

Grand Valley State University

2010-2015 Strategic Plan: Final Progress Report

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Chris Plouff, Ed.D., Assistant Vice President for Academic Affairs

Background and Context

Grand Valley State University's mission to educate students to shape their lives, their professions, and their societies is longstanding. Since 2009, the institution has actively undertaken strategic planning activities to facilitate the achievement of this mission.

The university's strategic planning cycle relative to this report began with the 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, started in 2010 and continued through 2015. The institution's 2010-2015 Strategic Plan comprised eight key goals and 63 objectives, with each objective's anticipated achievement or completion date specified.

Monitoring and Reporting Progress

The principal components of Grand Valley's 2010-2015 strategic planning process were 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. Annual progress reports following each year of implementation, monitoring, and analysis activities have been completed and disseminated.

This report is the final in this series, covering the period January 1, 2010 through December 31, 2015. It is based on data provided by all divisions, colleges, and units across the institution.

Summary of Findings

During 2010-15, all units completed annual reviews and updates of their strategic plans, which were aligned and consistent with the strategic plans of their colleges or divisions and the University. Activities throughout the institution were informed by all levels of strategic goals and assessments.

As has been institutional practice for five years, the strategic plans of the colleges and divisions were modified, as needed, to adjust for learning that occurred and changing conditions within and external to the institution. Modifications were reviewed to ensure that alignment and support for the attainment of objectives in the *Grand Valley State University Strategic Plan 2010–2015* were maintained.

Also as in the previous years, Grand Valley's budget proposal, approval, and monitoring activities became more strongly driven by and instrumental to its strategic plan objectives. For the past five years, budget requests were routinely analyzed in terms of their relationship to this plan.

Summary of Grand Valley's Accomplishments for the 2010-2015 Strategic Plan

Grand Valley was very successful in either achieving or substantially meeting all but two of the 63 objectives in the 2010–2015 plan. In fact, 39 of the objectives were fully achieved which is impressive considering the aspirational nature of the majority of the objectives. For the two objectives that were not substantially met, both made substantive and meaningful progress¹. The institution evidenced considerable growth over this time period predominantly because of the direction and focus provided by the framework of this strategic plan. GVSU is recognized as a local, regional and global leader in many of its capacities in large part because of the commitment and steadfast adherence to strategic planning, assessment, and continuous improvement activities. Review of the accomplishments made toward the 2010-2015 plan, and analysis of findings, were instrumental in developing the outcomes, priorities and objectives of the new 2016-2021 strategic plan.

Grand Valley's Strategic Goals and Objectives

The eight goals of Grand Valley's Strategic Plan 2010–2015 provided a framework for strategic resource allocation, implementation, and assessment activities:

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

¹ 'Substantially met' indicates that achievement of the objective is at least 75% accomplished or more.

'Substantively met' indicates that achievement of the objective is at least 50% accomplished.

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

The 2010-2015 Plan included 63 specific objectives aligned with the institution's eight strategic goals. Forty-eight of these objectives were *annual* in character – the university expected to meet each one during a specific year between 2010 and 2015. The remaining 15 were *continuing* in character, that is, objectives toward which some progress was expected every year, until the objective was achieved or no further institutional efforts were required.

Table 1 shows the distribution of the 63 objectives over the six years of the 2010–2015 Strategic Plan.

Table 1: Strategic Objectives Over Time, 2010–2015					
<i>Annual Objectives</i>					
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	NONE	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
<i>Continuing Objectives</i>					
Incremental progress was expected toward achievement of these objectives every 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					

Throughout 2015, the institution continued its efforts to meet any objectives that previously had not been achieved and sustained annual progress on the continuing objectives essential to Grand Valley's forward momentum. The following section provides a summary of the status of all strategic plan objectives at the end of the 2010-2015 planning cycle.

Summary of Achievement of 2010-2015 Strategic Plan Objectives

Figure 1 provides a summary status of all 2010-2015 strategic objectives.

Figure 1: Status of Objectives by End of 2015				
Objective	Minimally Met	Substantively Met	Substantially Met	Achieved
1.1				
1.2				
1.3				
1.4				
1.5				
1.6				
1.7				
1.8				
1.9				
1.10				
1.11				
1.12				
1.13				
1.14				
2.1				
2.2				
2.3				
2.4				
2.5				
2.6				
2.7				
2.8				
3.1				
3.2				
3.3				
3.4				
3.5				
3.6				
4.1				
4.2				
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7.8				
8.1				
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8.7				
8.8				
8.9				
8.10				

The remainder of this section provides a narrative summary of the accomplishment of each strategic plan objective.

1.1 All colleges and divisions have current strategic plans aligned with and supportive of the university's strategic plan;

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.

Achieved: This objective and sub-objective were achieved by end of 2011. All colleges and divisions within Academic and Student Affairs and administrative divisions completed strategic plans that aligned with and supported the university's strategic plan. All units had updated strategic plans that aligned with college and division plans.

A new 2016-2021 University Strategic Plan was finalized and supported by the Board of Trustees in 2015. Through fall 2015 and into early winter 2016, all divisions, college, and units again worked on updating their strategic plans to align with the new University plan.

1.2 All academic and non-academic colleges and divisions begin implementation of their inclusion plans;

1.2.1: All academic and non-academic units have fully integrated their college's and division's inclusion implementation and strategic plans and processes.

Achieved: Under the oversight and with the support of the Division of Inclusion and Equity, all colleges and their divisions completed and began implementation of their inclusion plans in 2011. All academic and non-academic units had fully integrated their college's and division's inclusion implementation and strategic plans and process by end of 2013.

The new 2016-2021 University Strategic Plan includes an institutional outcome stating *Grand Valley is diverse and inclusive*. All division, college and unit plans will align objectives to this outcome, as outlined in their inclusion plans.

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

Substantially Met: Grand Valley continues to pursue implementation of the best shared governance practices articulated in the *Faculty Handbook* and *Administrative Manual*. An orientation to incoming members of Grand Valley's Board of Trustees is provided, which covers the role of shared governance between the board and faculty. The Office of the Provost works with the University Academic Senate (UAS) and Executive Committee of the UAS to implement the principles of shared governance.

To best illustrate the effectiveness of shared governance at GVSU, the following was provided by the Chair of the University Academic Senate (UAS):

Shared governance works well at Grand Valley. The UAS has ten standing committees who each work on different areas of concern; UAS then reviews the recommendations from these standing committees and makes formal recommendations to the provost via written memos. The provost reviews the UAS recommendations and sends a formal response memo back to UAS stating the university administration's response to the UAS recommendations. The administration generally accepts the UAS recommendations as written or with minor modifications. In the rare cases when that doesn't happen, the provost takes care to explain the rationale carefully so that UAS knows that its concerns have at least been heard, if not heeded.

To be more explicit: during the two year period of 2013 -2015, UAS made 40 recommendations for changes to policy or handbook language, 37 of which were addressed with slight or no modifications. Of the recommendations that were not accepted as written, two were significantly altered and one is still not fully addressed. Some of these UAS recommendations were relatively minor, but others represented extensive efforts, such as the creation of a university-wide system for gathering student input on faculty teaching and significant revisions to personnel policies. There were also nine recommendations for new programs, 11 new certificates, 230 new courses, and 316 changes to existing curriculum during this same two year period.

There are two key features to the health of our shared governance system: (1) UAS members take time to learn about the university's operating systems, and (2) members of the Provost's Office take time to attend the UAS meetings. These two features work in tandem to ensure that the UAS recommendations are generally within the realm of possibility, which leads to also a significant level of trust between UAS and the administration. This level of cooperation is not common at a university of our size and should not be taken for granted; it is built upon years of demonstrated commitment to the mutual goal of being a strong and vibrant university.

Formal documentation of the reaffirmation of the principles of shared governance was not realized during this timeframe, but may be pursued in the future even though it was not deemed essential to current shared governance practices.

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

1.4.1: Appropriate oversight and infrastructure support for graduate programs and graduate students are well established.

1.4.2: Policies for hiring and determining workload for graduate and undergraduate faculty are differentiated.

1.4.3: Policies for hiring, compensating, promoting, and earning tenure for graduate and undergraduate faculty are based on best practices and monitored.

1.4.4: An institution-wide system for calculating and balancing the workloads of graduate and undergraduate faculty at all ranks is in place.

Substantially Met: Policies governing all graduate and undergraduate degrees, programs and courses are spelled out in the Administrative Manual, Faculty Handbook, the

Undergraduate and Graduate Catalog, and the Graduate Education Policies and Procedures Manual.

Oversight and infrastructure support for graduate programs and graduate students are established and are published in the Graduate Education Policies and Procedures Manual, which is distributed to all graduate students and faculty and published on The Graduate School website. All graduate programs are in compliance with graduate policies, including student policies. All curriculum is reviewed by the University Curriculum Committee (UCC) which ensures adherence to academic policies, best practices in content and delivery.

Policies regarding undergraduate and graduate faculty are clearly outlined in the Faculty Handbook, Administrative Manual, and Graduate Education Policies and Procedures Manual. Faculty workload expectations are established through the Office of the Provost, and implemented through College-level practices and expectations. Graduate faculty across campus have to meet the same requirements regarding qualifications in order to be approved to teach at the graduate level. Standardization of workload for supervising graduate research/projects is currently in progress and not yet consistently applied across campus.

Hiring for all regular faculty is facilitated with consistent review by Human Resources and the Division of Inclusion & Equity. Compensation is annually monitored by the Faculty Salary and Budget Committee (FSBC) as well as the Office of the Provost. Colleges have tenure and promotion policies consistently applied for units reporting to them, with review by the College Personnel Committee. There is a new University Personnel Committee that was established in 2015 which now adds a policy review step at the Division-level, and includes final review of personnel cases by the Office of the Provost to ensure consistency. One aspect of the faculty review process that is still in progress is establishing consistent expectations regarding faculty service. UAS is currently engaged in discussion about meaningful service and the means for more consistently incorporating it into College tenure and promotion evaluations. It is expected that this will have some actionable outcome by the end of the 2016-2017 academic year.

1.5 Secure reaccreditation for 12 currently accredited discipline-specific graduate and 23 discipline-specific degree programs

Achieved: All previously accredited graduate and undergraduate programs maintained accreditation or were reaccredited for the maximum years allowed through the timeframe of the 2010-2015 strategic plan.

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.

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.

Substantially Met: Between 2010 and 2015, the Physician Assistant Program was approved by its accrediting body to be offered at Grand Valley's Traverse City location, the Psychology Specialist degree and the Quality Initiative Proposal - "Implementing a New GVSU Assessment for General Education" (INGAGE) - was approved by HLC. Speech and Language Pathology, Diagnostic Medical Sonography – Echo/Vascular, Medical Dosimetry, the Charter Schools Office, and the Children's Enrichment Center achieved first time accreditation. Therapeutic Recreation, Health Information Management, Clinical Dietetics, Magnetic Resonance Imaging, Public Health, and Audiology have applied for first time accreditation.

The application has been submitted for initial accreditation of the Master's in Public Health. The review by the accrediting body will take place in 2016. The Bachelor's degrees in Legal Studies are approved by the American Bar Association through 2017.

1.7 Determine the university's strategic intent with respect to online education;

1.7.1: Determine the feasibility and costs of offering one or more online degree programs.

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

Achieved: The University's strategic intent regarding online education was established in 2010. The institution's strategic intent was expressed through its development of an infrastructure to support current and future online programs, including:

- supporting the delivery of fully online degree programs at the post-baccalaureate level only;
- seeking and achieving approval from the Higher Learning Commission (HLC) for the university's first fully online program in the Master in Educational Technology degree;
- creating the Online Education Council (OEC) as a standing committee of the university academic senate;
- increasing professional development opportunities for faculty in online education through The Pew Faculty Teaching and Learning Center; and,
- continuing to offer online and hybrid courses at all degree levels.

In the past year, professional development for online and hybrid delivery has increased, a peer-review evaluation tool was developed and is currently being piloted, and changes have been made to the definition of traditional and hybrid courses based on a faculty survey of appropriate amount of in-seat time.

Online Education at GVSU now has a dedicated website (<http://www.gvsu.edu/online/>) that identifies programs and courses that are offered online, includes faculty and student

resources, and student admission and cost. The HLC has accredited GVSU as ‘approved for distance education courses and programs,’ indicating the ability to create and deliver online programs. Currently, GVSU offers six programs that are considered online (100% of courses are online), and 24 programs that are considered hybrid (at least 50% of courses in the program are in a distance delivery format, but at least one course has on campus meetings).

1.8 The university develops a health strategy and plans for necessary infrastructure to engage internal and external constituents to promote interprofessional health education, scholarship, and service programs for the 21st century;

Achieved: The current strategy and plan of the Vice Provost for Health fully satisfies this objective. Aspects of the strategy and plans to engage internal and external constituents in interprofessional programs can be found on the Vice Provost for Health website (<http://www.gvsu.edu/vphealth/>).

In 2011, The University Development Division created “The Health Campaign,” a strategic initiative to support the development of the institution’s health education infrastructure. Clinical sites were developed throughout Michigan (including the Upper Peninsula) to support placement of students in clinical health. The School of Engineering created the biomedical engineering undergraduate minor and established the Master of Science Engineering emphasis in biomedical engineering, supported by funding from the National Science Foundation. The clinical trials research management certificate (offered in a consortium with Michigan State University) was approved by the HLC. The Fourth Annual Interprofessional Education Conference attracted 154 registrants, an increase over previous years. The partnership between GVSU and Mary Free Bed was awarded two Department of Defense grants to serve veterans and their families.

1.9 Develop a strategy that integrates the Office of Charter School’s activities within the broad University.

Achieved: Grand Valley’s Charter Schools Office, which is overseen by the University Counsel Office, developed an annual report on charter school integration through the College of Education (COE). This report was completed and submitted in July 2012, documenting that this integration has been accomplished. Further evidence of the integration is the production of an annual report, an annual academic achievement analysis report, an annual professional development brochure, and a “Charter Schools by the Numbers” talking point card by the university’s Institutional Marketing office.

Also in this period, the Graduate School strengthened its relationship with the Charter Schools Office and promoted broader integration through a series of meetings between the dean of the Graduate School and the special assistant for Charter Schools.

1.10 *All community engagement efforts on campus are well-documented and coordinated.*

Substantially Met: Documentation and coordination of community engagement has been achieved within every college and division institution-wide and all components of the institution have implemented adequate procedures and processes necessary to document community engagement activities. The Civic Engagement Collective (CEC) Data and Assessment Team has developed a map – still in draft form – of civic engagement data collection and reporting needs from across campus, including the data that is currently being collected and data that needs to be collected for specific reporting needs. This map is currently used to identify data collection overlap and/or gaps, and to make the process of gathering data for reporting more efficient. It is an attempt to coordinate multiple data collection systems, rather than to integrate those systems in to one.

Initially, there was an attempt to integrate all civic engagement data collection systems, but that is being reconsidered for various reasons, including the issue of data security. As the development of one integrated and searchable data collection system has been explored, it was found that the security of confidential student and faculty information would be compromised in a system that also offers the capacity to search opportunities and “network” with other stakeholders around civic engagement projects.

The CEC Data and Assessment Team has made recommendations to make changes to *Digital Measures* - an online system for identifying and documenting faculty teaching, scholarship, and service - which would make collection of faculty civic engagement data easier to input and more accurate. This effort is currently under way and will likely be accomplished during the 2016-17 academic year.

The Community Service Learning Center (CSLC) serves to co-coordinate and document community engagement efforts on campus, along with the Office for Community Engagement and the CEC. Efforts to document and coordinate campus community engagement efforts include:

- Development of campus-wide CEC and CEC teams (Data & Assessment Team, Communications Team, Professional Development Team, Resource Team, and Strategic Operations Team).
- Use of Service Tracker to meet documentation needs of student organizations and university reporting requirements.
- Coordinated neighborhood-based engagement efforts in Grand Rapids, in collaboration with the Office for Community Engagement.

Finally, a Community-Based Learning (CBL) designation for courses that contain a substantial civic engagement component has been established. The implementation of the CBL course designation will likely be completed during the 2016-17 academic year. This will help to more accurately identify and assess activities in courses which identify as CBL.

The new 2016-2021 University Strategic Plan includes an institutional outcome stating *Grand Valley has mutually beneficial relationships, partnerships, collaborations, and connections with local, state, national, and world communities.* All division, college and

unit plans will align objectives to this outcome, as outlined in their strategic plans. Additionally, because of the importance of continuing progress toward this objective, a new objective in the 2016-2021 plan specifies the expectation that more uniform documentation and reporting of all student and faculty civic engagement activities and community partnerships will occur.

1.11 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;

1.11.1: 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.

Achieved: In 2011, the General Education Committee completed a rigorous assessment of the General Education curriculum, revised the General Education program with input from all constituent groups within the institution — including undergraduate students. The General Education program re-design in 2011 was approved in January 2012 by the UAS. This program was implemented in fall 2012. A revised assessment plan that is integral to this new structure was developed, and the General Education Committee developed a strategic plan for this effort in 2013.

The University's quality initiative for on-going accreditation with the HLC involves rigorous assessment of student learning in all courses comprising the General Education program. This initiative has involved teaching an expanded set of student learning outcomes in General Education courses, implementation of new programmatic structure to deliver student learning outcomes, incorporation of rubrics to assess student learning in these courses, and translation of student learning outcomes results into action steps to improve student learning and the General Education curriculum. In fall 2013, the new upper-division component of the General Education program and the new assessment plan were implemented, and the first three-year assessment cycle will be completed in 2016. Nine student learning outcomes have been adopted (collaboration, critical and creative thinking, ethical reasoning, information literacy, integration, oral communication, problem solving, quantitative reasoning, and written communication), addressed in three areas (foundations, cultures, and issues).

1.12 Faculty service to the unit, college, university, and professional communities will be recognized through systematic processes based on best practice standards

Substantially Met: The Office of the Provost continues to recognize and present annual awards to faculty for outstanding contributions related to service. The Graduate Dean's Citation Awards annually recognize faculty members in the areas of service to the community/profession, leadership/service to GVSU, and promoting inclusion and diversity. Progress continues to be made with respect to integrating faculty service into decision-making processes affecting them institution-wide.

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*. 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.

Each unit is responsible for setting its criteria for service recognition based on the standards and best practices in their discipline; the criteria are considered in contract renewal and promotion and tenure negotiations and decisions.

Examples of how service is recognized in the academic units includes the College of Community and Public Service (CCPS) Outstanding Service Award, awarded for outstanding service by CCPS faculty, and specifically separate from awards granted for outstanding teaching, research, or other accomplishments. The College of Health Professions (CHP) has a point system that is used by all faculty in all departments that documents and thus allows for recognition of service to the department, college, university, professional society, and the community.

1.13 Staff performance review criteria are examined to include best practice standards

Achieved: The Electronic Performance Development Program (ePDP) staff performance review system was implemented by all units, institution-wide in 2012, which Achieved this objective. The ePDP staff performance review system is a criteria-based approach that incorporates both institutional and department goals into the review of Grand Valley's staff members. Prior to full implementation, adjustments were made to improve this system and its alignment with best practice standards in personnel review for institutions of higher education.

1.14 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.

Achieved: GVSU was named one of the country's "Most Environmentally Responsible Colleges" by The Princeton Review for the 6th year in a row. It has also been named "One of the Country's Greenest Universities" by the Sierra Club for the third year in a row, and is the highest ranked Michigan institution on the list. Best Colleges, an online resource for prospective students, ranked GVSU as the 34th greenest college in the country.

GVSU uses the Association for the Advancement of Sustainability in Higher Education (AASHE) Sustainability, Tracking, Assessment, and Rating System (STARS) tool to track its sustainability progress. It has maintained a gold status for the past three years.

Business View magazine in their January 2016 edition featured GVSU “Leading the Way for Sustainability!” and recognized GVSU and the Office of Sustainability Practices as having one of the nation’s pre-eminent college sustainability offices.

In addition, GVSU has progressed with many sustainability programs, initiatives and projects during the past five years. Over 200 sustainability courses are offered throughout the curriculum, representing 12% of all student credit hours taken. Produce grown on campus at the Sustainable Agriculture Project is now being incorporated into meals options on campus. The bike program has expanded and now offers five self-service bicycle repair stations. A bike friendly campus certification is being pursued in 2016. The University also ranked second in the nation in the Game Day Challenge, for diverting nearly 80% of waste at a football game. Most recently, an agreement was made between GVSU and Consumers Energy to develop a 3MWe solar garden on GVSU’s Allendale Campus.

Since 2010, 13 facilities projects have been LEED certified Silver, Gold or Platinum. The Surplus Store has diverted 93,000 pounds of e-waste from the landfill so far in fiscal year 2016. The store has also diverted 117,450 lbs. of scrap/sheet metal from the landfill in Fiscal Year 2016. Our compositing program diverts 1.9 million pounds of waste from the landfill. Continue to reduce energy consumption (electric, gas, water) across the University. Since 2001 – electricity usage has decreased 26.5% per square foot, gas usage has decreased 27.5% per square foot, and irrigation water usage has decreased 50% in gallons used annually. The percentage of recycling increased from 32% prior to 2010 to 45% of campus waste being diverted from going to the landfill in Fiscal Year 2015.

2.1 Undergraduate students have the opportunity for achieving intercultural competence training that is officially certified.

Achieved: An Intercultural Training Certificate (ITC) for undergraduates was developed by the College of Liberal Arts and Sciences (CLAS), and the operationalization of the training was migrated to Brooks College of Interdisciplinary Studies (BCOIS) in 2012. An inaugural cohort of undergraduates earned the ITC in spring 2012. The director of the ITC program also developed training for BCOIS faculty and workshops for faculty across the institution to train them for providing instruction in the ITC program.

2.2 100% of faculty and staff will have had the opportunity to participate in graduated levels of intercultural competence training.

Achieved: Intercultural competency training is available for faculty and staff through the Inclusion and Equity Division, and is handled by new Inclusion and Equity Faculty Associates added to the department. Training in 2015 was conducted on an “as requested basis.” Social justice education is now the focus for faculty, staff and community. Plans for the creation of a Social Justice Certificate Program for Employees are currently in production for completion in 2016.

In addition, various types of intercultural competence training are either facilitated by or through divisional activities across campus. Some examples include, in fall of 2011 the

Finance and Administration Division established the Finance and Administration Inclusion and Equity Committee whose goal was to provide opportunities for the division staff. In addition the division has a divisional forum twice a year which usually has a diversity theme component in the program. Eight Institutional Marketing staff members did training that addressed intercultural competency (LGBT, intergenerational, communication skills for women, mental health training). WGVU staff members take one intercultural training class per semester.

From 2011-2015, the number of trained Inclusion Advocates – those who serve in a formal role on all search committees, with specific responsibilities to help ensure inclusive hiring practices - for the CHP tripled in number. The CLAS has 64 faculty and staff that are Inclusion Advocates. The COE Inclusion and Social Responsibility Committee continues to offer the Intercultural Development Inventory experience for all faculty and staff. The Graduate School staff have participated in intercultural competence training. As part of the Nursing Workforce Diversity Grant, there was a focus on increasing faculty skills in cultural competency. To that end, a workshop was held in November of 2011. The Kirkhof College of Nursing (KCON) Inclusion and Equity Task Force was established in 2014; the goal of this task force is to produce at least one focused event for faculty per year. Finally, the Intercultural Training Committee within the Division of Student Services facilitated a division meeting that featured student “Intersection Ambassadors” with approximately 120 attendees.

2.3 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.]

Substantially Met: The racial and ethnic diversity of staff/faculty increased slightly between 2010 and 2015. In 2010, the total racial and ethnic diversity of faculty and staff was 12.2%. In 2015, the diversity increased to 12.7%.

For the most recent analysis (2014), female hire rates for Faculty (58% of total new hires) and Executives, Administrative and Managerial (59%) were above their separation rates (50%; 57%). Female promotion rates were above their employment rates in every employee group. Female faculty (58%) hire rate was above their employment rate (46%) and application rate (46%). During that same time, minority hire rates for Faculty (22%) and Support Staff (17%) were above their separation rates (8%; 9%). Also, minority promotion rates were above their employment rates in Executives, Administrative and Managerial (23%; 14%) and Support Staff (32%, 13%). Minority overall hire rate (16%) was above their employment rate (15%), and minority support hire rate (17%) was above their separation rate (9%) and their employment rate (13%).

Challenges that remain include that the female separation rate (62%) was above their employment rate (54%), and the female faculty separation rate (62%) was above their employment rate (45%). Also, the minority Executive, Administrative and Managerial separation rate (26%) was above their employment rate (14%) and hire rate (13%). Finally, the minority faculty promotion rate (16%) was below their employment rate (17%).

The new 2016-2021 University Strategic Plan includes an institutional outcome stating *Grand Valley is diverse and inclusive*. All division, college and unit plans will align objectives to this outcome, as outlined in their strategic plans. Additionally, because of the importance of continuing progress toward this objective, a new objective in the 2016-2021 plan specifies the expectation that the diversity of students, faculty, staff and administration increases to reflect populations in West Michigan.

2.4 The Enrollment Development Planning Assessment Committee Plan will be fully implemented and monitored on an annual basis;

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.

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

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.]

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%.]

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%.]

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%.]

2.4.7: By 2012, at least 91.2% of sophomores will return to the university for their junior year. [Baseline: 2008 EDPAC Enrollment Plan: Sophomore retention = 73.8%.]

Substantially Met: The Enrollment Development Planning Assessment Committee (EDPAC) and its subcommittees met monthly to set agenda, review enrollment results, and establish direction. Subcommittees include Projections and Analytics, Graduation Rate, New Student Orientation, International Recruitment and Enrollment, Marketing and Recruitment, Advising, Persistence and Time to Graduation, Merit Scholarship Processes, and Transfer Initiatives, and were established to sustain implementation and monitoring of activities.

Table 2 summarizes the data relative to each metric identified in the subobjectives (2.4.1 – 2.4.7).

	Table 2: Metrics for Enrollment Development Planning						
	FTIAC Students	Transfer Students	Graduate Students	6-year Graduation Rate	4-Year Graduation Rate	1st-Year Retention Rate	2nd-Year Retention Rate
Target	3,500	2,300	6,400	60%	30%	87%	91.20%
Year							
2010	3,534	2,479	5,827	61.1	31.4	82.1	89.9
2011	3,927	2,699	5,465	63.3	33.0	81.7	89.0
2012	4,005	2,580	5,415	65.7	31.3	81.4	89.7
2013	4,124	2,532	5,188	69.5	36.7	83.0	89.5
2014	4,226	2,552	5,022	64.9	34.1	83.6	---
2015	4,155	2,439	4,751	66.6	35.7	---	---
= achieved			= substantially met			= substantively met	

Each fall semester between 2010 and 2015, the university enrolled at least 3,500 first-time in any college (FTIAC) students.

Each year through 2015, the university enrolled at least 2,300 transfer students.

Each year through 2015, the university was unable to enroll at least 6,400 graduate students. This is likely due to a number of factors, including economic conditions and the change in approach of employers financially supporting graduate work.

Between 2010-2015, the 6-year graduation rate was greater than 60% each year.

Between 2010-2015, the 4-year graduation rate was greater than 30% each year.

The freshman to sophomore retention rate was 83.6% for the most recent cohort of students. While this did not meet the target of 87%, it was a 1.5% increase from the 2010 value.

The sophomore to junior retention rate was 89.5% for the most recent cohort of students. While this did not meet the target of 91.2%, it was substantially improved from the baseline data from the 2008 cohort (73.8%).

2.5 The university will increase its outreach efforts in order to enhance the diversity of its student body;

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%.]

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.]

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

Substantially Met: Numerous diversity enhancement efforts were implemented and integrated over the timeframe of the strategic plan resulting in the largest population of FTIAC students of color at 723 students.

The percentage of international students was 1.7% in 2015, below the target level of 3.0%.

The number of students who studied abroad hit 807 in 2012 (above the target level), but declined to 688 in 2015, falling below the target level of 800 students.

26.6% of completed FTIAC applications were from domestic minority applicants in 2015. Every year from 2010-2015 exceeded the 18.8% target level for applicants.

A sampling of specific activities that were targeted at increasing diversity in the student body included:

- CHP instituted the sHaPe Camp, worked with KISD to award GVSU credits for courses taken through their program in CHS, affiliated with five community colleges in the MiRIS program, affiliated with MCC for respiratory therapy.
- WGVU launched the Inclusion Report on AM, FM, TV and the web to share diverse stories from our community. These stories provide an inclusive environment for potential new students to feel welcome in our community and at GVSU.
- The Office of the Provost, in collaboration with the Division of Inclusion and Equity, continued to support the Latino Student Initiative. As a result of the initiative's efforts, Institutional Marketing launched a Spanish language web presence this 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 Intercultural Training Certificate (ITC) was launched in BCOIS to boost students' intercultural competence, which supports students in valuing and respecting differences.
- 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.

- Institutional Marketing produced and disseminated a Diversity Recruitment brochure and an International Student brochure, which is focused on recruitment.
- The College of Education established the Latino Resiliency Coalition, which supports Latino students in Grand Rapids' public schools, and a Hermanos Mentoring and Retention program, focused on Latino retention.
- PCEC operated the Get With the Program and Summer of Learning (STEPS) camps to recruit unrepresented groups into its degree programs.
- In 2012, 24 new scholarships were established for diverse students.
- Hosted the LGBTQ Students of Color Reception by the LGBT Center; the Rainbow Social Reception by the LGBT Center, which attracted more than 200 students.
- The Student Academic Success Center (SASC) collaborated with units within BCOIS to create learning communities with linked courses engaging them in course content that addresses diversity issues.

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

Achieved: The 2015 6-year graduation rate was 66.6%. The rate met or exceeded 65% for 2012-2015. In addition, the 2015 graduation rate for GVSU student-athletes was 68%.

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

Achieved: Grand Valley has invested significantly in providing services for nontraditional students and veterans. The university has a dedicated 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.

Grand Valley is a service members Opportunity College (SOC) Member. SOC functions in cooperation with 15 higher education associations, the Department of Defense, and Active and Reserve Components of the military services to expand and improve voluntary postsecondary education opportunities for service members worldwide. For more information, access www.gvsu.edu/veterans/servicemembers-opportunity-college-information-16.htm/.

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.

In BCOIS, the Liberal Studies program continues to offer a Leadership Emphasis in a cohort-based, accelerated format for returning adult students. The Office of Integrative

Learning and Advising has begun putting together a resource page for nontraditional students in the College. Several programs—Area Studies, Women, Gender, and Sexuality Studies, Religious Studies, and Liberal Studies have increased their online and hybrid offerings, allowing students with full-time jobs and families better access to those courses.

In the CCPS, the Student Advising Center provides services to support traditional and non-traditional students. The School of Criminal Justice offers the Veterans Police Academy, one of two locations in the state. SPNHA now offers enough classes at night so that the PNA degree can be completed by part-time night-only students.

The CHP offers hybrid courses/programs that cater to nontraditional students. Services such as support staff and academic advising are routinely provided during the weekends these non-traditional students are on campus. Representatives from the Graduate School regularly participate in Veteran's events on campus and invite students with veteran status to participate in the PACES professional development program, even the if the students with veteran status are not graduate students.

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

The Padnos College of Engineering and Computing (PCEC) initiated the Wisner endowment, providing financial support for transitioning students. The Seidman College of Business (SCB) held a veteran student training for the Seidman Advising staff and Graduate Assistants regarding the role of advisors in terms of veteran needs.

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. 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.

The University Development Division has established 24 scholarships available to nontraditional students in the specified populations. The Student Services Division more than doubled the number of veterans served and more than doubled the number of events provided to military/veteran students.

2.8 The Office of Inclusion and Equity conducts a rigorous climate study of faculty, staff and student experiences to identify a current baseline of perceptions in areas of inclusion and equity.

Achieved: The campus climate study was completed by the Division of Inclusion and Equity and action plans were developed in 2012 based on the survey's results. A new campus climate survey was conducted in 2015 and preliminary findings are available at <http://www.gvsu.edu/mygvsu/>.

3.1 At least 45% of former students completing the university's bi-annual Survey of Graduates rate the quality of instruction as excellent.

Achieved: In the most recent Survey of Graduates (2014-15), 48.5% of former students rated quality of instruction as excellent. This value was also above 45% for each of the prior two years.

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."

Achieved: This objective could not be directly evaluated compared to the target values since NSSE divided this question into four distinct parts in the 2013 survey. Therefore current students' responses could no longer be compared to responses comprising the 2007 baseline data. However, when combining the ratings of first-year students for the four academic challenge indicators, the mean rating was 61.6%, which was greater than the target and considerably higher than the 53.8% of the combined scores for the selected peer institutions. For seniors, the combined mean rating for the four academic challenge indicators was 66.4%, which was again above the target for this objective, and higher than the combined scores for the selected peer institutions (65.3%).

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.

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.]

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.]

Substantially Met: The Michigan Post-Higher Education Survey was not continued after the initial offering, so this objective could not be reported on as written. However, relative to subobjectives 3.3.1 and 3.3.2, the Career Services Office conducts a survey of students who have completed an internship experience. This survey primarily covers credit-bearing internships in CLAS and BCOIS. In the 2014-15 academic year, the following responses were obtained from 318 respondents:

- *I feel more prepared to enter the profession as a result of my internship* - 90% of students either agreed or strongly agreed
- *I saw a direct correlation between what I learned and application in the workplace* - 95% of students agreed or strongly agreed
- *I gained new skills as a result of my internship* - 99% agreed or strongly agreed.

It is clear that students participating in experiential education value the experience and feel they greatly benefit from participation.

3.4 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."]

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

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."]

Substantially Met: Grand Valley has invested considerably in developing, supporting and assessing civic engagement activities across campus during the timeframe of this plan. In 2012, the University hired a Director for Community Engagement as a commitment to developing and coordinating community engagement institution wide. In 2015, Student Services created a position of Associate Director of for Student Life, Civic Engagement, and Assessment to further develop and support the service learning options for students. Along with an existing position of Assistant Director for Student Life, Civic Engagement, the university has now established a baseline of three FTEs committed to civic and community engagement. The individuals in these positions work collaboratively to develop, support, and champion curricular and co-curricular community-based learning initiatives that are reciprocal and mutually beneficial.

In 2015 a new course designation titled Community-Based Learning (CBL) was approved. Once fully implemented, this designation will aid in tracking curricular service learning /

community engagement. The Community Service Learning Center (CSLC) currently utilizes the AAC&U Value Rubric to assess civic learning in CSLC programs. Work will continue on the development of civic engagement student learning outcomes with the Civic Engagement Collective (CEC) Data & Assessment Team during 2016. The CEC Data & Assessment Team is charged with *collecting and analyzing data to identify service learning needs and service learning outcomes institution wide*. Currently, this group is inventorying data sources, compiling data for various reports (President's Honor Roll, Michigan Campus Compact Annual Survey) and working on strategy for either integrating or coordinating civic engagement data collection systems.

Civic engagement is an important part of the curriculum across campus. A few examples include: six out of 11 programs in CHP include service learning in their academic program, including all graduate programs. The President's Honor Roll for Winter 2015 lists 4,320 College of Liberal Arts and Sciences students involved in over 287,460 hours of academic and co-curricular activities they were assisted by over 28,118 hours of faculty service. All 20 varsity sports have adopted mandatory community service. Over 400 hours and \$6,200 was raised for Make A Wish. The Division of Student Services reported that 1,517 students indicated that they attended a program because of an academic course within in 2015.

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.

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.

Achieved: According to the 2013 NSSE survey, 92% of seniors indicated that they had participated in one or more high impact practices, and 75% indicated participating in two or more. This compares to 85% of seniors at selected peer institutions participating in one or more high impact practice, and 61% indicating participating in two or more. 62% of GVSU seniors indicated participation in service-learning activities, 58% conducted an internship or field experience, 26% participated in a learning community, 23% engaged in research with faculty, and 14% indicated studying abroad.

Examples of high impact practices and initiatives to enhance such opportunities for students are prevalent. The 2016-2021 strategic plan includes objectives that at least 90% of undergraduate and graduate students will participate in two or more high impact practices prior to graduation, in addition to supplemental writing skills courses and capstone courses.

In CCPS, all units integrate experiential learning throughout the curriculum through internships, service learning, and/or learning sites off campus. All CCPS undergraduate majors are required to have internship or field study experience, except those in criminal justice, where it is elective. All programs in CHP, with the exception of Allied Health

Sciences, require clinical, internships, and/or field experiences of their students. Most require research as a part of their program graduation requirements and several offer study abroad opportunities. All majors in PCEC require an internship or co-op experience as part of the degree program.

Each graduate program has at least two high impact activities embedded in the curriculum or as independent engagement activities. The Campus Links program for Autism Spectrum Disorder students has three high impact experience components to the program: learning communities, service learning and common intellectual experience. In 2015, Disability Support Resources and Career Services explored the opportunity to enhance internship and job placements for students with disabilities. An adjunct position to advise students with disabilities and employers was implemented in 2016 as a pilot. In 2015, the Division of Inclusion and Equity supported a Study Abroad program to the Dominican Republic with financial support.

The “for credit” internship participation has grown significantly in SCB. In addition, the study abroad initiatives through Seidman have been growing. Seidman study abroad has increased their visibility with students through tabling events as well as classroom visits, International Internship and Job fair initiatives, and updates to the website. Seidman has also made a focused effort to raise funds to help students offset the costs of study abroad.

In 2013, the Libraries rolled out a peer consulting service called the Knowledge Market for coaching in research, writing and oral presentation. The consultants, all of whom are students themselves, are in charge of the service. Data on the library’s research consultants indicate that this is a high-impact experience that raises the consultants’ confidence across of number of valuable skills.

The Division of Student Services creates two comprehensive reports that capture co-curricular and high impact programming on numerous and diverse units in the division including Campus Recreation, Career Center, Housing and Residence Life, Office of Multicultural Affairs, Student Life, University Counseling Center, Women’s Center and Laker Connections.

Co-Curricular Report:

http://www.gvsu.edu/cms4/asset/83707BD8-BFD9-89F2-9EB210A715741CBB/2014-2015_co-curricular_annual_data_report_with_new_graphs_2_8-11-15.pdf

Co-Curricular Connections High Impact Report:

[http://www.gvsu.edu/cms4/asset/83707BD8-BFD9-89F2-9EB210A715741CBB/2014-15_division_of_student_services_summary_of_reports_hi\(2\).pdf](http://www.gvsu.edu/cms4/asset/83707BD8-BFD9-89F2-9EB210A715741CBB/2014-15_division_of_student_services_summary_of_reports_hi(2).pdf)

The Vice Provost for Health meets at least annually with presidents of local and regional hospitals to evaluate expansion of clinical sites. Deans and clinical coordinators meet with hospital representatives to increase clinical opportunities.

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.

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

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

Substantially Met: The Office of Sustainability Practices has had an ongoing agreement over the last 10 years regarding a “Sustainable Development Best Practices” services agreement with the City of Grand Rapids including the City Executive Office, the Office of Energy and Sustainability, and the Grand Rapids Information Network. This agreement provides paid internship and associate opportunities for approximately 15 students each year.

In addition, the office offers for-credit and paid internship opportunities for approximately five students at the Sustainable Agriculture Project. The Office of Sustainability Practices also has on staff a paid position as a web editor, as well as a sustainability graduate assistant.

GVSU offers education for sustainable development “ESD” sustainability courses throughout the curriculum. An undergraduate major and minor is offered in natural resource management as well as a minor in environmental studies. Additionally there is a liberal arts with an emphasis in sustainability and an MBA with an emphasis in sustainable enterprise. Certificates in advanced energy, green chemistry, sustainable food systems, sustainable urban and regional planning, and sustainability in public and nonprofit organizations are also available.

Students also have access to high impact learning experiences through the Seeds of Promise sustainable neighborhood initiative within the City of Grand Rapids (www.seedsofpromise.net). Many of GVSU’s colleges are endorsing partners and engaged in ongoing class project work including nursing, liberal studies (e.g. ”wicked problems of sustainability”), design thinking, urban gardening, student tutoring, social work, and liberal arts and sciences (e.g. urban sustainability planning, housing, GIS mapping etc.).

There has been an intentional effort to expand opportunities within existing academic programs to specialize in sustainability-related areas. The Liberal Studies major offers an emphasis in Sustainability. The Geography and Sustainable Planning Department offers a major in Geography, minors in Sustainable Urban and Regional Planning and Geographic Techniques, and certificates in Sustainable Urban and Regional Planning and GIS Technology. GVSU also offers a major and minor in Natural Resources Management and a minor in Environmental Studies. Within the General Education program, a student can choose an issue sequence in Sustainability. There also is a certificate offered in Green Chemistry. Finally, there were 198 sustainability-related courses offered in 2015 that contain one, two, or all three ‘triple bottom line’ sustainability content areas (social, economic, and environmental).

4.1 By 2015, 90% of administrators, faculty, staff, and students engage in rigorous assessment of all institutional processes and outcomes.

Substantially Met: All divisions, colleges and units at GVSU have a strategic plan, aligned with the University plan, that contain measurable goals/outcomes, baselines and targets, and action steps. These are assessed on an annual basis and progress toward achievement of the objectives are reported.

In the Academic and Student Affairs Division, all academic and non-academic units and majors participate in the annual assessment and review process overseen by the University Assessment Committee (UAC), a faculty governance committee that also includes staff participants. Every major and unit is expected to annually engage in work on the strategic plan objectives, assess outcomes, and report on progress. Every major and unit with student learning components is expected to annually engage in work on assessing student learning outcomes, including reporting progress towards achievement of the outcomes. All tracking and reporting of student learning outcomes occurs in the WEAVE data management system. The UAC reviews each major or unit on a three-year cycle, with student learning outcomes assessment reports reviewed every three years, and a self-study report covering review of strategic planning outcomes occurring every six years (in conjunction with a student learning outcomes assessment report). Majors and units are expected to engage students in the student learning outcomes assessment process.

In the non-academic division, the systematic assessment approach used in the Academic and Student Affairs Division is not always used, but regular assessment occurs related to annual review of progress made toward accomplishing objectives of the strategic plan.

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

Achieved: As of 2013, all courses across the institution had identified student outcomes. All programs with external accreditation had linked their students' learning outcomes to appropriate pedagogies by the end of 2013. In General Education, all student learning outcomes have been identified in all courses. All academic units are required to submit a three-year assessment report of student outcomes to the University Assessment Committee (UAC) — a faculty governance committee for review. The Pew Faculty Teaching and Learning Center assists faculty with developing and implementing appropriate pedagogies for online and hybrid courses.

All units in BCOIS are compliant with assessment and self-study deadlines. All courses have learning outcomes. We engage in regular curricular review, updating programs as necessary. New programs include high-impact experiences ranging from offering internships and community-engaged learning, to innovative problem-solving pedagogies or online offerings. 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 programs in CHP, with the exception of Allied Health Sciences, require clinical, internships, and/or field experiences of their students.

Most require research as a part of their program graduation requirements and several offer study abroad opportunities. In CLAS, Teaching Roundtable topics and Faculty Learning Circles focus on exploring new and existing pedagogies. Throughout the year, the CLAS Curriculum Committee reviews syllabi of record to ensure learning outcomes match teaching methodologies and methods of student evaluation.

KCON has integrated active learning pedagogies — such as the flipped classroom — into its curriculum, in alignment with its student learning outcomes. Simulation is integrated throughout the undergraduate KCON nursing courses (traditional, second degree, and RN-BSN) as research indicates that simulation helps students in the application of principles/theories/concepts to the care of patients in a variety of settings. In PCEC, refinements have been made to achieve consistency with ABET evolving requirements and visit reports for programs in the School of Engineering and the School of Computing and Information Systems. The Occupational Safety and Health Management Program is now a secondary admission major with assessments made consistent with those needed for ABET accreditation. The assessment initiative at SCB is guided both by the Association to Advance Collegiate Schools of Business (AACSB) mandate to maintain an active assurance of learning program and the college's goal to create a program that is based on three principles: simple, standardized and engaged. Accordingly, SCB revised its assurance of learning program with faculty involvement and consensus in the 2014-2015 academic year to better align its curriculum to the revised student learning outcomes for its seven academic programs.

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

Achieved: A comprehensive assessment of undergraduate academic advising, comprising analyses of the perspectives of undergraduate students, advisors, deans and Grand Valley administrators, was completed in December 2012. The current student advising approach and structures are appropriate, effective, and efficient for meeting the needs of students and faculty/staff.

4.4 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.

Substantially Met: The UAC maintains a program/unit review cycle, regularly updated on their website (www.gvsu.edu/uac) that indicates due dates and timeframes for self-study and assessment report reviews. The UAC reviews each major or unit on a three-year cycle, with student learning outcomes assessment reports reviewed every three years, and a self-study report covering review of strategic planning outcomes occurring every six years (in conjunction with a student learning outcomes assessment report).

For those majors/units that existed at the start of the 2010 timeframe, at least two cycles of student learning outcomes assessment and a self-study have been completed. There have been a small number of majors/units that have not completed two student learning

outcomes assessment cycles because of extenuating factors such as change in leadership in the unit, which may have delayed work by a semester or so. Some new units or programs that have been added since 2010 may not have completed two cycles of student learning outcomes assessment because they have not been in the process for the requisite six years. All current majors and units are in the regular assessment and review schedule.

4.5 The General Education program has fully implemented its 2006 Assessment Plan and made the assessment results available to the university community

Achieved: The Assessment Plan was completed and the results were disseminated broadly, resulting in a proposal for changes in the program. In January 2012, the UAS approved the changes, resulting in an entirely new General Education approach and structure.

4.6 Maintain or expand all current data management systems of the university

Achieved: The institution maintained its suite of data management systems enterprise-wide. New or enhanced data management systems built and implemented by Institutional Marketing included STUEY, Volunteer Time Tracker, Study Buddy, Schedule It, Internship Management, Scholars Day and Grand Scholar. With Institutional Marketing, the Office of the Provost and the University Assessment Committee developed and implemented the Assessment Reporting and Self-Study data management system, which notifies departments when assessment reports and self-study materials are due. Also, a project with the Office of the Provost, Dean's CLAS office and Information Technology Division resulted in development of a system to track, coordinate and organize strategic planning data, events and activities enterprise-wide. This data system was launched in 2015 to support present and future strategic planning.

Other examples of expanding data management systems include myPath and myPath Planner, two myBanner® tools, were fully implemented by Academic Services; student aps for mobile devices were added by Academic Services; MAPWorks® continued in implementation; the university converted its email service from GroupWise® to Microsoft Outlook®; Microsoft Windows® 7 was installed institution-wide; and the institution fully transitioned to hosting its own Blackboard® application. Assessment data management systems were integrated enterprise-wide to monitor and track student progress.

Multiple upgrades were made to Banner® Student, Finance, Human Resources, Financial Aid, Purchasing; related systems (such as On-Base Workflow®) were tested and put into production. An all-university room scheduling system was successfully implemented. An online application processing and recruitment system was launched with a throughput of over 15,000 admission Applications. University Development implemented a system with the ability to provide colleges with monthly reports about funds received in their respective areas of responsibility.

4.7 Continue to monitor and assess the state and regional needs for new or revised undergraduate or graduate programs and degrees

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.

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.

Achieved: In an on-going basis, administrative and academic leaders regularly review the needs of stakeholders for academic programs and degrees. Annually, the assistant vice president for academic affairs meets with college curriculum committees to discuss curricular policies and procedures, some of which include the development of new programs at all levels. In 2011, the Office of the Provost finalized the threshold considerations for all curricular decisions. These thresholds were incorporated into the faculty governance curricular review process and disseminated to all academic units for use in curriculum development and review. In addition, a new faculty governance committee, New Program/New Unit Council, was established and met for the first time in May 2011.

There are several examples of program that were introduced during the 2010-2015 timeframe based on this review process. 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 were developed, some of which launched in or before 2015 including Speech and Language Pathology, Diagnostic Medical Sonography – Echo/Vascular, MS in Medical Dosimetry, Health Information Management, Clinical Dietetics and Audiology. In addition, 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.

SCB graduated its first cohort from a full-time MBA program (known as FIMBA), created in response to regional needs. Based on assessments, a biomedical engineering minor and a master's in biomedical engineering was developed by collaboration between PCEC and CHP. PCEC also put into place energy and nanotechnology curricula and programs. BCOIS developed a new Religious Studies program; its LGBTQ proposal was developed; and the global studies major was created. CLAS launched the nationally cutting-edge, academically-credentialed, skill-based experience for students. University Libraries developed a new service model driven by a recent audit of the information needs of the region.

GVSU entered into two consortium agreements: one with Michigan State University to offer the graduate-level Clinical Trials Research Management (CRTM) certificate; and the other, the Michigan Radiologic and Imaging Sciences (MiRIS), with five community colleges to offer courses in radiological imaging science. Both consortium agreements are in response to meeting regional and statewide needs in the health sciences.

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 GVSU Accountability Report to university constituents

Achieved: Every year during this plan timeframe, the *Grand Valley State University Accountability Report* was published 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: Every year during this plan timeframe, the Dashboard Report was completed and made available to university constituents. Each year since its launch, this Report has become more widely utilized and depended upon institution-wide.

5.1 The university has fully implemented its 2009 Human Resource Planning and 2010 Planning Task Force Report.

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%.]

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

Substantially Achieved: According to the Finance and Administrative Division, which has responsibility for these activities, the 2009 Human Resource Planning and 2010 Planning Task Force Report were fully implemented in 2012.

Subobjective 5.1.1 was not achieved during this timeframe. The percentage of student credit hours taught by tenure stream faculty in 2015 was 53.6% - essentially the same as the baseline amount. Several factors influenced this value remaining unchanged, including the ability to add several new affiliate-level faculty who are excellent teachers that can focus strictly on teaching. So while the percentage of tenure stream faculty did not change, teaching resources were at least maintained, and in some cases, augmented through the addition of full-time affiliate faculty.

Subobjective 5.1.2 was achieved during this timeframe. The number of staff increased by 9%, exceeding the 6% target. This has greatly benefited efforts at student retention as the

amount of support staff has grown with the student population growth, and augmented lagging staff hiring from the past.

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.]

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

Substantially Met: 392,842 net square feet of academic space was constructed during the plan period, falling 20% short of the minimal target value of 500,000 net square feet.

The Mary Idema Pew Library was officially opened on June 24, 2013.

Over the 2010-215 plan timeframe, CLAS, the largest college in the University, saw instructional space increase by 22% from 280,114 square feet to 340,600 square feet.

The University comprehensive campaign was completed having raised \$97,922,501. That campaign included funding for several additional buildings including:

- \$18,851,090 was pledged for the Mary Idema Pew Library and Learning Center
- \$25,432,837 for the L. W. Seidman Center
- \$4,789,100 for John C. Kennedy Hall
- \$2,378,939 for the AWRI Field Station
- \$1,009,100 for the Laker Turf Building
- \$50,000 for the Athletics Rehab Room
- \$86,795 for the Golf Team Room Addition
- \$1,241,178 for the Gordon Gallery Expansion

Finally, in 2015, a purchase agreement was executed with DeVries Development, Brownfield and New Market tax credits were received, and the Heath Campus property was purchased adding to capacity for growth.

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.

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

Substantially Met: Training for faculty to use new and current pedagogical practices and technologies is primarily provided through three mechanisms on-campus: Pew Faculty teaching and Learning Center (FTLC), Instructional Design for eLearning (IDeL), and college/unit sharing of best practices and mentoring. FTLC, through its programming and services, supports faculty in their efforts to improve their teaching, develops and disseminates teaching resources, and consults with departments and colleges on faculty development issues.

The IDeL team develops confident and competent faculty, prepared to teach in blended and fully online learning environments, who are able to integrate technology in a way that is learner-centered and pedagogically sound. IDeL consults with individual faculty on pedagogy, course design, and the selection of appropriate instructional technologies, and works with departments to offer Teaching Circles in the areas of pedagogy and instructional technology, among other approaches.

Training for faculty takes place in various ways within colleges and departments. For example, in 2015, CCPS facilitated a teaching circle on best practices in online/hybrid pedagogies. Most faculty in CHP have completed the GVSU online teaching workshop. In CLAS, faculty share and discuss ideas about new and current pedagogical practices through CLAS Teaching Roundtables, FTLC participation, New Faculty Orientation, CLAS Acts “about teaching”, Staff Roundtables and Sabbatical Showcase. Eighty COE faculty members have been trained and approved to teach online courses. The Division of Inclusion and Equity sponsored with FTLC a Social Justice/Intercultural Competency training institute for faculty in summer 2015 to support increased attention to create inclusive classrooms and inclusive pedagogical practices for working with diverse students. In KCON, all faculty members contributing to programs or courses delivered online/hybrid must complete FTLC workshop/module(s) on online/hybrid pedagogy or provide evidence of competency in online/hybrid pedagogy. Faculty members in graduate level health assessment courses (MSN & DNP) underwent training in the use of online digital clinical learning experiences via Shadow Health. Digital clinical learning experiences allow students to demonstrate and perfect their clinical reasoning skills through life-like interactions with digital standardized patients. Faculty development was instituted as a requirement for all faculty teaching in the Interprofessional Education and Collaborative Practice course. In SCB, ten faculty attended a Case Discussion Forum to build skills in case facilitation.

FTLC provided numerous trainings in the year on pedagogical advancements, such as blended and flipped learning, as well as on new and emerging technologies. All faculty teaching online courses for the first time complete training in online pedagogical methods. Professional development opportunities were also made available. Opportunities to showcase progress in teaching excellence are provided annually, including FTLC’s Annual Fall Conference on Teaching and Learning, the Teaching and Technology Fair, and the College of Liberal Arts and Sciences Sabbatical Showcase.

All of the University’s classrooms are equipped with computer technology that allow for use of University-supported software, including the Blackboard course management system, audio/video projection systems, and document display systems. This technology supports most needs related to pedagogical approaches. Many classrooms have additional technology resources with additional capabilities.

5.4 *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.*

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

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.*

Achieved: The primary entity overseeing intellectual and creative excellence is the Center for Scholarly and Creative Excellence (CSCE), which promotes a culture of active, engaged and ethical scholarship through supporting innovative faculty and student research and collaborative partnerships in the broader community. The Center coordinates the efforts of the following units within the university:

- The Office of Sponsored Programs (OSP) serves as the university's central office that supports faculty and staff in the identification, development, submission, and administration of externally sponsored agreements for scholarly research and creative activity.
- The Research Protections Program (RPP) oversees compliance awareness and accountability within the research culture of the university through assistance, education, and communication. The office is responsible for activities involving human subjects, animal welfare, biohazards, and chemical safety.
- The Office of Undergraduate Research and Scholarship (OURS) offers a variety of opportunities for undergraduates to pursue research and scholarship in various disciplines under the direction of a faculty mentor.
- The Technology Commercialization Office (TCO) is the university's intellectual property administration center, serving GVSU's researchers and inventors with licensing, patent, and technology commercialization issues and acting as an active liaison to parties interested in leveraging GVSU research or materials for academic or corporate endeavors.

The CSCE has established a series of awards that recognizes faculty contributions to theory, research and creative practice as well as excellence in mentoring undergraduate and graduate researchers. The awards convey the campus' high regard for such contributions made by the faculty of the academic and research community.

Table 3: CSCE Faculty Awards

Award Type	2012	2013	2014	2015
Distinguished in the Discipline	1	1	2	1
Early Career Scholar Award	3	2	2	4
Undergraduate Mentoring Award	2	2	2	2
Graduate Mentoring Award	0	1	1	1

In addition to the work in CSCE, other entities have supported this objective. In 2015-16, several PACES presentations through the Graduate School focused on scholarship, information and research ethics, funding programs available to graduate students, and other opportunities internal and external to the university, such as fellowships. In 2014-15, the Graduate Academic Conference Fund began being administered by the Graduate School and this has simplified the process for graduate students to apply for funds.

The Centers of Distinction continue to advance scholarship in KCON. Selected examples from 2013-2015 include: Center of Distinction for Aging - planned and hosted the *International Dementia Research Scholars Meeting and Annual Conference* July 22-25, 2015 at GVSU/KCON; Center of Distinction for Vulnerable Populations - sponsored presentation, *Gender Identification within the Primary Care Setting: Creating Healthy Environments* by Dr. Grace Hoyer; and Center of Distinction for Human Response to Health and Illness - co-sponsored presentations organized by the Grand Rapids Center for Mindfulness.

Finally, the endowment funds for student scholarship and creative practices increased from \$2,051,921 in 2009 to \$3,974,772 in 2015, greatly expanding opportunities for students.

6.1 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.]

Achieved: From the 2015-16 GVSU Accountability Report and Institutional Analysis Office (2014-15 data), Table 4 provides pass rates for state and federal professional examinations.

Table 4: Pass Rates for State and Federal Professional Examinations

Program	Pass Rate	National Benchmark
Accounting	62%	50%
Athletic Training	100%	80.7%
Education	84%	80%
Engineering *	100%	85%
Finance	57%	55%
Nursing (UG)	94%	82%
Nursing **	100%	
Occupational Therapy	100%	
Physician Assistant	100%	95%
Military Police Basic Training Program	100%	
Police Academy	100%	
Speech and Language Pathology	100%	
Physical Therapy	98%	91%
Nursing *	94%	82%
Medical Laboratory Science	90%	

* Undergraduate

** Doctoral- Child/Adolescent NP

From 2011 to 2015 the CHP 1st time pass rate on professional certification exams was 98%. The combined pass rate for 1st and 2nd attempts was 100%.

6.2 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.]

Substantially Met: In 2014-2015, 81.2 percent of graduates were employed in a position that being a college graduate contributed to obtaining the employment or were attending graduate school. This was below the target value and the original baseline value, but the method for counting employment rates was changed in 2011-12 which resulted in lower values than previously realized.

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

Substantially Met: The percentage of graduates who secured employment in any discipline or profession or entered graduate school was 93.8% for 2014-15. The trend for the past five years is shown below. The proportion did not reach 95% in any one year from 2010-2015, but the percentage increased each of the past four years.

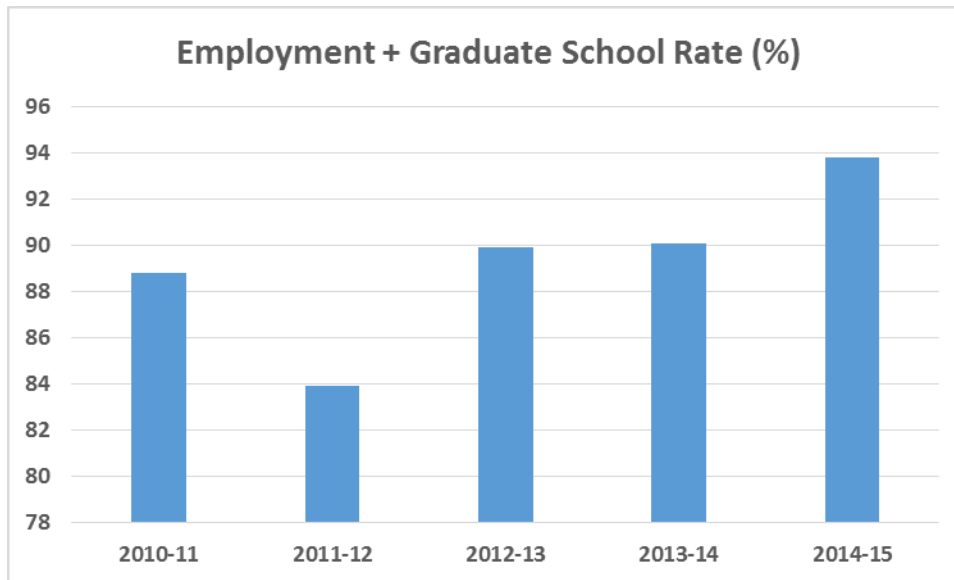


Figure 2: Employment and Graduate School Rates

When looking at specific college performance, four colleges exceeded the 95% rate of graduates being employer or attending graduate school: College of Health Professions (97.9%), Kirkhof College of Nursing (96.3%), Padnos College of Engineering & Computing (96.9%), and Seidman College of Business (96.6%).

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.

Achieved: Grand Valley graduates hold positions of leadership and responsibility in all sectors, public and private, and throughout the world. 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.

Many GVSU alumni hold or recently held positions of political leadership including and not limited to Brian Calley, Lieutenant Governor of Michigan; Darnell Earley, Saginaw City Manager; Eglantina Gjermani, member of the Parliament of Albania; John R. Beyrle, U.S. Ambassador to the Russian Federation; and Tommy Remengesau, former President of the Republic of Palau.

Alumni who are current or recent members of the Michigan House of Representatives include Frank Foster (107th District); Robert Genetski (88th District); Thomas Hooker (77th District); Rick Outman (70th District); Jon Switalski (25th District); and Michael Sak. Other alumni in high-profile positions include Brian Rider, computer scientist, information architect, and founder of Digital Wingman; Greg Colton, director of *Family Guy*; John Keating, *Fox Sports Net* broadcast personality; Virgil L. Sharpton, member of the U.S. Arctic Research Commission, and Patrick Sheane Duncan, screenwriter and director (*Mr. Holland's Opus*, *Courage Under Fire*), to name just a small few.

Grand Valley offered several programs to support the development of student leadership skills including the Peter Cook Leadership Academy. The annual alumni leadership and giving program continued to be developed. Many campus, local, regional, statewide, and national publications and broadcast and electronic media featured the accomplishments of GVSU alumni, including a significant number of graduates who are or were active in professional athletics.

7.1 Maintain and monitor university practices to reduce its overall exposure to business and catastrophic risks at acceptable levels

Achieved: GVSU takes regular measures to ensure its overall exposure to business and catastrophic risks are minimized. Annually, the financial statement of GVSU is audited by an external firm. The 2015 audit is available at www.gvsu.edu/busfin/. There is an annual audit of internal controls and processes conducted by an outside CPA firm. This is in addition to the annual financial statement audit. Standard and Poor's conducted an annual assessment and assigned a credit rating of A+ to the university in every year of the plan.

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.

The Office of University Counsel established the University Compliance Network in 2011 and began the annual process of gathering compliance data. Together the two groups developed a university compliance website (www.gvsu.edu/uco/compliance/) whose purpose is to provide information about university-wide compliance efforts.

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

Substantially Met: The University uses multiple approaches to communicating budgeting priorities to its various stakeholders. It is accomplished through online and paper reporting including strategic plans and accountability reports, and through group and individual discussions at various institutional levels. Following are some recent examples of how budgeting priorities are communicated.

The Vice President of Finance and Administration meets yearly with several groups on campus to communicate the University's budgeting priorities to stakeholders. In 2015 he gave presentations to the following groups: AP Committee, Student Senate, UAS, Young Alumni Council and FSBC (met with FSBC twice this year).

BCOIS engaged in collaborative budget prioritizing in 2015, led and facilitated by the Dean. This is an annual process that ensures transparency in budget requests and collaboration among units. Additionally, the Dean began the academic year by sharing

what the college had been allocated of the requests made the previous year. Resourcing continues to be a part of the BCOIS strategic plan, and the Dean again posted publicly on the college website her goals for the academic year, which include resourcing goals.

In CHP, ranking for one-time expenditures and requests for increases to base budgets that are submitted by the departments and approved by the Dean and subsequently submitted to the Provost is posted on the college's internal network drive and available to all faculty and staff in the college.

CLAS has provided all unit heads with budget 101 training. Their new Assistant Dean for Finances is currently putting new standards and training in place. CLAS include an annual article on budget for the faculty in CLAS Acts.

All KCON faculty and staff have the opportunity through an intentional process to contribute suggestions for the annual KCON budget request process. The budget and budget requests for each year are posted on the KCON internal network drive. A monthly budget report is provided by the Dean to the faculty and staff. The KCON fiscal year-end budget report is provided to all faculty and staff and the KCON Advisory Board. The monthly meeting of the Faculty Organization Committee includes a report from the KCON representative to the FSBC.

Through SCB college-wide meetings, advisory board meetings, and strategic planning process, faculty, staff and other stakeholders have been engaged and informed of budgeting processes.

The Office of Graduate Studies also implemented a transparent accounting of all major budgetary items in its annual report to further attainment of this objective. The University Development Division also enhanced and extended its communications about funding priorities to internal and external partners and potential funders.

Despite these efforts there are still stakeholders at different levels who indicate limited familiarity with institutional budgeting, so work will continue to ensure as much transparency as possible in communicating this information.

7.3 At least 75 percent of the faculty is familiar with the university's strategic budgeting priorities and the financial consequences of the institution's decisions relative to issues such as the change in the general fund budget, pay equity, salary compensation, and tuition.

Substantively Met: The efforts described in Objective 7.2 related to communication with faculty were carried out in 2015. In addition, in 2013, the institution made concerted 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.

The Vice President for Finance and Administration also met with the Provost's Cabinet and the Executive Committee of the UAS in 2013 to discuss the institution's financial position and plans for the future.

Despite these efforts, in a survey of faculty in early 2016, only 29.2% indicated they agreed or strongly agreed with the statement that the process by which budgetary decisions affecting my unit are made is understood. Because of this, this objective has been carried forward to the 2016-2021 strategic plan, although the target has been adjusted to a more reasonable level of 40%.

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 the past five years GVSU received no donor complaints regarding a staff member or fundraising program at GVSU, which would violate the donor bill of rights or other ethical issues. 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 and 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.

There were 39,621 active donors to the university by the end of 2015 for an 87% increase over 2009, the number of alumni donors increased by 8.3% over this period, and the comprehensive campaign was successfully completed having raised \$97,922,501 in gifts and pledges, almost doubling the goal.

In 2015, more than 16,000 donors helped the Grand Valley University Foundation have the most successful year since the *Shaping Our Future* campaign ended, raising over \$16 million for scholarships, programs, and specific projects. The university endowment continues to grow and has exceeded \$104 million.

More and more donors are selecting scholarships as a way to help the next generation. Forty-three new scholarships were created in 2014-2015, bringing the total number of private scholarships at Grand Valley to 400. Many of them are also supported by planned gifts, as our Gillett Society membership grew significantly again this year to 335 individuals. Annual giving is up 27 percent, with help from every part of the Grand Valley community. The number of alumni donors grew by 16 percent, showing the increasing commitment Grand Valley alumni are making to the university.

7.5 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.]

Achieved: Grand Valley's tuition ranks 10th highest among Michigan's 15 public, four-year institutions according to HEIDI data reported in the 2015-16 Accountability Report. In each of the past five years, the State legislature has established tuition increase caps as a

condition for receiving appropriation increases. GVSU has complied with the tuition increase caps and, accordingly, the University's annual budgets have been developed to fit within the tuition and state appropriation revenues resulting from those tuition increase limits

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: Between 2011 and 2015, the university's undergraduate tuition and room and board costs increased 21.6 percent, but the amount of financial aid awarded to students increased 29.8 percent. Table 5 shows the trends in GVSU's financial aid commitments from 2010–2011 through the present, based on figures from the institution's Financial Aid Office.

Table 5: Institutional Financial Aid Commitment

Year	Amount	Percent Increase
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
2014–2015	\$38,121,517	8.50
2015–2016	\$40,429,303	6.05

In 2009 there were 262 privately funded scholarships. Since that time an additional 138 have been created for a 53% growth.

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. [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."]

Substantially Met: As of December 31, 2015 there were 48 privately funded graduate level scholarships / fellowships at GVSU. 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.

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.]*

Achieved: According to most recent HERI survey data in winter 2014, 38% of faculty reported that the university rewards good teaching. This exceeds the target level and exceeds the level obtained for peer institutions.

8.1 *Grand Valley has a state- and nation-wide reputation for academic excellence in graduate and undergraduate programs.*

8.1.1: *By 2012, Grand Valley has improved by 0.5pts 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.]*

8.1.2: *By 2012, Grand Valley has improved by 0.2pts. 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.]*

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.]*

Substantively Met: From the most recent Accountability Report in 2015, GVSU was rated Best Public Regional University by U.S News & World Report, Best in the Midwest by Princeton Review, Best Value by U.S. News & World Report, One of “America’s 100 Best College Buys” for 20 consecutive years by Institutional Research & Evaluation, Veteran-Friendly School Gold Rank by Michigan Veterans Affairs Agency, Best Undergraduate Engineering Program by U.S. News & World Report, Military Friendly School by Victory Media, and First in the Nation for Community Service by Washington Monthly.

Also, from 2011 to 2014, Grand Valley mentions on social media increased five times to 250,000. Grand Valley has nearly 200,000 social media followers.

From 2009-2015, the metrics related to subobjectives 8.1.1 through 8.1.3 were as follows:

West Michigan Students: Familiarity +0.5, Reputation 0.0

West Michigan Public/parents: Familiarity +0.1, Reputation +0.1

Detroit Students: Familiarity +0.1, Reputation -0.3

Detroit Public/parents: Familiarity 0.0, Reputation 0.0

The target value was reached for familiarity with GVSU by West Michigan students, but not reached for other target groups. While the target levels were not reached, it is noted that enrollment of FTIAC students from Macomb, Oakland, and Wayne counties (Detroit-area) increased by over 21% between 2011 and 2015.

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.

Achieved: 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 during this period. 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. 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. 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.

According to the most recent Economic Impact on West Michigan report (2014-15), there was \$780 million in total estimated impact of GVSU faculty, staff, and students in Kent, Ottawa, and Muskegon counties, not including the economic activity of alumni in the region. In addition, there was a total estimated employment attributed to GVSU in the area of 11,418 people.

8.3 University Development will, with the Finance Office, evaluate the private dollar support potential for new comprehensive campaign investments and facilities once the current plan initiatives are completed

Achieved: During 2011, University Development and the Finance Office evaluated the potential for new projects based on the performance goals and donor support of initiatives included in the *Shaping our Future* campaign. It was evident that there is clear donor support for donor-directed gifts to areas of their special interest. Gifts to scholarships, endowed program funds, capital projects, and academic projects that are embraced by discreet donor constituencies are excellent candidates for inclusion in subsequent campaigns.

8.4 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%.

Substantially Met: The participation by alumni greatly increased as evidenced by the 64% increase (from 4,730 to 7,751 participants) in attendance at alumni events from 2009 to

2015, and a 57% increase (from 338,437 to 530,729 alumni) in engagement as measured through alumni “touches.”.

The alumni donor participation increased from 7.1% at 4,730 in 2009 to 8.3% at 7,687 in 2015. This fell a little short of the target, but was still a 17% increase in alumni giving.

8.5 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).

Achieved: There were 39,621 active donors to the university by the end of 2015 for an 87% increase over 2009.

8.6 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.

Achieved: As of December 31, 2015, \$15,552,841 in cash gifts had been received during that calendar year.

8.7 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).

Substantially Met: As of December 31, 2015, \$3,428,854 per year was designated for scholarships and endowments, not including present value on deferred gifts. This was 68.6% of the target amount, but still a 71% increase in endowment gifts over this timeframe.

8.8 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.

Achieved: The comprehensive campaign was successfully completed having raised \$97,922,501 in gifts and pledges, almost doubling the goal.

As of December 31, 2015 there remained a 100% collectability rate on all gifts over \$10,000.

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

Achieved: Between July 2014 and June 2015, 171 proposals (\$55+ Million) were submitted by CSCE on behalf of the university. Ninety-nine proposals were awarded for a total of \$21.9 Million. We have seen a steady increase in the complexity, diversity and number of proposals submitted by our university to extramural agencies in support of our research efforts. Figure 3 shows the upward trend in receiving extramural funding for the university. GVSU has seen a

31% increase in the amount of award money received from external sponsors over a five year period.

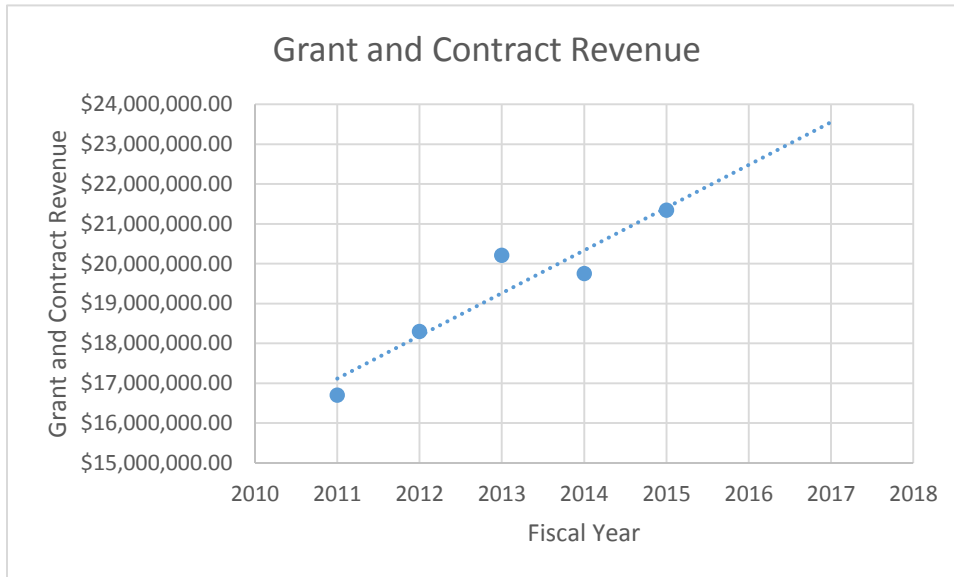


Figure 3: Grant and Contract Revenue

The amount of indirect cost recovery for the University continues to grow. In the Grants and Contract report for fiscal year ended June 30, 2015, published by GVSU's Business and Finance Office, indirect cost recovered for this fiscal year topped \$1.25 Million.

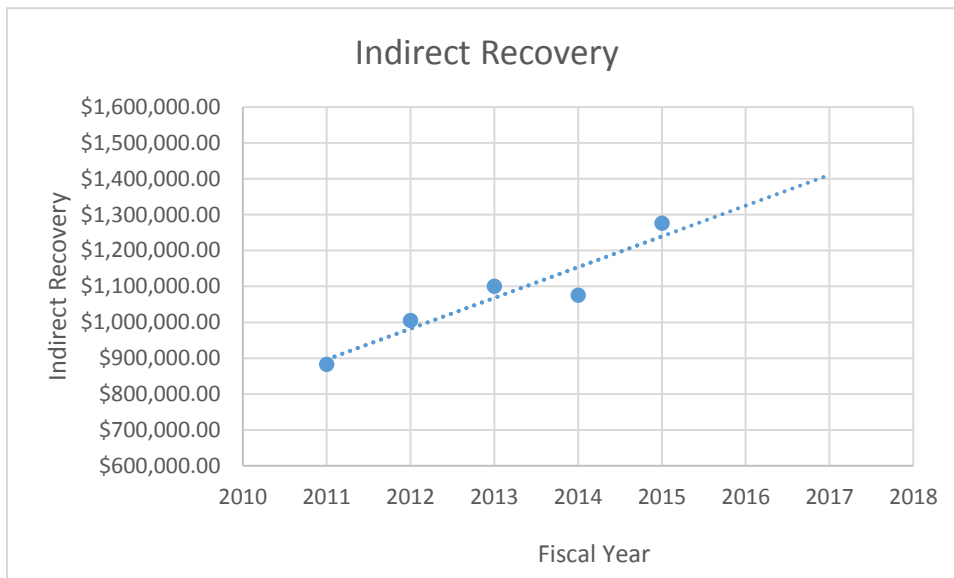


Figure 4: Indirect Recovery of Costs

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

Achieved: The number faculty members seeking internal support for their scholarship increased from 52 in 2008-09 to 148 in 2014-15, a 184% increase. In addition, CSCE provided approximately 420 internal grants for faculty members to present their scholarship at both national and international venues. Additional information is available in the *Annual Report* of the CSCE.

Conclusion

In 2015, the university completed a final assessment of its progress in reaching the objectives of the 2010-2015 strategic plan. This Strategic Planning 2010–2015 Final Progress Report summarizes the achievements related to the objectives of the plan since 2010 that have moved the overall institution closer to its eight goals. Grand Valley was very successful in either achieving or substantially meeting all but two of the 63 objectives in the 2010–2015 plan. A significant amount, 39 or 62%, of the objectives were fully achieved which is impressive considering the aspirational nature of the majority of the objectives. For the two objectives that were not substantially met, both made substantive and meaningful progress.

Also in 2015, Grand Valley completed the 2010-2015 strategic planning cycle, began the 2016-2021 strategic planning cycle, developed the 2016-2021 institutional-level strategic plan, and prepared to transition into the new strategic planning cycle. The institution engaged in a process of creating the new plan to guide its growth, which was given approval by the Board of Trustees as the *Grand Valley State University Strategic Plan 2016–2021*. The information obtained and reviewed as part of the assessment of the 2010-2015 strategic plan was instrumental and critical in developing the 2016-2021 plan.

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