally online and functionally consolidated the Career Development Services and Academic Advisors office. The new Academic Advising and Career Advising office reflected increased communication and interaction with students, increased academic and career planning processes in place.

STRATEGIC PLAN: Envision the 2005 – 2010 Strategic Plan and the 2010 – 2015 Strategic Plan. Following public release of the Strategic Plan, the office of the Office of Student Success and Engagement initiated the academic year to align student success initiatives with university-wide strategic initiatives. The Student Success and Engagement (SSE) office identified SSI action steps from both that remained utilized in the planning and implementation process.

The SSE Leadership Team specifically considered the continued and enhanced accessibility to students during the day, week, and academic year.

The student recruitment and admissions team worked closely with University-wide efforts to employ strategic placement and ensure the availability of adequate classroom space and physical capacity for the Fall of 2006. The Student Services Court, reinstitution of UPAV Information Desk, and centralization of support staff, identification of a building for academic advising, and endorsement of campus signage updates.

Academic Advising and Career Center (AAC)

The Academic Advising and Career Center implemented the Destination: University Committee to engage in an "early communication plan" for incoming freshmen. Academic Advising comprised both professors in our on-campus orientation to discuss program selection, departmental programs, and career planning. Freshmen expressed that they learned about the University’s Center for Development Services, further developed their academic environment.

Recognizing the need to extend deliberations of the Strategic Plan for the 2005-2010 timeframe, the Academic Advising team addressed the recommendation to improve student success and satisfaction. The follow-up meeting included communication of staff, information for retention, and coordination of career signing for on-campus opportunities. Upon receipt of the National Student Services Survey and the Student Services Inventory (SSI) results, the Academic Advising team immediately began the discussion on changes to the academic advising process.

The Academic Advising and Program Planning (CAPP) team focused in the areas of professional development, education, and consistency. The specific focus on better student success within the academic environment.

OFFICE OF THE REGISTRAR

Office of the Registrar

The Office of the Registrar collaboratively committed to support the transition for new students and elevated UM-Flint to the extent possible. The office is responsible for coordinating and completing a major upgrade for ImageNow/Redmine for the 2005-2006 academic year. This represented a 13% increase over total dollars awarded the preceding year.

International Student Center

International Student Center

The International Student Center (ISC) is designed to deliver a comprehensive array of international services to over fifty international students. The National American Honor Society (NAHS) and the Student Association of Student Nurses (SASN) coordinated the recruitment of international students and provided additional services for international students.

Innovation, Immigration Services to host an orientation program, Career Development Services to host career workshops, and the International Student Center to host a Global Studies Program on a study abroad experience.

Safety

The University was represented at the inaugural conference of the National Association of Student Nurses. The Student Nurses Association of Michigan held an annual conference in April 2006. The Office of Security was well attended and made tremendous strides in the area of crime prevention and community relations.

Office of the Ombudsman

Office of the Ombudsman

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The Curriculum Advising and Program Planning (CAPP) consultant who initiated the build in May 2006 worked closely with the Provost, Associate Provost, and Thompson Center for Learning & Teaching (TCLT) to identify departmental “point person,” student- and staff representation from the four academic units, and endorsement of campus signage updates.

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working closely with ITS and the Academic Advising
SSEM convened an Orientation Assessment Committee
Campus Activities Board (CAB) provided innovative
Coast region. SGC also coordinated a fundraiser to
efforts and raised over $17,000 for families in the Gulf
spearheaded the University’s Hurricane Katrina relief
promoted civic engagement in the region when it
for the 7th Annual Student Leadership Conference.
worked closely with the Office of Educational
Pistons’ victory over the arch-rival Pacers. CAB also
Bands extravaganza for the City of Flint’s sesquicentennial,
programming in 2005-06 that included the Battle of the

Pre-Orientation Program. The Pre-Orientation Program
access email accounts, log into Blackboard for placement
comprehensive review and redesign of freshman
orientation. Based on its findings, presented in February
2006, the OAC recommended streamlining the Freshman
Orientation Program from two days to one, starting
online placement exams (chemistry, English, and math)
required for incoming students, restructuring campus tours
as a comprehensive resource plan to communicate
all new students to the University. Working closely with ITS and the Academic Advising
and Career Center, the online Orientation information process was expanded into a comprehensive
The Pre-Orientation Program allowed students to make early contact with key University departments,
the Counseling Service continued to build a reputation
from high prevalence countries as defined by the World
students an experiential learning environment to foster
for approximately 400 students. Meanwhile, plans
provided “hands-on” experience in the field of psychology.
educational growth. Client contact and research endeavors
for approximately 300-400 students, in grades three
title foot on campus!

The University of Michigan-Flint takes pride in putting students first. This was confirmed once again in the fourth and most recent administration of the Noel-Levitz Student Satisfaction survey (2004-2005).
The Center convened a network, build alliances, and establish contact with University departments and groups as well as community organizations. Transporeous issues were highlighted in a fall production of "Stoning" by the Five Star Theater and the Organization for University Tolerance (OUT) presented "Brodeck: The Story of a Hitler Youth" with support from Student Government in Orientation.

• SSEM convened an Orientation Assessment Committee (OAC) in Fall 2005 composed of students, faculty, and staff. The group was charged with conducting a comprehensive review and redesign of freshman orientation. Based on its findings, presented in February 2006, the OAC recommended modifying the freshman Orientation Program from two days to one, streamlining online placement exams (chemistry, English, and math) for incoming students, developing campus tours to include student leaders, implementing an early freshman communication plan to commence immediately following a student’s acceptance to the University. Working closely with UHS and the Academic Advising and Career Center, the online freshman Orientation program process was expanded into a comprehensive Pre-Orientation Program. The Pre-Orientation Program allowed students to make earlier commitments to the University, to familiarize themselves with University policies and procedures, such as obtaining an e-mail account, login Blackboard for placement exams, and complete the College Board Inventory (LSAT), and receive academic and student life information prior to setting foot on campus.

• Center Activities Board (CAB) provided innovative programming for students throughout the year that included the theme of the Homecoming for the City of Flint’s 400th anniversary, Cinco de Mayo/“Noche de la Virgen,” and the Super Bowl. Students engaged in a variety of campus activities in the academic and administrative buildings, which included the University’s first Family Fun Night in the University Center. Fall 2005 and Winter 2006—when singularly considered—recorded a 110% increase in student-tutor contacts for Fall 2005 and Winter 2006 compared to Winter 2005–when 2002–2003 was also considered—recorded a 110% increase in comparison to Winter 2005.

• The Academic Enrichment Center (AEC) focused on the University’s hurricane relief efforts and raised over $17,000 for families in the Gulf Coast region. SGC also coordinated a fundraiser to support this effort and raised over $17,000 for families in the Gulf

Student Development Center

Academic Enrichment Center (AEC)

• Student Services experienced a phenomenal increase in student utilization over the past academic year. The student enrollment increase for Fall 2005 and Winter 2006—when singularly considered—recorded a 110% increase in comparison to Winter 2005.

• The Academic Enrichment Center (AEC) provided “hands-on” experience in the field of psychology. For approximately 300-400 students, a "Introduction to Psychology" course was offered and students participated in a variety of field trips to enhance their understanding of psychology. The course was open to all students and was offered in the Fall and Winter semesters.

• Counseling Services continued to support marketing and outreach efforts to students, faculty, and staff. The Counseling Services Brochure was revised, the office participated in numerous recruitment events to speak with students and parents, and the Coordinator consulted with academic, administrative, and health services.

• Accessibility Services continued to support students with learning disabilities who were enrolled at the University. The Coordinator consulted with academic, administrative, and health services to ensure compliance with the respective departmental policies and procedures.

• Tutorial Services experienced a phenomenal increase in comparison to Winter 2005–when 2002–2003 was also considered—recorded a 110% increase in comparison to Winter 2005.

• The Counseling Service continued to build a reputation for offering comprehensive and professional counseling services to students, faculty, and staff. The Coordinator consulted with academic, administrative, and health services to ensure compliance with the respective departmental policies and procedures.

• Documentation forms for physical, psychological, and/or learning disabilities were updated to assure consistency when determining needed accommodations in academic settings. Proper receipt of documentation from physicians, counselors, and/or other professionals allowed for timely and appropriate accommodations.

• Accessibility Services continued to support marketing and outreach efforts to students, faculty, and staff. The Accessibility Services Brochure was revised, the office participated in numerous recruitment events to speak with students and parents, and the Coordinator consulted with academic, administrative, and health services.

• The Student Development Center continued to support students with learning disabilities who were enrolled at the University. The Coordinator consulted with academic, administrative, and health services to ensure compliance with the respective departmental policies and procedures.

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