

2016-2021 Strategic Plan: 2016 Progress Report

Grand Valley State University

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Executive Summary

This report provides a review of the strategic planning activities and progress made towards achieving the outcomes and objectives of the Grand Valley State University *2016-2021 Strategic Plan* during the 2016 year.

After a review of the plan relative to University leadership's strategic initiatives and priorities for 2016-17, three new objectives were added to the plan, and one objective was modified. The three new objectives focused on 1) developing a strategic plan for student retention, persistence and completion; 2) developing a strategic plan for the University's additional locations/regional campuses; and 3) creating succession plans outlining leadership transition needs and processes. The modified objective focused on faculty members' regular use of electronic course management tools, such as Blackboard, in their teaching.

During 2016, all divisions, colleges, departments, and units completed annual reviews and updates of their strategic plans, ensuring alignment and consistency with the strategic plan of the University and applicable parent entities within the University (e.g. academic unit strategic plan aligns with college strategic plan). Strategic activities, and assessment of activities, were conducted and communicated internally and posted publicly on the strategic planning website.

Grand Valley was successful in launching activities and making progress on most all of the 53 objectives in the *2016–2021 Strategic Plan* during the initial year of the plan. There are 22 (41.5%) objectives that have been evaluated as having attained a level of substantive progress or substantial progress, meaning that the objective has been achieved with at least 50% completion in the first year of the plan. This type of progress is commendable for the first year of a six-year plan. Having approximately 60% of the objectives at a status of no more than minimal progress is consistent with the early stages (year one) of the strategic plan. The University is on track to complete the work needed to accomplish the objectives, and realize the Institutional Outcomes, of the strategic plan by 2021.

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 *2016-2021 Strategic Plan* in 2015, followed by resource allocation, implementation, and assessment activities conducted institution-wide, starting in 2016 and continued through the present. The institution's *2016-2021 Strategic Plan* comprised five Institutional Outcomes, four Strategic Priority Areas, and 53 Objectives, with each objective's progress update for 2016 contained herein.

University divisions, departments, colleges and units are expected to participate in strategic planning, both at the local level as well as contributing to the institution's plan. In this way, strategic planning is integrated across the institution, fostering a commitment to outcomes achievement and continuous improvement. To keep ourselves accountable and for transparency with our many stakeholders, the strategic plans are publicly available on the following website: <http://www.gvsu.edu/strategicplan-index.htm>

Strategic Plan Review and Updates

During the fall 2016 semester, at the request of the President, the University's *2016-2021 Strategic Plan* was reviewed in light of the President's goals for the 2016-17 year. Following is a description of the process used to review the plan, along with recommendations for modifications to the plan.

The following changes to the *2016-2021 Strategic Plan* were made, as compiled from recommendations by the Strategic Positioning Committee, and after review by the President's Cabinet:

Modified Objective 1.D.2: At least 93% of faculty members regularly use electronic course management tools, such as Blackboard, in their teaching.

Baseline: 89% of faculty indicated either daily or weekly use of Blackboard in their teaching according to a GVSU faculty survey conducted winter 2016.

New Objective 1.A.3: A strategic plan will be developed for student retention, persistence and completion including goals that are ambitious but attainable and appropriate to GVSU's mission, student populations, and educational offerings.

New Objective 1.C.3: A strategic plan will be developed for use of additional locations/ regional campuses including, but not limited to, goals for program offerings and student enrollment.

New Objective 2.E.4: The University will have succession plans in place outlining leadership transition needs and processes.

Monitoring and Reporting Process

The principal components of Grand Valley's 2016-2021 strategic planning process are

- a) regularly reviewing the strategic plan objectives in terms of currency and relevancy;
- b) monitoring of the annual progress made toward the achievement of each objective;
- c) reporting progress made towards achieving objectives on an annual basis at all levels of the institution;
- d) collecting and analyzing results from reporting on achievements from across campus;
- e) compiling an annual report summarizing the status of progress made with regard to the strategic plan objectives; and
- f) annually disseminating strategic planning progress reports to the institution's stakeholders.

This report is the first in a series, summarizing progress made in achieving the strategic plan objectives for calendar year 2016. Annual progress reports will be compiled and disseminated for each year through the end of this strategic planning timeframe which is December 31, 2021. The information provided is based on data obtained from divisions, departments, colleges, and units across the institution.

Summary of Progress made in the 2016 Year on the 2016-2021 Strategic Plan

During 2016, 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 plan monitoring and outcomes assessments.

Consistent with institutional practice for the past several 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 *2016-2021 Strategic Plan* were maintained.

As in previous years, Grand Valley's budget proposal, approval, and monitoring activities are strongly driven by, and instrumental to, its strategic plan objectives. Budget requests are routinely analyzed in terms of their relationship to this plan.

Grand Valley was successful in launching activities and making progress on most all of the 53 objectives in the *2016–2021 Strategic Plan* during the initial year of the plan. Progress has been classified as one of the following statuses: minimal progress (approximately 25% complete), substantive progress (approximately 50% complete), substantial progress (approximately 75% complete), and achieved (100% complete). There are 22 (41.5%) objectives that have been evaluated as having attained a level of substantive progress or substantial progress, meaning that the objective has been achieved at least 50% completion in the first year of the plan. This type of progress is commendable for the first year of a six-year plan. Having approximately 60% of the objectives at a status of no more than minimal progress is consistent with the early stages (year one) of the strategic plan.

Grand Valley's Outcomes and Strategic Priorities Areas

Grand Valley's *2016-2021 Strategic Plan* is organized with a framework focused on five Institution-level Outcomes and four Strategic Priority Areas. The framework of the plan guides strategic resource allocation, implementation activities, and assessment practices.

The five Outcomes of Grand Valley's *2016-2021 Strategic Plan* represent what the University will be by the end of the plan timeframe:

Outcome A: *Grand Valley's learning environment is personal, challenging, and transformational, supporting excellent academic programs and co-curricular opportunities.*

Outcome B: *Grand Valley is diverse and inclusive.*

Outcome C: *Grand Valley has mutually beneficial relationships, partnerships, collaborations, and connections with local, state, national, and world communities.*

Outcome D: *Grand Valley supports innovative teaching, learning, integrative scholarly and creative activity, and the use of new technologies.*

Outcome E: *Grand Valley strategically allocates its fiscal, human, and other institutional resources.*

The four Strategic Priority Areas of Grand Valley's *2016-2021 Strategic Plan* represent where the strategic activities will be focused:

Strategic Priority Area 1: *Actively engage learners at all levels.*

Strategic Priority Area 2: *Further develop exceptional personnel.*

Strategic Priority Area 3: *Ensure the alignment of institutional structures and functions.*

Strategic Priority Area 4: *Enhance the institution's image and reputation.*

Key Objectives

The Key Objectives provide the measureable activities that are being monitored to accomplish the Outcomes within the Strategic Priority Areas provided by the plan. The *2016-2021 Strategic Plan* includes 53 specific Objectives framed within the institution's five Outcomes and four Strategic Priority Areas. Each Objective contains a target and a baseline. For new initiatives, baselines were established as part of the first year of the plan in 2016. During this first year of the planning timeframe, the institution began efforts to engage in the work identified by the Objectives with a goal of achieving the Outcomes. The following section provides a summary of the status of all strategic plan Objectives at the end of the first year of the *2016-2021 Strategic Plan* cycle.

Summary of Achievement of 2016-2021 Strategic Plan Objectives

Figure 1 provides a summary status of activities all 2016-2021 Strategic Plan Objectives.

Figure 1: Status of Objectives by End of 2016					
Objective	Not Yet Initiated	Minimal Progress	Substantive Progress	Substantial Progress	Achieved
1.A.1					
1.A.2					
1.A.3					
1.B.1					
1.B.2					
1.C.1					
1.C.2					
1.C.3					
1.D.1					
1.D.2					
1.D.3					
1.E.1					
1.E.2					
1.E.3					
1.E.4					
1.E.5					
2.A.1					
2.A.2					
2.B.1					
2.B.2					
2.C.1					
2.D.1					
2.D.2					
2.E.1					
2.E.2					
2.E.3					
2.E.4					
3.A.1					
3.B.1					
3.B.2					
3.C.1					
3.C.2					
3.D.1					
3.D.2					
3.D.3					
3.D.4					
3.E.1					
3.E.2					
3.E.3					
4.A.1					
4.A.2					
4.B.1					
4.B.2					
4.B.3					
4.B.4					
4.C.1					
4.C.2					
4.C.3					
4.C.4					
4.C.5					
4.D.1					
4.D.2					
4.E.1					

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

Objective 1.A.1: *At least 90% of undergraduate students participate in two or more other high-impact learning experiences prior to graduation, in addition to supplemental writing skills and capstone courses.*

Baseline: National Survey of Student Engagement (NSSE) for 2013 showed student participation in high-impact courses at 58%.

Status at end of 2016:
Substantive Progress

Progress in 2016:

In the 2016 NSSE survey, 61% of GVSU seniors indicated participating in two or more high-impact experiences, which is a 3% increase over 2013.

There have been many efforts made in the 2016 to achieve the objective of at least 90% of undergraduate students participating in two or more high-impact experiences. For example, the Brooks College of Interdisciplinary Studies has partnered with the 'Semester in Detroit' program through the University of Michigan to ensure students from GVSU have the opportunity to participate in this rich study-away experience, which includes an internship based with a Detroit community organization. They have partnered with the Office for Undergraduate Research and Scholarship to offer grant funds for faculty-led projects that increase students' academic engagement with the Sustainable Agriculture Project; start-up funds that enable new faculty to make room in their research agendas for student participation; and grant funds through the Kutsche Office for Local History for faculty-led, student-engaged research projects.

In the Biomedical Science program, 87% of seniors graduating in winter 2016 and 79% of seniors graduating in fall 2016, reported having participated in at least one high-impact learning experience. Currently over 50% of Geography majors and Geographic Techniques and Sustainable Planning minors have at least one significant learning experience (such as paid and unpaid internships, community-based research, service learning, study abroad, or field research).

Community engagement and other high impact practices are now a part of the Geography major curriculum map (in all areas of emphasis), assessment practices, and is included in learning objectives and outcomes of the majority of Geography courses. In Music & Dance, 100% of undergraduate students complete at least one high-impact experience in their coursework.

For 2016, Allied Health Sciences students participated in high impact learning through assignments and activities through eight courses which is an increase from six courses in the past. Currently 100% of undergraduate students in the Diagnostic & Treatment Sciences program experience two or more high-impact learning experiences prior to graduation.

In the College of Community & Public Service, a survey of students in capstone classes revealed that all students have at least two high-impact experiences. In the College of Health Professions, of the 340 students who graduated in 2016, 100% participated in at least one high-impact experience prior to graduation, in addition to supplemental writing skills and capstone courses. In the Kirkhof College of Nursing, all undergraduate students take part in at least one high impact learning experience.

Objective 1.A.2: *At least 95% of graduate students participate in at least two high-impact learning experience prior to graduation.*

Baseline: 90% excluding the norm of capstone, thesis, dissertation and oral and written exams, baseline levels of participation by graduate students. Summer 2015 Graduate Studies.

Status at end of 2016:
Substantial Progress

Progress in 2016:
According to the Graduate School, over 90% of graduate students participate in two or more high impact experiences.

There are several examples of efforts to increase high-impact experiences for graduate students. In the College of Community & Public Service, all graduate students responding to a 2016 survey indicated participation in two or more high-impact experiences. Also, College of Liberal Arts & Sciences faculty continue to be engaged in the practice of high-impact pedagogy, and the College has identified high-impact learning experience as a priority and supports them financially. The College plans to distribute a spreadsheet to graduate program directors in order to document the courses and sections in which students have high-impact learning experiences. In the Communications Sciences & Disorders program, two cohorts of graduate students completed their programs and graduated in 2016, with both cohorts having 100% of graduates completing two or more high-impact experiences. All Kirkhof College of Nursing graduate students take part in at least one high-impact experience.

Objective 1.A.3: *A strategic plan will be developed for student retention, persistence and completion including goals that are ambitious but attainable and appropriate to GVSU's mission, student populations, and educational offerings.*

Baseline: A comprehensive plan for student retention, persistence and completion is not available as a single document.

Status at end of 2016:
Minimal Progress

Progress in 2016:
Even though this objective was not added to the strategic plan until January of 2017, the Enrollment Development Planning and Assessment Committee (EDPAC) has been in the

process of developing this plan since December 2016. The plan is in development and should be finalized during the 2017 year.

Objective 1.B.1: *GVSU's diversity of student, faculty, staff, and administration increases by 18% to reflect the populations of West Michigan.*

Baseline: Diversity of combined faculty, staff, and administrators in 2014-15 is 83% non-Hispanic white.

Status at end of 2016:
Minimal Progress

Progress in 2016:

According to census data for 2015 for Kent County, Ottawa County, and Muskegon County (defined here to be West Michigan), the population of non-Hispanic white is 77.4%

At the end of 2016, diversity at GVSU was 81.9% non-Hispanic white. There was an improvement of 1.1% in diversity at GVSU from 2015 to 2016. There is still a 4.5% difference to equal the population demographics of West Michigan.

Objective 1.B.2: *Retention rates between freshman and sophomore years and sophomore and junior years for first-generation and other non-traditional undergraduate students meet or exceed the retention rates of traditional undergraduate students.*

Baseline: 1-year retention (2013 cohort) First Generation: 78.4% Not First Generation: 86.2% Non-White: 80.6% White: 83.7% 2nd-year retention (2012 cohort) First Generation: 89.3% Not First Generation: 93.0% Non-White: 86.3% White: 92.7%.

Status at end of 2016:
Minimal Progress

Progress in 2016:

Since tracking the 2013 cohort as the baseline, progress has been made in realizing this objective through the 2016 year. Table 1 includes retention rates for cohorts from 2012 to 2015 for various student populations. First year and second year retention rates of first generation students continues to trail the retention rates for non-first generation students, however, the gap in rates has improved. For first year retention rates, the gap decreased from 7.8% in the 2013 cohort to 4.9% in the 2015 cohort. For second year retention rates, the gap decreased from 3.7% in the 2012 cohort to 3.5% in the 2014 cohort.

First year retention rates of non-white students continues to trail the retention rates for white students, however, unlike with first generation students, the gap in rates has not improved. For non-white student retention rates, the gap increased from 3.1% in the 2013 cohort to 4.2% in the 2015 cohort. For second year retention rates, retention rates have improved, with the gap decreasing from 6.4% in the 2012 cohort to 4.0% in the 2014 cohort.

Table 1: Retention Rates for Various Student Populations

	2012	2013	2014	2015
1-year retention		(baseline)		
First Generation:		78.4%	81.1%	80.9%
Not First Generation:		86.2%	85.3%	85.8%
Non-White:		80.6%	80.1%	80.7%
White:		83.7%	84.7%	84.9%
2nd-year retention	(baseline)			
First Generation:	89.3%	88.3%	89.4%	
Not First Generation:	93.0%	92.4%	92.9%	
Non-White:	86.3%	87.6%	88.4%	
White:	92.7%	91.6%	92.4%	

Objective 1.C.1: *GVSU maintains communication with 95% or more of its alumni via print materials and with 72% or more of its alumni via email.*

Baseline: Baseline for 2014-2015 for printed materials is 94% and 69% via email.

Status at end of 2016:
Substantial Progress

Progress in 2016:

By the end of 2015, the Alumni Relations office had e-mail or mail addresses on 86.61% of our alumni population. During 2016, we used an alumni directory project, a LinkedIn Project and Donor Search data to verify alumni e-mails and addresses. We were able to increase the number of those alumni whom we were able to actually contact but as a result the overall percentage of alumni with verified e-mail or mail addresses declined slightly to 86.19% as the inactive e-mails and addresses were removed.

Objective 1.C.2: *At least 10% of academic courses incorporate community-based learning experiences.*

Baseline: Fall 2014, 2.3%.

Status at end of 2016:
Substantive Progress

Progress in 2016:

According to data collected for the 2016 President's Honor Roll report (using 2015 data), there were 432 courses out of 9,550 total course sections (or 4.5%) that included community-based learning experiences.

As an example of the work being done in this area, in the Geography & Planning programs, 100% of tenure stream faculty and 40% of adjunct and visiting faculty incorporated community-based teaching, community-based research, and service learning and civic engagement activities, although this number is subject to large fluctuations due to the reliance on adjuncts in some courses. Also, the department received three grants supporting and recognizing leadership of faculty in community-engagement projects and civic engagement learning activities: the Engaged Department mini-grant to support collaboration with the Seeds of Promise and West Michigan Environmental Council, and two Career Center institutional mini-grants to support further development of geography internships.

Through the Office for Community Engagement, the first three departments in the Engaged Department Initiative, a group that began in May 2015, completed the implementation of their plans and projects in January 2017. In September 2016, a second cohort of three new departments began their work. This second cohort will continue through February 2018.

Objective 1.C.3: *A strategic plan will be developed for use of additional locations/regional campuses including, but not limited to, goals for program offerings and student enrollment.*

Baseline: A comprehensive strategic plan for use of additional locations/regional campuses does not currently exist in a single document.

Status at end of 2016:

Not Yet Initiated

Progress in 2016:

This objective was added to the strategic plan in January of 2017. Work will begin on establishing a steering committee and developing this plan in 2017.

Objective 1.D.1: *Global learning is a requirement in all undergraduate majors.*

Baseline: Fall 2014, 63% at level 3 out of 5 levels, with 5 at the highest (immersion) level.

Status at end of 2016:

Substantive Progress

Progress in 2016:

Work continues across campus to infuse global learning into all undergraduate majors. No new survey of programs was conducted in 2016 to determine a comparative value to the baseline statement made in this objective. It is planned to conduct this survey again in fall 2017.

Examples of global learning initiatives include the College of Liberal Arts & Sciences indicating that all units in the College have a required course in the major that has an element of global learning. Several units have integrated global learning into their majors at a very high level. Others have included objectives in their strategic plans to integrate more meaningful levels of global learning into their curriculum. There were 393 students from

over 28 majors studied that abroad, and 18 faculty organized programs took students abroad in 2015-16.

In the Brooks College of Interdisciplinary Studies, every major and minor in the College has multiple global learning opportunities for students, including immersive study abroad experiences, community-based learning, and intercultural/global content. All new programs that have launched by the College this year have at their core global learning components.

In the Kirkhof College of Nursing, all undergraduate students take part in at least one high impact learning experience. The commitment to high impact learning through international immersion experiences in Ghana expanded in 2016 through exploration of future graduate student clinical immersion participation, faculty preceptor training and placement site exploration in Ghana, and hosting faculty from the University of Cape Coast College of Health and Allied Sciences School of Nursing and Midwifery at GVSU.

Objective 1.D.2: *At least 93% of faculty members regularly use electronic course management tools, such as Blackboard, in their teaching.*

Baseline: 89% of faculty indicated either daily or weekly use of Blackboard in their teaching according to a GVSU faculty survey conducted winter 2016.

Status at end of 2016:
Substantial Progress

Progress in 2016:

In fall 2016, 1,732 of 1,842 instructors (94%) accessed at least one course in Blackboard during the semester. There were 4,463 courses of 6,864 courses (65%) accessed by instructors in Blackboard during the fall 2016 semester (note that all courses are not managed through Blackboard due to the nature of the course). Finally, 23,192 of 23,724 possible students (98%) logged in to Blackboard during the semester.

Objective 1.D.3: *At least 60% of faculty members use state-of-the art instructional methods in their teaching.*

Baseline: 47% of faculty members use state-of-the-art instructional methods in their teaching according to a GVSU faculty survey conducted winter 2016.

Status at end of 2016:
Minimal Progress: Not assessed in 2016 beyond the baseline determination

Progress in 2016:

The baseline for this objective was established through surveying faculty in winter 2016. Therefore, further assessment was not conducted in 2016. It is planned to conduct follow-up assessment of progress made on this objective in 2018.

Some examples of how technology continues to be utilized to support instruction include the Occupational Science & Therapy program that uses apps, websites, and other tools such as ClassTools.net, student created learning modules/videos to educate their peers, Padlet, Sign Up Genius, WikiSpaces, and a variety of real-time collaborative software (Blackboard Collaborate, FaceTime, Google Hangouts, Go To Meeting) to facilitate group work and communication over distance. In the Diagnostic & Treatment Sciences department, the Medical Laboratory Science program implemented the TOSHOH A1A-360 for immunoassays in chemistry and the Sysmex XP-300 for hematology blood counts and differential analysis, the Cardiovascular Sonography program purchased a neonate cardiac probe to allow students to scan younger patients in the pediatric echocardiography lab course, and the Therapeutic Recreation program used Plicker for quizzes, and Nearpod for in class questions and discussions.

As another example, in 2016, 81% of Cell & Molecular Biology faculty participated in a workshop related to teaching, research, or scholarship with appropriate technology.

Objective 1.E.1: *The number of externally funded undergraduate student scholarships increases by at least 50% from its 2015 level to at least 571 scholarships.*

Baseline: Winter 2015 Student Scholarships level is 381.

Status at end of 2016:
Minimal Progress

Progress in 2016:
As of December 31, 2016, of the 470 externally funded scholarships at GVSU, 418 were focused on undergraduates, a 10% increase from the baseline value.

Objective 1.E.2: *The institution's total scholarship endowment increases by at least 45% to \$52,750,000.*

Baseline: As of Dec. 31, 2015, \$36,400,000 of the university endowment was designated for scholarships.

Status at end of 2016:
Minimal Progress

Progress in 2016:
The corpus of the endowments for scholarships at GVSU had increased to \$39,300,000, an 8% increase over the prior year baseline value of \$36,400,000, by December of 2016 keeping us on track towards our goal by 2021.

Objective 1.E.3: *Grand Valley provides at least 75 pass-through scholarships annually, providing annual financial support for students of \$700,000 or more.*

Baseline: Averaged from 54 scholarships a year to 70 a year over the past five years.

Status at end of 2016:

Substantial Progress

Progress in 2016:

As of December 31, 2016 the number of donor funded pass-through scholarships had increased to 119.

Objective 1.E.4: *Support staffing for undergraduate and graduate students is within 25% of the best practice staffing levels recommended by accrediting bodies or professional organizations.*

Baseline: Use Human Resources census data to determine baseline.

Status at end of 2016:

Not Yet Initiated

Progress in 2016:

This objective was not reviewed during the 2016 year. It will be investigated starting in 2017.

An example of work being done in this area comes from the Padnos College of Engineering & Computing who hired a fourth full-time academic advisor during 2016, decreasing the student/advisor ratio considerably, but still not meeting the NACADA standards.

Objective 1.E.5: *An average of 27 or more credit hours is earned by full-time undergraduate students each year.*

Baseline: Year 2014 is 26.7 credit hours

Status at end of 2016:

Minimal Progress

Progress in 2016:

The average credit hours earned by full-time undergraduate students in 2016 was 26.8. This is a slight increase from the baseline amount, which indicates some progress has been made. There is more discussion about whether this objective and target amount are appropriate given the changing nature of undergraduate students at GVSU.

Objective 2.A.1: *25% or more of faculty completes training in developing and implementing high-impact student learning experiences.*

Baseline: Fall 2014, 10%.

Status at end of 2016:

Substantive Progress

Progress in 2016:

Each of the colleges continues to provide opportunities and resources to faculty in order to ensure competency in implementing high-impact experiences for students. Of the College of Education faculty, 91.2% participated in high-impact learning experience in 2016. In the Padnos College of Engineering & Computing, professional and scholarly development support increased by 15% in one year, well on the way to meeting their five-year target of a 25% increase. In the Seidman College of Business, the College brought in training on case teaching that 20 faculty attended.

Building on the foundation of work the College of Liberal Arts & Science has been doing, the College continues to prioritize high-impact learning experiences. In 2016, the CLAS Teaching Roundtables included sessions on “High Impact Learning Experiences” and on “How to Deepen Community Engagement: Experiences and Insights from the Engaged Department Initiative.” The Director of the Office of Undergraduate Research and Scholarship is an integral part of the College’s New Faculty Seminar series. The director meets with second-year faculty to discuss high-impact learning experiences and available opportunities. The Director of the Office for Community Engagement also meets with first-year faculty as part of the New Faculty Seminar Series. In 2016 the College asked unit heads to review their personnel documents. As part of that process units were encouraged to consider the ways in which they value high-impact student learning experiences by rewarding faculty who are active in this area.

Objective 2.A.2: *At least 58% of credit hours are taught by tenure stream faculty, balanced by non-tenure lines of "practitioner/scholars" in appropriate fields who bring knowledge application to the learning milieu.*

Baseline: Fall 2014, 53.0% by tenure stream faculty.

Status at end of 2016:
Minimal Progress

Progress in 2016:
The proportion of credit hours taught by tenure stream faculty was 53.1% for fall 2016, which was a decrease from fall 2015 (53.6%), but a slight increase over the baseline value.

Objective 2.B.1: *All decision-making bodies at every level institution-wide include diverse individuals and reflect diverse perspectives.*

Baseline: Improvements expected year-after-year until 100% of decision-making bodies are diverse.

Status at end of 2016:
Minimal Progress

Progress in 2016:
This objective is being reviewed. A group met to discuss how this objective could be met and agree on some term definitions. However, there is a practical aspect of implementing this

type of objective, including deciding on what level of diversity is needed in each decision-making body (i.e. does there need to be representation from all diverse perspectives), the diverse make-up of units/departments and the ability to have representative perspectives for all decision making efforts, and the timeliness of constituting a truly diverse group for all decision making efforts.

Objective 2.B.2: *Orientation for all new employees includes intercultural training and development.*

Baseline: Fall 2014, 50%.

Status at end of 2016:
Substantial Progress

Progress in 2016:

New Faculty Orientation (over 125 participants) in summer 2016 received a training module from the Division of Inclusion and Equity. The Human Resources Office and the Pew Faculty Teaching and Learning Center, along with the Social Justice Education Director, are working with faculty governance on a proposal for future training. The same is happening for staff through the Human Resources Office.

Objective 2.C.1: *At least 70% of faculty members participate in one or more external professional relationships.*

Baseline: 62.6% of faculty members participate in one or more external professional relationships according to a winter 2016 GVSU faculty survey.

Status at end of 2016:
Minimal Progress: Not assessed in 2016 beyond the baseline determination

Progress in 2016:

The baseline for this objective was established through surveying faculty in winter 2016. Therefore, further assessment was not conducted in 2016. It is planned to conduct follow-up assessment of progress made on this objective in 2018.

One example of faculty members' participation in external professional relationships include activity in the College of Community & Public Service where, based on their 2016 Faculty Activity Reports, 87% of tenure stream faculty members participated in one or more external community / professional relationships not including membership in an external professional organization within their discipline.

Objective 2.D.1: *Assessment of the scholarship of discovery, application, integration and teaching practices is fair, aligned with University criteria within all colleges, and consistent for all tenure stream faculty members.*

Baseline: The assessment of scholarship, application, integration and teaching practice across all university units for tenure stream faculty does not uniformly meet these characteristics in winter 2016.

Status at end of 2016:
Substantive Progress

Progress in 2016:

The University Personnel Review Committee (UPRC) was convened by the Provost in 2016 to review College/Library and Unit personnel policies and procedures for compliance with the *Faculty Handbook* and *Administrative Manual*, and to make recommendations so that assessment practices are fair and consistent. During the 2016-17 academic year, the UPRC developed over a dozen ideas to improve implementation and/or policy in order to achieve this objective. A preliminary report to the Executive Committee of the Senate is being finalized.

Updated personnel procedures went into effect starting January 2016, with a particular emphasis being the introduction of a university-level review of all personnel actions by the Provost. In her review, the Provost strove to assess faculty work consistently, within the framework of common university standards and diverse Unit and College/Library standards. Observations by the Provost of inconsistencies among Units and Colleges/Library informed the work of the UPRC.

Objective 2.D.2: *Assessment of the scholarships of discovery, application, integration and teaching is consistent across all graduate programs.*

Baseline: The assessment of scholarship, application, integration and teaching practice across all graduate programs for faculty is not presently uniform as of winter 2016.

Status at end of 2016:
Substantive Progress

Progress in 2016:

Consistent with Objective 2.D.1, the work to address this objective is the same. The University Personnel Review Committee (UPRC) was convened by the Provost in 2016 to review College/Library and Unit personnel policies and procedures for compliance with the *Faculty Handbook* and *Administrative Manual*, and to make recommendations so that assessment practices are fair and consistent. During the 2016-17 academic year, the UPRC developed over a dozen ideas to improve implementation and/or policy in order to achieve this objective. A preliminary report to the Executive Committee of the Senate is being finalized.

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standards. Observations by the Provost of inconsistencies among Units and Colleges/Library informed the work of the UPRC.

Objective 2.E.1: *At least 75% of faculty and 75% of staff participate in professional development to expand, enhance or extend their competencies and capabilities within the context of the responsibilities of their positions.*

Baseline: 56% of faculty participate in professional development training to help develop or implement high impact student experiences in curricular or co-curricular activities, according to a winter 2016 GVSU faculty survey. Baseline fall 2014 for staff is 50-55%.

Status at end of 2016:

Minimal Progress: Not assessed in 2016 beyond the baseline determination

Progress in 2016:

The baseline for this objective was established through surveying faculty in winter 2016. Therefore, further assessment was not conducted in 2016. It is planned to conduct follow-up assessment of progress made on this objective in 2018.

Some examples of progress made in this area include, a Shared Professional Development Series has been created and implemented with colleagues from the Division of Inclusion and Equity, the Division of Enrollment Development, the Pew Faculty Teaching and Learning Center and Academic Advising for a series of conversations focusing attention on student success with the goal of bringing together faculty and staff from across the University to share broader perspectives and gain greater knowledge to better serve students.

The Office of the Vice Provost for Health has developed a pilot for a Professional Development certificate for faculty/clinicians, as well as done streaming of lunch and learn professional development content to the Traverse City satellite location for staff, faculty, and students. In the Psychology Department, staff members participated in a total of 21 professional development activities.

Institutional Marketing reported that nearly all staff members participated in two or more professional development activities in 2016. In the Enrollment Development Division, 85% of Information Technology staff and 100% of Registrar Office staff participated in professional development activities in 2016.

Objective 2.E.2: *The amount of external support and grants to promote faculty and staff scholarship increases by at least 7.5%.*

Baseline: Baseline for FY 2014, \$19.75 million

Status at end of 2016:

Substantial Progress

Progress in 2016:

The amount of grants reported by the Office of Sponsored Programs, within the Center for Scholarly and Creative Excellence, was \$21.59 million for the 2016 year, an increase of 9.3%.

Objective 2.E.3: *The extent to which faculty members' performance promotes excellence in teaching, learning and scholarship is assessed uniformly and utilized to assign and evaluate their workloads across the institution.*

Baseline: The assessment of scholarship, application, integration and teaching practice across all university units for tenure stream faculty is not uniform and is not used uniformly to evaluate workloads as of winter 2016.

Status at end of 2016:

Substantive Progress

Progress in 2016:

Consistent with Objective 2.D.1 and Objective 2.D.2, the work to address this objective is the same. The University Personnel Review Committee (UPRC) was convened by the Provost in 2016 to review College/Library and Unit personnel policies and procedures for compliance with the *Faculty Handbook* and *Administrative Manual*, and to make recommendations so that assessment practices are fair and consistent. During the 2016-17 academic year, the UPRC developed over a dozen ideas to improve implementation and/or policy in order to achieve this objective. A preliminary report to the Executive Committee of the Senate is being finalized.

Updated personnel procedures went into effect starting January 2016, with a particular emphasis being the introduction of a university-level review of all personnel actions by the Provost. In her review, the Provost strove to assess faculty work consistently, within the framework of common university standards and diverse Unit and College/Library standards. Observations by the Provost of inconsistencies among Units and Colleges/Libraries informed the work of the UPRC described above.

Objective 2.E.4: *The University will have succession plans in place outlining leadership transition needs and processes.*

Baseline: The university currently has succession plans in place in specific offices, including the Human Resources Office, but does not have them in all divisions.

Status at end of 2016:

Not Yet Initiated

Progress in 2016:

This objective was added to the strategic plan in January of 2017. Work will begin on establishing succession plans in 2017.

Objective 3.A.1: *Enrollment capacity in high demand programs (e.g., health professions and STEM disciplines) expands to accommodate larger numbers of highly qualified applicants.*

Baseline: Fall 2014 student enrollment in health professions and STEM programs with limited capacity was 1,315.

Status at end of 2016:
Substantive Progress

Progress in 2016:
The enrollment in health professions and STEM programs with limited capacity in fall 2016 was 1,372 students, a 4.3% increase.

Objective 3.B.1: *All university systems and policies ensure inclusiveness and accessibility.*

Baseline: A review of all university systems and policies will be conducted to serve as a baseline for improvement in 2016, with the objective to be reached by 2021.

Status at end of 2016:
Minimal Progress

Progress in 2016:
This objective is complicated in that there are many policies. We have started to inventory the policies and will start with the Grand Valley Manual. We are working on a tool to assess the inclusivity and accessibility of the policy. Groups have met to discuss how to create a system to ensure future policies comply and meet the standards.

Objective 3.B.2: *At least 90% of the GVSU community report high levels of equity as characteristic of the institutional climate.*

Baseline: The 2015 Climate Survey showed that 73% of the campus community agreed that Equity is a characteristic of GVSU.

Status at end of 2016:
Minimal Progress

Progress in 2016:
This is establishing a new baseline. Since the source of data for this objective comes from the Climate Survey, we needed to establish a question with the same language. Previous surveys did not have a question regarding equity, nor use that term. During summer 2015, a group convened to rework the instrument used in the 2011 Climate survey to be used for the 2015 survey and at that time the equity question was added. The statement read, "Indicate your level of agreement with this statement: 'Equity is characteristic of GVSU.'" This now aligns and we can measure improvement. The next Climate Survey is scheduled for 2019.

The 2015 Climate Survey showed that 73% of the campus community agreed that equity is a

characteristic of GVSU. And while students were slightly higher at 74.9%, faculty were only at 56.1% and staff reported only 66.6%.

Objective 3.C.1: *At least 30% of undergraduate students complete a significant project that integrates their learning and addresses a question or problem important to the student and society.*

Baseline: A review of undergraduate majors will be conducted to serve as a baseline.

Status at end of 2016:
Minimal Progress

Progress in 2016:

In the context of the development of a Civic Action Plan for GVSU, we are piloting a place-based institution initiative on the Westside of Grand Rapids, a location where we already have deep relationships and a number of community-based learning opportunities for our students. In December 2016, we recruited a team of community partners and GVSU faculty and staff to develop a plan in the areas of K-12 education, health and safety, and economic development.

The place-based institution team will complete its plan by the end of February 2017. The plan will be part of the larger Civic Action Plan to be reviewed and approved by President Haas and Provost Davis. Upon approval of the Plan, members of the planning team become the implementation team, with most projects tied to colleges and departments seeking more and deeper community-based learning experiences for their students.

Objective 3.C.2: *The university has a systematic approach for documenting and reporting all student and faculty civic engagement activities and community partnerships.*

Baseline: Currently GVSU does not have a systematic approach, as of winter 2016.

Status at end of 2016:
Substantive Progress

Progress in 2016:

The Civic Action Plan development team has been meeting regularly with cross-institutional teams to plan for implementation of the GVSU Civic Action Plan. Integral to the implementation of the GVSU Civic Action Plan, and to continued tracking and assessment of civic engagement work across the institution, is the continued development of a systematic approach to data collection and assessment. The current system for tracking co-curricular student civic engagement is Service Tracker, with its primary limitation being the voluntary nature of student entry, and an inability to capture credit bearing experiences consistently. The Digital Measures program has been updated to capture curricular civic engagement data for next year's reporting by faculty in the 2017 Faculty Activity Reports.

Objective 3.D.1: *The General Education Quality Improvement Initiative fully achieves its expected outcomes.*

Baseline: The Quality Initiative for Higher Learning Commission is in progress and is scheduled for completion in 2017.

Status at end of 2016:

Substantial Progress

Progress in 2016:

The purpose of the 2013-2016 Quality Initiative (QI) was to improve the quality of the General Education (GE) Program at Grand Valley State University. We have developed an adaptive assessment plan; we constantly identify what is and is not working and make appropriate changes regularly. We assess student learning outcomes using a course-based assessment process in which one-third of the GE courses are assessed annually. We also evaluate the structure and delivery of the GE program to ensure that we are continuously engaged in quality improvement focused on student learning. There were nine goals for the QI that were all accomplished. The final report to the Higher Learning Commission (HLC) is scheduled to be presented to campus constituencies during winter 2017 semester, presented to the Board of Trustees at the April 2017 board meeting, and submitted to HLC in May 2017.

Objective 3.D.2: *At least 30% of undergraduate courses are offered in innovative approaches and formats, such as hybrid, online and competency-oriented.*

Baseline: Undergraduate courses for fall 2014, 6%.

Status at end of 2016:

Minimal Progress

Progress in 2016:

During the 2016-17 academic year, 8% of undergraduate courses were offered as hybrid or online.

In 2016, programs with no online offerings in Brooks College of Interdisciplinary Studies, including Middle Eastern Studies and Women & Gender Studies, have converted courses to be offered in online and hybrid formats in the summertime. Across Brooks College, the number of credit hours taught online or in hybrid format has increased, as has the percentage of the overall share of credit hours taught. All units in Brooks College, including Honors College, Women, Gender & Sexuality Studies, Area & Global Studies, and Liberal Studies offer online and/or hybrid courses. Liberal Studies offers the degree through an adult completion program that is in hybrid format.

Information Technology has created and facilitated more than 65 seminars and training opportunities for faculty related to best leveraging technology in teaching and learning. This includes the delivery of the Foundations of Online and Hybrid Course Development where

over 130 faculty have been certified to teach distance learning courses in the past year and a half.

Currently 83% of faculty in the College of Health Professions are approved to teach online with another 13% registered for the course in the winter 2017 semester. As of the end of 2016, of the 15 regular faculty members within the Diagnostic & Treatment Sciences department, 13 (87%) had completed the hybrid/online endorsement program.

The English Department has increased the number of faculty certified to teach online from 7 tenure track faculty to 11 tenure track faculty, 1 visiting faculty member, 1 affiliate faculty member and 3 part time faculty members. Four additional History and one Social Studies faculty received online training and qualification in 2016. Two more online courses were added to those that are already offered in the History department.

Objective 3.D.3: *At least 30% of graduate courses are offered in innovative approaches and such as hybrid, online and competency-oriented.*

Baseline: Baseline for graduate courses for fall 2014, 25%.

Status at end of 2016:
Substantial Progress

Progress in 2016:
For the 2016-17 academic year, 31% of graduate courses were offered as hybrid or online.

Information Technology has created and facilitated more than 65 seminars and training opportunities for faculty related to best leveraging technology in teaching and learning. This includes the delivery of the Foundations of Online and Hybrid Course Development where over 130 faculty have been certified to teach distance learning courses in the past year and a half.

Currently 83% of faculty in the College of Health Professions are approved to teach online with another 13% registered for the course in the winter 2017 semester. As of the end of 2016, of the 15 regular faculty members within the Diagnostic & Treatment Sciences department, 13 (87%) had completed the hybrid/online endorsement program. In the Physician Assistant Studies program, 10 of the 12 faculty had online course delivery instruction prior to the end of 2016. The remaining two faculty have been notified and are registered in 2017 to attend the Online Course Instruction workshop.

Objective 3.D.4: *At least 15% of faculty integrate the institution's art collection into their curricula and use it in their instructional activities.*

Baseline: 8.6% of faculty integrate the institution's art collection into their curricula and use it in their instructional activities, per a GVSU faculty survey in winter 2016.

Status at end of 2016:

Minimal Progress: Not assessed in 2016 beyond the baseline determination

Progress in 2016:

The baseline for this objective was established through surveying faculty in winter 2016. Therefore, further assessment was not conducted in 2016. It is planned to conduct follow-up assessment of progress made on this objective in 2018.

One example of work being done to achieve this objective involves a faculty task force within the Brooks College of Interdisciplinary Studies that is working on a Museum Studies certificate program. It is possible that will encourage the use of the institution's art gallery in programming and teaching. Additionally, a Brooks College faculty member who teaches in Honors has developed courses that draw upon the institution's art collection and gallery.

Objective 3.E.1: *GVSU maintains a transparent financial budgetary reporting and implementation process that operates with integrity and includes faculty governance and leadership structures, as indicated by faculty understanding of the budgetary process (targeted increase of 10% over baseline).*

Baseline: In a winter 2016 GVSU faculty survey, 29.2% of faculty indicated an understanding of the process by which budgetary decisions affecting their unit are made.

Status at end of 2016:

Minimal Progress: Not assessed in 2016 beyond the baseline determination

Progress in 2016:

The baseline for this objective was established through surveying faculty in winter 2016. Therefore, further assessment was not conducted in 2016. It is planned to conduct follow-up assessment of progress made on this objective in 2018.

The College of Liberal Arts & Science is one example of how colleges are working to be more transparent about funding and budgeting. The College has indicated they could do a better job communicating financial details to unit heads. Therefore, the College will provide training for unit heads on how to make budget requests and provide yearly updates to unit heads on the allocation processes that have taken place throughout the year. The College will also consider ways to integrate the Assistant Dean for Finance and Project Management into College governance structures.

Objective 3.E.2: *GVSU fully implements structures to support innovative initiatives. Selected areas for Responsibility Centered Management is an example of one such strategy.*

Baseline: Currently less than 100%.

Status at end of 2016:

Substantive Progress

Progress in 2016:

GVSU has several means for supporting innovative initiatives including the Muskegon Innovation Hub, the Center for Entrepreneurship & Innovation, the Technology Commercialization Office, the Teaching Innovation grant through the Pew Faculty Teaching & Learning Center, the Applied Global Innovation Initiative, and the Applied Medical Device Institute, to name a few.

Examples of innovative initiatives in 2016 include the Office of the Vice Provost for Health hosting a simulation center that has provided additional in-services for faculty and staff exceeding 20% baseline. The Brooks College of Interdisciplinary Studies has permission to hire a Director for Collaborative Inquiry & Student Professional Development, and they have proposed an Office for Collaborative Inquiry and Student Professional Development. All of this, together, supports the development of relationships with external partners around project-based learning, community-based learning, and internships. They also have begun the development of an Innovation Lab, which would be overseen by this office. This is a collaborative space in which community partners, faculty, staff, and students can work together on projects.

Objective 3.E.3: *GVSU has a well-established reputation for the wellness of students, faculty and staff at all levels, for example, earning and/or maintaining recognition as one of America's Healthiest Employers.*

Baseline: GVSU has not received national recognition in this area. Received recognition by State of MI.

Status at end of 2016:
Substantive Progress

Progress in 2016:

In 2016, Grand Valley signed on to the Partnership for a Healthier America, Healthy Campus Initiative and Healthy Campus 2020 national initiatives, and earned silver status for the national Exercise is Medicine campaign at the ACSM Annual Meeting in Boston, MA. In December, the University joined 164 colleges and universities across the country that are designated as Bicycle Friendly Universities (BFU), including fellow silver awardees, Michigan State University and University of Michigan. For the BFU award, Grand Valley was judged on several factors, including encouragement, engineering, enforcement and evaluation and planning. The Grand Valley State University Wellness Task Force also secured funding from the Office of the Provost to conduct the second National College Health Assessment student survey at GVSU in 2018.

Objective 4.A.1: *GVSU is ranked in the top 20% of Public Regional Universities in the Midwest by a rating system aligned with the institution's goals and values.*

Baseline: GVSU ranks in the top 31% based on 2014 IPEDS data.

Status at end of 2016:

Substantial Progress

Progress in 2016:

GVSU ranks in the top 23% based on 2015 IPEDS data, making a significant jump over the two-year period, and just short of the target of 20% for this objective.

Objective 4.A.2: *The number and proportion of students, faculty, and staff externally recognized for their accomplishments and outstanding performance increases substantially.*

Baseline: To be determined in 2016, with substantial improvement level established from baseline.

Status at end of 2016:

Minimal Progress: Establishment of Baseline

Progress in 2016:

There were 171 external recognitions of institutions, programs, students, faculty, staff, and alumni associated with GVSU during the third and fourth quarters of 2016. Recognitions include awards, external rankings, accreditations/endorsements, media appearances, licensures/certifications, invited speakers/keynote speakers, external grants, and placing in a competition.

Objective 4.B.1: *Grand Valley's ratings achieve 3.7 or above on a 7-point scale for familiarity and 4.7 or above for reputation, as rated by Metro Detroit general public of color.*

Baseline: 2015 Institutional Image Research Survey; 7 pts. ordinal scale; Familiarity 3.6 pts.; Reputation 4.6 pts.

Status at end of 2016:

Minimal Progress

Progress in 2016:

A marketing plan was implemented in 2016 by Institutional Marketing, and an assessment study to determine progress made will be conducted in 2018.

Objective 4.B.2: *Grand Valley's ratings achieve 6.0 or above on a 7-point scale for familiarity and 6.0 or above for reputation, as rated by West Michigan general public of color.*

Baseline: 2015 Institutional Image Research Survey; 7 pts. ordinal scale; Familiarity 6.0 pts.; Reputation 6.0 pts.

Status at end of 2016:

Minimal Progress

Progress in 2016:

A marketing plan was implemented in 2016 by Institutional Marketing, and an assessment study to determine progress made will be conducted in 2018.

Objective 4.B.3: *Grand Valley's ratings achieve 4.0 or above on a 7-point scale for familiarity and 4.7 or above for reputation, as rated by Metro Detroit prospective students of color.*

Baseline: 2015 Institutional Image Research Survey; 7 pts. ordinal scale; Familiarity 3.8 pts.; Reputation 4.6 pts.

Status at end of 2016:
Minimal Progress

Progress in 2016:

A marketing plan was implemented in 2016 by Institutional Marketing, and an assessment study to determine progress made will be conducted in 2018.

Objective 4.B.4: *Grand Valley's ratings achieve 5.6 or above on a 7-point scale for familiarity and 5.9 or above for reputation, as rated by West Michigan prospective students of color.*

Baseline: 2015 Institutional Image Research Survey; 7 pts. ordinal scale; Familiarity 5.6 pts.; Reputation 5.9 pts.

Status at end of 2016:
Minimal Progress

Progress in 2016:

A marketing plan was implemented in 2016 by Institutional Marketing, and an assessment study to determine progress made will be conducted in 2018.

Objective 4.C.1: *Grand Valley's ratings achieve 3.5 or above on a 7-point scale for familiarity and 4.8 or above for reputation, as rated by Metro Detroit general public.*

Baseline: 2015 Institutional Image Research Survey; 7 pts. ordinal scale; Familiarity 3.4 pts.; Reputation 4.7 pts.

Status at end of 2016:
Minimal Progress

Progress in 2016:

A marketing plan was implemented in 2016 by Institutional Marketing, and an assessment study to determine progress made will be conducted in 2018.

Objective 4.C.2: *Grand Valley's ratings achieve 5.5 or above on a 7-point scale for familiarity and 5.8 or above for reputation, as rated by West Michigan general public.*

Baseline: 2015 Institutional Image Research Survey; 7 pts. ordinal scale; Familiarity 5.4 pts.; Reputation 5.8 pts.

Status at end of 2016:

Minimal Progress

Progress in 2016:

A marketing plan was implemented in 2016 by Institutional Marketing, and an assessment study to determine progress made will be conducted in 2018.

Objective 4.C.3: *At least 80% of faculty, staff, and students believe GVSU is committed to community engagement.*

Baseline: 71.8% of faculty agree that GVSU is committed to community engagement per winter 2016 GVSU faculty survey.

Status at end of 2016:

Minimal Progress: Not assessed in 2016 beyond the baseline determination

Progress in 2016:

The baseline for this objective was established through surveying faculty in winter 2016. Therefore, further assessment was not conducted in 2016. It is planned to conduct follow-up assessment of progress made on this objective in 2018.

Objective 4.C.4: *Grand Valley's ratings achieve 4.3 or above on a 7-point scale for familiarity and 4.9 or above for reputation, as rated by Metro Detroit prospective students.*

Baseline: 2015 Institutional Image Research Survey; 7 pts. ordinal scale; Familiarity 4.2 pts.; Reputation 4.8 pts.

Status at end of 2016:

Minimal Progress

Progress in 2016:

A marketing plan was implemented in 2016 by Institutional Marketing, and an assessment study to determine progress made will be conducted in 2018.

Objective 4.C.5: *Grand Valley's ratings achieve 5.8 or above on a 7-point scale for familiarity and 5.7 or above for reputation, as rated by West Michigan prospective students.*

Baseline: 2015 Institutional Image Research Survey; 7 pts. ordinal scale; Familiarity 5.8 pts.; Reputation 5.7 pts.

Status at end of 2016:

Minimal Progress

Progress in 2016:

A marketing plan was implemented in 2016 by Institutional Marketing, and an assessment study to determine progress made will be conducted in 2018.

Objective 4.D.1: *Effective technologies are integrated into every function and structure across the institution.*

Baseline: In 2013, IT implementation was above the median on 24 of 49 indicators across 7 functional domains.

Status at end of 2016:

Substantive Progress

Progress in 2016:

The University is continually investigating new technologies across the institution. Information Technology (IT) has pursued several modifications to Blackboard including deploying a new version of Blackboard Collaborate Ultra and the Blackboard Student mobile application as well as investigating Blackboard Ally for accessibility. Additional upgrades to Blackboard include deploying Blackboard Content Collection for a variety of projects for digital file management, including an ePortfolio pilot. IT has also piloted VoiceThread and adopted six new technologies (e.g. virtual reality, augmented reality, and 3D printing) to include more than 40 emerging technology exhibits in the Technology Showcase.

Through a collaboration between IT, the Registrar's office and faculty, deployed Blackboard Photo Roster was implemented in an effort to bring about more personalized instruction, enhance student-faculty connections, and to help improve student retention. IT has also facilitated the creation of a new lightboard in the Center for Health Sciences and are beginning work to install another lightboard in the Seidman Center. Finally, IT investigated additional new technology including an electronic transcript process and a transfer equivalency program for use in recruiting transfer students.

As of December 2016, University Development had added cash and pledges in the amount of \$4,548,486 towards its goal, bringing it to a cumulative \$13,921,800 towards the facilities and technology goal.

Objective 4.D.2: *At least 30% of the institution's graduate degrees are ranked among the top five in their discipline within Michigan.*

Baseline: 23% of GVSU's graduate programs were ranked in the top 5 in the State of Michigan based on data from the U.S. News and World Report rankings for 2015.

Status at end of 2016:

Minimal Progress

Progress in 2016:

Of GVSU's graduate programs, 24% are ranked in the top five within the state of Michigan. Six out of 25 programs are ranked in the top five. The number 25 is less than GVSU's total number of 38 graduate programs because U.S. News & World Report does not provide ranking categories for all of our programs. Programs that are ranked include Educational Technology, Occupational Therapy, Physical Therapy, Physician Assistant Studies, Public Administration, and Philanthropy & Nonprofit Leadership.

Objective 4.E.1: *Adequate human and financial resources at all levels of the institution are allocated for internal and external marketing.*

Baseline: GVSU survey to be conducted fall 2015 to determine baseline.

Status at end of 2016:

Minimal Progress

Progress in 2016:

Marketing of Grand Valley programs and entities continues to expand to meet the needs of the University. A member of University Communications did an externship in the Brooks College of Interdisciplinary Studies. She met with every program director and performed an audit of our communications strategies in order to determine a path toward better marketing and branding of the Brooks College. A college-wide campaign to market programs to students on campus has been developed.

An alumni outreach plan was also developed that included publicizing their successes on the College website and newsletter, in the College annual report, and in Grand Valley campus-wide publications.

WGVU and Public Broadcasting has been working on an effective brand message that can be shared publicly. They have conducted internal meetings on marketing ideas that can engage viewers/listeners on limited budget. Social Media initiatives have been successful. Interaction with daily visitors informing them on who we are and what we provide has improved.

Significant foundational work in developing a Kirkhof College of Nursing strategic marketing plan was completed in 2016. The college is on track to deliver a strategic marketing plan in early 2018.

Conclusion

In 2016, the University completed its first assessment of progress made in achieving the objectives of the *2016-2021 Strategic Plan*. This Progress Report summarizes the achievements related to the objectives of the plan for the 2016 year that have moved the overall institution closer to accomplishing its five Institutional Outcomes. Grand Valley was successful in realizing progress on all but one of its 53 Objectives that were in place during the 2016 year. For 22 (41.5%) of the Objectives, at least substantive progress (approximately 50% complete) or more

was identified in the first year of the plan, which is commendable. Over the next year the

University will continue to work towards fully accomplishing all 53 Objectives, in support of the five Institutional Outcomes.

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