

## **2016-2021 Strategic Plan: 2017 Progress Report**

### **Grand Valley State University**

**April 2018**

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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 2017 year. Strategic planning is critical for the growth and ongoing effectiveness of the University, and is specifically required by the Criteria for Accreditation of the Higher Learning Commission.

After a review of the plan relative to completed work on objectives, one objective was recommended for modification. The objective (*All decision-making bodies at every level institution-wide include diverse individuals and reflect diverse perspectives*) was determined to be problematic as written because it was not measureable and not achievable due to its scope relative to university operations. It has been recommended that the objective be split into two new objectives as follows: 1) *Consideration of diverse perspectives and candidates will be demonstrated when hiring faculty/staff; and, 2) Consideration of diverse perspectives will be demonstrated when modifying the policies contained on the University Policies site ([www.gvsu.edu/policies](http://www.gvsu.edu/policies)).*

During 2017, 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*. There are 43 (81.1%) 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 second year of the plan. This type of progress is commendable for the second year of a 6-year 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. One objective that must be further addressed prior to the November 2018 HLC visit is completing the Retention, Graduation, and Persistence Plan. Outcomes and strategies related to retention, graduation and persistence are developed, but these items need to be formatted into a plan, as stipulated in the HLC Criteria for Accreditation.

The Strategic Plan as presented will be used as is through the reaccreditation process which will culminate in the HLC site visit in November 2018. In winter 2019 the plan will be reviewed considering what has been accomplished and learned through the first three years of its implementation, along with information learned from the HLC visit, resulting in an updated plan that will guide the University through 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 2017 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**

A review of the University's *2016-2021 Strategic Plan* was conducted during the 2017 year, with a focus on Objectives that were proving troublesome to provide measureable updates.

The following changes to the *2016-2021 Strategic Plan* were proposed, based on recommendations from the Office of the Provost and the Division of Inclusion & Equity. After review by the Strategic Positioning Committee, the proposed changes have been forwarded to the President's Cabinet for consideration.

### **Proposed Changes**

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

Rationale – this Objective is not measureable as written, and also not manageable considering the scope and size of our institution.

Split Objective 2.B.1 into two New Objectives:

*Objective 2.B.1a: Consideration of diverse perspectives and candidates will be demonstrated when hiring faculty/staff.*

*Objective 2.B.1b: Consideration of diverse perspectives will be demonstrated when modifying the policies contained on the University Policies site ([www.gvsu.edu/policies](http://www.gvsu.edu/policies)).*

Rationale – these Objectives are measureable and appropriate to supporting high quality, efficient operations at GVSU, while ensuring the spirit of the original Objective is met.

## **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 summarizes progress made in achieving the strategic plan objectives for calendar year 2017. Annual progress reports are compiled and disseminated each year through the end of the strategic planning timeframe - 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 2017 Year on the 2016-2021 Strategic Plan**

During 2017, units completed annual reviews and updates of their strategic plans in the university tracking and reporting system, GVPlan. These 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 43 (81.1%) 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 second year of a 6-year plan.

## **Grand Valley's Outcomes and Strategic Priorities Areas**

GVSU'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 any new initiatives, baselines are established as part of the first year of the Objective. During this second year of the planning timeframe, the institution continued 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 second 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 2017 |                   |                  |                      |                      |          |
|---|-------------------|------------------|----------------------|----------------------|----------|
| 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 2017:  
Substantive Progress

Progress in 2017

The primary instrument for determining student participation for this Objective is the NSSE survey. It was not administered in 2017, so results from it are not available for reporting this year. New functionality was created in Digital Measures in 2017 that will also allow for counting high-impact learning experiences in course sections in future years.

An example of accomplishments in this area include efforts in the Brooks College of Interdisciplinary Studies. They have begun planning for starting a Semester in Grand Rapids program in summer 2019. A Director for Community Partnerships and Student Professional Development has been hired to explore new avenues for faculty to create additional high-impact experiences for students in their teaching and scholarship. In addition, Area and Global Studies has added a faculty-led study abroad program to Namibia.

In the past one year, the Integrated Science program had 89% of students in the capstone course demonstrate proficiency in engaging in professional development opportunities in their content field, including talks, symposiums, research opportunities, and projects within their community. Assessments in the Integrated Science capstone course indicate that all students in the major participate in two or more high impact learning experiences outside of coursework prior to graduation.

**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 2017:  
Substantial Progress

Progress in 2017

According to the Graduate School, 100% of graduate students participate in two or more high impact learning experiences. It was also noted that for Data Science and Analytics, a new

graduate program approved in 2017, all students within the program are required to participate in at least two high impact experiences.

According to the Dean's Office, all graduate students in the College of Liberal Arts & Sciences participate in two or more high impact learning experiences prior to graduation. The College of Community and Public Service achieved this objective in the previous year with the data presented from the survey of students in capstone classes which revealed that all students have at least two 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 in 2015.*

Status at end of 2017:  
Substantive Progress

Progress in 2017

The Enrollment Development Planning and Assessment Committee (EDPAC) began the process of developing this plan in December 2016. A document outlining enrollment, retention and graduation outcomes for 2017-2022 was finalized. In addition, a retention tactics spreadsheet was developed and completed by each college. The next step is to develop a comprehensive plan that integrates the outcomes and tactics before fall 2018.

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

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

Status at end of 2017:  
Minimal Progress

Progress in 2017

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 2017, diversity at GVSU was 82.0% non-Hispanic white. This was essentially the same as 2016 (81.9% non-Hispanic white). There is still a 4.6% difference to equal the population demographics of West Michigan.

Examples of efforts related to this Objective include the College of Liberal Arts & Sciences continuing to work toward the goal of having a faculty, staff, and administration that reflects the population of West Michigan. The College has collaborated with the Pew Faculty

Teaching & Learning Center to develop more inclusive hiring practices within the College. These practices have been shared with unit heads and implemented during the 2017 hiring process. Additionally, the Diagnostic and Treatment Sciences Department increased the overall diversity within its programs to a level of 16.2% representation of underrepresented groups. The diversity in the College of Community & Public Service domestic graduate student population increased by 0.7% (to 22.2%) from fall 2016 to fall 2017. The difference is now 9.2%. Finally, 28.6% of CCPS faculty reported to be a race other than white. This was 2.7% greater than the previous year and 10.5% greater than the remainder of the university.

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

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

Status at end of 2017:  
Substantive Progress

#### Progress in 2017

Since tracking the 2013 cohort as the baseline, progress has been made in realizing this objective through the 2017 year. Table 1 includes retention rates for cohorts from 2012 to 2016 for various student populations. First year and second year retention rates for both first generation and non-first generation students declined slightly, with the retention rates for first generation students still trailing the rate for non-first generation students. The gap in rates actually improved (from 4.9% in 2015 to 4.3% in 2016), but this was primarily due to the greater decrease in retention for non-first generation students.

First year retention rates of students of color continues to trail the retention rates for white students, and the gap actually increased by 1.8%. For students of color retention rates, the gap increased from 4.2% in the 2015 cohort to 6.0% in the 2016 cohort. For second year retention rates, students of color rates continued to improve (from 88.4% in 2014 to 89.9% in 2015), with the gap decreasing from 4.0% in the 2014 cohort to 1.2% in the 2014 cohort.



Table 1: Retention Rates for Various Student Populations

|                           | 2012       | 2013       | 2014  | 2015  | 2016  |
|---------------------------|------------|------------|-------|-------|-------|
| <b>1-year retention</b>   |            | (baseline) |       |       |       |
| First Generation:         |            | 78.4%      | 81.1% | 80.9% | 80.3% |
| Not First Generation:     |            | 86.2%      | 85.3% | 85.8% | 84.5% |
| Students of Color:        |            | 80.6%      | 80.1% | 80.7% | 78.2% |
| White:                    |            | 83.7%      | 84.7% | 84.9% | 84.2% |
|                           |            |            |       |       |       |
| <b>2nd-year retention</b> | (baseline) |            |       |       |       |
| First Generation:         | 89.3%      | 88.3%      | 89.4% | 88.8% |       |
| Not First Generation:     | 93.0%      | 92.4%      | 92.9% | 92.1% |       |
| Students of Color:        | 86.3%      | 87.6%      | 88.4% | 89.9% |       |
| White:                    | 92.7%      | 91.6%      | 92.4% | 91.1% |       |

An example of work being done to retain first-year students is an effort being provided by the Pew Faculty Teaching & Learning Center. *How can we ensure that students begin their GV career with a strong start?* is an initiative currently led by Faculty Fellow Tom Pentecost, focusing faculty attention on best practices for engaging students in first-year undergraduate courses. The focus this year is generating a list of best practices for faculty teaching first-year students. They are also investigating staffing practices for first-year courses.

**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 2017:  
Substantial Progress

#### Progress in 2017

University Development data show that from a baseline of 86.61% in 2015, University Development Services, along with Alumni Relations, have substantially increased the percentage of alumni whom are contacted. Contacts have grown to 88% while the raw number of alumni contacted continued to increase dramatically. This was accomplished by using a variety of tools including LinkedIn Data, Alumni Finder, the on-line Alumni portals and through the efforts of Alumni Ambassadors.

Examples of efforts to involve alumni include the Writing department, which created the foundation in 2017 for the Writing Laker Alumni Mentoring Program. Currently, there is an on-going alumni spotlight weekly promotion on the departmental website (which concurrently gets pushed to the department Facebook page). Also, Brooks College of Interdisciplinary studies conducted a variety of Alumni relations initiatives including: (1) a group of Alumni volunteered at Kids Food Basket in March; (2) faculty engaged with

alumni at GVSU Laker Night at Comerica Park in July; and, (3) the first Distinguished Alumni Panel and Reception was held in October. Each of these events was promoted heavily through the Brooks College Alumni Facebook page and twitter account. In addition, the Honors College began an alumni chapter that had a number of meetings in 2017.

Hospitality and Tourism Management formally established an HTM Alumni Chapter and work is ongoing to update and collect additional information to be able to reach more alumni in the future. The department has social media contacts with alumni and other constituents and have become more consistent and timely (e.g. Facebook, LinkedIn, Instagram).

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

*Baseline: Fall of 2014, 2.3%.*

Status at end of 2017:  
Substantive Progress

Progress in 2017

According to data collected in Digital Measures, for 2017 there were 321 course sections out of 2,260 sections reporting (14.2%) taught by tenured or tenure track faculty that included a community based learning component. It is important to note that only 16.4% of course sections reported this year. Next year, this reporting will be required.

Substantive progress has been made in the Brooks College of Interdisciplinary Studies regarding the four initiatives from 2016 related to community-based learning (CBL): (1) faculty participated in over two dozen professional development activities on CBL; (2) the Environmental Studies partnership with Seeds of Promise proved to be unsustainable; (3) the office for Community Partnerships and Student Professional Development was established, and the director arrived in September; and, (4) the Innovation Lab was completed in late 2017 (with an official launch scheduled in February 2018). In addition, discussions began in fall 2017 for a Semester in Grand Rapids, with a target start date of summer 2019, and a task force was created to frame best practices for CBL work in Brooks College.

The College of Education made substantive progress with this objective as meetings with school partners were held to discuss selecting and preparing high quality clinical educators to work with teacher candidates in classrooms. As a result, the MOUs established with partner schools have been revised to more clearly articulate the selection and preparation process. Rubrics have been created for teacher candidates to provide feedback on the quality of both their university field coordinator and their cooperating mentor teachers.

**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 2017:

Substantive Progress

Progress in 2017

During the 2017 year, a working group of administrators from the Academic & Student Affairs Division, the Finance & Administration Division, the Enrollment Development Division, and the Office of the President reviewed operations at three of the additional locations hosted by GVSU: Holland Campus, Muskegon Campus, and Traverse City Campus. A report was created detailing activities at these locations, including development of a set of recommendations for future operations at the locations. The recommendations were presented to the Provost and were supported. Currently, various aspects of the recommendations are being implemented.

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

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

Status at end of 2017:

Minimal Progress

Progress in 2017

According to data collected in Digital Measures, for 2017 there were 679 course sections out of 2,258 sections reporting (30.1%) taught by tenured or tenure track faculty that included a global learning component. Of the course sections reporting that indicated a global component, 41.1% were taught at level 3 out of 5 levels. This is substantially lower than the baseline level of 63% in 2014, however, it is important to note that only 16.4% of course sections reported this year. Next year, this reporting will be required.

Nine faculty members participated in the Inclusive Excellence Teaching Institute hosted by the Division of Inclusion & Equity and the Pew Faculty Teaching & Learning Center. A survey will be created and the data collected in December 2017. Strategies for collecting the data on those who completed the Intercultural Development Inventory will be developed and administered in winter 2018.

The Area and Global Studies Department added a new faculty-led study abroad program to Namibia for summer 2018.

**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 2017:  
Substantial Progress

Progress in 2017

As of the winter 2018 semester, 1,597 of 1,685 instructors (95%) logged into Blackboard during the semester. There were 4,164 course sections out of 6,773 (65%) accessed by instructors in Blackboard during the winter 2018 semester (note that all courses are not managed through Blackboard due to the nature of the course). Finally, 22,790 of 23,195 possible students (98%) logged in to Blackboard during the semester. (\*Data from BbStats Opensource Blackboard Building Block)

In the Brooks College of Interdisciplinary Studies, the number of online and hybrid offerings has again increased, accompanied by an increase in the number of faculty trained to teach courses using these methods. On a curricular level, courses focused on Design Thinking are offered in the Honors College and in Liberal Studies, a new minor in Digital Studies was created, and the Innovation Lab was completed late in 2017.

Enrollment Development reported that Information technology has engage in several collaborative efforts to investigate and implement new technology that supports instruction. This includes Blackboard, Panopto and VoiceThread.

In the College of Health Professions, the majority of faculty utilize technology that is required for students to learn to use in order to perform the jobs for which they are being educated. However, many faculty are also using technology in the didactic experiences beyond the laboratory setting.

**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 2017:  
Substantive Progress

Progress in 2017

The February 2018 Faculty survey show that 51.5% of faculty members use state-of-the art instructional methods in their teaching – a 9.6% increase from the 2016 survey.

**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 2017:  
Substantial Progress

Progress in 2017

As of December 31, 2017 there were 484 externally funded scholarships at GVSU, a 27% 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 2017:  
Achieved

Progress in 2017

The corpus of the endowments for scholarships at GVSU had increased to \$55,500,000, a 41% increase over the prior year baseline value of \$39,300,000, by December of 2017 surpassing the goal established for 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 2017:  
Substantial Progress

Progress in 2017

As of December 31, 2017 there was a significant increase in pass through (annually funded) donor scholarships with the total standing at 161, more than doubling the baseline set in 2015.

**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 2017:  
Substantive Progress

### Progress in 2017

Several new staff positions dedicated to serving undergraduate and graduate students were hired during the 2017 year. The following positions were added:

#### *College of Liberal Arts & Sciences*

Movement Science: Added Skill Development – Activity Course Coordinator

Music: Added Assistant Technical Director in Haas Center for Performing Arts

Music, Theatre, & Dance: Increased time for Security Manager

Anthropology: Increased time for Collections and Information Specialist

Visual & Media Arts: Added Information Technology Digital Support Specialist

#### *Dean of Students Office*

Student Academic Support Center: Added half-time Ombuds person

Student Academic Support Center: Added Advisor

#### *School of Engineering*

Added Lab Supervisor

Added Lab System Administrator

#### *Padnos International Center*

Added International Student Integration Coordinator

#### *Vice Provost for Health*

Added Special Projects Coordinator

Added Model Patient – Standard Patient Program Assistant Coordinator

Added Health Compliance Auditor

#### *Financial Aid Office*

Was approved to hire an additional counselor

**Objective 1.E.5:** *An average of 27.5 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 2017:

Minimal Progress

### Progress in 2017

The average credit hours earned by full-time undergraduate students in 2017 was 26.6. This is a slight decrease from the baseline amount (26.7 credit hours), and a decrease from 2016 (26.8 credit hours). 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 2017:  
Substantial Progress

Progress in 2017

The February 2018 Faculty survey show that 44.2% of participated in professional development training to help develop or implement high impact student experiences in curricular or co-curricular activities. This exceeds the target set in the Objective.

Each of the colleges continues to provide opportunities and resources to faculty in order to ensure competency in implementing high-impact experiences for students. Brooks College of Interdisciplinary Studies reports a substantial improvement in high-impact learning experiences including study abroad, undergraduate research, community-based learning and various other pedagogical innovations. In 2017, 29 Brooks faculty reported engagement in over 100 professional development activities, including 8 workshops specifically geared towards undergraduate research and 11 on various other high impact practices. Six Brooks faculty members are trained to lead study abroad trips, and three Brooks faculty members worked as Faculty Fellows in the FTLC in 2016-17.

**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 2017:  
Substantive Progress

Progress in 2017

The proportion of credit hours taught by tenure stream faculty was 54.0% for fall 2017, which was an increase from fall 2016 (53.1%), and an 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 2017:  
Substantive Progress

### Progress in 2017

This Objective was reviewed during the 2017 year. It was determined that this Objective is not measureable as written, and also not manageable considering the scope and size of our institution. Therefore it has been recommended that this Objective be split into two new Strategic Plan Objectives as follows:

*Objective 2.B.1a: Consideration of diverse perspectives and candidates will be demonstrated when hiring faculty/staff.*

*Objective 2.B.1b: Consideration of diverse perspectives will be demonstrated when modifying the policies contained on the University Policies site ([www.gvsu.edu/policies](http://www.gvsu.edu/policies)).*

Feedback from Provost Cimitile and Vice President Bernal has indicated that the new language will provide actionable objectives that are measureable and more appropriate to supporting high quality, efficient operations at GVSU, while ensuring the spirit of the original Objective is met. Operationalizing the new Objectives would need to be determined and accomplished by those it affects.

The Strategic Positioning Committee has reviewed the suggested changes and supported them. The proposed changes will be provided to the President's Cabinet for their review. If approved, these new Objectives would be implemented in 2018.

The Brooks Town Hall in April 2017 was on "Creating an Inclusive Climate. Seven new Brooks College faculty/staff became Inclusion Advocates in 2017, bringing the total to 25. Twenty Brooks colleagues attended workshops on inclusion and equity offered by the Division of Inclusion & Equity, with several people attending multiple workshops and five Brooks College attendees at the Inclusive Hiring Symposium in September 2017. In addition, two Brooks colleagues served as Faculty Fellows in Inclusion & Equity. The 2017-18 project centered on inclusive hiring practices.

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

*Baseline: Fall 2014, 50%.*

### Status at end of 2017:

Substantial Progress

### Progress in 2017

New Faculty Orientation (103 participants) in August 2017 received a training module from the Division of Inclusion and Equity. The Human Resources Office, the Pew Faculty Teaching and Learning Center, along with the Social Justice Education Office, have created a program for faculty called Social Justice and Empathy Education for Faculty. The outcome is to increase faculty knowledge and skills in order to improve classroom climate, reduce bias incidents and enhance learning. This program is currently being shared with Deans and units. Plans to share with departmental faculty are underway.



There currently are no mandatory requirements to reach the 100% goal for new employees. The Division of Inclusion and Equity, the Provost's Office and Human Resources continue to discuss the implementation of mandatory training for faculty and staff.

In 2017, the College of Health Professions started using the Intercultural Development Inventory (IDI) v. 3 in place of Project Implicit. The college had 86% of faculty, 10% of staff and 4% of administration complete the inventory. In January 2017, the topic of the annual Big Reunion to Re-energize and Reconnect (BRRR) was academic freedom and free speech. In February, four Brooks colleagues presented their research on various aspects of intercultural competence. In April, the topic of the Brooks Town Hall was creating an inclusive climate. In addition, the Padnos International Center offered training for study abroad leaders, and six Brooks faculty were trained as such. The Enrollment Development division ensured that all new hires participated in new hire orientation in 2017.

**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 2017:  
Substantive Progress

Progress in 2017

The 2018 Faculty survey indicated that 64.8% of faculty members participate in a community-based organization/initiative/relationship, an increase over the 62.6% found in 2016.

The College of Education reported seven formal collaborations with other Michigan educator preparation programs. In the Brooks College of Interdisciplinary Studies, 34 faculty members reported over 100 domestic conference presentations and 25 international conference presentations. In addition, 12 Brooks faculty members reported serving as reviewers for a total of 24 journal articles and collectively served on 13 review boards. Three reported chairing a professional committee.

**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 2017:  
Substantial Progress

#### Progress in 2017

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 university policies, and to make recommendations so that assessment practices are fair and consistent. During the 2017-18 academic year, the UPRC has been focusing on improving practices for peer review of teaching. A report to the Provost is expected by the end of April 2018.

Previously, the UPRC recommended that certain faculty performance evaluation procedures and expectations be revised. Revisions are being addressed by the Faculty Personnel Policy Committee (FPPC). In particular, the FPPC recently submitted to the University Academic Senate (UAS) a proposal to strengthen the purpose and effect of the contract renewal decision process for regular faculty. That proposal will soon be brought to the Board of Trustees. Independent of UPRC recommendations, a modernization of faculty expectations of service was completed by the FPPC and was added to the *Faculty Handbook* in 2017, and a similar proposal that addresses scholarship has been submitted to the UAS in early 2018. The latter proposal will, in particular, encourage further excellence in scholarship and will help inform workload discussions.

**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 2017:

Substantial Progress

#### Progress in 2017

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 university policies, and to make recommendations so that assessment practices are fair and consistent. During the 2017-18 academic year, the UPRC has been focusing on improving practices for peer review of teaching. A report to the Provost is expected by the end of April 2018.

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will help inform workload discussions.

**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 2017:

Minimal Progress

Progress in 2017

The 2018 Faculty survey indicated that 44.2% of faculty participated in professional development training to help develop or implement high impact student experiences in curricular or co-curricular activities. This was a substantial decrease from the level found in 2016. We will use information compiled from Digital Measures in 2018 in order to obtain better data to assess this Objective.

**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 2017:

Minimal Progress

Progress in 2017

After three consecutive years of rising sponsored activity, there was a decline of \$2 million or 9.4% for FY2016-2017, mainly caused in large part to the closeout of several large federal awards. For 2016-2017, grants and contract revenue (excludes financial aid and capital grants) was \$19,548,127.

| Fiscal Year | Indirect Recovery | Grant and Contract Revenue |
|-------------|-------------------|----------------------------|
| 2014        | \$1,075,058.00    | \$19,750,694.00            |
| 2015        | \$1,276,535.00    | \$21,342,104.00            |
| 2016        | \$1,279,610.00    | \$21,588,716.00            |
| 2017        | \$1,360,838.00    | \$19,548,127.00            |

**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 2017:  
Substantial Progress

Progress in 2017

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 university policies, and to make recommendations so that assessment practices are fair and consistent. During the 2017-18 academic year, the UPRC has been focusing on improving practices for peer review of teaching. A report to the Provost is expected by the end of April 2018.

Previously, the UPRC recommended that certain faculty performance evaluation procedures and expectations be revised. Revisions are being addressed by the Faculty Personnel Policy Committee (FPPC). In particular, the FPPC recently submitted to the University Academic Senate (UAS) a proposal to strengthen the purpose and effect of the contract renewal decision process for regular faculty. That proposal will soon be brought to the Board of Trustees. Independent of UPRC recommendations, a modernization of faculty expectations of service was completed by the FPPC and was added to the *Faculty Handbook* in 2017, and a similar proposal that addresses scholarship has been submitted to the UAS in early 2018. The latter proposal will, in particular, encourage further excellence in scholarship and will help inform workload discussions.

**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 do not have them in all divisions.*

Status at end of 2017:  
Substantial Progress

Progress in 2017

In 2017, each division Vice President submitted a succession plan for leadership positions within the division to President Haas. President Haas reviewed these plans with the Board of Trustees Chair.

**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 2017:  
Substantive Progress

Progress in 2017

The enrollment in health professions and STEM programs with limited capacity in fall 2017 was 1,379 students, a slight increase from 2016 (1,372 students).

With the construction of the Raleigh J. Finkelstein Hall in Grand Rapids, high demand health professions such as nursing, physician's assistant, physical therapy, and occupational therapy are just some of the health programs expected to expand. Currently, GVSU has 2,300 students enrolled in health-related majors. However, with the expansion, enrollments are expected to rise to between 2,600 and 2,700 students.

**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 2017:  
Minimal Progress

Progress in 2017

The Division of Inclusion & Equity looked at a framework for possible analysis (intersectionality and public policy) however, this may not necessarily be the best guidepost to achieve the goal for this objective. A smaller committee from Inclusion & Equity has formed to further investigate a method to review policies with the lens of accessibility and inclusiveness. Plans for implementation are fall 2018.

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

Status at end of 2017:  
Substantive Progress

Progress in 2017

The next survey will not be conducted until 2019. However, there have been continuing

conversations through 2017 about the survey and ways to address equity concerns across campus. Faculty, staff, and student recommendations have been collected to inform the work being done on-campus on a regular basis.

One example of addressing this Objective involves the work within the Doctor of Physical Therapy program, where faculty members are participating in cultural sensitivity training offered at all of the department meetings. These meetings occur 4-5 times/year and include an element of sensitivity training.

**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 2017:  
Substantive Progress

Progress in 2017

In 2016, President Thomas J. Haas signed Campus Compact's 30th Anniversary Action Statement of Presidents and Chancellors, committing GVSU to creating and implementing a Civic Action Plan. The Civic Action Plan, presented and approved in March 2017, has provided an opportunity to highlight, elevate, and further develop the good work that many in our institution are already doing in the field of civic engagement, as well as further grow and develop commitments. We have been intentional about telling our story in a way that affirms the previous work of many stakeholders from across the university.

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 completed its plan in February 2017, and is part of the larger Civic Action Plan. The incorporation of the place-based institution team to implement the place-based portion of the Civic Action Plan has resulted in the sprouting of new ideas and developments in both the curricular and co-curricular space with Westside community partners. GVSU's 'place at the table' was validated at the Westside Community Collaborative meeting held in March 2018 at the Goei Community Center where attendees could be seated at the official GVSU table.

According to data collected from Service Tracker for 2017, there were 72 unique courses providing an entry of hours and specific community partners in addition to 132 student organizations providing data in these categories as well. The remainder of the collected data is from independent student entries reflecting their volunteered community service hours. For

2017, a total of 39,378 total hours from 1,836 unique users serving over 377 partners (from local to global) was reported.

An example of engaging undergraduate students in community-based activities is the efforts being made within the School of Communications programs. Student regularly engage and collaborate with community organizations through internships, by using corporate clients in Ad/PR classes, and through media partnerships such as the new student-produced West Side Stories program on WGVU.

**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 2017:

Substantive Progress

Progress in 2017

The Civic Action Plan was adopted in March 2017 and calls for systemic and comprehensive data collection regarding student and faculty community engagement activities. The hiring of a new Director for Civic Learning and Community Engagement in January 2018 has reinvigorated the discussion on how to develop a more comprehensive approach to collect *meaningful* campus-wide data that speaks to the impact of community engagement activities (in the curricular and co-curricular realms) on our students, faculty and community partners.

Service Tracker remains the primary source for data on co-curricular student activities but it also provides information on community service hours completed as a part of academic coursework. New questions in Digital Measures now capture data on the number of courses with a Community-Based Learning (CBL) component, the organizations our faculty are partnering with in their CBL courses and the number of years the faculty member has been working with their specified partner.

Limitations to the data collected in Digital Measures (DM) include the fact that not all faculty who could be teaching a CBL course are required to report in Digital Measures. Currently, Digital Measures only captures data from tenured and tenure track faculty with the exception of the Seidman College of Business where more comprehensive data is provided. The new Community-Based Learning course designation system will provide a new opportunity to collect targeted data from specific course sections regardless of who is teaching them. Data collected from these course sections will begin to ascertain impact on our students and community partners while providing an avenue for feedback from our community partners, students and faculty on their experiences. New data from designated CBL courses can be used to guide future decisions about programming, professional development and the allocation of resources to support civic learning and community engagement endeavors.

**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 2017:  
Substantial Progress

Progress in 2017

The 2013-2016 Quality Initiative (QI) was focused on improving the quality of the General Education (GE) Program at Grand Valley State University. We 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) was 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. The HLC review indicated that the project met and exceeded the expectations of the initiative. During fall 2017, results of the QI were shared in several focused workshops with faculty who teach the learning outcomes in their GE courses.

**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: Baseline for undergraduate courses for fall 2014, 6%.*

Status at end of 2017:  
Minimal Progress

Progress in 2017

8% of undergraduate courses for the 2017-18 academic year were offered as hybrid or online. This was the same as the 2016-17 academic year.

Throughout the 2017 academic year, over 80 training seminars covering a large scope of instructional technology topics were offered to faculty through the eLearning and Emerging Technologies group in Information Technology. In addition, over 250 faculty have been certified to teach distance education courses in the past year through the Foundations of Online and Hybrid Course Development and Delivery course. Further, last summer, the first ever #EdTech Summer Teaching Institute was offered. This event included a two-day series of hands-on workshops, discussions, and shared reflections all centered on the use of emerging teaching practices and technologies to support effective teaching. Time was structured for faculty to attend workshops, exchange ideas, as well as dedicate work time to strengthening the quality of teaching at GVSU. Additionally, a campus wide Teaching and



Learning with Technology Symposium was organized. For 16 years, this event has brought together faculty from across GVSU to connect, learn, and share how technology is transforming teaching and learning. The keynote focused on the important topic of universal design and accessibility. Finally, a series of 14 best practice video clips were recently added to the eLearning YouTube channel (and also uniquely available on Fire TV via an Amazon App). These “TECH BYTES” video segments are used to widely share best practices in leveraging Blackboard as well as a variety of instructional technologies to enhance teaching.

The eLearning and Emerging Technologies group within IT participated in several Faculty Learning Communities on the topics of: Online/Hybrid, Open Educational Resources, and Universal Design for Learning. With over 150 faculty enrolled in a Blackboard Organization Site, instructors teaching online or hybrid classes are provided with a wealth of resources, access to meeting minutes, and opportunities to learn about new pedagogies in distance education. The Blackboard Organization has become a growing repository of tips and best practices associated with online instruction and course development. The Online/Hybrid Faculty Learning Communities are offered in partnership with GVSU’s Pew Faculty Teaching and Learning Center.

In the Modern Languages department, a speaker was invited to run a workshop on online/hybrid learning in fall 2017. By the end of 2017, seven tenure track faculty members (25%) had completed the online/hybrid training provided by the FTLC, and most were active participants in the campus-wide online/hybrid faculty learning community. A faculty member was awarded a course release to develop an online/hybrid model for an upper level Spanish language class. The department applied for and received a grant to form their own faculty learning community dedicated to exploring application of online/hybrid learning strategies in language learning. One course was taught in a hybrid format in fall 2017 and another was put on the schedule for summer of 2018.

The English department began teaching ENG 261, one of their Foundations courses, as a hybrid. They also proposed one new hybrid course, ENG 314, which is in the curriculum approval process. Two more existing courses are targeted for development as hybrid (ENG 215 and 216) and one existing course is being redeveloped as fully online (ENG 204).

**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 2017:  
Achieved

Progress in 2017

32% of graduate courses for the 2017-18 academic year were offered as hybrid or online. This is an increase from 31% in 2016-17, and continues to surpass the target of 30%.

Throughout the 2017 academic year, over 80 training seminars covering a large scope of

instructional technology topics were offered to faculty through the eLearning and Emerging Technologies group in Information Technology. In addition, over 250 faculty have been certified to teach distance education courses in the past year through the Foundations of Online and Hybrid Course Development and Delivery course. Further, last summer, the first ever #EdTech Summer Teaching Institute was offered. This event included a two-day series of hands-on workshops, discussions, and shared reflections all centered on the use of emerging teaching practices and technologies to support effective teaching. Time was structured for faculty to attend workshops, exchange ideas, as well as dedicate work time to strengthening the quality of teaching at GVSU.

Additionally, a campus wide Teaching and Learning with Technology Symposium was organized. For 16 years, this event has brought together faculty from across GVSU to connect, learn, and share how technology is transforming teaching and learning. The keynote focused on the important topic of universal design and accessibility. Finally, a series of 14 best practice video clips were recently added to the eLearning YouTube channel (and also uniquely available on Fire TV via an Amazon App). These “TECH BYTES” video segments are used to widely share best practices in leveraging Blackboard as well as a variety of instructional technologies to enhance teaching.

The eLearning and Emerging Technologies group within IT participated in several Faculty Learning Communities on the topics of: Online/Hybrid, Open Educational Resources, and Universal Design for Learning. With over 150 faculty enrolled in a Blackboard Organization Site, instructors teaching online or hybrid classes are provided with a wealth of resources, access to meeting minutes, and opportunities to learn about new pedagogies in distance education. The Blackboard Organization has become a growing repository of tips and best practices associated with online instruction and course development. The Online/Hybrid Faculty Learning Communities are offered in partnership with GVSU’s Pew Faculty Teaching and Learning Center.

**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 2017:

Minimal Progress

Progress in 2017

According to the February 2018 Faculty Survey, 8.5% of faculty reported incorporating the institution’s art collection into their curricula, which is no change from the baseline level determined in 2016.

**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 2017:  
Substantive Progress

Progress in 2017

According to the February 2018 Faculty Survey, the response to the question “I understand the process by which budgetary decisions affecting my unit are made” included 29.9% (a 2.4% increase) of faculty indicating agree or strongly agree with the statement.

**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 2017:  
Substantive Progress

Progress in 2017

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 2017 included: The Office of Sustainability Practices partnered with Seeds of Promise as an opportunity for student experiential learning - over the recent years approximately 20 faculty and staff and over 100 GVSU students have engaged with Seeds of Promise in various experiential learning project and program activities; the College of Nursing had eight students each semester at the Browning Clayton Clinic for community based healthcare; Professor Terry Stockton’s College of Education class engaged with the Dickinson School; and, Dr. Kin Ma’s GIS mapping and sustainability planning class during summer 2017.

**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 a 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 2017:  
Substantive Progress

Progress in 2017

The university was recognized for the second year in a row (2017) for obtaining silver level status in the national Exercise is Medicine on Campus program.

**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 2017:  
Minimal Progress

Progress in 2017

GVSU ranks in the top 38% of Public Regional Universities in the Midwest based on 2016 IPEDS data, which was further from the target of 20% than achieved last year (31% in 2015).

**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 2017:  
Substantial Progress

Progress in 2017

There were 493 external recognitions of institutions, programs, students, faculty, staff, and alumni associated with GVSU during the 2017 year. Recognitions include awards, external rankings, accreditations/endorsements, media appearances, licensures/certifications, invited speakers/keynote speakers, external grants, and placing in a competition. In the third and fourth quarters of 2017 there were 240 identified external recognitions, which when compared to comparable timeframe in 2016 was 171 – a 40% increase.

**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 2017:  
Substantive Progress

Progress in 2017

The marketing plan implemented in 2016 by Institutional Marketing was continued in 2017, 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 2017:  
Substantive Progress

Progress in 2017

The marketing plan implemented in 2016 by Institutional Marketing was continued in 2017, 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 2017:  
Substantive Progress

Progress in 2017

The marketing plan implemented in 2016 by Institutional Marketing was continued in 2017, 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 2017:  
Substantive Progress

Progress in 2017

The marketing plan implemented in 2016 by Institutional Marketing was continued in 2017, 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 2017:  
Substantive Progress

Progress in 2017

The marketing plan implemented in 2016 by Institutional Marketing was continued in 2017, 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 2017:  
Substantive Progress

Progress in 2017

The marketing plan implemented in 2016 by Institutional Marketing was continued in 2017, 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 2017:  
Substantial Progress

Progress in 2017

According to the February 2018 Faculty Survey, 77.3% of faculty agree that Grand Valley is committed to community engagement. This is a 7.7% increase from 2016.

From the last recent faculty-survey conducted in February 2018, out of 609 (62.56%) of respondents have participated in a community-based organization/initiative in the past year.

The Finance and Administration Division reported that the Department of Public Safety and Pew Campus Operations meet on a regular basis with several municipal bodies to build community partnerships.

**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 2017:  
Substantive Progress

Progress in 2017

The marketing plan implemented in 2016 by Institutional Marketing was continued in 2017, 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 2017:  
Substantive Progress

Progress in 2017

The marketing plan implemented in 2016 by Institutional Marketing was continued in 2017, 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 2017:

Substantive Progress

Progress in 2017

The university is continually investigating and integrating new instructional technologies across the institution. Through the eLearning and Emerging Technologies group, Information Technology (IT) has pursued several enhancements to Blackboard including new features for Blackboard Collaborate Ultra which provides live classroom, virtual office hours, online meetings, and the ability to bring in an online guest speakers for distance education and traditional classes. The Blackboard Student mobile application has been enhanced to support offline content for students and a new Blackboard Instructor app is now available for faculty. Recently, budget approval was provided to acquire Blackboard Ally for accessibility. Ally provides institutional dashboards to monitor the level of accessible content in courses, instructor education around creating accessible documents, and real-time conversion of content into electronic Braille, audio only, ePub, and HTML accessible versions of content. A new academic enterprise video solution was evaluated and budget approval was received to acquire Panopto. This solution enables faculty and students to easily create and share video content from within Blackboard. Further, Panopto provides video captioning solutions for accessibility.

The university has also adopted new technologies that include virtual reality, augmented reality, and 3D printing through the Atomic Object Technology Showcase. There are now more than 60 emerging technology exhibits that have been shared with faculty, staff, students and the community. While being a spotlight for campus tours, visitors, and also a destination for a variety of classes at GVSU, the showcase also engages with partnerships across the campus. For example, in a unique partnership with the GVSU Art Gallery, the showcase provided an innovative virtual reality experience at the opening reception which was held on January 15, 2018. To celebrate the grand opening of “Ebb & Flow: Explorations in Painting” with art by artist Herbert Murrie, participants were able to create their own painting in a 3D virtual reality experience using Tilt Brush by Google. A GVSU campus wide beacon of emerging #edtech, the Technology Showcase has had over 53,000 visitors since 2015, hosting a variety of colleges and university visitors, including most notably the President of the country of Palau who brought with him the United States Secret Service.

In partnership with students from a STA 319 - Statistics Project class, eLearning worked to create a Blackboard survey of faculty and students. Engaging with students from the statistics class, the team worked to gather feedback and suggestions from faculty and students about how the Blackboard environment can be enhanced at GVSU. The survey was deployed in fall 2017.



Through a collaboration between eLearning and Emerging Technologies, IT, the Registrar's office and faculty, an Online/Hybrid Drop/Add Notifications process was implemented. This capability provides faculty with notifications about their students dropping and enrolling after the semester begins, enabling greater awareness of new students enrolling in classes to enhance personalized instruction, student-faculty connections, and to help improve student retention.

The eLearning and Emerging Technologies group in IT has also facilitated the creation of a new light board in the Siedman College of Business. Light boards provide highly engaging instructional content.

Through automation, eLearning implemented a series of Academic Advising Organization sites in Blackboard. These efficiently connect faculty advisors and students while providing a home base for helpful resources and opportunities for increased communication for advisors.

As part of ongoing work to expand the capabilities of Blackboard, to support faculty, and to provide tools that contribute to student success and retention, the eLearning team piloted a new attendance feature through a Blackboard Building Block called "Qwickly Attendance" in fall 2017.

GVSU has a geographically spread out campus with the main campus about 20 minutes from downtown Grand Rapids. To provide presence to faculty and to support them where they are located, eLearning implemented "Open Office Hours" for drop-in assistance for faculty at a variety of locations and times. Assistance is available for Blackboard, instructional design, digital media, online/hybrid course development, and instructional technology support.

eLearning facilitated the implementation of open badges for faculty professional development. In fact, the first badge awarded at GVSU was eLearning's "#EdTech Summer Teaching Institute" badge in the summer 2017. Further, 7 badges are currently offered by eLearning, including 4 Blackboard badges, a digital media badge, an #EdTech Summer Teaching Institute badge, and a badge for the successful completion of Foundations of Online and Hybrid Course Development and Delivery.

With the aid of an open source "Certificate of Completion" Blackboard Building Block by Griffith University in Brisbane, Australia, instructors at GVSU have the ability to create and distribute custom certificates that students can proudly post, print or display. This tool has allowed nursing faculty and staff to be more efficient and effective in providing students with achievement verifications.

**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 2017:

Minimal Progress

Progress in 2017

24% of GVSU's graduate programs are ranked in the top 5 within the state of Michigan. Six (6) out of 25 programs are ranked in the top 5. 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 2017:

Substantive Progress

Progress in 2017

Marketing of GVSU programs and entities continues to expand to meet the needs of the university. Institutional Marketing expanded support for graduate programs and the Graduate School by hiring a full-time marketing and communications expert to support graduate programs in their marketing and communications efforts. Institutional Marketing has identified over \$100k to support various marketing efforts for GVSU's graduate programs.

Campus Recreation completed an Intentional Marketing Assessment in December 2016. They assessed the diverse representation of students on various marketing materials including Twitter, Facebook, Instagram pages, brochures, posters, and website photos. On social media and physical marketing materials, diversity was assessed by race and gender. As a result of the findings, they intend to perform the assessment again in winter 2018 with the goal of improving the diversity of students shared in social media platforms to at least 25%. (Dec 2016 findings were: 8% people of color, 92% non-people of color, 44% female identified, 55% perceived as male.)

The Center for Adult & Continuing Studies hosted a marketing webinar series with Institutional Marketing to grow the collective understanding of strategies to attract the adult student market. WGVU added marketing billboard and bus advertisements to raise awareness in the community. They continue to expand brand awareness through 'ENGAGE' partnership with leaders in the community. WGVU also added Landing Zone 2017 to honor veterans, as

well as partnered with Perrin Brewing to launch a new beer honoring veterans.

The Physical Therapy program and its faculty have been involved in a number of marketing initiatives to try to interest students from underrepresented groups in the profession. The program has created a more holistic admissions process, with the hope that it will make it possible for more students from underrepresented groups to be admitted to the program.

### **Conclusion**

In 2017, the university completed its second 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 2017 year that have moved the overall institution closer to accomplishing its five Institutional Outcomes. Grand Valley was successful in realizing progress on all of its 53 Objectives that were in place during the 2017 year. For 43 (81.1%) 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.

The Strategic Plan as presented will be used as is through the reaccreditation process which will culminate in the HLC site visit in November 2018. In winter 2019 the plan will be reviewed considering what has been accomplished and learned through the first three years of its implementation, along with information learned from the HLC visit, resulting in an updated plan that will guide the University through 2021.

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