

Grand Valley State University

Strategic Plan 2010-2015

Grand Valley State University's Strategic Planning Process

Grand Valley State University continues in its quest to become an exceptionally high functioning, unusually well-regarded, and extremely productive institution of higher education. Its journey toward achieving excellence at all levels and becoming one of the nation's premiere comprehensive universities is guided by this updated strategic plan that reflects and incorporates the institution's previous planning documents while setting a course for the next five years that is bold, new, and optimistic.

Built on the ground-breaking successes of the strategic planning 2008-2010 document, the Strategic Plan 2010-2015 provides a guide to help the university community extend its reach and expand its horizons. As have earlier plans, this update is designed as a roadmap for improving every aspect of institutional performance.

This plan includes a vision of what Grand Valley aspires to be, as well as a statement of its mission and the values that guide its institutional behavior and culture at every level. Goals and specific objectives are included so that progress toward its envisioned state can be better conceptualized, measured, and reported to all stakeholders.

The purpose of the strategic planning process is to provide Grand Valley with a guide to achieving and sustaining academic excellence in an environment that exemplifies an unprecedented commitment to innovation, quality, and service that is the best among its peer institutions and competitors and is recognized as such.

THE PLAN DEVELOPMENT PROCESS

Strategic planning began at Grand Valley in 2002 with the formation of a Strategic Planning Committee comprising representatives of the university's constituent groups charged with creating an institutional vision, mission, values, and goals. Using these components and the North Central Accreditation criteria, all university divisions developed operational plans for achieving the institution's vision, through strategies and activities aligned with its mission. The first institution-wide strategic plan was assembled in 2003 to capture and reflect the predominant future themes within the university's divisions. This process integrated a top-down framework with bottom-up plans.

The Board of Trustees approved the institutional vision, mission, and values in February 2003 and a full Strategic Plan 2008-2010 in July 2007, and it endorsed the prior efforts, methodologies, and processes used in the plan. The board also authorized the administration to undertake periodic revisions and updates of the plan to prepare the university for growth and change beyond 2010.

In October 2007, the Strategic Positioning 2010 Committee, a standing university committee comprising representatives from the university's constituent groups, was created to periodically review the university strategic plan for its relevance, currency, and appropriateness for strategically positioning Grand Valley

State University for its preferred future. Since its inception, this committee has engaged the university community in the process of updating the strategic plan.

The Grand Valley State University Strategic Plan 2010-2015 is the result of the efforts of the Strategic Positioning Committee 2010. This plan was endorsed by the Grand Valley State University Academic Senate in September 2009 and approved by the university's Board of Trustees in October 2009.

THE STRATEGIC POSITIONING 2010-2015 COMMITTEE

Accountability for monitoring progress toward achieving the goals and objectives of the Strategic Plan 2010-2015 lies with the Office of Assessment, Accreditation, and Planning (OAAP) in collaboration with the university's Strategic Positioning 2010-2015 Committee. They are responsible for regular and routine reviews of progress and for implementing an ongoing planning process that involves the full university community. The OAAP and the committee are charged with improving the planning process, as well as with guiding future planning activities, and aligning the plans of divisions, colleges, and departments with the institutional goals and objectives. To accomplish these important outcomes, the committee will develop and implement a planning cycle that is inclusive and results-oriented, including linking the institution's planning and assessment strategies and activities.

THE GRAND VALLEY STATE UNIVERSITY PLANNING CYCLE

Grand Valley's iterative strategic planning cycle is shown at right to illustrate its four integrated components — Assessment, Planning, Resource Allocation, and Implementation. It is the institution's intent to engage all stakeholders of the university in every part of this dynamic, constantly evolving strategic planning process.

As the illustration suggests, the cycle can begin at any point, but logic and historical practice at Grand Valley have supported starting from **Assessment**, where data is collected through rigorous and sound research and evaluation methods, multiple measurements are made in all areas of interest, information is thoroughly analyzed, and all assessment results are broadly shared before formal planning activities begin. For example, results from a comprehensive SWOT assessment, conducted early in the decade as strategic planning was launched at this institution played a key role in the development of Grand Valley's first strategic planning document. Similarly, more recent assessment data from multiple sources across the institution have influenced the current update; and ongoing, highly-participative assessment is expected to play key roles as strategic planning continues university-wide in the years ahead.

As shown, **Planning** — including formulating the statements of mission, vision, and values — follow Assessment, and these activities make use of all assessment data available in reviewing the existing strategic plan and in establishing current, relevant goals, objectives, and sub-objectives, both for the institution as a whole, as well as for each of the institution's schools, colleges, departments, and other operational units. In this component of the cycle, alignment of goals and objectives with accreditation and national and disciplinary standards occurs, as does the integration of institutional goals and objectives with the goals and objectives of individual units.

Planning is closely linked to and immediately followed by the **Resource Allocation** component, during which the institution assigns its monetary, personnel, facilities, technologies, information, and other resources to achieve the strategic plan's goals, objectives, and sub-objectives at every level. This component gives "legs" to the strategic plan by putting real resources in place to carry out the specific strategies and activities that the institution's constituents have decided give it the best chance of being successful. No less than in Assessment and Strategic Planning, the participation of a broad constituent base in Resource Allocation is essential to

ensuring the most positive results.

Once resources have been allocated, strategies and activities tied to each sub-objective and objective are undertaken throughout the university in the **Implementation** component. These strategies and activities are consistent with the specific strategic plans of each division, college, school, department, or other institutional component.

During and following Implementation, **Assessment** provides feedback to constituents regarding any changes that occur, and helps identify any additional changes that may be needed in the overall plan, the assessment strategies, or in the resource allocation process.

Although the simple illustration shows these components as distinct, it is not uncommon for activities to be occurring in all four simultaneously at Grand Valley, with some stakeholders engaged in assessment, while others translate existing assessment data into strategic and operational plans, still others make new or revised resource allocations to keep the university moving forward, and implementation activities are underway.

ACCOUNTABILITY, ASSESSMENT, AND TRANSPARENCY

Regular reporting to the institution's stakeholders is an essential element in the Grand Valley strategic planning cycle. The university has developed numerous measurements by which it measures its progress and to which it holds itself accountable. As a public institution, Grand Valley has many constituents which have a legitimate interest and stake in its performance. More than 80 percent of the university's revenues come from students and their families, so they are important stakeholders. Appropriations from the State of Michigan comprise about 18 percent of revenues, which means the university is accountable to the broader public and elected officials as well. In addition, Grand Valley is accountable to its generous donors, whose gifts have leveraged nearly \$544.2 million in new and remodeled facilities, endowments, and scholarships.

The Strategic Positioning 2010-2015 Committee, the administration, and the university community as a whole will work to ensure that every stakeholder is well-informed about the institution's progress each year. The institution's internal dashboard, for example, will provide constantly updated data, as it becomes available, to inform assessment activities and promote accountability. An annual accountability report to its external constituents will provide targeted information to individuals and the community at large.

The university aspires to produce and utilize planning and assessment data in a transparent manner that increases the likelihood that this plan will be widely used and broadly useful.

MOVING FORWARD

At Grand Valley, as elsewhere in the nation's top colleges and universities, strategic planning is a process, not a product; a journey, not a destination. The Strategic Plan 2010-2015 represents a starting point from which to achieve important performance improvements institution-wide.

The institution is committed to implementing the iterative strategic planning processes it has developed between 2002 and 2009 to review and update this plan on a regular basis between 2010 and 2015. By following this process, the university gains a superior return on its investment in planning and assessment activities by informing and engaging greater numbers of interested individuals and groups in each successive strategic planning cycle.

Such reviews and updates will take into account the changes that occur in the nation, in Michigan, and in West Michigan over the next five years, so that the university will be aware of and responsive to changes and conditions that have not been anticipated by and factored into the current planning process.

The goal of strategic planning at Grand Valley now and always is to ensure that the university continues to accurately identify its strengths, weaknesses, opportunities, and threats; appropriately sets challenging goals and objectives; and effectively acquires and allocates adequate resources to realize its vision and achieve its mission, no matter what the future brings. As a university actively engaged in becoming a stronger, more capable version of itself, Grand Valley is committed to strategically planning for and attaining greatness, whatever lies ahead.

Through this increasingly participatory strategic planning process, Grand Valley will be a university that is continuously on a journey to becoming its next better self.

Grand Valley State University's Strategic Plan 2010-2015

GRAND VALLEY STATE UNIVERSITY TODAY

Grand Valley State University is a Carnegie classification "Master's Large" public institution with a local, regional, and state commitment; a global perspective; and grounding in the tradition of liberal education. We are dedicated to providing students with the highest quality educational preparation at the undergraduate, masters, specialist, and professional doctorate levels of education.

Teaching in the liberal tradition, whether in general arts and sciences or the professional degree programs, remains at the heart of Grand Valley's educational mission. Its legacy liberal education foundation acquaints students with the traditions of humane values and the heritage, problems, and perspectives of their own and others' cultures. This broad approach transcends the acquisition of information and rests on scholarship and the open exchange of ideas. Students learn to think for themselves as they develop the skills of inquiry, reflection, critical analysis, dialogue, and expression. At Grand Valley State University, the values of liberal education permeate all programs and areas of study. This broad educational perspective provides students with the general knowledge and skills necessary to participate intelligently in public discourse.

The university is also dedicated to educating students to become competent professionals, able scholars, and responsible citizens. These ideals co-exist within this institution, and together they inspire graduates not only to pursue their personal success and well-being, but also to positively influence their communities, their professions, and the broader world.

Grand Valley State University is characterized by and known for its superior student-centered teaching and learning, as well as for its development and support of world-class scholars and artists, its investments in meaningful community service, and its actions in partnership with the West Michigan community. The institution's diverse environment promotes the development of intellect and creativity through teaching, scholarship, service, and a vibrant campus culture.

MISSION

Grand Valley State University educates students to shape their lives, their professions, and their societies. The university contributes to the enrichment of society through excellent teaching, active scholarship, and public service.

VISION

Grand Valley State University will become one of the nation's premiere Carnegie classification "Master's Large" institutions of higher education grounded in the tradition of liberal education. It will be recognized and acknowledged as a community of diverse, committed scholars engaged in collaborative, lifelong learning to achieve acknowledged academic excellence and positive community impacts. By focusing on the promotion of

high quality undergraduate and graduate degree programs, the institution will be the university of choice for students and faculty alike and it will enjoy broad support for its innovative partnerships and initiatives that promote the physical health and the intellectual, social, environmental, economic, and cultural advancement of West Michigan, and ultimately, the advancement of the state, nation, and world.

VALUE STATEMENTS

Effective Teaching

Our highest priority is to offer outstanding teaching in all of our undergraduate and graduate programs. The teaching culture of Grand Valley State University is characterized by the continual development of excellence in the classroom, the recognition of multiple ways of learning, and the accessibility of faculty to students. In order to nurture the habits of intellectual growth, we seek to instill in our students curiosity as well as the love of learning. Students acquire new knowledge and explore its application through research, artistic expression, engagement with the local community, and scholarly activity. We value the vigorous engagement of students in the classroom and other learning environments.

Liberal Education

Grand Valley State University is committed to providing each student a broad educational experience that integrates liberal learning with preparation for career or profession. Liberal education begins with encountering the great ideas of diverse traditions in the humanities, the visual and performing arts, the natural and social sciences, and mathematics, and is an essential part of all of our professional programs. We value the liberal ideals of critical thinking and preparing students for lifelong learning. The practice of liberal learning develops the skills of inquiry and reflection, which guide students to think for themselves, gain self-knowledge, and make ethical judgments. Such learning can inform individual and collective actions and prepare students for the responsibility of local, national, and global citizenship.

Scholarship

Scholarship is an essential component of the university's mission as an institution of higher learning. Excellence in teaching at the university level depends upon active scholarship by faculty members. Through basic and applied research, artistic expression and performance, and other forms of scholarship, faculty members contribute to the development and application of knowledge and create a dynamic environment for learning. Active scholarship may include collaboration of faculty and staff with students, business and labor, government, and community organizations. In this way, the benefits of a liberal education and specific disciplines can extend beyond classroom walls to lifelong learning and partnerships between the university and its diverse communities and the greater community.

Service

Grand Valley State University values the collaboration of faculty, staff, and students with external partners in addressing mutual interests and regional needs. The university offers the communities it serves resources and inspiration in their own lifelong pursuit of knowledge. Faculty and staff are encouraged to contribute their expertise and service to the university, their disciplines' professional organizations, and working in partnership with the community. Students are encouraged to be active citizens, to become active service providers, and to take part in various service learning and volunteer opportunities in the community and abroad.

Inclusiveness

Possessing and mastering a range of thoughtful perspectives is necessary for open inquiry, a liberal education, and a healthy community. Recognizing this, Grand Valley seeks to include, engage, and support a diverse group of students, faculty, and staff. The institution values a multiplicity of opinions and backgrounds, and is dedicated to incorporating multiple voices and experiences into every aspect of its operations. We are committed to building institutional capacity and strengthening our liberal education through providing an

inclusive environment for all of our Grand Valley constituents.

Community

Grand Valley State University values its connections to, participation with, and responsibility for local communities, the West Michigan region, the state, the nation, and the world. The university embraces the participation of diverse individuals, groups, and organizations from every corner of the globe and both encourages and supports the participation of its students, faculty, and staff in educational opportunities abroad. To foster and expand these community connections, the institution and its members promote, value, and honor diverse perspectives. We seek to act with integrity, communicate openly and honestly, and accept responsibility for our words and actions.

Sustainability

Grand Valley State University values the guiding principles of sustainability in helping to meet the current needs of our faculty, staff, and students without compromising the needs and resources of future generations. We are committed to working with our community partners to create a sustainable future for our university, our community, and our region. We will model applied sustainability best practices in our campus operations and administration, education for sustainable development, student involvement, and community engagement by promoting social responsibility, encouraging environmental stewardship, and creating efficiencies and value for the work we perform. We will provide our students with excellence in education for sustainable development by imbedding theory, systems-oriented thinking, and service learning into our curricular and extracurricular programs.

ACCOUNTABILITY MEASURES

With connections to Grand Valley's seven values, our accountability measures are based on our status as a public, four-year university in Michigan's second largest metropolitan region.

Measures of Student Success

A public university is accountable for student success during matriculation and after graduation. Employers should see Grand Valley alumni as liberally educated, well-qualified job candidates.

Access and Affordability

A public university must be available to serve a diverse community of students from across Michigan, as well as those from other states with an interest in the university and the state. It must carefully and fairly review the applications of those qualified to attend and be affordable to those who enroll. A public university should be managed in a way that facilitates student retention and progress toward timely graduation.

Diversity and Inclusion

As intellectual assets, a diverse student body and inclusive university community are essential to the success of the university and its graduates. A public university should be a role model in post-Proposition-2 Michigan.

Partnership with the State

The State of Michigan must have a rational, predictable, dependable, and sustainable relationship with its public universities. The need for a highly-educated work force has never been greater. The state's present and future health depends upon a well-educated citizenry.

Efficiency

A public university must be an honorable and careful steward of the resources it receives, whether from donors, students and their families, or taxpayers.

Public/Private Partnership

A public university must foster and maintain public/private partnerships with the communities in which its

campuses are located. It must be a worthy and productive recipient of grants and gifts and in return be a vital part of the community.

Economic Development

A public university is an essential generator of economic activity and job creation, and is expected to make a statewide impact through its services, scholarship, and research.

Sustainability

A public university has responsibility to manage and model sustainable performance within social, environmental, and economic parameters; to be accountable for its progress; and to regularly report the outcomes of its efforts.

GOALS

Grand Valley's goals and objectives spring from the university's values and have been developed to move the university towards its vision. They also provide a way to measure and report progress to university stakeholders. Responsibility for achieving these goals is embedded in the planning and assessment process for each division, department, unit, and individual in the university community.

Goal One

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.

OBJECTIVE 1.1:

By the end of September 2010, all colleges and divisions have current strategic plans aligned with and supportive of the university's strategic plan.

Sub-objective 1.1.1: By the end of September 2011, all units have current strategic plans aligned with and supportive of their college's or division's strategic plans.

OBJECTIVE 1.2:

By the end of September 2010, all academic and non-academic colleges and divisions will begin implementation of their inclusion plans.

Sub-objective 1.2.1: By 2012, all academic and non-academic units have fully integrated their college's and division's inclusion implementation and strategic plans and processes.

OBJECTIVE 1.3:

By 2012, the faculty, administration, and Board of Trustees will refine and reaffirm principles of shared governance.

OBJECTIVE 1.4:

By 2012, policies governing all graduate and undergraduate degrees, programs, and courses are aligned and integrated institution-wide.

Sub-objective 1.4.1: By 2012, appropriate oversight and infrastructure support for graduate programs and graduate students are well established.

Sub-objective 1.4.2: By 2012, policies for hiring and determining workload for graduate and undergraduate faculty are differentiated.

Sub-objective 1.4.3: By 2012, policies for hiring, compensating, promoting, and earning tenure for graduate and undergraduate faculty are based on best practices and monitored.

Sub-objective 1.4.4: By 2011, an institution-wide system for calculating and balancing the workloads of graduate and undergraduate faculty at all ranks is in place.

OBJECTIVE 1.5:

By 2015, secure re-accreditation for 12 currently accredited discipline-specific graduate and 23 discipline-specific undergraduate degree programs.

OBJECTIVE 1.6:

Through 2015, as a result of thoughtful, comprehensive analysis of both the benefits and costs to the unit and university community, seek accreditation for all current unaccredited graduate and undergraduate programs as determined appropriate.

Sub-objective 1.6.1: No later than 2012, secure accreditation for the master's in health administration and the bachelor's in legal studies degrees from appropriate national accreditation bodies.

OBJECTIVE 1.7:

By 2010, determine the university's strategic intent with respect to online education.

Sub-objective 1.7.1: By fall 2010, determine the feasibility and costs of offering one or more online degree programs.

Sub-objective 1.7.2: Online degree programs determined to be feasible will be launched with NCA approval by 2012.

OBJECTIVE 1.8:

By 2011, the university develops a health strategy and plans for necessary infrastructure to engage internal and external constituents to promote inter-professional health education, scholarship, and service programs for the 21st century.

OBJECTIVE 1.9:

By 2012, develop a strategy which integrates the Office of Charter School's activities within the broader university.

OBJECTIVE 1.10:

By fall 2010, all community engagement efforts on campus are well documented and coordinated.

OBJECTIVE 1.11:

By 2010, the institution has completed a rigorous assessment of all options for undergraduates to achieve and demonstrate mastery of upper division General Education Themes and their associated learning objectives.

Sub-objective 1.11.1: By 2011, the institution translates its assessment findings into action by selecting and implementing one or more options for undergraduates to achieve and demonstrate mastery of upper division general education learning objectives.

OBJECTIVE 1.12:

By 2011, faculty service to the unit, college, university, and professional communities will be recognized through systematic processes based on best practice standards.

OBJECTIVE 1.13:

By 2011, staff performance review criteria are examined to include best practice standards.

OBJECTIVE 1.14:

By 2015, the university has a well-established reputation as a leader in sustainability efforts and model for best practices by establishing a process to evaluate campus sustainability efforts and establishing aggressive goals to promote social responsibility, encourage environmental stewardship, and create efficiencies and value for the work we perform. [Baseline will be established in 2010.]

NOTE: Unless a month is specifically stated, deadlines for goals/objectives are December 31 of the year indicated.

Goal Two

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

Learning and Working Environment

OBJECTIVE 2.1:

By 2012, undergraduate students will have the opportunity for achieving intercultural competence training that is officially certified.

OBJECTIVE 2.2:

By 2015, 100% of faculty and staff will have had the opportunity to participate in graduated levels of intercultural competence training.

Faculty and Staff

OBJECTIVE 2.3:

By 2015, expand the diversity of faculty and staff as demonstrated by the workforce utilization analysis. [Baseline as indicated by the annual *Workforce Utilization Analysis; Affirmative Action Plan*.]

Students

OBJECTIVE 2.4:

By January 2010, the Enrollment Development Planning Assessment Committee (EDPAC 2008-2015) Plan will be fully implemented and monitored on an annual basis.

Sub-objective 2.4.1: Each fall semester between 2010 and 2015, the university enrolls between 3,500 and 3,700 first-time in any college (FTIAC) students.

Sub-objective 2.4.2: Each year through 2015, the university enrolls between 2,300 and 2,500 transfer students.

Sub-objective 2.4.3: Each year through 2015, the university will enroll at least 6,400 graduate students. [Baseline 2008-09 *Institutional Analysis*: Annual unduplicated headcount 6,229, *Graduate Capacity Study*, 2009.]

Sub-objective 2.4.4: By 2012, undergraduate student cohorts annually achieve six-year graduation rates of at least 60%. [Baseline 2008 *Accountability Report*: six-year graduation rate = 52.4%; Baseline 2008 EDPAC *Enrollment Plan*: six-year undergraduate graduation rate = 52%.]

Sub-objective 2.4.5: By 2015, each undergraduate student cohort will achieve a four-year graduation rate of at least 30%. [Baseline from 2008 EDPAC *Enrollment Plan*: Four-year undergraduate graduation rate = 23.8%.]

Sub-objective 2.4.6: By 2012, at least 87% of freshmen will return to the university for their sophomore year. [Baseline 2008 *Accountability Report*: Freshman retention = 84%; Baseline 2008 EDPAC *Enrollment Plan*: Freshman retention = 84.5%.]

Sub-objective 2.4.7: By 2012, at least 78% of sophomores will return to the university for their junior year. [Baseline: 2008 EDPAC *Enrollment Plan*: Sophomore retention = 73.8%.]

OBJECTIVE 2.5:

Annually, the university will increase its outreach efforts in order to enhance the diversity of its student body.

Sub-objective 2.5.1: By fall 2012, the proportion of students who have graduated from a high school, or its equivalent, from a country other than the United States is at least 3% of overall enrollment annually. [Baseline 2007 *Dashboard*: Proportion of international students = 1.9%; 2008 *Dashboard*: Proportion of international students = 1.2%.]

Sub-objective 2.5.2: By 2011, at least 800 or more students participate annually in study abroad programs. [Baseline *GVSU Self-Study* from Barbara H. Padnos International Center data: in 2006-2007 academic year, 650 GVSU students participated in study abroad programs.]

Sub-objective 2.5.3: By 2015, 18.8% of completed FTIAC applications will be from domestic minority applicants. [Baseline 2008, 16.7%, *Institutional Analysis*.]

OBJECTIVE 2.6:

By 2015, the six-year graduation rate for undergraduates will be 65%. [Baseline 2008, 52% six-year graduate rate as computed for IPEDS.]

OBJECTIVE 2.7:

By 2012, increase services designed to support non-traditional students, including veterans, students older than average, and other adults in transition. [Baseline will be established in 2010.]

All constituent groups

OBJECTIVE 2.8:

By December 2010, the Office of Inclusion and Equity will conduct a rigorous climate study of faculty, staff, and student experiences to identify a current baseline of perceptions in areas of inclusion and equity.

NOTE: Unless a month is specifically stated, deadlines for goals/objectives are December 31 of the year indicated.

Goal Three

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.

OBJECTIVE 3.1:

By 2012, 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.]

OBJECTIVE 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 Grand Valley and 55.9% of seniors rated the university's level of academic challenge as "high." At Grand Valley's peer universities, 50.8% of freshmen and 54.5% of seniors' rate those institutions' level of academic challenge as "high."]

OBJECTIVE 3.3:

By 2012, 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%.]

Sub-objective 3.3.1: By 2012, at least 56% of former undergraduates and 70% of former graduates who participated in internships and co-op assignments prior to graduation rate these experiences as “very valuable” overall. [Baseline from *2008 Michigan Post-Higher Ed Survey*: 53% of former Grand Valley undergraduates and 66% of former graduate students rate internships and co-op assignments as “very valuable” overall.]

Sub-objective 3.3.2: By 2012, at least 64% of former undergraduates and 75% of former graduates who participated in internships and co-op assignments prior to graduation rate these experiences as “very valuable” in preparing them for preparation appropriate to their chosen careers. [Baseline from *2008 Michigan Post-Higher Ed Survey*: 61% of former GVSU undergraduates and 66% of former graduate students rate internships and co-op assignments as “very valuable” in preparing them for their chosen careers.]

OBJECTIVE 3.4:

By 2015, service learning, co-curricular activities, and other experiential learning opportunities are fully developed and supported by administrators, faculty, and students at Grand Valley as a pedagogy that links community service to academic coursework [Baseline from HLC’s *2008 Assurance Section: Report of a Comprehensive Evaluation Visit*, p.6: “...it is unfortunate that service learning as a pedagogy which links community service to academic coursework does not appear to be as fully developed and supported in comparison to other universities that share a commitment to community engagement.”]

Sub-objective 3.4.1: By 2011, establish a baseline of financial resources to develop and coordinate service learning institution wide.

Sub-objective 3.4.2: By 2012, implement consistent collection and analysis of data to identify service learning needs and service learning outcomes institution wide. [Baseline from HLC’s *2008 Assurance Section: Report of a Comprehensive Evaluation Visit*, p.6: “There should be consistent collection and analysis of data to learn more systematically about the needs of its various constituencies. In addition, continued assessments of its service programs are necessary.”]

OBJECTIVE 3.5:

By 2012, 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.

Sub-objective 3.5.1: By 2015, at least 80% of students will have the opportunity to participate in high impact experiences: internships, co-ops, domestic and global service learning, study abroad, scholarship with faculty, learning communities, etc.

OBJECTIVE 3.6:

By 2015, students will have the opportunity to take course work or participate in internships and domestic and global service learning experiences that focus on best practices in sustainability.

Sub-objective 3.6.1: By 2013, 10% of students will have access to high impact service learning, internships, and co-op experiences in sustainability practice.

Sub-objective 3.6.2: By 2015, students will have the opportunity to pursue a certificate or other credentials that certifies their sustainability expertise.

Goal Four

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

OBJECTIVE 4.1:

By 2015, 90% of administrators, faculty, staff, and students engage in rigorous assessment of all institutional processes and outcomes. [Baseline will be established in 2010.]

OBJECTIVE 4.2:

By 2012, all courses identify student learning outcomes linked to appropriate pedagogies.

OBJECTIVE 4.3:

By 2012, the university has completed an evaluation of the outcomes and students' satisfaction with the university's new student advising approach and structures.

OBJECTIVE 4.4:

By 2015, all units under the direction of the provost have completed one self-study and at least two full cycles of student learning outcome assessment critiqued by the University Assessment Committee.

OBJECTIVE 4.5:

By 2012, the General Education Program has fully implemented its 2006 Assessment Plan and made the assessment results available to the university community.

OBJECTIVE 4.6:

Through 2015, maintain or expand all current assessment data management systems of the university.

OBJECTIVE 4.7:

Through 2015, continue to monitor and assess the state and regional needs for new or revised undergraduate and/or graduate programs and degrees.

Sub-objective 4.7.1: Through 2015, as the need for new or revised undergraduate and/or graduate programs and degrees is established, initiate the processes required to add these curricular offerings to the university and secure accreditation for these, as appropriate.

Sub-objective 4.7.2: Through 2015, as the need for discontinuance of undergraduate and/or graduate programs and degrees is determined, initiate the processes required to discontinue these curricular offerings.

OBJECTIVE 4.8:

Through 2015, provide an annual Grand Valley State University Accountability Report to university constituent groups.

OBJECTIVE 4.9:

Through 2015, provide an annual Dashboard Report to internal university constituent groups.

NOTE: Unless a month is specifically stated, deadlines for goals/objectives are December 31 of the year indicated.

Goal Five

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.

OBJECTIVE 5.1:

By 2012, the university has fully implemented its 2009 Human Resource Planning and 2010 Planning Task Force Report.

Sub-objective 5.1.1: By 2015, increase the number of student credit hours taught by tenure and tenure track faculty to 65% by means of additional faculty positions and curriculum delivery efficiencies. [Baseline: Fall 2008, 54%.]

Sub-objective 5.1.2: By 2015, increase the number of staff by anticipated enrollment growth of 6%. [Baseline: approximately 1% per year enrollment growth.]

OBJECTIVE 5.2:

By 2015, the university has constructed an additional 500,000 to 750,000 net square feet of academic space based on Master Plan priorities. [Baseline: The *2007 GVSU Facilities Master Plan* documents a potential deficit of some 1.2 to 1.7 million net square feet of academic space.]

Sub-objective 5.2.1: No later than 2015, the Mary Idema Pew Library and Learning Commons is completed and in service.

OBJECTIVE 5.3:

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

Sub-objective 5.3.1: By 2015, 50% teaching and learning spaces are enhanced to support new pedagogies.

OBJECTIVE 5.4:

By 2015, the university has established and maintains programs to incentivize faculty members', staff members', and students' contributions to the knowledge base, including the development of new means to recognize and reward outstanding intellectual and creative products.

Sub-objective 5.4.1: By 2011, the university has developed a comprehensive support structure for faculty, staff, and student scholarship and creative practices.

Sub-objective 5.4.2: By 2012, the university has established specific incentives to improve intellectual productivity, including grants; enhanced professional development funds; increased financial compensation; and support for scholarship and creative practice.

NOTE: Unless a month is specifically stated, deadlines for goals/objectives are December 31 of the year indicated.

Goal Six

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

OBJECTIVE 6.1:

By 2015, the proportion of graduates who pass state or federal examinations required for practicing in their professions will exceed the national standard. [Baseline *2008 Accountability Report*.]

OBJECTIVE 6.2:

By 2015, the proportion of graduates who secure employment appropriate to their discipline or profession or

enter graduate school exceeds 85%. [Baseline 83%, *2007-08 Career Services Annual Report*.]

OBJECTIVE 6.3:

By 2015, the proportion of graduates who secure employment in any discipline or professions or enter graduate school exceeds 95%. [Baseline *2008 Accountability Report*, 98%.]

OBJECTIVE 6.4:

Between 2010 and 2015, 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. [Baseline will be established in 2010.]

NOTE: Unless a month is specifically stated, deadlines for goals/objectives are December 31 of the year indicated.

Goal Seven

Grand Valley's stakeholders are aware of and supportive of the university's financial decisions.

OBJECTIVE 7.1:

Annually, the university maintains and monitors its practices to reduce its overall exposure to business and catastrophic risks at acceptable levels.

OBJECTIVE 7.2:

By 2011, the university regularly and effectively communicates its strategic budgeting priorities to students, faculty, staff, and other stakeholders. [Baseline will be established in 2010.]

OBJECTIVE 7.3:

By 2010, at least 75% of the faculty are familiar with the university's strategic budgeting priorities and the financial consequences of the institution's decisions relative to issues such as change in the general fund budget, pay equity, salary compression, and tuition. [Baseline: HLC's 2008 *Assurance Section: Report of a Comprehensive Evaluation Visit*, p.15: "Interviews with faculty groups indicate that financial outcomes of decisions relative to general fund budget changes, pay equity, and salary compression are not clearly communicated."]

OBJECTIVE 7.4:

Ongoing, the university 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. [Baseline HLC's 2008 *Advancement Section: Report of a Comprehensive Evaluation Visit*, p.9: "There is a deep reservoir of trust on campus and a continuing commitment to work collaboratively and communally to reinvent Grand Valley for the 21st century. For its future success, those may be Grand Valley's most important assets."]

OBJECTIVE 7.5:

By 2015, the university's tuition remains in the middle of the range for Michigan's public, four-year universities. [Baseline: *2008 Accountability Report*: Grand Valley's tuition ranks 8th highest among Michigan's 15 public, four-year institutions.]

OBJECTIVE 7.6:

Between 2009 and 2015, 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.

OBJECTIVE 7.7:

Through 2015, graduate financial support, including but not limited to, stipends, tuition waivers, and support for scholarship and creative practice remains equal to or greater than the financial support provided to graduate students by other Michigan institutions with identical or similar graduate degree programs. [Baseline: HLC's 2008 *Assurance Section: Report of a Comprehensive Evaluation Visit*, p.16: "Graduate stipends, tuition, waivers, and research support will need to stay competitive with those offered by other graduate programs in the state, particularly for those areas not unique to GVSU."]

OBJECTIVE 7.8:

By 2012, 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.]

NOTE: Unless a month is specifically stated, deadlines for goals/objectives are December 31 of the year indicated.

Goal Eight

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

OBJECTIVE 8.1:

By 2015, Grand Valley has a state-and nation-wide reputation for academic excellence in graduate and undergraduate programs.

Sub-objective 8.1.1: By 2012, Grand Valley has improved by .5pts its overall reputation and familiarity in West Michigan and metro Detroit among prospective students. [Baseline: 2009 *Institutional Image Research Survey*, 7pts. ordinal scale; Reputation W.MI 5.7pts., Familiarity W.MI 5.4pts.; Reputation Metro Detroit 5.1pts, Familiarity Metro Detroit, 4.1pts.]

Sub-objective 8.1.2: By 2012, Grand Valley has improved by .2pts. its overall reputation and familiarity in West Michigan and metro Detroit among the general public. [Baseline: 2009 *Institutional Image Research Survey*, 7pts. ordinal scale; Reputation W.MI 5.7pts., Familiarity W.MI 5.2pts.; Reputation Metro Detroit 4.7pts., Familiarity Metro Detroit, 3.4pts.]

Sub-objective 8.1.3: By 2015, the university increases its name recognition and public image among potential faculty, staff, and students nationally. [Baseline will be established in 2010.]

OBJECTIVE 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. [Baseline will be established in 2010.]

Sub-objective 8.2.1: West Michigan community partnership activities will increase experiential learning opportunities for students. [Baseline will be established in 2010.]

⁽¹⁾OBJECTIVE 8.3:

By 2011, University Development will, with the finance office, evaluate the private dollar support potential for new comprehensive campaign investments and facilities once the current planned initiatives are completed.

OBJECTIVE 8.4:

By 2015, increase the ownership of Grand Valley by alumni as evidenced by a 15% increase in participation over 2009 levels and an increase in donor participation to 10%.

OBJECTIVE 8.5:

By 2015, the university will have increased the active donor base which includes alumni, faculty/staff, retirees, students, parents, friends, corporations, and foundations who contribute annually to the institution by 20% over fiscal year 08-09 number of 21,086 (VSE Donor Count).

OBJECTIVE 8.6:

By 2015, the university will increase our VSE comparable reported cash gifts to \$13,000,000 annually in private gifts from alumni, faculty/staff, retirees, students, parents, friends, corporations, foundation relations, and major gifts.

OBJECTIVE 8.7:

By 2015, the university will increase the endowment gifts to the university, including scholarships, from our current average of \$2 million to \$5 million a year (including present value).

OBJECTIVE 8.8:

By 2015, the university will have completed, stewarded, and received pledges and commitments of over \$50,000,000 on the current comprehensive campaign (*Shaping our Future*) and will be prepared to launch the next comprehensive campaign in 2017.

OBJECTIVE 8.9:

Steadily increase each fiscal year the number and total award amounts of externally sponsored agreements supporting scholarship and creative practices. [Steadily = even performance.]

OBJECTIVE 8.10:

Steadily increase each fiscal year the number of faculty and staff conducting internally and/or externally sponsored scholarship and creative practices. [Steadily = even performance.]

(1) Note for objectives 8.3 to 8.8 University Development will adhere to The Council for Aid to Education (CASE) standard definitions as used in the Voluntary Support of Education (VSE) survey data.

NOTE: Unless a month is specifically stated, deadlines for goals/objectives are December 31 of the year indicated.

Grand Valley State University is an affirmative action, equal opportunity institution. It encourages diversity and provides equal opportunity in education, employment, all of its programs, and the use of its facilities. It is committed to protecting the constitutional and statutory civil rights of persons connected with the university. 12/09.