

Grand Valley State University Strategic Planning 2010–2015 Annual Progress Report for 2013

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Background and Context

Grand Valley State University's mission is to educate students to shape their lives, their professions, and their societies. Since 2009, the institution has actively pursued a model of strategic planning to facilitate the achievement of its mission.

Grand Valley's current planning cycle began with its Board of Trustees' approval of the *Grand Valley State University Strategic Plan 2010–2015* in 2009, followed by resource allocation, implementation, and assessment activities conducted institution-wide, starting in 2010 through 2013 and planned for continuation through 2015. This plan comprises eight key goals and 63 objectives, with each objective's anticipated achievement or completion date specified.

Monitoring and Reporting Progress

The principal components of the Grand Valley's strategic planning process are: a) monitoring the annual progress made toward the achievement of each objective; b) analyzing and compiling an annual report of monitored results; and c) annually disseminating strategic planning progress reports to the institution's stakeholders. Six reports on the institution's progress are planned: one following each year of implementation, monitoring, and analysis activities.

This report is fifth in the series, covering the period January 1, 2013 through December 31, 2013. It is based on data provided by all colleges, divisions, and units across the Academic and Student Affairs Division of Grand Valley, as well as by the institution's other administrative divisions.

Summary of Findings

In 2013, activities across the institution were increasingly driven by and aligned with the institution's overarching strategic planning goals and strategic assessment results, as well as by every unit's individualized strategic plan. As in 2012, all units updated their strategic plans, which are consistent with the strategic plans of their colleges or divisions. In addition, the strategic plans of the colleges and divisions were modified, as needed, to maintain alignment with and provide ongoing support for the attainment of objectives in the *Grand Valley State University Strategic Plan 2010–2015*.

Also as in the year previous, Grand Valley's budget proposal, approval, and monitoring activities continued to be more strongly driven by the institution's strategic plan objectives. In 2013, budget requests were routinely analyzed in terms of their relationship to this plan.

In 2013, Grand Valley maintained substantial forward momentum toward its previously unmet annual objectives and the 15 objectives it is working to achieve over the full six-year planning period.

Ongoing progress was made on two 2010 annual objectives that were not previously met, as well as substantial progress on the remaining two unmet 2011 annual objectives.

Of the unmet 2012 annual objectives, Grand Valley met one of these fully, made substantial progress on four, substantive progress on one other, and progress toward the attainment of two others could not be assessed in 2013.

Of the twelve 2012 sub-objectives that were not fully achieved in 2012, one was fully met in 2013, four were not reported on, four were substantially met, and three remained unmet.

In terms of the institution's 15 continuing objectives, nine were totally achieved as of December 2013; substantial progress was reported on four of the continuing objectives not yet fully attained; and two objectives could not be assessed and are not reported on this year.

Grand Valley focused on attaining two annual objectives in 2013: 1) making progress on all annual objectives not yet reached and 2) making measurable progress on the continuing objectives not yet reached. The institution maintained a high level of performance on all continuing and annual objectives met in previous years.

Grand Valley's Strategic Goals and Objectives

Goals. The eight goals of the Plan 2010–2015 provide a framework for the strategic resource allocation, implementation, and assessment activities of the institution. These goals are listed below:

Goal 1: Grand Valley is a comprehensive university grounded in the tradition of liberal education with well integrated undergraduate and graduate programs appropriate to its Carnegie classification as a "Master's Large" institution through which students earn accredited degrees.

Goal 2: Grand Valley provides a rich inclusive learning and working environment that attracts, retains, and supports a diverse community.

Goal 3: Grand Valley provides a student-centered liberal education experience that fosters academic success and prepares students for careers through degree programs at the graduate and undergraduate level that have clearly defined learning outcomes and a rigorous level of academic challenge.

Goal 4: Regular and rigorous assessment results inform decision-making at Grand Valley.

Goal 5: Grand Valley has the human resources and the physical and pedagogical infrastructures it needs to promote effective learning and teaching in all disciplines, at all levels.

Goal 6: Grand Valley educates well-prepared and well-rounded graduates who positively contribute to West Michigan, the state, the nation, and the world.

Goal 7: *Grand Valley's stakeholders are aware of and supportive of the university's financial decisions.*

Goal 8: *Grand Valley has extensive relationships with current and new constituencies that lead to these constituencies' involvement with, participation in, support of, and contribution of resources to the university community.*

Objectives. Some 63 specific objectives are aligned with Grand Valley's eight strategic goals. A full description of each objective is available from the university's strategic planning website www.gvsu.edu/strategicplanning/. Forty-nine of the specific objectives are annual in character — they are expected to be met in a specific year between 2010 and 2015. Fifteen of the objectives are continuing in character — some progress toward achieving them is expected to be made every year, until they are fully met and no further efforts are required to sustain the institution's achievement.

Figure 1 shows the year during which the institution expects to achieve each of its 63 objectives during the six-year span covered by the current strategic plan.

Table 1: Strategic Objectives Over Time, 2010–2015					
2010	2011	2012	2013	2014	2015
1.1, 1.2, 1.7, 1.10, 1.11, 2.4, 2.8, 7.3	1.8, 1.12, 1.13, 7.2, 8.3	1.3, 1.4, 1.9, 2.1, 2.7, 3.1, 3.3, 3.5, 4.2, 4.3, 4.5, 5.1, 7.8	3.2, 5.3		1.14, 2.2, 2.3, 2.6, 3.4, 3.6, 4.1, 4.4, 5.2, 5.4, 6.1, 6.2, 6.3, 7.5, 8.1, 8.4, 8.5, 8.6, 8.7, 8.8
<p style="text-align: center;">CONTINUING OBJECTIVES PROGRESS TOWARD ACHIEVING THESE OBJECTIVES IS EXPECTED EACH YEAR 1.5, 1.6, 2.5, 4.6, 4.7, 4.8, 4.9, 6.4, 7.1, 7.4, 7.6, 7.7, 8.2, 8.9, 8.10</p>					

In 2013, the institution continued its efforts to meet the 2010 through 2012 objectives that previously had not been attained, as well as worked to achieve the two specific objectives of 2013 and make good annual progress on the continuing objectives that remain key to Grand Valley's forward progress. This report provides an update on the previously unmet 2010 through 2012 annual objectives, a description of the institution's progress toward meeting the 2013 annual objectives, as well as an update of its progress toward meeting the continuing objectives that had not yet been achieved or that remained a driving force for specific institutional efforts in 2013.

The 2010 Annual Objectives

Substantial Progress Made on 2010 Objectives in 2013. In the past year, **substantial progress** continued to be made on the 2010 objectives that were not completely met in previous years.

1.10 all community engagement efforts on campus are well documented and coordinated.

The previous progress toward reaching Objective 1.10 made in 2010 through 2012 continued in 2013, with substantial gains attained and documented in 2013. Steps included design of an online, searchable partnership data collection system to be rolled out to faculty and staff in 2014. This effort included planning for the integration with Digital Measures and Service Tracker, a system that documents student service data. In addition, a university/community team led by the Office of Community Engagement began developing approaches to measuring the impact of our community partnerships. Finally, this team clarified language and definitions related to engagement and developed a continuum of the types of civic engagement that the university employs, an important step toward coordinating student, staff, faculty, and university-wide initiatives.

This objective remains not fully met because all of the university's community engagement efforts still were not adequately documented in 2013. Continued progress in tracking and measuring the impacts and influences of community engagement on student success will be expected in 2014.

7.3 at least seventy-five percent of faculty are familiar with the university's strategic budgeting priorities and the financial consequences of the institution's decision relative to issues such as change in the general fund budget, pay equity, salary compression, and tuition.

In 2013, the institution strengthened its efforts to improve communication with faculty about strategic budgeting priorities and the financial consequences of budgeting decisions. The provost and her staff conducted seven meetings with faculty on the Robert C. Pew Grand Rapids Campus as well as the Allendale campus to discuss Grand Valley's budget, financial resources, and resource allocation decisions. All faculty were invited; approximately 150 faculty and administrative personnel participated. What remains to accomplish to meet this objective fully is measurement of the proportion of faculty who consider themselves to be "familiar with" these areas of the university's fiscal operations.

The vice president for finance and administration also met with the Provost's Cabinet and the Executive Committee of the Senate in 2013 to discuss the institution's financial position and plans for the future.

The university considers this objective to have been fully met in 2013, given the amount of resources required to conduct a full study of faculty members' familiarity with the institution's budget.

The 2011 Annual Objectives

Substantial Progress Made on 2011 Objectives in 2013. Substantial progress was made on two of the unmet 2011 objectives this year:

1.12 faculty service to the unit, college, university and professional communities will be recognized through systematic processes, based on Best Practice Standards.

Progress toward achieving this objective was again made in 2013. According to University Counsel, revisions were made to the *Administrative Manual* and *Faculty Handbook* to help clarify recognition processes and practices. A process for defining and implementing such criteria remains in place, including the use by all faculty of *Digital Measures*, a systematic system for identifying and recording faculty service. This is considered a significant step forward toward full achievement of 1.12. Faculty service continues to be weighed in decisions about faculty salary and salary adjustments in many, but not all, units.

7.2 the university regularly and effectively communicates its strategic budgeting priorities to students, faculty, staff, and other stakeholders.

In 2013, the institution continued regularly communicating its strategic budgeting priorities to Grand Valley stakeholders. Several deans and directors of academic units regularly review budget priorities with faculty and staff at annual meetings. Examples include the College of Liberal Arts and Sciences (CLAS) at its Unit Head Retreat; Kirkhof College of Nursing (KCON) at its annual startup meeting; Brooks College of Interdisciplinary Studies (BCOIS) at its annual startup meeting; and many others.

The 2012 Annual Objectives

The *Grand Valley State University Strategic Plan 2012–2015* included 13 specific objectives to be met in 2012. Five of these were met in 2012; one of these was met in 2013.

In 2013, one of the 2012 objectives was met.

2.7 increase services designed to support nontraditional students, including veterans, students older than average, and other adults in transition.

In 2013, the university dedicated a Veteran's Lounge located on the second floor of the Russel H. Kirkhof Center to serve the more than 500 Grand Valley students who are active duty military members or veterans. Furthermore, in fall 2013 Grand Valley signed a Memorandum of Understanding with the U.S. Department of Defense and is therefore eligible to continue its participation in the Tuition Assistance Program for active duty service members. Additionally, Grand Valley signed a Memorandum of Understanding with the University of Michigan for Training of Peer Advisors for Veteran Education.

Also in 2013, Continuing Education was renamed Center for Adult and Continuing Studies, reorganizing to provide returning adult students with "one stop" advising services and establishing a community room for non-traditional students to meet and engage with one another.

KCON in the past year, continued implementation of a federal Nursing Workforce Diversity Grant, which supported more than 50 educationally or economically disadvantaged R.N.-B.S.N. students. In addition to stipends and scholarships, these students were provided with cohort networks and academic case management to facilitate their academic success. In 2013, KCON

was also actively involved in the Grand Valley VetNet Ally Training Program to educate members of the university community about veterans' needs and issues.

To accommodate the needs of nontraditional students, including veterans, the College of Health Professions (CHP) implemented a weekend hybrid Master of Science (MS) in Occupational Therapy. The M.S. in Medical Dosimetry program also was under development as a weekend hybrid, as was the M.S. in Speech Language Pathology and the M.S. in Clinical Dietetics to meet these populations' needs.

In 2013, Grand Valley's News & Information Services incorporated and expanded its coverage of nontraditional students and the dissemination of its coverage to external audiences; the University Libraries worked with the Center for Adult and Continuing Studies to ensure the needs of nontraditional students were met through document delivery, electronic course reserve, and online resources; and CLAS provided communication supports to Allies and Advocates of LGBTQ students, including communicating with its unit heads to promote and improve programming for veterans, LGBTQ and ESP students. In addition, BCOIS Women and Gender Studies program increased its enrollment of first-generation and nontraditional student; the Fred Meijer Center for Writing and Michigan Authors continued its Veterans' Writing Program and offered online tutoring to nontraditional students last year.

In response to the 2011 My GVSU Campus Climate Study, three campus climate implementation committees comprised of students, staff and faculty were convened. The charge of the committees was to find ways to implement the 2011 Campus Climate Study recommendations and present the committees' conclusions to the Senior Management Team.

In 2013, changes were made by external organizations to the measurement instruments or strategies incorporated into three 2012 objectives. For this reason, progress on these three objectives is no longer measurable from the 2009 baseline and was discontinued in 2013.

7.8 at least 35% of faculty report that the university rewards them for good teaching. [Baseline: 2004 HERI 31.1% of Grand Valley faculty reported they were rewarded for good teaching; nationwide at four-year public institutions, 17.1% of faculty report they are rewarded for good teaching.]

3.1 at least 45% of former students completing the university's bi-annual Survey of Graduates rate the quality of instruction as excellent. [Baseline from 2008 Grand Valley Survey of Graduates, 41% rate quality of instruction as excellent].

Data from the 2012 annual survey have not been fully analyzed. Results are pending; they will be disseminated to stakeholders as soon as they are available.

3.3 at least 50% of the university's undergraduate and graduate students who have earned a degree and complete the Michigan Post-Higher Education Survey report they are "very well prepared" for entry into their current position. [Baseline from 2008 Michigan Post-Higher Ed Survey: Currently employed Grand Valley bachelor's degree graduates reporting they are "very well prepared" for position = 44%; currently employed Grand Valley master's degree graduates reporting they are "very well prepared" for position = 49%].

Future strategic planning objectives and measures of objective attainment will not incorporate instruments or measurement strategies over which Grand Valley has no control.

Substantial progress was made in 2013 on the following 2012 objectives:

1.4 policies governing all graduate and undergraduate degrees, programs, and courses are aligned and integrated institution-wide.

Progress was made in the alignment and integration of all degrees, programs, and courses across the institution in 2013. Work on the full attainment of this outcome continued by the Office of Graduate Studies, Office of the Provost, University Curriculum Committee, Graduate Council, and many department and colleges in 2013. All colleges had a representative on the Graduate Council to achieve alignment and integration institution-wide.

3.5 the institution will inventory opportunities for students to participate in high impact experiences (internships, co-ops, domestic and global service learning, study abroad, scholarship with faculty, learning communities, etc.) across the university and implement programs that provide students with the opportunity for at least two such experiences in general education or in majors and minors.

Units across the institution maintained their inventories of high-impact experiences throughout 2013. The associate vice provost for student academic success regularly convened the High-Impact Practice Committee that coordinates this inventory enterprise-wide.

Many colleges and divisions continue to implement programs that provide students with opportunities for at least two such experiences. Colleges work closely with the college advising staff and Career Services at both the college and unit levels to identify high-impact learning experiences, especially internship placements, and support student preparation and application for these opportunities. All of the progress attained since 2009 in this area of university opportunities has been sustained.

4.2 all courses identify student learning outcomes linked to appropriate pedagogies.

As of 2013, all courses across the institution have identified student outcomes. This represents a major step forward for the assessment of student success.

All programs with external accreditation had linked their students' learning outcomes to appropriate pedagogies by the end of 2013. For instance, throughout the year, the CLAS Curriculum Committee reviews syllabi of record to ensure learning outcomes match teaching methodologies and methods of student evaluation. Brooks College of Interdisciplinary Studies reviewed its strategic plans, assessment reports, and self-studies and identified "robust learning outcomes" for students in 2013; its general education program, in partnership with Robert C. Pew Faculty Teaching and Learning Center (Pew FTLC), provided course design and assessment workshops to assist faculty in developing and teaching new Issues courses, and the Supplemental Writing Skills program continues to provide training and pedagogy workshops to faculty to integrate writing in their classes. College of Community and Public Service (CCPS) requires all course curricula to be reviewed and approved by unit, college, and university

curriculum committees to confirm that approved syllabi of record reflect relevant student learning outcomes linked to appropriate learning pedagogies consistent with university standards. All CCPS units seek to conform to these standards through participation in the university internal assessment of student learning outcomes, including the use of WEAVEonline© to link student learning outcomes to appropriate pedagogies and assessment tools. The School of Criminal Justice and School of Social Work regularly conduct and refine curriculum mapping within their programs by discipline to identify targeted learning outcomes as well as specific discipline specific professional capacities. While these efforts generally are required for accredited programs, non-accredited programs have embraced this systematic review as part of their planning and assessment efforts.

1.3 the faculty, administration, and Board of Trustees refine and reaffirm principles of shared governance.

Formal articulation of the institution's principles of shared governance continued, but was not fully finalized in 2013. Grand Valley continued to pursue implementation of the best shared governance practices articulated in the *Faculty Handbook* and *Administrative Manual*.

The 2012 Sub-Objectives

Sub-objectives are statements of data-driven outcomes that represent key steps toward the achievement of a specific objective. As a general principle, an objective cannot be attained until all of its sub-objectives have been met; however, sub-objectives and objectives may be met in the same year.

Progress continued to be made on these sub-objectives that were substantially met in 2012:

1.2.1 all academic and nonacademic units have fully integrated their college's and division's inclusion implementation and strategic plans and processes. (FULLY MET)

1.4.1 appropriate oversight and infrastructure support for graduate programs and graduate students are well established. (SUBSTANTIALLY MET)

1.4.2 policies for hiring and determining workload for graduate and undergraduate faculty are differentiated. (SUBSTANTIALLY MET)

1.4.3 policies for hiring, compensating and promoting tenure for graduate and undergraduate faculty are based on best practices and monitored. (SUBSTANTIALLY MET)

1.4.4 an institution-side system for calculating and balancing the workloads of graduate and undergraduate faculty at all ranks is in place. (SUBSTANTIALLY MET)

3.4.2 implement consistent collection and analysis of data to identify service learning needs and outcomes institution-wide. (NOT REPORTED ON IN 2013)

5.4.2 the university has established specific incentives to improve intellectual productivity, including grants, enhanced professional development funds, increased financial compensations and support for scholarship and creative practice. . (NOT REPORTED ON IN 2013)

In 2012, Grand Valley began to collect its own data to assess two of the 2012

sub-objectives. These surveys are scheduled for implementation bi-annually; therefore, no survey was conducted in 2013, and no update is available for this year.

8.1.1 Grand Valley improves by .5 points its overall reputation and familiarity in West Michigan and Metro Detroit among prospective students. [Baseline from 2009: Institutional Image Research Survey, 7-point ordinal scale: Reputation West Michigan =5.7; Familiarity West Michigan=5.4; Reputation Metro Detroit=5.1, Familiarity Metro Detroit=4.1.]

8.1.2 Grand Valley improves by .2 overall reputation and familiarity in West Michigan and Metro Detroit among the general public. [Baseline from 2009: Institutional Image Research Survey, 7-point ordinal scale: Reputation West Michigan = 5.7; Familiarity West Michigan 5.2; Reputation Metro Detroit=4.7, Familiarity Metro Detroit=3.4.]

Two of the unmet 2012 sub-objectives remained unmet in 2013.

2.4.6 at least 87% of freshmen return to the university for their sophomore year.

In 2013, 81.6 percent of freshmen returned for their sophomore year.

2.5.1 the proportion of students who graduated from a high school or college in a country other than the United States is at least 3% of overall enrollment annually.

The proportion of undergraduate students from other nations reached 2.2 percent in 2013. This figure represents a different method of calculation, utilizing undergraduate students' visa status as the numerator. This means that 2.2 percent became Grand Valley's new baseline measure for this sub-objective in 2013.

The sub-objective corrected in 2012 was not met in 2013.

2.4.7 (Corrected): By 2012, at least 91.2% of sophomores will return to the university for their junior year. [Baseline: 2008 sophomore to junior retention from the Office of Institutional Analysis at www.gvsu.edu/ia/.]

In 2013, 90.3 percent of sophomores returned to Grand Valley for their junior year.

Progress on 2013 Objectives of the Strategic Plan 2010–2015

Figure 2 provides a snapshot of progress made toward the university's 2013 objectives in the past year, based on self-ratings on a scale of 1 to 4 reported by divisions and colleges of Grand Valley. Each of the units used a Likert-type scale on which 1 represents minimal progress toward achieving an objective and 4 indicates that an objective was fully achieved.

Every unit does not address or work to achieve every objective. Rather, each unit selects those strategic objectives that are best aligned with its mission and resources.

Table 2: Progress Made Toward 2012 Objectives				
Objective	Minimal Progress	Substantive Progress	Substantial Progress	Achieved
3.2	Could not be assessed			
5.3				

Substantial progress was made on one of the 2013 objectives

5.3 by 2013, training is provided to faculty to use new and current pedagogical practices and technologies to achieve student learning outcomes in all academic programs.

During the year, considerable training in pedagogy and the use of technologies was delivered to Grand Valley faculty across the enterprise. Some of these were previously included in this document as an update to Objective 4.2.

The Pew FTLC also achieved “more than 1000 instances of participation” in semester workshops. The Center’s Annual Fall Conference on Teaching and Learning had a focus on “Educational technology and unplugged strategies to promote deep learning.” This conference was attended by 275 (unduplicated) faculty members. Pew FTLC also offered faculty learning communities, teaching circles, and custom designed workshops in 2013 aligned with this objective.

Also this year, the College of Education (COE) expanded online opportunities for faculty to engage in teaching and learning; faculty and instructional technology specialists participated in the “Quality Matter” training and monthly technology training sessions. Some 90 percent of the social foundation classes offered in the COE have been approved for delivery in an online/hybrid format.

KCON made substantial strides in enhancing and extending its pedagogies and furthering its deployment of new technologies in the year. Examples include its training of all faculty to better understand other health professionals, promoting inter-professional practice; its integration of the Clinical Practice Model framework into students’ simulation experiences; and its implementation of a new pedagogical approach using the Flipped Activities-Based Classroom, including conducting a study of this strategy.

CCPS faculty developed materials that have contributed to broader university resources, e.g. the School of Criminal Justice Pew-FTLC funded pilot project and resulting report on team teaching best practices. CCPS academic units also employ mentoring at the college and unit levels. The School of Social Work uses a lead instructor model to mentor faculty to ensure assessment of social work curricula competencies are being met throughout the B.S.W. and M.S.W. programs. The School of Criminal Justice and Hospitality and Tourism Management have mentoring programs for new and part-time faculty/adjuncts.

In 2013, the University Libraries completed an assessment study to assist it in creating and maintaining functioning, usable staff spaces. The University Libraries staff were trained to stay current with changes in materials and processing and technological advances. The Graduate Council Curriculum Committee continued to work with colleges through the curriculum process to ensure that best practices were used in hybrid and online learning. CLAS supported faculty development related to enhanced teaching and new pedagogies through the 2013 Teaching Roundtable.

Progress on one of the 2013 objectives was not measurable.

3.2 by 2013, at least 53% of freshmen and 58% of seniors completing the bi-annual National Survey of Student Engagement (NSSE) rate the university's level of academic challenge as "high." [Baseline: In the 2007 NSSE, 50.8% of freshmen at GVSU and 55.9% of seniors rated the university's level of academic challenge as "high." At GVSU's peer universities, 50.8% of freshmen and 54.5% of seniors rate those institutions' levels of academic challenge as "high."]

The reason this objective could not be measured in 2013 was that NSSE divided this question into four distinct parts, so current students' responses can no longer be compared to responses comprising the 2007 baseline data. The inability to assess progress toward this objective because of decisions and actions by an outside organization underscores Grand Valley's interest in moving away from measures of objectives that are dependent on external sources.

Continuing Objectives, 2010–2015

The 15 continuing objectives toward which units across the institution worked in 2013 and the progress reported toward meeting each of them since 2010 are described in this section.

1.5 secure reaccreditation for 12 currently accredited discipline-specific graduate and 23 discipline-specific degree programs (ACHIEVED IN 2013).

In 2013, the Higher Learning Commission approved Grand Valley's Psychology Specialist degree. In addition, the Quality Initiative Proposal, "Implementing a New GVSU Assessment for General Education" (INGAGE) submitted to the Higher Learning Commission in 2013 was approved.

Also during the year, the institution's on-campus child care center, The Children's Enrichment Center, earned accreditation from the National Association for the Education of Young Children (NAEYC).

Since 2010, all of the institution's accredited degree programs have achieved reaccreditation. Reaccredited in 2013 were the Department of Art and Design, Film, Video and Photography in the School of Communications; the Department of Physical Therapy in the College of Health Professions; the Police Academy in the CCPS; and the Internship Program in The Grand Valley Counseling Center. In addition, the Interim Report submitted by the Legal Studies Program to the American Bar Association was accepted.

1.6 as a result of thoughtful, careful analysis of benefits and costs to the unit and university community, seek accreditation for all currently unaccredited graduate and undergraduate programs, as deemed appropriate (ACHIEVED IN 2013).

In 2013, the initial launch and/or accreditation process for a number of programs in College of Health Professionals was launched: Master of Health Administration; Medical Dosimetry; Master of Speech Language Pathology; Master in Advanced Practice Imaging, Doctorate of Occupational Therapy; Audiology; minor in Occupational Science, and minor in Therapeutic Recreation. The institution also explored creating consortia with two regional community colleges this year, and sought to increase the capacity of its Physician Assistant and Physical Therapy programs.

2.5 the university will increase its outreach efforts to enhance the diversity of its student body (SUBSTANTIAL PROGRESS IN 2013).

Numerous diversity enhancement efforts continued to be implemented and integrated during the year. For example, the Office of the Provost in collaboration with the Division of Inclusion and Equity continued to support the Latino Student Initiative in 2013. As a result of the initiative's efforts, Institutional Marketing launched a Spanish language web presence this year.

Also during the year, the Student Academic Success Center increased academic advising resources for pre-major and freshman academy students, many of them members of populations underrepresented at Grand Valley. The university continued to offer competitive financial aid resources for qualified students from populations historically underrepresented at Grand Valley in 2013. For example, more than 2,700 students received a Grand Finish Grant in the 2012-2013 academic year for completing an undergraduate degree in four years or less. Of the 2013 graduates who earned a degree in four years or less, 33 percent had no debt.

The Intercultural Training Certificate (ITC) was launched in Brooks College in 2013 to boost students' intercultural competence, which supports students in valuing and respecting differences. It received a strong, positive response from students, as well as high participation by faculty in training opportunities.

In 2013, Institutional Marketing translated Grand Valley's materials into six languages, including Chinese, Arabic, Spanish, Portuguese, Vietnamese, and Russian, to further support the recruiting and enrollment of a diverse student body. Also in 2013, all colleges implemented their inclusion plans and 18 of the 22 new funds established across the enterprise targeted nontraditional students, including veterans, returning students, and students from other underrepresented groups. Some of these new funding sources also support nontraditional students' travel abroad and internship experiences.

4.6 maintain or expand all current data management systems of the university (SUBSTANTIAL PROGRESS IN 2013).

The institution maintained its suite of data management systems enterprise-wide throughout 2013. During the year, University Development implemented a system with the ability to

provide colleges with monthly reports about funds received in their respective areas of responsibility. Other data management systems sustained and/or enhanced by Institutional Marketing in the period included STUEY, Volunteer Time Tracker, Study Buddy, Schedule It, Internship Management, Scholars Day and Grand Scholar. In collaboration with Institutional Marketing, the Office of the Provost and the University Assessment Committee maintained and further improved Grand Valley's Assessment Reporting and Self-Study Data Management System, which notifies departments when assessments and self-study materials are due.

4.7 continue to monitor and assess the state and regional needs for new or revised undergraduate or graduate programs and degrees (SUBSTANTIAL PROGRESS IN 2012).

In mid-2013, the university opened the Detroit Center, which houses classrooms for both the Grand Valley Charter Schools Office and the College of Education, as well as for the regional offices for the Small Business and Technology Development Center on the east side of the state. This center also serves as the new central meeting location for Grand Valley professionals conducting business in southeast Michigan.

Several programs in the College of Health Professions also were under development in 2013, most of which are scheduled for launch in 2015, and CLAS undertook the development of a new certificate for its students. Additionally in 2013, the size of the Doctorate in Physical Therapy (D.P.T.) student cohort was increased to 60, and an application was prepared to increase the size of the Physician Assistant (P.A.) cohort, including extending the P.A. program to Traverse City.

Further developments in the year included the Mary Idema Pew Library Learning and Information Commons on the Allendale campus, and the Seidman College of Business on the Robert C. Pew Campus in Grand Rapids becoming fully operational.

4.8 provide an annual Accountability Report to university constituents (ACHIEVED IN 2013).

The 2013 *Grand Valley State University Accountability Report* was published in November and made available to the institution's stakeholders online at <http://www.gvsu.edu/accountability/>. Each year since its launch, the data in this document has become more widely utilized and depended upon institution-wide for planning and decision making.

4.9 provide an annual Dashboard Report to internal university constituents (ACHIEVED IN 2013.)

The 2013 Dashboard Report was completed and made available to university constituents by request. Each year since its launch, this Report has become more widely utilized and depended upon institution-wide.

6.4 Grand Valley graduates continue to seek and hold positions of business, nonprofit, political, and civic leadership and responsibility in West Michigan, Michigan, the U.S. and the world (SUBSTANTIAL PROGRSS IN 2013).

As in the past, Grand Valley graduates held positions of leadership and responsibility in all sectors in 2013. In addition, a substantial number of alumni volunteers provided support to the

region, state, nation and world. Graduates' accomplishments were regularly featured in print and online publications of the university and each academic unit throughout the year.

7.1 maintain and monitor university practices to reduce its overall exposure to business and catastrophic risks at acceptable levels (ACHIEVED IN 2013).

As is the university's customary practice, again in 2013, its annual financial statement was audited by an external C.P.A. firm in accordance with stringent auditing standards accepted in the U.S., and the standards applicable to financial audits contained in government auditing standards, issued by the U.S. Comptroller General. The 2013 audit is available at www.gvsu.edu/busfin/.

The university continued to maintain adequate insurance to protect itself from extraordinary events. It continued to practice conservative and realistic budgeting to protect against unforeseen, unanticipated financial events in 2013. The university regularly implemented an Enterprise Risk Management process that involves the leadership across the university and the Senior Management Team in risk identification, prioritization, and risk management controls.

In addition, as in previous years, a qualified CPA firm performed Agreed Upon Procedures (internal audit function) in 2013 to ensure the institution follows established procedures across campus. In addition, Standard and Poor's conducted its annual assessment and assigned a credit rating of A+ to the university.

7.4 sustains its high level of stakeholder trust and maintains the commitment of its stakeholders to work collaboratively to reinvent Grand Valley for the 21st century (ACHIEVED IN 2013).

In 2013, alumni and other stakeholders of the university continued to trust in and maintain a commitment to collaboration that benefits the institution. Support from alumni increased, with total gifts and pledges rising by 28 percent over 2012. Some 15,900 donors participated in giving, including alumni, community members, corporations, foundations, faculty, staff, students and their families. This level remained the most generous level among Michigan universities.

Donor support was instrumental in the construction of the Mary Idema Pew Library Learning and Information Commons, the L. William Seidman Center, and the Annis Water Resources Institute's new field station in the period.

7.6 the rate of increase in financial aid awarded to students meets or exceeds the rate of increase in the university's tuition and room and board costs (ACHIEVED IN 2013).

Between 2011 and 2013, the university's undergraduate tuition and room and board costs increased 3.5 percent, but the amount of financial aid awarded to students increased 15.9 percent. Figure 3 shows the trends in GVSU's financial aid commitments from 2009–2010 through the present, based on figures from the institution's Financial Aid Office.

Table 3: Institutional Financial Aid Commitment		
Year	Amount	Percent Increase
2009–2010	\$24,545,728	8.44
2010–2011	\$26,096,965	6.31
2011–2012	\$31,139,318	19.32
2012–2013	\$33,688,333	8.18
2013–2014	\$35,134,477	4.29

Overall, the changes shown represent a greater than 43 percent increase in financial aid commitment over the most recent five-year period.

7.7 graduate financial support remains equal to or greater than the financial support provided to graduate students at other Michigan institutions with identical or similar graduate degree programs (ACHIEVED IN 2013).

According to the Office of Graduate Studies, “there was no increase in financial support for graduate students in 2013. The Office of Graduate Studies continues to monitor financial support for graduate students and has found that Grand Valley’s support for graduate students in the form of graduate stipends and tuition waivers is comparable to that of other Michigan and peer universities with similar or identical graduate degree programs.”

8.2 the university has formal and informal partnerships that contribute to meeting community-generated goals, positioning the university as an essential resource to the health and development of Michigan (SUBSTANTIAL PROGRESS IN 2012).

In alignment with meeting community-generated goals nearly all units of the university created, extended, or maintained close working relationships with businesses, nonprofits, and governmental entities in West Michigan in 2013. These include partnerships and consortia with community colleges and other institutions of higher education, school districts, industries and entrepreneurs, nonprofit organizations, health systems, and other key players in the West Michigan economy and social fabric.

Students, faculty members, and staff members continued their involvement with Grand Valley’s partners through internships, volunteer opportunities, service as Board members and consultants –deriving significant educational benefits and achieving significant community impacts through their participation. In the past year, The Dorothy A. Johnson Center for Philanthropy hosted a significant number of events providing community training, workshops, and other knowledge-building events in response to high levels of community need for these resources across the region’s nonprofit communities. In 2013, Grand Valley’s arts, music, cultural, recreational, athletic, and other programs and events continued to play key roles in enriching West Michigan and meeting the institution’s goal of preparing, promoting, and supporting diverse, creative individuals and groups.

8.9 steadily increase the number and total award amounts of externally sponsored agreements supporting scholarship and creative practices

At the end of 2013, progress toward the attainment of this objective could not be comprehensively evaluated by the university unit responsible for its attainment: the results reported are partial and incomplete.

Figure 4 shows changes in the number and amount of external agreements supporting scholarship and creativity at Grand Valley between 2010 and 2013. GVSU external funding, despite federal budget issues, has remained stable. Data was provided by the Center for Creative and Scholarly Excellence at the end of 2013. End-of-fiscal-year data is not presently available.

Table 4: Change in Number and Amount of External Agreements Supporting Scholarship and Creativity, 2010 to 2013				
	2010*	2011** (to date)	2012** (to date)	2013** (to date)
Number of external agreements	113	99 (to date)	100 (to date)	90 (to date)
Amount of external agreements (in USD\$ millions)	\$24.9	\$ 23.3 (to date)	\$ 21.0 (to date)	\$16.5 (to date)

*Funds in 2010 included a one-time infusion of ARRA (federal stimulus) funds, no longer available in 2011.

**Many external funding determinations were delayed due to ongoing federal budget issues. Grand Valley anticipates maintaining its FY 2011 funding baseline, but may experience a slight decline in external awards due to potential federal budget cuts in discretionary spending.

8.10 steadily increase the number of faculty and staff conducting internally and/or externally supported scholarship and creative practices.

At the end of 2013, as in prior years, progress toward the attainment of this objective could not be comprehensively evaluated by the university units responsible for its attainment: the results reported are partial and incomplete.

From 2010 through 2013, the university experienced a slight increase in the number of faculty members seeking external support through the Office of Sponsored Programs. The same upward and stable trend is seen in the number of external proposals submitted by the entire Grand Valley faculty.

Similar trends are seen internally. The number of faculty members seeking internal support for their scholarship increased from 52 in 2008 to more than 110 in 2013. In addition, the Center for Scholarly and Creative Excellence provided 428 internal grants for faculty members to present their scholarship at both national and international venues. Additional information is available in the 2012–2013 *Annual Report* of the center.

8.10 steadily increase the number of faculty and staff conducting internally and/or externally supported scholarship and creative practices (CANNOT BE ASSESSED FOR 2013).

From 2009 to 2013, the university has seen an increase in the number of faculty members seeking external support for the first time through the Office of Sponsored Programs. Since 2009, 71 faculty members have submitted applications for the first time. The same upward trend is seen in the number of external proposals submitted by the entire Grand Valley faculty.

Similar trends are seen internally. The number of faculty members seeking internal support for their scholarship increased from 52 in 2008 to over 100 in 2013. In addition, the Center for Scholarly and Creative Excellence provided over 430 internal grants for faculty members to present their scholarship at both national and international venues. Additional information is available in the 2010–2011 CSCE Annual Report at www.gvsu.edu/csce/2010–2011-csce-annual-report-52.htm/.

2013 Progress on the Continuing Objectives of the Strategic Plan 2010–2015

Table 5: Progress toward the Continuing Objectives in 2013				
Objective	<i>Minimal Progress</i>	<i>Substantive Progress</i>	<i>Substantial Progress</i>	<i>Achieved</i>
1.5				
1.6				
2.5				
4.6				
4.7				
4.8				
4.9				
6.4				
7.1				
7.4				
7.6				
7.7				
8.2				
8.9	cannot be assessed			
8.10	cannot be assessed			

As shown in Figure 5, nine of the 15 continuing objectives were achieved, and substantial progress was made on four others. The four objectives on which substantial progress was made during the past year are objectives that are difficult, if not impossible, to ever fully achieve. Grand Valley achieves substantial progress on these four objectives each year: their nature is such that complete attainment is not anticipated.

As in previous years, the extent and direction of change in 2013 on two of the continuing objectives could not be determined because current data for the year was not available.

Conclusion

Grand Valley State University is nearing completion of its current strategic planning and assessment cycle: only the opportunities of 2014 and 2015 remain. Nearly all of the objectives and sub-objectives of 2010–2013 have been reached; substantial progress has been made on nearly all objectives that can be assessed.

No specific objectives of the current *Plan* are scheduled for completion in 2014; however, considerable energy and effort will continue to be expended to further the attainment of all of the objectives and sub-objectives from previous years, as well as the continuing objectives. It is clear that the institution is on course to successfully complete its present strategic plan by 2015.

Looking Ahead

Among the key strategic planning accomplishments of 2013 was the university's launch of activities that will culminate in *Grand Valley State University's Strategic Plan 2016–2020*. Under the leadership of the Strategic Positioning Committee 2013–2016, ten Strategic Positioning Conversations were held in Fall 2013, including two virtual sessions hosted by the committee online. The conversations were facilitated and their results were analyzed and reported by Grand Valley graduate students enrolled in the institution's Public Administration 643: Strategic Management and Planning course. Data collected during this process from undergraduate and graduate students, faculty, staff and alumni is presently under review by the Strategic Positioning Committee. This information will inform and be incorporated into the university's 2016–2020 *Plan*.

In addition, during 2013, the Grand Valley Board of Trustees reviewed and endorsed the university's mission and launched the process of revising its vision and values to guide the creation of the institution's future goals and objectives.

Information about strategic planning at Grand Valley State University is available to all stakeholders and other interested parties at www.gvsu.edu/strategicplanning.