

Grand Valley State University Strategic Planning 2010–2015 Annual Progress Report for 2012

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Background and Context

Grand Valley State University's mission is to educate students to shape their lives, their professions, and their societies. The university contributes to the enrichment of society through excellent teaching, active scholarship, and public service. To achieve this mission, the university engages in an integrated cycle of planning, resource allocation, implementation, and assessment that permeates the institution. The current planning cycle began with the Grand Valley Board of Trustees' approval of the *Grand Valley State University Strategic Plan 2010–2015* (the Plan 2010–2015) in 2009. This was followed by resource allocation, implementation, and assessment activities conducted by all units of the institution from 2010 through 2012 and directed toward achieving the eight key goals and the 63 specific objectives comprising that plan.

Monitoring and Reporting Progress

Key components of the university's strategic planning process are monitoring progress made toward achieving the goals and objectives of the plan, compiling the monitoring results, and creating and disseminating progress reports on an annual basis. Six reports on the institution's progress will be made, one after each year of implementation. This report is the fourth such report in this series. It covers the period January 1, 2012 through December 31, 2012. The information included is based on data provided by all colleges and units in academic and student affairs, as well as other administrative divisions.

Summary of Findings

In 2012, Grand Valley expanded and enhanced the integration of strategic planning and assessment enterprise-wide. Every unit updated its strategic plan that is aligned with the strategic plan of its college or division; the strategic plans of all colleges and divisions were adjusted to maintain alignment with and provide ongoing support for the attainment of the objectives in the *Grand Valley State University Strategic Plan 2010–2015*. Moreover, the 2012 budgeting process furthered strategic planning by strengthening the links between budget requests and strategic plan objectives. In 2012, it was commonplace for budget requests to be prioritized, in part, by their alignment with the Plan 2010–2015.

The university made progress toward achieving both its annual and continuing objectives in 2012. Substantial progress was made on two 2010 annual objectives that were not previously

met. The institution also fully met two of its unmet 2011 annual objectives and made substantial progress on the remaining two unmet 2011 annual objectives.

The university fully met five of its thirteen 2012 annual objectives, made substantial progress on four others, and substantive progress on two during the year. Progress toward the attainment of two 2012 annual objectives could not be assessed.

This was the first year the institution had a significant number of sub-objectives, with the Plan 2010–2015 detailing 15 for 2012. Of these 15, one was fully met; seven were substantially met; two were substantively met; two were unmet; one was evaluated as misstated in the original Plan; and progress on two could not be assessed.

In terms of the institution's 15 continuing objectives, six were totally achieved as of December 2012; substantial progress was reported on seven of the continuing objectives not yet fully attained; and two objectives could not be assessed and are not reported on.

At present, Grand Valley is focused on attaining two annual objectives for 2013 and making progress on all annual objectives that have not yet been reached. It is also working to make strong, measurable progress on all of the continuing objectives not yet reached, while maintaining its high level of performance on all of the continuing and annual objectives already met.

In 2013, strategic planning will continue its dependence on more and better metrics and measurement strategies. Meaningful baseline data continues to be produced for many objectives, and most units are refining their instruments and measurement strategies to generate data that provides a meaningful measure of progress toward the university's objectives and those in their own strategic plans.

Modifications will continue to be made to objective statements in the Plan 2010–2015. As this report notes, Sub-objective 2.4.7 was revised this year because its baseline information was found to be in error. A new, corrected Sub-objective 2.4.7 will be utilized moving forward. The associate vice president for academic affairs, who is charged with overseeing strategic planning and assessment across the enterprise, will continue to review all elements of the Plan 2010–2015 and make recommendations for changes needed throughout the year ahead.

Grand Valley's Strategic Goals & Objectives

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

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

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

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

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

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

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

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

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

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

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

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

In 2012, the institution continued its efforts to meet the 2010 and 2011 objectives that previously had not been attained, as well as worked to achieve the 13 specific objectives of 2012 and make adequate annual progress on the continuing objectives that remain key to Grand Valley's forward progress. It is noteworthy that 2012 is the first year in which the Plan includes a substantive number of annual sub-objectives, many of which include specific performance metrics. This report provides an update on the previously unmet 2010 and 2011 annual objectives, a description of the institution's progress toward meeting the 2012 annual objectives and sub-objectives, as well as an update of its progress toward meeting the continuing objectives that had not yet been achieved or that remained a driving force for specific institutional efforts in 2012.

The 2010 Annual Objectives

Substantial Progress Made on 2010 Objectives in 2012. In the past year, **substantial progress** continued to be made on the two 2010 objectives that were not completely met in 2010 or 2011.

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

The substantial progress toward the achievement of Objective 1.10 made in 2012 included building out the Office for Community Engagement in the College of Community and Public Service and expanding its activities and events, including the launch of a website (www.gvsu.edu/community/), the publication of a monthly community engagement-focused newsletter, and the development of collaborative efforts with colleagues to quantify and measure "community engagement" on all campuses of Grand Valley. All previous efforts to coordinate community engagement efforts rolled out in 2010 and 2011 continue.

This objective is not considered to be fully met because the university's community engagement efforts were not yet well-documented in 2012. This essential step toward measuring the impacts and influences of community engagement on student success will be taken in 2013.

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

In 2012, the institution continued to make substantial progress toward improving its communication with faculty about strategic budgeting priorities and the financial consequences of its budgeting decisions. The provost conducted a series of meetings with faculty to discuss the state of Grand Valley's budget, financial resources, and resource allocation decisions. What remains to accomplish to meet this objective fully is measurement of the proportion of faculty who consider themselves to be "familiar with" these areas of the university's fiscal operations.

This measurement will be made in spring 2013, using a methodology aligned with the initial assessment of faculty familiarity made by Higher Learning Commission (HLC) site visitors in 2008, which led to the creation of this objective. It is expected that the results of this 2013 measurement will provide documentation that this objective has been fully met.

The 2011 Annual Objectives

2011 Objectives Achieved in 2012. In 2012, three of the unmet 2011 objectives not previously met were fully achieved:

1.8 the University develops a health strategy and plan for infrastructure necessary to engage internal and external constituents to promote inter-professional health education, scholarship and service programs for the 21st century.

The most current strategy and plan of the vice-provost for health fully satisfy this objective.

1.13 staff performance review career criteria are examined to include Best Practice standards.

The Electronic Performance Development Program (ePDP) staff performance review system was implemented by all units, institution-wide in 2012, which fully met this objective.

Substantial Progress Made on 2011 Objectives in 2012. In the past year, substantial progress was made on two of the unmet 2011 objectives:

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

Although progress toward meeting this objective continues to be made, there remain units that have not defined their criteria for systematically recognizing their faculties' service. A process for defining and implementing such criteria is in place, but not all units have utilized this process or provided written documentation of doing so.

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

In 2012, the university continued to hone and perfect its processes for regularly communicating strategic budgeting priorities to its stakeholders; however, a system for measuring the effectiveness of this communication has not been developed or implemented, so that this objective is not considered as fully met in 2012.

The 2012 Annual Objectives

The *Grand Valley State University Strategic Plan 2012–2015* includes 13 specific objectives that are expected to be met in 2012.

Five of the 2012 specific objectives were fully reached in the year.

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

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. 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 academic achievement analysis report, a professional development brochure, and a "Charter Schools by the Numbers" talking point card by the university's Institutional Marketing unit.

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

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

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

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

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.

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

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.

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

According to the Finance and Administrative Division, which has responsibility for these activities, this objective was fully met in 2012.

Four of the 2012 specific objectives were **substantially reached** in the year.

2.7 increase services designed to support nontraditional students, including veterans, students older than average, and other adults in transition. [Baseline will be established in 2010].

In 2012, the University Development Division 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. The College of Liberal Arts and Sciences (CLAS) included discussions of issues faced by nontraditional students in its unit heads meetings, and the CLAS dean and staff in the dean's office attended a veteran student workshop.

Grand Valley is now a Servicemembers 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 servicemembers worldwide. For more information, access www.gvsu.edu/veterans/servicemembers-opportunity-college-information-16.htm/.

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.

Nearly all units across the institution completed inventories of their high-impact experiences by 2012. The associate vice provost for Student Academic Success convenes the High-Impact Practice Committee regularly, whose charge is to coordinate this inventory enterprise-wide. Many colleges and divisions have implemented programs that provide students with opportunities for at least two such experiences.

For example, the number of students in CLAS participating in study abroad opportunities climbed from 355 in 2011 to 414 in 2012. In BCOIS, there was an increase in internships in liberal studies from 20 in 2011 to 81 in 2012. Also in Brooks College, the sustainable agricultural partnership expanded its sites substantially. Among McNair Scholar participants, the rate of participation in summer research with a faculty mentor rose from 93 percent in 2011 to 100 percent in 2012. These increases were achieved with no significant increase in student enrollment.

Other 2012 achievements aligned with this objective include the introduction of a service learning component into the Freshman Academy; Seymour and Esther Padnos College of Engineering and Computing established an international education partnership for exchange of faculty, staff, and students with Zurich University of Applied Sciences (Switzerland) and DHBW University in Mosbach (Germany); Women & Gender Studies in collaboration with the Women's Center launched a study abroad experience for students in South Africa; and, Kirkhof College of Nursing (KCON) developed the first credit-bearing public nursing program with the University of Cape Coast (Ghana) and added 25 new clinical (internship) sites.

In addition, a number of systems and tools have been put in place by Institutional Marketing to monitor and track students' participation in high-impact experiences: STUEY tracks students'

involvement with various types of organizations; OASIS tracks students' study abroad participation metrics; Volunteer Time-Tracker logs students' volunteer hours; Study Buddy matches students to their peers for study purposes; Schedule It tracks student's usage of the Frederik Meijer Center for Writing and Michigan Authors; Internship Management facilitates students' internship experiences; and Students Scholar Day and Grand Scholar track students' involvement in their own research and research with faculty.

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

The Assessment Plan for General Education courses has been directed toward achieving this goal, with considerable success. The Pew Faculty Teaching and Learning Center has also assisted faculty with developing and implementing appropriate pedagogies for online and hybrid courses to promote achievement of this objective. Several colleges have embarked on initiatives well-aligned with this objective, including KCON, which completed a Continuous Improvement Progress Report for the Commission on Collegiate Nursing Education (CCNE). Three of the four academic units within the College for Community and Public Service (CCPS) are reviewing their pedagogies to create better alignment; the fourth (Social Work) has made specific changes in pedagogy based on student outcome data. In addition, all of the programs that were scheduled for re-accreditation in 2012 achieved re-accreditation, a process that includes an external assessment of the alignment of student learning outcomes to pedagogical approaches.

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.]

Although established as a 2012 objective, the most recent year for which data is available is HERI reported the university rewards them for good teaching. This represents a 2.4 percent increase between 2004 and 2011; however, only 29 percent of the institution's faculty participated in the 2010–2011 HERI. In peer institutions, 18.5 percent of faculty reported being rewarded for good teaching, up just 1.4 percent between 2004 and 2011.

Because the target level was not reached and because faculty participation in HERI was so low, this 2012 objective was not considered fully met.

Substantive progress was made on two of 2012's specific objectives.

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

Formal articulation of the institution's principles of shared governance was well underway, but not finalized in 2012. The institution already implements a broad range of shared governance practices as articulated in the Faculty Handbook and Administrative Manual.

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

Progress has been made in the alignment and integration of all degrees, programs and courses across the institution. This progress is reflected best in terms of changes made to reach sub-objectives 1.4.1 through 1.4.4, which are described below.

The institution’s progress toward two specific 2012 objectives could not be assessed.

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

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

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

The Michigan Economic Development Corporation and Michigan Municipal League, which sponsor this measure, did not administer the *Post-Higher Education Survey* in 2012 as expected; this instrument is scheduled for administration in 2013. Results obtained from Grand Valley’s graduate and undergraduate students will be disseminated to stakeholders as soon as they are available.

Progress on 2012 Objectives of the Strategic Plan 2010–2015

Figure 2 provides a snapshot of progress made toward the university’s 2012 objectives in the past year, based on self-ratings on a scale of 1 to 4 reported by divisions and colleges of GVSU. Each of the units used a Likert-type scale on which 1 represents *minimal progress toward achieving an objective* and 4 indicates that an objective was *fully achieved*.

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

Figure 2: Progress Made Toward 2012 Objectives				
Objective	<i>Minimal Progress</i>	<i>Substantive Progress</i>	<i>Substantial Progress</i>	<i>Achieved</i>
1.3				
1.4				
1.9				
2.1				
2.7				
3.1	could not be assessed in 2012			
3.3	could not be assessed in 2012			
3.5				
4.2				
4.3				

4.5	
5.1	
7.8	

The 2012 Sub-Objectives

Fifteen sub-objectives of the Plan 2010–2015 were described for 2012. Sub-objectives are statements of data-driven outcomes that represent key steps toward the achievement of a specific objective. As a general principle, an objective cannot be attained until all of its sub-objectives have been met; however, sub-objectives and objectives may be met in the same year.

One sub-objective was fully met in 2012:

2.4.4 the six-year graduation rate is 60%.

In 2012, Grand Valley’s six-year graduation rate was 63.3 percent.

Seven sub-objectives were substantially met in 2012:

1.2.1 all academic and nonacademic units have fully integrated their college’s and division’s inclusion implementation and strategic plans and processes.

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 and promoting tenure for graduate and undergraduate faculty are based on best practices and monitored.

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

3.4.2 implement consistent collection and analysis of data to identify service learning needs and outcomes institution-wide.

In 2012, the Service Learning Center standardized and expanded the collection and analysis of the data institution-wide.

5.4.2 the university has established specific incentives to improve intellectual productivity, including grants, enhanced professional development funds, increased financial compensations and support for scholarship and creative practice.

Substantive progress was made on **two** sub-objectives.

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

In 2012, the institution's reputation among prospective students in West Michigan was 5.7; its reputation in Metro Detroit was 4.8. In 2012, its familiarity among prospective students in West Michigan was 5.3; its familiarity among prospective students was 4.0. Institutional Marketing broadened its survey methodology between the 2009 baseline and 2012 to include individuals who did not have a land line telephone.)

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

In 2012, the institution's reputation among adults in West Michigan was 5.5; its reputation in Metro Detroit was 4.8. In 2012, its familiarity among adults in West Michigan was 5.8; its familiarity among adults in Metro Detroit was 3.5.

Institutional Marketing broadened its survey methodology between the time it gathered data for the 2009 baseline and 2012 to include individuals who did not have a land line telephone.

Two sub-objectives *were not met* in 2012.

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

In 2012, 81.7% of freshmen returned for their sophomore year.

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

Although the proportion of high school graduates from other nations increased since 2010, this proportion reached only 1.5 percent in 2012.

One sub-objective was misstated in the original *Plan 2010–2015* document. **It was corrected and evaluated in 2012.**

This is the original statement of Objective 2.4.7:

By 2012, at least 78% of sophomores will return to the university for their junior year.
[Baseline: 2008 73.8% from the *EDPAC Enrollment Plan*].

The baseline figure of 73.8 percent provided from the *EDPAC Enrollment Plan*, which served as the basis for the statement of Objective 2.4.7, is **not and never was** the proportion of sophomores who returned to Grand Valley for their junior year in 2008; it was and is the 2-year rate of retention, or the proportion of freshmen who returned for their junior year in 2008.

The actual 2008 retention rate for sophomores who returned their junior year in 2008 was 90.2 percent, which is a very satisfactory baseline rate of retention — and one in which it will be difficult to achieve major improvement.

In 2012, the sophomore to junior retention rate was 91.2 percent, which indicates that Grand Valley did achieve an increase in this already high retention rate, which was the outcome desired by 2012.

In future versions of this report, sub-objective 2.4.7 will be amended to read:

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

Two sub-objectives for 2012 **could not be assessed** in the year because the data required to do so was not available.

3.3.1 at least 56% of former undergraduates and 70% of former graduates who participated in internships and coop assignments prior to graduation rate these experiences as “very valuable overall.” [Baseline from 2008 Michigan Post-Higher Education Survey: 53% undergraduates; 66% graduates.]

3.3.2 at least 64% of former undergraduates and 75% of former graduates who participated in internships and co-op experiences rate these experiences as “very valuable” in preparing for their for chosen careers.” [Baseline from 2008 Michigan Post-Higher Education Survey: 61% undergraduates; 66% graduates.]

As was the case for Objective 3.3. data for assessing these sub-objectives is provided by the *Michigan Post-Higher Education Survey*, which was not conducted in 2012, as planned. This survey is now scheduled to be undertaken by the Michigan Economic Development Corporation and Michigan Municipal League in 2013. The results from this administration of the survey will be reported to Grand Valley stakeholders as soon as these results are available.

Continuing Objectives, 2010–2015

The 15 continuing objectives toward which units across the institution worked in 2012 and the progress reported toward meeting each of them since 2010 are described in this section.

1.5 secure reaccreditation for 12 currently accredited discipline-specific graduate and 23 discipline-specific degree programs (ACHIEVED IN 2012).

Since 2010, all of the institution’s accredited degree programs have achieved reaccreditation. In 2012, the College of Education was reaccredited through NCATE; the Departments of Art and Design and Film, Video, and Photography in the School of Communication completed the reaccreditation self-study process through the National Association of School of Art and Design (NASAD), with full reaccreditation expected in Fall 2013; the Department of Physical Therapy completed a self-study and site visit, with full accreditation expected from the Commission on

Accreditation in Physical Therapy Education (CAPTE) in Fall 2013; and the Police Academy was reapproved by the Michigan Commission on Law Enforcement Standards (MCOLES).

In 2012, the dean of the College of Liberal Arts and Sciences continued the practice of having external consultants review and provide feedback on the curricula in two disciplines in which no external accreditation is available. Although the consultants' feedback is nonbinding, this is an important quality improvement cycle that remained operative in the past year.

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 (SUBSTANTIAL PROGRESS IN 2012).

In 2012, a survey was conducted by the vice provost for health to explore and potentially lay the groundwork for pursuing accreditation of the Master's of health administration degree by the Commission on Healthcare Management Education (CHME). Options are being explored in relationship to the costs and benefits of this accreditation for future students and the faculty and institution.

2.5 the university will increase its outreach efforts to enhance the diversity of its student body (SUBSTANTIAL PROGRESS IN 2012).

The Office of the Provost in collaboration with the Division of Inclusion and Equity launched the Latino Student Initiative in 2012. The initiative's focus was on a variety of actions, including Latino recruitment and retention at Grand Valley. As a result of the initiative's efforts, Institutional Marketing is working on a Spanish language web presence for the university.

During the year, 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 & Retention program, focused on Latino retention. Seymour and Esther Padnos College of Engineering and Computing operated the Get With the Program Summer of Learning (STEPS) project to recruit unrepresented groups into its degree programs.

Additionally and importantly in 2012, 24 new scholarships were established for diverse students. In general, the university continued to offer competitive financial aid resources for qualified students from populations historically underrepresented at Grand Valley.

The "Grand Finish" — an initiative that provides an incentive for graduating in four years — was launched in 2011. In the 2011–2012 academic year 2329 students received this award.

Other diversity enhancing efforts of the year included hosting of the first LGBTQ Students of Color Reception by the LGBT Center; the third hosting of the Rainbow Social Reception by the LGBT Center, which attracted more than 200 students; and 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.

4.6 maintain or expand all current data management systems of the university
(SUBSTANTIAL PROGRESS IN 2012).

The institution maintained its suite of data management systems enterprise-wide. New or enhanced data management systems built and implemented by Institutional Marketing included several previously described including 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 during the year, a special projects graduate assistant initiated a project with the Office of the Provost, Dean's CLAS office and Information Technology Division to track, coordinate and organize strategic planning data, events and activities enterprise-wide. This data system will be launched in 2014 to support present and future strategic planning.

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

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. Approved curricular offerings based on this assessment include a biomedical engineering minor and a master's in biomedical engineering, developed by collaboration between the Seymour and Esther Padnos College of Engineering and Computing and the College of Health Sciences; a doctoral degree in audiology; a master's in public health; and a master's in speech language pathology. Several other regional and statewide needs in the health sciences have been identified, and degrees and courses are being designed to address these.

In addition, Seidman College of Business graduated its first cohort from a new, full-time MBA program (known as FIMBA), created in response to regional needs; consideration of a master's in health administration at Grand Valley is driven by data on state and regional needs; Seymour and Esther Padnos College of Engineering and Computing has received approval for the launch of certificate programs in advanced energy in response to regional and statewide needs; and University Libraries is developing a new service model driven by a recent audit of the information needs of the region.

In 2012, considerable progress was made on the construction of the Mary Idema Pew Library Learning and Information Commons on the Allendale campus, and Seidman College of Business on the Robert C. Pew Campus in Grand Rapids readied a new building for faculty and students. Both are scheduled to be placed in service in 2013.

4.8 provide an annual Accountability Report to university constituents (ACHIEVED IN 2012).

The *Grand Valley State University Accountability Report 2012–2013* is published annually in November and made available to the institution's stakeholders online at <http://www.gvsu.edu/accountability/>.

4.9 provide an annual Dashboard Report to internal university constituents (ACHIEVED IN 2012).

The 2012 Dashboard Report has been completed and is available to university constituents by request.

6.4 Grand Valley graduates continue to seek and hold positions of business, nonprofit, political, and civic leadership and responsibility in West Michigan, Michigan, the U.S. and the world (SUBSTANTIAL PROGRSS IN 2012).

As in 2010 and 2011, Grand Valley graduates held positions of leadership and responsibility in all sectors in 2012. In 2012, some 1,442 alumni volunteers were documented as providing support to the region, state, nation and world. Graduates' accomplishments are regularly featured in print and online publications of the university and each academic unit.

7.1 maintain and monitor university practices to reduce its overall exposure to business and catastrophic risks at acceptable levels (SUBSTANTIAL PROGRESS IN 2012).

As in previous years, in 2012, the annual financial statement of Grand Valley was audited by an external CPA firm; the audits are conducted in accordance with stringent auditing standards accepted in the U.S., and the standards applicable to financial audits contained in government auditing standards, issued by the U.S. Comptroller General. The 2012 audit is available at www.gvsu.edu/busfin/.

The university continued to maintain adequate insurance to protect itself from extraordinary events. It continued to practice conservative and realistic budgeting to protect against unforeseen, unanticipated financial events in 2012. The university has begun 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.

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 2012).

As in previous years, alumni and other stakeholders of the university continued to trust in and maintain a commitment to collaboration that benefits the institution. This is evidenced by an increase in overall donor support by a record 13,326 individuals, a third consecutive year of record-setting donor support to Grand Valley. The number of alumni donors increased 4.3 percent in 2012 alone. Also in 2012, faculty and staff giving reached an all-time high of 55.2 percent. This level is the most generous level among all Michigan universities.

7.6 the rate of increase in financial aid awarded to students meets or exceeds the rate of increase in the university's tuition and room and board costs (ACHIEVED IN 2012).

Between 2011 and 2013, the university’s undergraduate tuition and room and board costs increased 3.5%, but the amount of financial aid awarded to students increased 15.9%. Figure 4 shows the changes in tuition, room and board and financial aid between 2009 and 2012.

Figure 4: Financial Aid, Tuition and Room and Board at GVSU, 2009–2012

Year	Financial Aid		Cost			
	Amount	Annual Percent Change	Tuition (lower-division)	Room & Board	Tuition, Room & Board	Percent Change
FY09	\$21,069,824	9.7	\$7,345	\$7,242	\$14,587	4.6
FY10	\$24,449,275	16.0	\$8,630	\$7,478	\$16,108	10.4
FY11	\$26,054,409	6.6	\$9,088	\$7,814	\$16,902	4.9
FY12	\$30,208,014	15.9	\$9,716	\$7,774	\$17,490	3.5

7.7 graduate financial support remains equal to or greater than the financial support provided to graduate students at other Michigan institutions with identical or similar graduate degree programs (ACHIEVED IN 2012).

According to the Office of Graduate Studies, “there was no increase in financial support for graduate students in 2012. The Office of Graduate Studies conducted a follow-up to its 2011 Benchmarking Study and found that Grand Valley’s support for graduate students in the form of graduate stipends, tuition, waivers, and research support is comparable to that of other Michigan and peer universities with similar or identical graduate degree programs.”

The Office of Graduate Studies collaborated with the Center for Scholarly and Creative Excellence to encourage faculty members to utilize graduate students as co-researchers and include them in (the budgets of) submissions for external funding.

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

Nearly all units of the university created, extended, or maintained close working relationships with businesses, nonprofits and governmental entities in West Michigan that are oriented to meeting community-generated goals. These formal and informal partnerships extend from the collaborations upon which the university’s robust charter schools programming rests to the dozens of partnerships that create the foundation for internships, service learning experiences, and other high-impact experiences in health and human service, corrections, business, education, environmental sciences, humanities, and arts organizations. Students, faculty members, and staff members involved in these partnerships gain valuable educational benefits and deliver significant community impacts in all areas.

The Dorothy A. Johnson Center for Philanthropy also hosts community training, workshops, and other knowledge-building events in response to high levels of community need for these resources in the nonprofit community. Many of the university’s cultural events also play key roles in enriching the community and meeting its goal of preparing, promoting, and supporting diverse, creative individuals and groups. Also in 2012, Grand Valley tied for second place in a

national ranking of master’s institutions for the number of faculty awarded Fulbright Scholarships. Three Grand Valley faculty members earned this prestigious recognition and opportunity last year (<http://chronicle.com/article/article/-content/135456/>), and this experience will prepare them to help students’ identify and meet community goals in the future.

8.9 steadily increase the number and total award amounts of externally sponsored agreements supporting scholarship and creative practices (CANNOT BE ASSESSED FOR 2012).

Figure 5 shows the change in the number and amount of external agreements supporting scholarship and creativity at Grand Valley between 2009 and 2012. Data was provided by the Center for Creative and Scholarly Excellence at the end of 2012. End-of-year data is not presently available.

Figure 5: Change in Number and Amount of External Agreements Supporting Scholarship and Creativity, 2009 to 2012				
	2009	2010*	2011** (to date)	2012** (to date)
Number of external agreements	102	113	95 (to date)	90* (to date)
Amount of external agreements***	\$19.3	\$24.9	\$ 22.8 (to date)	\$ 16.2 (to date)

*Funds in 2010 included a one-time infusion of ARRA (federal stimulus) funds, which were not available in 2011.

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

***Dollars reported in millions.

8.10 steadily increase the number of faculty and staff conducting internally and/or externally supported scholarship and creative practices (CANNOT BE ASSESSED FOR 2012).

From 2009 to 2012, the university has seen an increase in the number of faculty members seeking external support for the first time through the Office of Sponsored Programs. Since 2009, 71 faculty members have submitted applications for the first time. The same upward trend is seen in the number of external proposals submitted by the entire Grand Valley faculty.

Similar trends are seen internally. The number of faculty members seeking internal support for their scholarship increased from 52 in 2008 to over a hundred in 2012. In addition, the Center for Scholarly and Creative Excellence provided over 430 internal grants for faculty members to present their scholarship at both national and international venues. Additional information is available in the 2010–2011 CSCE Annual Report at www.gvsu.edu/csce/2010–2011-csce-annual-report-52.htm/.

2012 Progress on the Continuing Objectives of the Strategic Plan 2010–2015

Figure 6: Progress toward the Continuing Objectives in 2012				
Objective	<i>Minimal Progress</i>	<i>Substantive Progress</i>	<i>Substantial Progress</i>	<i>Achieved</i>

1.5	
1.6	
2.5	
4.6	
4.7	
4.8	
4.9	
6.4	
7.1	
7.4	
7.6	
7.7	
8.2	
8.9	cannot be assessed
8.10	cannot be assessed

As shown in Figure 6, six of the 15 continuing objectives were achieved, and progress was made on six objectives. The amount and direction of change in 2012 on two of the continuing objectives could not be determined because current data for the entire 2012 calendar year was not available.

Three Years of Strategic Implementation: Lessons Learned

After more than three years of experience developing, monitoring and reporting the institution's progress toward achieving the goals of the *Grand Valley State University Strategic Plan 2010–2015*, a number of lessons have been learned that may be of value in the university's future strategic planning activities.

- Strategic planning must be meaningfully connected to institutional budgeting. Every objective and sub-objective in the university's Plan 2012–2015 has a cost. Few, if any, can be achieved without the expenditure of additional resources, whether these involve time, effort, money, or all three. The necessity of aligning strategic objectives with budget realities requires the active participation of senior management in prioritizing outcomes and establishing timelines early and throughout the planning process as goals, objectives, sub-objectives, and strategies for achieving them are evaluated for inclusion in a new strategic planning and assessment cycle.
- The monitoring, assessment, and reporting of progress toward and attainment of Grand Valley's strategic goals are facilitated by objectives and sub-objectives that are SMART — that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-oriented. Although nearly all of the objectives and sub-objectives in the 2010–2015 plan are time-oriented (that is, a date by which they are expected to be achieved is specified) and most are both

achievable and realistic, several are neither specific nor measurable. These difficult-to-assess objectives and sub-objectives share several unfavorable characteristics, including

- a. use of vague, hard-to-operationalize words or phrases (such as *opportunity for achieving; appropriate oversight and infrastructure support; fully integrated inclusion implementation and strategic plans and processes; rigorous assessments; and, faculty are familiar with*). Strategic assessment is facilitated when the desired outcomes are described unambiguously using language that is succinct and not subject to multiple and divergent interpretations by diverse stakeholders or stakeholder groups.
 - b. inclusion not only of a desired outcome, but also the methods or instruments for measuring the outcome (such as the *Michigan Post-Higher Education Survey*). Over specificity of an objective's or sub-objective's measurement limits the ability of the institution to select the best measure available at the time an outcome is expected to be met or to be agile and flexible in selecting multiple indicators of change.
 - c. inclusion of multiple, distinct, and often overlapping outcomes in a single statement (such as *monitor and assess; refine and reaffirm; determine the feasibility and costs; training to use new and current best practices; develop a strategy and plans; selecting and implementing; establish a process and aggressive goals; undertake a study and develop a baseline; fully implemented a plan and made the results available; and improved its reputation and familiarity*). When the time comes to assess whether such objectives or sub-objectives have been attained, those that include more than a single outcome are more likely to be judged as not fully met, even when one of the elements is completely met. This is often encountered in statements that include objectives that are "nested," that is, those that specify a chain of events such as *conduct a study and identify a baseline*, in which the final event is actually the desired outcome. Assessment and planning is facilitated when an objective specifies only the final or terminal outcome, rather than the intermediate steps or stages leading to a desired end.
 - d. aspirational statements, however positively they may be phrased (for example, *high level of stakeholder trust*), should be avoided, unless they can be quantified and progress toward their attainment or their full attainment can be validly and reliably measured at specified points in time.
- Strategic assessments conducted on a calendar year basis for an institution that operates on an academic calendar are inherently more complex and difficult to align with its accomplishments, achievements, and data. Grand Valley's current assessment and reporting cycle does not accurately reflect academic year to academic year changes, and it is not aligned with the institution's fiscal year. It is worth considering whether the goals and objectives should be set and progress assessed **each academic year in future planning and assessment cycles.**

Conclusion

Grand Valley State University has reached the midpoint in its current strategic planning and assessment cycle: the efforts of 2010, 2011, and 2012 lie behind the institution; the initiatives, activities, events, opportunities, and challenges of 2013, 2014, and 2015 lie ahead. Many of the objectives and sub-objectives established for the first half of this cycle have now been fully achieved, the desired endpoints for most of the others are within reach, and the work required to achieve all eight goals is already well underway enterprise-wide. In the past 36 months, strategic planning and assessment have taken hold and are flourishing at Grand Valley.

As the university moves forward to develop *Grand Valley State University's Strategic Plan 2016–2020* under the leadership of a recently appointed, diverse, and well-qualified Strategic Positioning Committee 2013–2016, it can take pride in the foundation its achievements in 2010, 2011, and 2012 laid for the future.