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SPRING ADDRESS  
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(as prepared)

I have struggled with what to say today — with what I could say that would be worth your time.

The seven months that Jody and I have been at Sac State have passed incredibly fast.

It has been a rewarding and exhilarating experience.

And I remain convinced that the University must remain student-centered.

Still, I have learned a lot since I ended my Fall Address with the “Rosanne Rossanna Danna/Gildna Radner” pledge “NEVER MIND” — a pledge that I might have to change directions and do things differently once I had been here longer and was more knowledgeable.

Well, I was right.

For instance, as I have gotten to know you and the University and California better, I have learned that the guiding principle that I used to shape my Fall Address doesn’t really fit Sac State.

In my head, only a couple of months away from Texas, as I wrote the speech, I repeated the mantra that had guided me when making decisions in Texas:

“We have one purpose and one purpose only: to graduate as many students as we can, as quickly as we can, with the best education that we can provide them.”

Yes, we do need to graduate as many students as we can as quickly as we can here at Sac State.

Hence, I am going to focus a lot today on our graduation initiatives and our graduation rates.

But I understand better today what it means to be California’s Capital University.

I understand better today what the effects of the so-called Great Recession have had on California, on the infrastructure of our University, on the faculty, and on the staff.

I have learned about the furloughs, the stagnant wages, the lack of large classrooms, the outdated labs, and the peeling linoleum.

I have seen the Periodic Table in Sequoia Hall that is from 1970.

I have seen the women's hair dryers straight from Target that we are using in lieu of Bunsen burners to heat chemicals.

I have watched students crash classes for that one empty seat.

I have been at the soccer matches where we are still using porta-potties.

I have watched the long lines as students and faculty drive onto campus.

And yes, I have seen the cars circling for parking.

I have walked up the four flights of stairs in Amador Hall because the elevator wasn't working.

Oh, we are making progress.

We will have a new state-of-the-art science building, which will begin construction next year.

We will have a new 1,300-spot parking garage, which will go out for bid this year.

We are getting designs drawn to re-engineer the south entrance to campus and to move the bus depot at the north end of campus.

We are hiring 42 faculty — 24 of whom are new faculty lines.

We have hired Jim Dragna to head up, evaluate, and reorganize our graduation initiatives.

We have plans for new restrooms at the soccer fields and to put air conditioning in the Nest — where during the summer when we are having youth camps there, the temperature has risen to as high as 105 degrees.

But making progress is not enough — not enough for a great university like Sac State, not enough for our students or our faculty or our staff or our community.

We need more — but more of what?

I am going to speak in more detail about the governor's proposed budget in a few minutes — but I can tell you that I am very concerned that the governor's proposed budget, while increasing funding to higher education by \$148 million for the CSU system, is still \$100 million short of the system's request.

The proposed budget will only support 200 additional students at Sacramento State.

It contains only \$35 million for deferred maintenance and infrastructure repair for the entire system — for all 23 campuses and the CSU headquarters in Long Beach — \$35 million when

we have a \$2.8 billion deferred maintenance deficit across the system.

What I have really learned in my first seven months is that we are doing too much with too little.

The Graduation Initiative started in 2009.

We currently have reported to the CSU system that we have 33 separate initiatives addressing our graduation and retention rates.

I am not going to list them all for you, but here is a sample:

- Easing Academic Pathways for Academically At-Risk Students
- Upper Division Tutoring Expansion
- Closing the Achievement Gap Through the DEGREES Project
- Remedial Roll Back Project
- Career-Ready Initiative
- Integrated Degree Planning
- Classroom Scheduling Optimization Project
- Retention and Graduation of Enrollment Cancelled Students
- Academic Requirements Tab Marketing Project
- Intrusive Advising Project
- Persist Action Research Project
- Assessing Course Demand and Bottlenecks
- Fortification of the Delivery of Major Advising
- Male Initiative
- Super Senior Interventions and Planning
- First Year Experience Scale Up

I could go on and on — and I would not even touch all the initiatives that we are undertaking to improve our retention and graduation rates.

How do I know that?

Because the initiatives which I have just listed are university-wide initiatives, and in addition to those initiatives, we have required every college and every department to create and publish Retention and Closing-the-Gap Plans.

Yet, even with all these initiatives, even with all this work, we have not moved the needle in terms of our four-year graduation rates for first-time, full-time students and barely moved the needle in terms of our five- and six-year graduation rates.

In 2009, our four-year graduation rates were 8 percent. In 2015, the rates are still 8 percent – yes, we have dropped from the 9 percent rate I referenced in my Fall Address.

Our five-year rates have improved a bit from 28 percent to 32 percent.  
And our six-year rates have improved from 41 percent to 46 percent.

So there has been some progress, though not nearly what we want or would expect with all the hard work and great efforts that are being expended.

Not when we are spending as much as we are spending on the graduation initiative — \$4.7 million on the 33 Graduation Initiatives.

Yet our rates sadly lag behind the average for the 23 CSU campuses: 18.6 percent for four years and 54 percent for six years.

All of which brings us back to the proposed Governor's budget.

That budget is unprecedented in that it contains for the first time a chart of the four-year graduation rates of all CSU campuses.

We are listed at 9 percent — last year's figure.

Where do you think that the 9 percent places us amongst the other 22 campuses?

20<sup>th</sup> — third from last, only Cal State LA and Dominguez Hills are below us — that's with, I repeat, us spending \$4.7 million on 33 initiatives to improve graduation rates.

We are not, and will not, play the blame game and blame our students or our high schools or their high school teachers.

And we are not going to blame the 33 graduation initiatives or ourselves.

But we must be realistic about the world in which we live — a world that expects a lot out of us, that stresses accountability, and that sets goals for us.

The current goals from the CSU system for Sac State are 16 percent for our four-year graduation rates and 51 percent for our six-year graduation rates.

In other words, we are missing our targets by 8 percent and 5 percent.

Am I concerned? Are we all concerned? Yes.

I am even more concerned that the CSU system has set our goals for 2025 as 24 percent for the four-year graduation rate and 60 percent for the six-year graduation rate.

The good news is that we are already surpassing our goals for halving the gap between our underrepresented minorities and other students.

The goal was to cut the gap to 7 percent by 2025, and we are already at 6 percent.

So some of the 33 initiatives, I presume, are making a difference, at least, amongst our underrepresented minorities, but we have a long way to go to hit the 16

percent mark for four-year graduation rate for first-time, full-time freshmen — and even that mark is too low, I believe.

All of which brings us back once again to the Governor's proposed budget.

Performance funding, funding based on meeting performance measures such as graduation rates, is not mandated in the budget.

However, when discussing the Chancellor's student success and completion initiatives, the following sentence appears:

“While the Chancellor's efforts are steps in the right direction, the Administration expects to see continued work in the budget year to advance these reforms, including the adoption of a funding model based primarily on student success that targets additional resources to campuses that are successfully serving the students with the greatest needs.”

In Tennessee, all state funding is performance-based. In many, many states, at least 25 percent of the funding is performance based.

Call it “accountability,” call it “performance-based funding,” call it whatever you want, but whatever the “it” is, it's coming.

And what are some of those performance measures?

The CSU System has announced 16 measures, and they are not all graduation and retention rates:

1. Number of and proportion of transfer students
2. Number of and percentage of new transfers
3. Number of and percentage of low-income students
4. Number of and percentage of new low-income students
5. Four-year graduation rate and four-year low-income graduation rate
6. Four- and six-year graduation rates and four- and six-year low-income graduation rate
7. Two-year transfer graduation rates and two-year low-income transfer graduation rate
8. Two- and three-year transfer graduation rates and two- and three-year low-income graduation rate
9. Two-, three-, and four-year transfer graduation rates and two-, three-, and four-year low-income transfer graduation rates
10. Total number of graduates who are 1) freshmen, 2) transfer students, 3) graduate students, 4) low-income students
11. Percentage of freshmen with enough units to graduate in four years
12. Percentage of transfer students with enough credits to graduate in four years
13. Total funds received divided by the number of degrees awarded

14. Total funds spent on undergrads divided by the number of degrees awarded
15. Average number of all units from all sources accumulated to graduate for freshmen and transfer students
16. Number of STEM degrees awarded

How these measures will be used, we don't yet know.

We at Sac State have tended to emphasize our six-year rates as our primary measure for first-time, full-time freshmen and four-year graduation rates for our transfer students — well, no longer.

We need to emphasize “done in 4” and “done in 2” — it's a moral imperative.

We need to focus on four-year graduation goals for freshmen and two-year graduation goals for transfer students not because of the Governor's budget or the CSU system's targets.

We need to focus on the four-year graduation goals because we must do the right thing.

We estimate that each year of college costs our Sac State students \$24,766.

Every year beyond four for freshmen and beyond two for transfer students has the potential of adding extra debt.

Quite bluntly, it is costing students who are graduating in six years almost \$50,000 more than it costs those students who graduate in four years.

We cannot in good conscience feel good about our students graduating in six years if there is any way that they can graduate in four years — so it would seem that the guiding principle of graduating as many students as quickly as we can should be a good motto for Sac State.

But that principle does not really capture the culture of Sac State — that is what I have learned.

People here at Sac State, the staff, the advisors, the faculty, even those working in the physical plant, care deeply about our students. We are a Hornet Family, a Hornet Family that wants to help our students.

I have heard that sentiment, that desire to help, in the Faculty Senate.

I heard it when I met with the faculty in the Department of Sociology.

I heard it when I ate lunch with the folks in Risk Management.

I heard it when I met with the Friends of the Library.

I heard it when I toured the labs in the College of Engineering and Computer Science.

I am extremely proud to be part of the Hornet Family, because we really are a family.

Given the caring nature of our Hornet Family, I would like to propose a different guiding principle, a principle that fits Sac State, a principle that ran through my head as I contemplated what to say today:

BEFORE WE MAKE ANY DECISION, BEFORE WE ACT, BEFORE WE SPEND A DOLLAR, WE MUST ASK HOW WILL WHAT WE ARE ABOUT TO DO HELP OUR STUDENTS?

HOW DOES IT, WHATEVER "IT" IS, HOW DOES IT HELP OUR STUDENTS?

That should be our guiding principle. That should be what we ask before we do anything.

Still, that question is not enough. I have no doubt that all 33 graduation initiatives are meant to help and are actually helping students.

Because resources, time, and energy are limited, we must also ask:

WILL WHAT I AM ABOUT TO DO HELP THE MAXIMUM NUMBER OF STUDENTS?

We have 30,284 students whom we need to help to graduate in a more timely fashion without additional debt — our initiatives need to touch as many students as possible.

So at the administrative level, our guiding principle must be: WILL WHAT WE ARE ABOUT TO DO HELP THE GREATEST NUMBER OF STUDENTS POSSIBLE?

At the personal level, our guiding principle should be: WILL WHAT I AM ABOUT TO DO HELP STUDENTS?

Obviously, I asked Melissa Bardo to be part of this Spring Address precisely because I wanted the address to be student-centered, which, as I said when I began, I believe that Sac State is and must be.

Yes, we need to do research.

But every research proposal that we write must be preceded by the question: HOW WILL THIS RESEARCH GRANT HELP MY STUDENTS?

Our research proposal volume increased 14 percent last year to \$69.2 million. That's good.

Our research awards increased 21 percent to \$24.7 million and our expenditures increased to \$22 million. That's even better.

Better, I know, because I attended so many research fairs and expositions where I saw faculty and students presenting their joint research results.

Our research goals of submitting proposals totaling \$80 million and increasing our awards from \$24.7 million to \$30 million are laudable, doable, and reasonable, if we remember our guiding principle.

We must remember that our research must be for the benefit of our students — whether it is to help faculty remain on the cutting edge of knowledge to help inform their teaching or whether it is to actually have the students involved in the research.

I have two major initiatives to announce today

1. The creation of a Diversity Office, the hiring of a Diversity Officer, and the establishment of a permanent Diversity Council that will consist of students, staff, and faculty, and that will deal with issues affecting students, staff, and faculty.
2. The refocusing of the Graduation Initiative on a four-year graduation goal for our freshmen and two-year graduation goal for our transfer students.

Both of these initiatives will help the maximum number of students possible.

As the seventh most diverse university west of the Mississippi, 56.5 percent of our students are underrepresented minorities.

Having faculty who look like them, recruiting, hiring, and retaining faculty who look like them, I believe will help our students.

Providing resources for our underrepresented minority students, having discussions about microaggression, about racism, about America's past and its future will help our students.

I do not know what the Diversity Office will look like — I am awaiting guidance from the Diversity Task Force.

But we need to get started by appointing an interim Director of the Diversity Office who will serve for a maximum of one year.

He or she will report to the President's Office with dotted reporting lines to the Provost's Office, Student Affairs, and Human Resources.

The job of the interim Diversity Director will be to shape the office based upon the recommendation of the Diversity Taskforce and discussions with the faculty, staff, and students.

Once the Diversity Office is established, we will have a search for a permanent Diversity Director.

At this point, we do not know to whom the permanent Diversity Director will report — as I said, we need guidance from all involved.

But I do know that his or her charge will be: HOW DO THE DECISIONS THAT WE ARE MAKING BENEFIT THE GREATEST NUMBER OF STUDENTS POSSIBLE?

In the meantime, we have scheduled at least 10 lectures and panels directly associated with diversity.

I am not going to list them all, but here are a few highlights in February and March:

- Feb. 5, the film “Documented”
- Feb. 10, Lecture by Jennecet Gutierrez, a transgender activist from Mexico
- Feb. 19, “Hysteria, Racism, Politics: The Japanese American Experience and the Present” (which will directly speak to Muslims and their experience in America)
- Feb. 25, “Leadership and Conflict Resolution,” a lecture by Dr. Maya Soetoro Ng, President Obama’s younger sister
- March 8, Cesar Chavez Film screening and discussion
- March 9, Lecture by Roxanne Dubar Ortiz, author of An Indigenous People’s History of the United States
- March 16, Lecture by Judge Sonia Cortes

I am most excited by the May 2<sup>nd</sup> event sponsored by Student Government and ASI. It will take place on the Library Quad. And it will showcase all the different cultural clubs that we have on campus.

With the Graduation Initiative, we already have someone to redirect what we are doing — Jim Dragna, who starts on Jan. 27.

In looking at the 33 graduation initiatives, I have learned, as I said, that we are doing way too much without knowing what is working and what is not.

We need to focus our energies and our funding.

As part of the 33 graduation initiatives, this year alone, we are dedicating \$4.7 million to add new advisors and new faculty, to address bottleneck courses, and to support high-impact projects like supplemental instruction, etc., etc.

We need to know what is working and what is not — we need to work smarter and spend our funds smarter, instead of doing more and more with less and less because we are spreading ourselves and our funding too thin.

Jim Dragna’s charge is do an inventory of every project that we have to improve the graduation and retention rates, with a focus on four-year graduation, and then to do a cost-benefit analysis to determine where we have the most benefits for the bucks for the most students.

Some of what I call “little darlings,” our pet projects, will likely be cut, but if we work smart on the right projects, a greater number of our students will receive the help that they need to graduate in four years.

I will be asking Dr. Dragna to make a presentation to the faculty, staff, and students in the fall of next year, and every year thereafter, on the progress that we are making toward our students graduating in four years.

He will report on what initiatives have been eliminated (please note that the elimination of initiatives will not result in the elimination of faculty and staff — we are spread so thin and people are working simultaneously on so many projects that everyone will be retained in positions where they can use their talents).

He will also provide us with data about how we are progressing and with strategic blueprints outlining how we can succeed within the constraints of our budgets.

In short, with the refocusing of the Graduation Initiative on graduating students in four years, we should not just fund what we love or what we think will work. We need to be accountable, and we need to have a plan.

In other words, we need to work smarter and do less but do much better with the less that we have.

Never, never, should our modus operandi be “Do more with less.”  
Our students deserve better.

I am very serious about investing in our students.

The reason that I have chosen not to have an investiture, a recognition of the changing of the guard, is precisely because I want what funds that we do have to be dedicated to our students.

The funds that would have gone into a house for the President are now being invested in the kitchens and serving areas in the dorms.

I invite you to go over there and to see what is being done.

And if I may, I would also suggest that you eat a meal there  
— the cheese enchiladas are amazing.

We have much more work to do if we are going to help our students and improve our graduation rates.

The plan that I laid out in my Fall Address is ambitious, I know. And we have had to adjust it (remember: Rosanne Rosanna Danna) to fit with rules, laws, situations, and history with which I was not familiar when I wrote the address.

We have also had to adjust based on the funding and person-power available.

So how are we doing — how are we progressing?

You deserve, a brief update of my work plan — if the Governor is asking us to be accountable, if the System is asking us to be accountable, then you have every right to ask me to be accountable.

Right now, there are a lot of incompletes, as you will see.

#### 1. Improve graduation rates.

As I mentioned, we have hired the graduation tsar — Jim Dragna.

All degree roadmaps have been completed and are being uploaded in the degree planning software so that our students will be able to see their degree plans on line.

And Platinum Analytics and Ad Astra Scheduler are in place to begin the initial scheduling of classes in the fall.

So in theory, and I believe in practice, by Spring 2017, our students should have the classes that they need without having to rush or crash a course.

On the high school front, we are working with the school districts to adopt our Expository Writing and Reading Course.

I'm thrilled to inform you that I have been told that Sac City Unified School District has decided to implement the course in all of its high schools.

We are finally on our way to reducing the number of Sac City Unified students enrolling in remedial classes, and subsequently graduating them in four years, instead of watching them drop out discouraged by having to take remedial courses.

## 2. Improve retention rates for all four years.

We have initiated our College Ready, Transfer Ready, and Career Ready programs.

We don't have formal, quantifiable results yet, but we do have positive anecdotal evidence.

It may take years to measure success — but we will measure it. As I said, we have implemented class-scheduling software, and starting in the spring of next year, our deans will be receiving reports of how many classes are needed based upon students' degree plans.

And we are hiring faculty for those classes — the aforementioned 24 new faculty this year, and 18 replacements.

I have charged Interim Provost Mike Lee to establish a transparent formula for making decisions about whom to hire in the future based on student/faculty ratios in departments, graduation and retention rates, impaction, overall enrollment, and departmental fit, etc.

We will publish that formula and ask that all colleges and departments use the formula when requesting additional faculty.

Unfortunately, we have not been able to begin the 15 Credit Solution yet, where we would provide students with a \$500 credit for taking 15 units.

We can't begin the program until we can guarantee the students that they will have the courses that they need that apply to their degree and until we have more summer courses (more on that later).

## 3. Reduce time to degree.

We are in the midst of our space optimization survey so that we can make sure that we can offer the courses needed.

Just last week, the library discovered 10 rooms that were not listed on the grid.

We have done a survey of the department chairs and have learned that:

- 72.3 percent of the chairs allow the faculty to teach the class of his or her choice.
- 63.6 percent of the chairs accommodate faculty members' request for day of the week and time
- 71.8 percent of the chairs say that there are not enough large classrooms
- 56.25 percent of the chairs say that they have bottleneck courses in their department

I don't pretend to know what these percentages mean — we need lots more information.

But I do know that we will focus on building more large classrooms and that we will continue to analyze bottleneck courses and prioritize funding to eliminate them.

As to creating a more robust summer, we would prefer to offer a full schedule of courses similar to the academic year.

Hence, we are in discussions about not counting the students in the summer toward our FTE cap.

If we no longer have to count summer students as part of our allotted FTEs, then we will be able to set aside and use State University Grant funds for summer scholarships, grants, and other funding.

#### 4. Centralize data analysis operations.

We are, at best, an incomplete with this initiative.

We have hired a consultant who has created a survey to help us understand the various data centers on campus.

She will be visiting campus and interviewing people in February and March.

We should have a report that will be presented to the President's Cabinet and to the Administrative Council in May.

The actual centralization will begin in the summer.

#### 5. Create a centralized career and internship office to help students find employment.

We have formalized the University's internship policy that clarifies the processes for establishing and monitoring internships.

I have met with multiple chief executive officers of companies and health institutions, and have garnered assurances of cooperation to establish many more internships.

Just a couple of weeks ago, we were able to connect the Social Work Department with the folks at Kaiser Permanente who have a very serious need for more social work interns.

And University Enterprises Inc. has greatly increased its California Interns Program with a goal of securing 1,300 interns.

We have not, however, made any progress in centralizing the career efforts on our campus.

We need to focus more on this effort so that our students are working more on campus and less off campus while in school.

#### 6. Start a campus-wide discussion of impaction.

The discussion has begun — Chevelle Newsome is heading up a task force that is looking into the nine impacted programs and the effects of impaction on our students.

We have discovered the obvious: Students drop out because of impaction — when they can't get into an impacted major, when they find out that they can't become a nurse.

The nine impacted programs enroll 6,600-plus Sacramento State students, and we have two possible partial solutions for the many, many students who cannot get into these impacted programs.

As one possible solution, we are considering integrated enrollment where all students must enroll in a premajor immediately upon enrolling at Sac State.

Another possible solution that we are considering is the creation of a Discovery College — a university college — where all undeclared students are enrolled and where they will receive advisement regarding possible majors.

All in all, the impaction discussion is still a work in progress.

#### 7. Ensure Sac State is a great place to work.

This initiative requires a major “Rosanne Rosanna Danna” NEVER MIND on my part.

We had intended to create a task force to come up with recommendations regarding the findings in the various climate surveys.

I have since learned that some believe that the surveys are representative of the actual social climate at Sac State.

We are back to zero on this initiative and are in the very early, very initial process of creating new, more effective surveys with faculty and staff input that we will be able to use to improve the University.

#### 8. Expand community outreach.

I am proud to report that everyone on the President's Cabinet is on at least one civic board.

I am personally serving on the Greater Sacramento Area Economic Council, the Metro Chamber, Valley Vision, and the alumni boards.

I have spoken at I don't know how many chambers of commerce and Rotary Clubs.

We are out there and involved, but we have not completed other initiatives that I mentioned in my Fall Address.

Largely because we have not centralized our data centers, we have not renewed and expanded Sac State's economic impact study.

Nor have we completed an assets analysis and program map — an Academic Program Needs Assessment of the Sacramento Region.

We also have not established a Distinguished Speakers' Series — though I am delighted with the panels and speakers that I mentioned earlier.

Obviously, more work needs to be done with expanding our community outreach efforts.

First and foremost, we have to decide who will coordinate these efforts and to whom that person will report.

#### 9. Increase fundraising.

We have launched Sac State's first Comprehensive Campaign — we are in the middle of interviewing the campaign's executive committee and identifying its chairs.

Jody and I have been having at least one dinner for donors per week at our house.

I have averaged two lunches with donors per week.

And I have put on 20 pounds.

We have also reinvigorated the President's Circle, raising funds for the student emergency fund, food pantry, study abroad, and student travel.

We are seeing a tremendous increase in the number of legacy donors — folks who are putting Sac State in their wills.

The Power of a Thousand Hornets is real — donor after donor is giving \$1,000 to build the new arena.

One donor gave us \$750,000 dollars for the events center.

The events center will happen.

The science building is happening, and we are just beginning a campaign around naming rooms much like we did for Folsom Hall.

Hornet pride is driving the comprehensive campaign, and more and more of our alumni are getting involved.

But we cannot take our feet off the proverbial pedal.

Yes, I have a work plan, but one always has a lot more to do than just the items listed on the work plan.

Please let me end with three to-do's that my team and our University will be tackling in the coming months.

First and foremost, we have to hire a Provost.

We will have finished selecting a search committee by Jan. 28.

Candidates should arrive on campus in early May for interviews and an open forum.

We hope to have the Provost selected by late May and to be here on campus by July or August, depending on his or her availability.

I am very grateful for everything that Ali Izadian as Interim Vice President of Administration, Stacy Hayano as Interim Chief Financial Officer, and Mike Lee as Interim Provost are doing to help during the transition.

Second, as we continue to bring a global perspective to the University, we need to continue to support the Office of International Programs and Global Engagement.

We are creating a Task Force on Internationalization that will examine how we can increase study abroad and how we can make it easier for our students in the English Language Program to matriculate at our University.

We also need to look at our international programs and our international admissions process.

Third, and most importantly, we are beginning a new budget cycle.

We will continue to use the University Budget Advisory Committee to vet funding requests, but we are asking them to do so using a set of priorities.

To establish those priorities, I am asking the Faculty Senate, Staff Assembly, and Student Government to send me their funding priorities.

I am also having a day-and-a-half-long meeting at the Julia Morgan House with my Cabinet to discuss what we believe the University's funding priorities should be.

I know that, for me, safety, sufficient classes with sufficient faculty, student success initiatives, the downtown campus, and the aforementioned Diversity Office and diversity initiatives are high priorities, but I am open to advice and changing my mind.

We will also be asking each college and each division to do budget presentations to the Cabinet.

A member of the Faculty Senate, the University Staff Assembly, and Student Government will also be invited to attend these presentations.

The intention is not to budget solely based on FTEs and All University Expenses, but rather to budget based upon needs, priorities, and innovative ideas.

I want to thank you for being here today — thank the faculty for their dedication to their students, their profession, and the University; thank the staff for making this University run, for making it successful, for making it beautiful; thank the students who are planning on and will actually be graduating in four years so that those 3,600 students who we didn't have room to accept will be able to get a great Sac State education; and finally thank the donors, well, for being donors, for being such generous, caring supporters of our students.

SAC STATE IS NUMBER ONE; STINGERS UP!