2021-2025
STRATEGIC ENROLLMENT MANAGEMENT PLAN

Grand Valley State University
The Grand Valley State University strategic plan, Reach Higher 2025, is the foundation for this Strategic Enrollment Management Plan.
Figure 21. African American or Black Learners ................................................................. 26
Figure 22. American Indian or Alaskan Native Learners .................................................. 26
Figure 23. Hispanic or Latino Learners ........................................................................... 27
Figure 24. Nonresident International Learners ................................................................. 27
Figure 25. First-Generation College Learners .................................................................. 28
Figure 26. Pell-Eligible Learners .................................................................................... 28
Figure 27. Transfer Learners ........................................................................................... 29
Figure 28. Underrepresented in STEM Learners ............................................................... 29
Figure 29. Undergrad Aged 25+ Learners ...................................................................... 30
Figure 30. Veteran/Military Learners .............................................................................. 30

**Baselines and Goals**

First Time In Any College Learners ............................................................................... 32
Adult/Nontraditional Learners ......................................................................................... 32
African American or Black Learners ................................................................................ 32
American Indian or Alaskan Native Learners .................................................................. 33
Undocumented/DACA Learners ...................................................................................... 33
First-Generation Learners ............................................................................................... 33
Pell-Eligible Learners ........................................................................................................ 34
Food/Housing Insecure Learners ...................................................................................... 34
Graduate Learners ........................................................................................................... 34
Hispanic/Latinx Learners ................................................................................................. 35
Nonresidential International Learners ............................................................................... 35
LGBTQIA+ Learners ........................................................................................................ 35
Transfer Learners ............................................................................................................. 36
Veteran/Military Learners ............................................................................................... 36
Underrepresented in STEM Learners ................................................................................ 36
Off-Campus Learners ..................................................................................................... 37
Figure 31. EDEO SEMP: Reaching Higher 2025 ................................................................. 37

**Recruitment & Retention Strategies**

First Time In Any College Learners ............................................................................... 39
Adult and Nontraditional Learners ................................................................................... 43
African American or Black Learners ................................................................................ 46
American Indian or Alaskan Native Learners .................................................................. 50
Undocumented/DACA Learners ...................................................................................... 52
First-Generation Learners ............................................................................................... 54
Pell-Eligible/Low Income/Food/Housing Insecure Learners ........................................ 57
Graduate Learners ........................................................................................................ 61
Hispanic/Latinx Learners .............................................................................................. 65
Nonresidential/International Learners ........................................................................ 67
LGBTQIA+ Learners .................................................................................................... 71
Transfer Learners ........................................................................................................ 75
Veteran/Military Learners ............................................................................................ 77
Underrepresented in STEM Learners ......................................................................... 79

Academic and Student Affairs Plans
Overview ..................................................................................................................... 84
College of Liberal Arts and Sciences ........................................................................ 93
Seidman College of Business ...................................................................................... 103
College of Community and Public Service ............................................................. 107
College of Education ................................................................................................. 117
Padnos College of Engineering and Computing ..................................................... 124
College of Health Professions .................................................................................. 132
Brooks College of Interdisciplinary Studies .............................................................. 135
Kirkhof College of Nursing ....................................................................................... 139
University Libraries ................................................................................................. 152
The Graduate School ............................................................................................... 160

Marketing Strategy .................................................................................................. 164

Appendix ................................................................................................................... 167
MEMBERS OF THE STRATEGIC ENROLLMENT MANAGEMENT PLANNING TEAM

FACILITATOR
B. Donta Truss, Vice President of Enrollment Development and Educational Outreach

TEAM LEADS
Suzeanne Benet, Associate Vice President for Academic Affairs
Jodi Chycinski, Associate Vice President and Director of Admissions
Loren Rullman, Vice Provost for Student Affairs and Dean of Students
Ayana Weekley, Associate Professor, Women, Gender, and Sexuality Studies
Paul Plotkowski, Dean of Padnos College of Engineering and Computing

DATA TEAM
Jesse Bernal, Inclusion and Equity & Office of the President
Amy Campbell, School Psychology Graduate Program
Jerry Scripps, School of Computing and Information Systems
Vicky Thelen, Information Technology
Philip Batty, Institutional Analysis

FACULTY
Chasity Bailey-Fakhoury, Educational Foundations Department
Sarah Beaubien, University Libraries
Annie Bélanger, University Libraries
Matthew Boelkins, Mathematics Department
Shawn Bultsma, Educational Leadership and Counseling
Kathryn Christopher, School of Engineering
Maria Cimitile, Provost and Executive Vice President
Alisha Davis, Allied Health Sciences
Jennifer Drake, College of Liberal Arts and Sciences
Brian Hatzel, Movement Science
Diana R. Lawson, Seidman College of Business
Jared Moore, School of Computing and Information Systems
Oindrila Mukherjee, Writing Department
Tonya Parker, Movement Science
Mark Schaub, Brooks College of Interdisciplinary Studies
Sherril Soman, College of Education
Pam Wells, Records and Registration

STAFF
Jacqueline Adams, Enrollment Development and Educational Outreach
Elizabeth Arangure-Martinez, Admissions Office
Aliya Armstrong, TRIO Teacher Preparation
Damon Arnold, Laker Academic Success Center
Sharalle Arnold, Gayle R. Davis Center for Women and Gender Equity
Hannah Axdorff, Records and Registration
Belinda Bardwell, Enrollment Development Support Services
Libby Bonnell, Admissions Office
Kyle Boone, Housing and Residence Life
Josh Brandsen, TRIO Upward Bound
Michael Eichberger, Admissions Office
Nykia Gaines, TRIO STEM Health Sciences
Yug Gill, Student Employment
Michael Guerra, Admissions Office
Barry Hall, Charter Schools Office
Kate Harmon, Recreation and Wellness
Chris Hendree, Admissions Office
Wallace Holder, Admissions Office
Jen Hsu-Bishop, Milton E. Ford LGBT Resource Center
V’Lecea Hunter, Enrollment Development Support Services
Tracey James-Heer, Admissions Office
Jessica Jennrich, Center for Women and Gender Equity
Simone Jonaitis, Center for Adult and Continuing Studies
Sarah Keranen-Lopez, TRIO Educational Talent Search
Rob Kimball, Charter Schools Office
Marlene Kowalski-Braun, Enrollment Development and Educational Outreach
Colleen Lindsay-Braun, Housing and Residence Life
Rhonda Lubberts, Institutional Marketing
Astin Martin, Admissions Office
Tim Marroquin, Veterans Upward Bound
Cynthia McCurren, Kirkhof College of Nursing
Latrece McDaniel, University Counseling Center
Gabe Peña, Student Academic Success Center
Doris Penn, College of Liberal Arts and Sciences Academic Advising Center
Laura Przybytek, Records and Registration
Michelle Rhodes, Financial Aid Office and Scholarships
Betty Schaner, College of Liberal Arts and Sciences
Mary Spalding, College of Community and Public Service
Bobby Springer, Veterans Upward Bound
Kate Stoetznier, Barbara and Stuart Padnos International Center
Sarah Tibbe, Admissions Office
Bonnie Ulmer-DeGraves, Admissions Office
Kate VanDerKolk, Center for Adult and Continuing Studies
Joshua Ware, Admissions Office
William Washington, TRIO Student Support Services Classic
Marla Wick, Milton E. Ford LGBT Resource Center
Bill Widmaier, Records and Registration
Anthony T. Williams Jr., Office of Student Conduct and Conflict Resolution
Shontaye Witcher, Disability Support Resources
Jill Wolfe, Military and Veterans Resource Center
Darlene Zwart, College of Health Professions

STUDENTS
Javin Giles, Psychology, B.S.
Vivian Godoy, Biomedical Sciences, M.H.S.
Antonia Gordon, Public and Nonprofit Administration, B.A.
Alex Hicks, Marketing, B.B.A.
Collin Louis, Biomedical Sciences, B.S.
Breezy Rusher, Education-Multiple, B.S.
Britney Terrell, Criminal Justice, B.S.
As Grand Valley State University embarks on what’s next, a critical part of the journey is having a map to guide us forward. Over the past several months, an incredibly dedicated team of students, faculty, and staff has created a living map to unite us toward increased enrollment and student success. This path to the future is our Strategic Enrollment Management Plan. Its creation would not have been possible without the incredible collaboration and contributions of the Strategic Enrollment Management Planning Team.

Thank you all for approaching this process with both curiosity and urgency. Together, we have created a mission, vision, and guiding principles for enrollment management that led to our goals, objectives, and strategies. You’ve anchored our commitment to current and future students and their families.

Supporting the university’s enrollment goals and strategies is more critical than ever. As a public institution, creating equitable pathways for access and participation is a unique opportunity to fulfill our promise to the communities we serve. One of my favorite parts of our plan is having specific practices for different populations of students, which require diversified approaches. There is not a “one-size-fits-all” method for recruitment and retention. Individually and collectively, this plan provides the needed guidance to streamline and prioritize our efforts toward enhanced institutional and student outcomes from enrollment to graduation. This plan provides the vision to make waves at Grand Valley and beyond!

I’ve learned that as Lakers, we believe that we can, and should, make things better for our students. It has been an honor to lead this initiative alongside passionate colleagues and students. I look forward to continuing to facilitate the shared success of the Strategic Enrollment Management Planning Team. Our university-wide partnerships and engagement will yield incredible results.

Sincerely,

B. Donta Truss
Vice President for Enrollment Development and Educational Outreach
Executive Summary of Plan

The Strategic Enrollment Management Plan enables distinct learner-ready strategies by harnessing strengths and resources from across Grand Valley State University. This co-created and action-oriented approach for student success upholds our institutional commitments to inclusiveness and community. The strategies and practices presented are intended to articulate and create a strengthened culture for student success.

Active engagement with implementation and accountability phases will drive the institutional goal of 27,000 students/learners in five years and increase the institution’s retention rate to at least 90 percent. Additionally, this plan sets a goal of 50 percent for the institution’s four-year graduation rate. This aim will be met by equitable enrollment, retention, progression, graduation, and overall success for all learners, including:

- First Time In Any College Learners
- Adult/Nontraditional Learners
- African American or Black Learners
- American Indian or Alaskan Native Learners
- Undocumented/DACA Learners
- First-Generation Learners
- Pell-Eligible Learners
- Food/Housing Insecure Learners
- Graduate Learners
- Hispanic/Latinx Learners
- Nonresidential International Learners
- LGBTQIA+ Learners
- Transfer Learners
- Veteran/Military Learners
- Underrepresented in STEM Learners
- Off-Campus Learners

This new way of organizing learners is empowered by the mission, vision, and guiding principles identified by our community. The plan is not just linear but includes multiple contingencies at all levels of the university to ensure continuous improvement and success. The outlined university-wide goals and objectives, created by change agents and transformation teams across campuses, are enhanced by overarching and shared approaches for all colleges and supporting units in Academic and Student Affairs. Moreover, Grand Valley State University’s Strategic Enrollment Management Plan serves as a living roadmap for intentional student and institutional growth. Space for innovative thinking is essential at every phase to inspire collaboration in achieving the university’s enrollment and retention goals.
Mission

The Division of Enrollment Development and Educational Outreach values cooperation and interconnectedness with each functional unit at Grand Valley State University. The division contributes to the enrichment of our society by implementing enrollment planning and services that

- value diversity and inclusion;
- identify, recruit, and enroll capable learners; and
- offer services to support and promote equitable enrollment, retention, progression, graduation, and overall success for all learners.

Vision

The Division of Enrollment Development and Educational Outreach will be recognized as a national model for enrollment management programs, services, and practices. We will be a learner-ready and evidence-based division utilizing an inclusive approach to encourage learners from all backgrounds to become leaders and complete their educational pursuits. Utilizing a coordinated-care approach, we will provide comprehensive services to lifelong learners at every stage of their educational career.

Guiding Principles

1. Recruiting, admitting, retaining, and graduating a diverse learner population with equitable outcomes as the goal
2. Placing learners’ welfare ahead of other institutional goals by advocating for their needs
3. Involving cross-divisional stakeholders from across the institution to think through a lens of transformation to ensure optimal results
4. Utilizing asset-based, abundance thinking about our learners and the varied gifts and talents they bring
5. Supporting all learners in ways that honor and respect their diverse and multiple social identities
6. Delivering intrusive, inclusive, and intentional education and experiences
7. Investing in the ongoing learning and development of faculty and staff as they seek to serve learners, recognizing their invaluable influence
8. Providing comprehensive and high-quality academic advising and coaching in a supportive learning environment
9. Designing course sequencing and course availability within our curriculum to meet the needs of our traditional, nontraditional/adult, and graduate learners
10. Using systemically gathered data to inform our decision making

11. Seeing the local, state, and global community as valued partners in providing educational opportunities for our learners

12. Working to be a learner-ready institution, recognizing and acknowledging our faculty and staff’s role in understanding and supporting our learners
ENVIRONMENTAL SCAN

Figure 1.

Figure 2.
Figure 3.

Figure 4.
Figure 5.

![Projected Population Age 15-24: Top GVSU Feeder Counties](image1)

Figure 6.

![Progression Through HS and College: United States](image2)
Figure 7.

Progression Through HS and College: Michigan

- For Every 100 9th Graders: 100
- Graduate from High School: 72.9
- Enter College: 45.1
- Continue into 2nd College Year: 31.6
- Graduate within 150% of Expected Time: 18.4

Figure 8.

Total GVSU Enrollment: Fall Headcount

- 2010: 24,541
- 2011: 24,654
- 2012: 24,677
- 2013: 25,094
- 2014: 25,325
- 2015: 25,460
- 2016: 25,049
- 2017: 24,677
- 2018: 24,033
- 2019: 23,350
Figure 9.

Trend in New GVSU Learners

Figure 10.

GVSU Graduate Enrollment
Figure 11.

GVSU Enrollment: Nonresident International Learners

Figure 12.

Trend in First-Year FTIAC Retention
Figure 13.

Grand Valley State University FTIAC Persistence and Graduation Rates

[Graph showing persistence and graduation rates for different years and cohorts]
Figure 14.

![Trend in Four-Year Graduation Rate](image1)

Figure 15.

![Trend in Six-Year Graduation Rate](image2)
Figure 16.

First-Year FTIAC Retention by Race/Ethnicity

Figure 17.

First-Year Transfer Retention by Race/Ethnicity
Figure 18. Six-Year Graduation Rate by Race/Ethnicity

Figure 19. Fall Enrollment: Actual and Projected
Figure 20.

GVSU Enrollment Trend by Race/Ethnicity

- American Indian or Alaskan
- Asian
- African American or Black
- Hispanic or Latino
- Pacific Islander
- White
- Non-Resident Alien
- Multi-Ethnic
- Not Reported

Data points for years Fall 2010 to Fall 2020.
Figure 21.

![African American or Black Learners](chart.png)

Figure 22.

![American Indian or Alaskan Native Learners](chart.png)
Figure 23.

Hispanic or Latino Learners

- Fall FTICs (right-hand axis)
- 1-year Retention Rate
- 4-year Graduation Rate
- 6-year Graduation Rate

Figure 24.

Nonresident International Learners

- Fall Entering (right-hand axis)
- 1-year Retention Rate
- 4-year Graduation Rate
- 6-year Graduation Rate
Figure 25.

![First-Generation College Learners](image1)

Figure 26.

![Pell-Eligible Learners](image2)
Figure 27.

Transfer Learners

Figure 28.

Underrepresented in STEM Learners
Figure 29.

Figure 30.
### First Time in Any College Learners

Application Type(s): FTIAC

<table>
<thead>
<tr>
<th>Applications</th>
<th>Admits</th>
<th>New Enrollees</th>
<th>First-Year Retention</th>
<th>4-Year Graduation</th>
<th>6-Year Graduation</th>
<th>7-Year Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>Goal</td>
<td>Baseline</td>
<td>Goal</td>
<td>Baseline</td>
<td>Goal</td>
<td>Baseline</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>2019 Coh</td>
<td>2024 Coh</td>
<td>2014 Coh</td>
</tr>
<tr>
<td>17,683</td>
<td>18,567</td>
<td>13,535</td>
<td>14,889</td>
<td>83.0%</td>
<td>90.0%</td>
<td>67.4%</td>
</tr>
<tr>
<td>+5%</td>
<td>+10%</td>
<td>+15%</td>
<td>+7%</td>
<td>+9%</td>
<td>+9%</td>
<td>+9%</td>
</tr>
<tr>
<td>+1777 per year</td>
<td>+271 per year</td>
<td>+116 per year</td>
<td>Retain 54 more per year</td>
<td>Graduate 68 more per cohort</td>
<td>Graduate 68 more per cohort</td>
<td>Graduate 68 more per cohort</td>
</tr>
</tbody>
</table>

### Adult/Nontraditional Learners

Application Type(s): FTIAC and Transfer

<table>
<thead>
<tr>
<th>Applications</th>
<th>Admits</th>
<th>New Enrollees</th>
<th>First-Year Retention</th>
<th>4-Year Graduation</th>
<th>6-Year Graduation</th>
<th>7-Year Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>Goal</td>
<td>Baseline</td>
<td>Goal</td>
<td>Baseline</td>
<td>Goal</td>
<td>Baseline</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>2019 Coh</td>
<td>2024 Coh</td>
<td>2014 Coh</td>
</tr>
<tr>
<td>691</td>
<td>4,346</td>
<td>444</td>
<td>2,664</td>
<td>267</td>
<td>2,000</td>
<td>52.0%</td>
</tr>
<tr>
<td>+500%</td>
<td>+500%</td>
<td>+649%</td>
<td>+11%</td>
<td>+7%</td>
<td>+18%</td>
<td>+30%</td>
</tr>
<tr>
<td>+691 per year</td>
<td>+444 per year</td>
<td>+347 per year</td>
<td>Retain 6 more per year</td>
<td>Graduate 4 more per cohort</td>
<td>Graduate 10 more per cohort</td>
<td>Graduate 16 more per cohort</td>
</tr>
</tbody>
</table>

### African American or Black Learners

Application Type(s): FTIAC

<table>
<thead>
<tr>
<th>Applications</th>
<th>Admits</th>
<th>New Enrollees</th>
<th>First-Year Retention</th>
<th>4-Year Graduation</th>
<th>6-Year Graduation</th>
<th>7-Year Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>Goal</td>
<td>Baseline</td>
<td>Goal</td>
<td>Baseline</td>
<td>Goal</td>
<td>Baseline</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>2019 Coh</td>
<td>2024 Coh</td>
<td>2014 Coh</td>
</tr>
<tr>
<td>2,589</td>
<td>2,848</td>
<td>1,288</td>
<td>1,546</td>
<td>206</td>
<td>464</td>
<td>46.7%</td>
</tr>
<tr>
<td>+10%</td>
<td>+20%</td>
<td>+125%</td>
<td>+14%</td>
<td>+29%</td>
<td>+29%</td>
<td>+23%</td>
</tr>
<tr>
<td>+52 per year</td>
<td>+52 per year</td>
<td>+52 per year</td>
<td>Retain 6 more per year</td>
<td>Graduate 12 more per cohort</td>
<td>Graduate 12 more per cohort</td>
<td>Graduate 9 more per cohort</td>
</tr>
</tbody>
</table>
### American Indian or Alaskan Native Learners

**Application Type(s):** FTIAC

<table>
<thead>
<tr>
<th>APPLICATIONS</th>
<th>ADMITS</th>
<th>NEW ENROLLEES</th>
<th>FIRST-YEAR RETENTION</th>
<th>4-YEAR GRADUATION</th>
<th>6-YEAR GRADUATION</th>
<th>7-YEAR GRADUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BASELINE</td>
<td>GOAL</td>
<td>BASELINE</td>
<td>GOAL</td>
<td>BASELINE</td>
<td>GOAL</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>2019 Coh</td>
</tr>
<tr>
<td>460</td>
<td>483</td>
<td>316</td>
<td>348</td>
<td>84</td>
<td>104</td>
<td>76.5%</td>
</tr>
</tbody>
</table>

+5% per year  
+6 per year  
Retain 2 more per year  
Graduate 4 more per cohort  
Graduate 4 more per cohort

- Develop a culturally and legally sensitive way to collect or estimate

### Undocumented/DACA Learners

**Application Type(s):** FTIAC

<table>
<thead>
<tr>
<th>APPLICATIONS</th>
<th>ADMITS</th>
<th>NEW ENROLLEES</th>
<th>FIRST-YEAR RETENTION</th>
<th>4-YEAR GRADUATION</th>
<th>6-YEAR GRADUATION</th>
<th>7-YEAR GRADUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BASELINE</td>
<td>GOAL</td>
<td>BASELINE</td>
<td>GOAL</td>
<td>BASELINE</td>
<td>GOAL</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>2019 Coh</td>
</tr>
<tr>
<td>460</td>
<td>483</td>
<td>316</td>
<td>348</td>
<td>84</td>
<td>104</td>
<td>76.5%</td>
</tr>
</tbody>
</table>

+5 per year  
+4 per year  
Retain 2 more per year  
Graduate 4 more per cohort  
Graduate 4 more per cohort

- Establish baselines; Effect improvements at least parallel to overall rate improvements.

### First-Generation Learners

**Application Type(s):** FTIAC

<table>
<thead>
<tr>
<th>APPLICATIONS</th>
<th>ADMITS</th>
<th>NEW ENROLLEES</th>
<th>FIRST-YEAR RETENTION</th>
<th>4-YEAR GRADUATION</th>
<th>6-YEAR GRADUATION</th>
<th>7-YEAR GRADUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BASELINE</td>
<td>GOAL</td>
<td>BASELINE</td>
<td>GOAL</td>
<td>BASELINE</td>
<td>GOAL</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>2019 Coh</td>
</tr>
<tr>
<td>6,721</td>
<td>7,393</td>
<td>4,413</td>
<td>5,296</td>
<td>1,133</td>
<td>1,589</td>
<td>77.7%</td>
</tr>
</tbody>
</table>

+10%           
+20%           
+40%           
+12%           
+15%           
+15%           
+17%           
+134 per year  
+177 per year  
Retain 28 more per year  
Graduate 33 more per cohort  
Graduate 38 more per cohort
### Pell-Eligible Learners

**Application Type(s):** FTIAC

<table>
<thead>
<tr>
<th>APPLICATIONS</th>
<th>ADMITS</th>
<th>NEW ENROLLEES</th>
<th>FIRST-YEAR RETENTION</th>
<th>4-YEAR GRADUATION</th>
<th>6-YEAR GRADUATION</th>
<th>7-YEAR GRADUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASELINE</td>
<td>GOAL</td>
<td>BASELINE</td>
<td>GOAL</td>
<td>BASELINE</td>
<td>GOAL</td>
<td>BASELINE</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>2016 Coh</td>
</tr>
<tr>
<td>3,673</td>
<td>3,857</td>
<td>2,892</td>
<td>3,181</td>
<td>933</td>
<td>954</td>
<td>79.9%</td>
</tr>
<tr>
<td>+5%</td>
<td>+10%</td>
<td>+2%</td>
<td>+10%</td>
<td>+17%</td>
<td>+15%</td>
<td>+14%</td>
</tr>
<tr>
<td>+37 per year</td>
<td>+58 per year</td>
<td>+4 per year</td>
<td>Retain 19 more per year</td>
<td>Graduate 32 more per cohort</td>
<td>Graduate 27 more per cohort</td>
<td>Graduate 26 more per cohort</td>
</tr>
</tbody>
</table>

Establish baselines; Effect improvements at least parallel to overall rate improvements.

### Food/Housing Insecure Learners

<table>
<thead>
<tr>
<th>APPLICATIONS</th>
<th>ADMITS</th>
<th>NEW ENROLLEES</th>
<th>FIRST-YEAR RETENTION</th>
<th>4-YEAR GRADUATION</th>
<th>6-YEAR GRADUATION</th>
<th>7-YEAR GRADUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASELINE</td>
<td>GOAL</td>
<td>BASELINE</td>
<td>GOAL</td>
<td>BASELINE</td>
<td>GOAL</td>
<td>BASELINE</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>2016 Coh</td>
</tr>
<tr>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

### Graduate Learners

**Application Type(s):** Graduate

<table>
<thead>
<tr>
<th>APPLICATIONS</th>
<th>ADMITS</th>
<th>NEW ENROLLEES</th>
<th>FIRST-YEAR RETENTION</th>
<th>4-YEAR GRADUATION</th>
<th>6-YEAR GRADUATION</th>
<th>7-YEAR GRADUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASELINE</td>
<td>GOAL</td>
<td>BASELINE</td>
<td>GOAL</td>
<td>BASELINE</td>
<td>GOAL</td>
<td>BASELINE</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>2016 Coh</td>
</tr>
<tr>
<td>2,963</td>
<td>3,556</td>
<td>1,978</td>
<td>2,275</td>
<td>1,228</td>
<td>1,412</td>
<td>83.8%</td>
</tr>
<tr>
<td>+20%</td>
<td>+15%</td>
<td>+15%</td>
<td>+6%</td>
<td>+8%</td>
<td>+13%</td>
<td>+11%</td>
</tr>
<tr>
<td>+119 per year</td>
<td>+59 per year</td>
<td>+37 per year</td>
<td>Retain 15 more per year</td>
<td>Graduate 19 more per cohort</td>
<td>Graduate 32 more per cohort</td>
<td>Graduate 28 more per cohort</td>
</tr>
</tbody>
</table>
**Hispanic/Latinx Learners**

Application Type(s): FTIAC

<table>
<thead>
<tr>
<th>APPLICATIONS</th>
<th>ADMITS</th>
<th>NEW ENROLLEES</th>
<th>FIRST-YEAR RETENTION</th>
<th>4-YEAR GRADUATION</th>
<th>6-YEAR GRADUATION</th>
<th>7-YEAR GRADUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>1,537</td>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>2019 Coh</td>
<td>2024 Coh</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>1,768</td>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>235</td>
<td>390</td>
</tr>
<tr>
<td>+15% per year</td>
<td>+25%</td>
<td>+66%</td>
<td>+10%</td>
<td>+20%</td>
<td>+14%</td>
<td>+7%</td>
</tr>
</tbody>
</table>

Exclude J visa for retention and grad measures

**Nonresidential International Learners**

Application Type(s): FTIAC and Transfer

<table>
<thead>
<tr>
<th>APPLICATIONS</th>
<th>ADMITS</th>
<th>NEW ENROLLEES</th>
<th>FIRST-YEAR RETENTION</th>
<th>4-YEAR GRADUATION</th>
<th>6-YEAR GRADUATION</th>
<th>7-YEAR GRADUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>412</td>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>2019 Coh</td>
<td>2024 Coh</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>824</td>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>41</td>
<td>82</td>
</tr>
<tr>
<td>+100% per year</td>
<td>+100%</td>
<td>+100%</td>
<td>+100%</td>
<td>+100%</td>
<td>+100%</td>
<td>+100%</td>
</tr>
<tr>
<td>+82 per year</td>
<td>+32 per year</td>
<td>+8 per year</td>
<td>+8 per year</td>
<td>+8 per year</td>
<td>+8 per year</td>
<td>+8 per year</td>
</tr>
</tbody>
</table>

Retain 5 more per year, Graduate 8 more per cohort, Graduate 2 more per cohort

**LGBTQIA+ Learners**

Application Type(s): FTIAC

<table>
<thead>
<tr>
<th>APPLICATIONS</th>
<th>ADMITS</th>
<th>NEW ENROLLEES</th>
<th>FIRST-YEAR RETENTION</th>
<th>4-YEAR GRADUATION</th>
<th>6-YEAR GRADUATION</th>
<th>7-YEAR GRADUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>412</td>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>2019 Coh</td>
<td>2024 Coh</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>824</td>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>41</td>
<td>82</td>
</tr>
</tbody>
</table>

Develop a way to collect or estimate, Establish baselines, Effect improvements at least parallel to overall rate improvements.
### Transfer Learners

**Application Type(s): Transfer**

<table>
<thead>
<tr>
<th>APPLICATIONS</th>
<th>ADMITS</th>
<th>NEW ENROLLEES</th>
<th>FIRST-YEAR RETENTION</th>
<th>4-YEAR GRADUATION</th>
<th>6-YEAR GRADUATION</th>
<th>7-YEAR GRADUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASELINE</td>
<td>GOAL</td>
<td>BASELINE</td>
<td>GOAL</td>
<td>BASELINE</td>
<td>GOAL</td>
<td>BASELINE</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>Fall 2019</td>
<td>Coh</td>
<td>2024</td>
</tr>
<tr>
<td>3,167</td>
<td>3,484</td>
<td>2,220</td>
<td>2,620</td>
<td>1,352</td>
<td>1,600</td>
<td>74.0%</td>
</tr>
<tr>
<td>+10%</td>
<td>+18%</td>
<td>+18%</td>
<td>+16%</td>
<td>+12%</td>
<td>+10%</td>
<td>+14%</td>
</tr>
</tbody>
</table>

- Retain 10 more per year
- Graduate 20 more per cohort

### Veteran/Military Learners

**Application Type(s): FTIAC and Transfer**

<table>
<thead>
<tr>
<th>APPLICATIONS</th>
<th>ADMITS</th>
<th>NEW ENROLLEES</th>
<th>FIRST-YEAR RETENTION</th>
<th>4-YEAR GRADUATION</th>
<th>6-YEAR GRADUATION</th>
<th>7-YEAR GRADUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASELINE</td>
<td>GOAL</td>
<td>BASELINE</td>
<td>GOAL</td>
<td>BASELINE</td>
<td>GOAL</td>
<td>BASELINE</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>Fall 2019</td>
<td>Coh</td>
<td>2024</td>
</tr>
<tr>
<td>209</td>
<td>240</td>
<td>131</td>
<td>164</td>
<td>68</td>
<td>85</td>
<td>71.6%</td>
</tr>
<tr>
<td>+15%</td>
<td>+25%</td>
<td>+25%</td>
<td>+6%</td>
<td>+7%</td>
<td>+10%</td>
<td>+21%</td>
</tr>
</tbody>
</table>

- Retain 1 more per year
- Graduate 1 more per cohort
- Graduate 3 more per cohort

### Underrepresented in STEM Learners

**Application Type(s): FTIAC**

<table>
<thead>
<tr>
<th>APPLICATIONS</th>
<th>ADMITS</th>
<th>NEW ENROLLEES</th>
<th>FIRST-YEAR RETENTION</th>
<th>4-YEAR GRADUATION</th>
<th>6-YEAR GRADUATION</th>
<th>7-YEAR GRADUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASELINE</td>
<td>GOAL</td>
<td>BASELINE</td>
<td>GOAL</td>
<td>BASELINE</td>
<td>GOAL</td>
<td>BASELINE</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>Fall 2019</td>
<td>Coh</td>
<td>2024</td>
</tr>
<tr>
<td>4,049</td>
<td>5,061</td>
<td>3,190</td>
<td>3,988</td>
<td>729</td>
<td>911</td>
<td>83.4%</td>
</tr>
<tr>
<td>+25%</td>
<td>+25%</td>
<td>+7%</td>
<td>+13%</td>
<td>+8%</td>
<td>+12%</td>
<td></td>
</tr>
</tbody>
</table>

- Retain 10 more per year
- Graduate 20 more per cohort

**STEM per DHS “STEM Designated Degree Program List”**

“Underrepresented” is at least one: female, Black, Native American, Latinx, first-generation
**Off-Campus Learners**

Application Type(s): FTIAC

<table>
<thead>
<tr>
<th>APPLICATIONS</th>
<th>ADMITS</th>
<th>NEW ENROLLEES</th>
<th>FIRST-YEAR RETENTION</th>
<th>4-YEAR GRADUATION</th>
<th>6-YEAR GRADUATION</th>
<th>7-YEAR GRADUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASELINE</td>
<td>GOAL</td>
<td>BASELINE</td>
<td>GOAL</td>
<td>BASELINE</td>
<td>GOAL</td>
<td>BASELINE</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>Fall 2020</td>
<td>Fall 2025</td>
<td>Fall 2019 Coh</td>
<td>2024 Coh</td>
<td>2016 Coh</td>
</tr>
<tr>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>590</td>
<td>1,163</td>
<td>77.6%</td>
</tr>
<tr>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>+115 per year</td>
<td>+97%</td>
<td>+12%</td>
</tr>
</tbody>
</table>

Figure 31.
RECRUITMENT & RETENTION STRATEGIES

FIRST TIME IN ANY COLLEGE LEARNERS
RECRUITMENT

CHANGE AGENT: Michelle Rhodes
TRANSFORMATION TEAM MEMBERS:
Antonia Gordon, V’Lecea Hunter, Colleen Lindsey-Bailey, Breezy Rusher

GOAL 1: Increase First Time In Any College (FTIAC) Enrollment

Objective 1: Increase FTIAC applications 5 percent by 2025.
Objective 2: Increase FTIAC admits 10 percent by 2025.
Objective 3: Increase FTIAC new enrollees 15 percent by 2025.

Recommended Strategies

1. Use Predictive Analytics and Artificial Intelligence to identify learners most likely to move through the enrollment funnel and for accurate forecasting. Additionally, use financial aid optimization to ensure that packaging supports recruitment strategies and subpopulations.

2. Review AP policy to see if GVSU is in line with national trends in terms of total number of credits allowed.

3. Explore options to offer housing scholarships, since we now require learners to live on campus, for learners who need it.

4. Create “microscholarships” for when learners do things early on with GVSU (attend football game, girls of color summit, and other DEI or TRIO based opportunities) or do other sponsored GVSU events or GVSU related activities (summer camps, etc.) at any time from junior high through high school. GVSU would have a tracking system and then when they finally come to GVSU, they can “turn in” their voucher for a scholarship for their first semester. Something similar to this program: prepare.admission.ucla.edu.

5. Create an internal dashboard with data so Enrollment Development can easily track and receive reports to be more strategic with their planning and follow up.
6. Explore a “portal” of sorts that is easy for incoming learners to use (not overwhelm them) and understand and create a checklist for them within this portal.

7. Create a parent portal so they can be educated, stay informed, and stay connected.

8. Create more incentives for our charter school learners (free application, free special visit day each year they are in high school and/or middle school, swag). Scholarships for GVSU charter school learners.

9. Create a summer bridge program.

10. Design a scholarship strategy that meets market expectations and aligns with institutional enrollment priorities. Implement financial aid leveraging.

11. Develop a need-based financial aid strategy and campaign. Offer free tuition for families with $50,000 or less household incomes. Look at more scholarships by geographic area. Have a GVSU Grand Valley Pledge.


13. Utilize MyCollegeRoomie connection and find a roommate before you come.

14. Create a unified brand strategy (one GVSU voice). Ensure consistency with communications and marketing from all of GVSU. Involve many audiences in the CRM process to assist with this.

15. Evaluate current advising, registration, and orientation program and make recommendations for improvement.

16. Promote the Be a Laker, Bring a Laker program.

17. Send GVSU swag with acceptance letter to put on social media.

18. Develop a more sophisticated marketing approach and deliver a more customized experience to grow a larger applicant pool to include a social media campaign with admitted learners, a video on how to apply to GVSU, a podcast that addresses different Q and As — involve current learners with different tips, and an easier way for learners to log about their experiences and visits to campus.

19. Permanently fund the Lakers Go Abroad Scholarship to give 100 new freshman each year a $2,000 scholarship towards a study abroad program during their UG career. *(This program has been extremely successful, but funding will expire this year.)*

20. Continue open study abroad policy to allow flexibility in choice to students interested in studying abroad.
FIRST TIME IN ANY COLLEGE LEARNERS
RETENTION

CHANGE AGENT: Brian Hatzel
TRANSFORMATION TEAM MEMBERS:
Matt Boelkins, Valerie Guzman, Colleen Lindsey-Bailey, Michael Messner, Betty Schaner

Goal 1: Increase Retention and Graduation Rates for FTIACs

Objective 1: Achieve 90 percent retention (first- to second-year) by 2025.
Objective 2: Achieve a four-year graduation rate of 50 percent by 2025.
Objective 3: Achieve a six-year graduation rate of 76.1 percent by 2025.
Objective 4: Achieve a seven-year graduation rate of 78 percent by 2025.

Recommended Strategies

1. Develop a plan to meet NACADA advisor-ratio of 1:300-350.
2. Continue to develop or improve programs such as the Student Academic Success Center (SASC) scholars program for learners who get off track academically during their first year. Expand the program for learners in any year at GVSU.
3. Identify high DFW rate courses and work with faculty to improve success in those courses, through course redesign, tutoring, and other initiatives.
4. Increase learning and living-learning community opportunities.
5. Explore an organized and collaborative first-year experience, possibly grouping learners by the sub-populations named in this report.
6. Develop an expanded Student Success Office to coordinate and support success programs and initiatives.
7. Continue to expand use of the early alert efforts through CARE and Navigate, and develop effective outreach processes for learners who need support.
8. Continue to train faculty and staff across campus on how to utilize Navigate, to quickly identify learners who need additional support.
9. Create a Reading Center on campus to support all learners, including international learners, second language learners, learners with demonstrated reading support needs, etc.
10. Have intrusive advising for all learners, with campaigns targeted to the various subpopulations.

11. Add cultural competence/intelligence (Native American, first generation, DACA, Latinx, and others), sensitivity training regarding food insecurity, LGTBQIA+, “Green Zone” training (for working with veterans), and generally more inclusion and equity training to new faculty orientation and to adjunct orientation/training.

12. Implement a program to reach out to learners with 100+ credits to ensure they are on track to graduation and to remove final barriers to completion.

13. Review the graduation audit process and develop a process that does not wait for the student to submit a graduation application.

14. All majors and minors develop a curriculum integration plan that guides students to study abroad opportunities that will meet major or minor degree requirements so that students can access this high-impact experience and still stay on track for graduation. (University of Minnesota model)

15. Charge in-state tuition to out-of-state students who participate in study abroad across all program types.

16. Eliminate the tuition charge and associated tuition credit that is applied to the IS 380/IS 680 study abroad placeholder course for those students who participate in study abroad programs where tuition is paid to their host institution.
ADULT AND NONTRADITIONAL LEARNERS
RECRUITMENT

CHANGE AGENT: Sarah Tibbe

TRANSFORMATION TEAM MEMBERS:
Simone Jonaitis, Michelle Rhodes, Breezy Rusher, Elisa Salazar, Mary Spalding, Kate VanDerKolk

Goal 2: Increase Adult/Nontraditional Enrollment

Objective 1: Increase adult/nontraditional applications by 500 percent (691 more applications per year) by 2025.

Objective 2: Increase adult/nontraditional admitted learners by 500 percent (444 more admits per year) by 2025.

Objective 3: Increase adult/nontraditional new enrollees by 649 percent (347 more enrolled per year) by 2025.

Recommended Strategies

1. Provide credit for previous work experiences where applicable. Promote all opportunities for prior learning including, but not limited to, CLEP testing, military credit, institutional placement tests, etc.

2. Centralize all admissions website information pertaining to adult/nontraditional learners, including transfer and online degree completion.

3. Review and modify orientation content. Develop content that is program specific (required coursework, GPA requirements, etc.) and additional content for general university life to successfully navigate their education.

4. Create marketing materials for employers and other community stakeholders to attract new learners.

5. Develop more profiles to be featured in marketing campaigns to show a variety of circumstances and degree options.

6. Implement an outreach model to ensure recruitment of learners that identify as pregnant or parents.

7. Clearly identify which programs and areas of study are friendly for adult, nontraditional, and learners who are pregnant/parents.

8. Create opportunities to connect with learners at the community college level to leverage the Future for Frontliners (Michigan, 2020) and Michigan Reconnect scholarships.

9. Review need-based aid policies with this population in mind.

10. Partner with employers to negotiate tuition reimbursement or financial support options.
ADULT AND NONTRADITIONAL LEARNERS

RETENTION

CHANGE AGENT: Pam Wells
TRANSFORMATION TEAM MEMBERS:
Hannah Axdorff, Simone Jonaitis, Robert Kimball, Michelle Rhodes, Kate VanDerKolk

Goal 2: Increase Retention and Graduation Rates for Adult/Nontraditional Learners

Objective 1: Achieve 90 percent retention (first- to second-year) by 2025.

Objective 2: Achieve a four-year graduation rate of 50 percent by 2025.

Objective 3: Achieve a six-year graduation rate of 76.1 percent by 2025.

Objective 4: Achieve a seven-year graduation rate of 78 percent by 2025.

Recommended Strategies

1. Continue to support the LEADs program for the adult/nontraditional population, including adding additional certificate options to the major.

2. Expand the emphasis on adult degree completion to other majors beyond integrative studies (as appropriate).

3. Make it easier for adult/nontraditional learners to navigate the GVSU system by reviewing and revising processes for readmission or reentry (for learners who have been out of school for two or more semesters).

4. Create an undergraduate policy for evaluating prior learning for credit.

5. Ensure prompt processing of the awarding of transfer credit equivalency.

6. Align course offerings to the labor market.

7. Provide career coaching to learners who are completing a degree or microcredential, including options for continued learning.

8. Create a well-defined communication plan for sharing information and resources with adult/non-traditional learners to also include learner parents (those responsible for the care and well-being of a dependent child).
9. Create targeted advertising around services and information available for adult learners and learners with children. Reimagine promotional materials to include learners with their children.

10. Explore a variety of financial supports for adult/nontraditional learners including pregnant and parenting learners.

11. Formalize a learner parent advocate role with funding streams through the Gayle R. Davis Center for Women and Gender Equity that works in collaboration with Adult and Continuing Studies.

12. Promote availability of adult and learner parent focused advising support services available through the Center for Adult and Continuing Studies.

13. Grow resources for learner pregnant/parents to potentially include child friendly study spaces, a playground, family housing (on-campus OR identify best place for off-campus), donors, etc.

14. Liaise with local childcare providers to obtain vouchers for student parents and save reduced or free spots at the Children’s Enrichment Center.

15. Identify and help learner parents access infant care resources.

16. Utilize syllabi language and rights and responsibilities information for learners who are pregnant and parenting and share broadly.

17. Increase internal assessments/evaluation of the needs of learners within this population.
AFRICAN AMERICAN OR BLACK LEARNERS RECRUITMENT

CHANGE AGENTS: Astin Martin, Anthony T. Williams Jr.

TRANSFORMATION TEAM MEMBERS:
Aliya Armstrong, Chasity Bailey-Fakhoury, Kyle Boone, Alisha Davis, Barry Hall, Jen Hsu-Bishop, V’Lecea Hunter, Jessica Jennrich, Collin Louis, Breezy Rusher, Britney Terrell

Goal 3: Increase African American Enrollment

Objective 1: Increase African American applicants 10 percent by 2025 (2 percent increase per year — 52 applications).

Objective 2: Increase African American admits 20 percent by 2025 (4 percent increase per year — 52 admits).

Objective 3: Increase African American enrollees 125 percent by 2025 (25 percent increase per year — 52 enrollees).

Recommended Strategies

1. Develop 3/2 programs with historically black colleges and universities (HBCUs) and other minority serving institutions

2. Host targeted recruitment events at the Detroit Center for Detroit metropolitan middle and high school learners.

3. Modify the campus tour process by highlighting cultural awareness and resources for all students

4. Continue to participate in/collaborate with the annual African American Male Achievement Conference (GRCC/GVSU/GRPS/URBAN League) and the annual G-Cubed event for African American females in Grand Rapids Public Schools.

5. Host a Black Caucus or social and strengthen the initiative implemented by Black Excellence Orientation (BEO) and Black Faculty Staff Association (BFSA) for incoming BEO attendees annually.

6. Partner with OMA and capitalize on the Girls of Color Summit event that brings middle and high school learners of color to campus.

7. Create continuous engagement programs that target learners starting from elementary age learners.

8. Create a learning-living community focused on supporting African American learners.
9. Elevate Black Excellence Orientation as a pre-college through graduation office with dedicated staff, resources, etc. for specific African American recruitment strategy implementation.

10. Hire more recruiters of color and place them in metropolitan areas (e.g. Detroit, Chicago, Toledo).

11. Increase the number of visits to schools with a high number of African American learners. Admit eligible learners on the spot.

12. Develop campus Admitted Day for African American learners.

13. Host/create multicultural days for high school juniors and seniors — one-day programs for each group that focuses on college preparation (juniors) and for seniors, focus on support services and opportunities to meet current African American learners, faculty, and staff.

14. Create a Return Home Plan/Idea for African American learners who left the West Michigan area and desire to return.

15. Implement a domestic exchange program with colleges and universities throughout the country. Offer learners an opportunity to enhance their academic majors, or investigate other fields of study while experiencing a year or term on the GVSU campus.
AFRICAN AMERICAN OR BLACK LEARNERS RETENTION

CHANGE AGENT: Damon Arnold

TRANSFORMATION TEAM MEMBERS:
Chasity Bailey-Fakhoury, Kyle Boone, Alisha Davis, Jen Hsu-Bishop, V’Lecea Hunter,
Marlene Kowalski-Braun, Cynthia McCurren, Latrece McDaniel

Goal 3: Increase Retention and Graduation Rates for African American or Black Learners

Objective 1: Achieve 90 percent retention (first- to second-year) by 2025.

Objective 2: Achieve a four-year graduation rate of 50 percent by 2025.

Objective 3: Achieve a six-year graduation rate of 76.1 percent by 2025.

Objective 4: Achieve a seven-year graduation rate of 78 percent by 2025.

Recommended Strategies

1. Increase supports, such as setting targeted meetings with learners during summer advising/registration prior to their first semester, and follow-up appointments at regular intervals.

2. Create a Black Family Network with an opt-out process to increase connections with current African American and black learners, alumni, and family members.

3. Seek annual feedback on university practices from learners, faculty, and staff of color via an opt-in system to ensure measures are in place to report back how feedback is being utilized and integrated.

4. Continue to strengthen the Oliver Wilson Scholars program and implement a coordinated care approach.

5. Create programming and communication specific to the families of Black and African American learners that continues throughout the year.

6. Facilitate the opening of beautification and barbering services on the campus.

7. Expand resources for Black Excellence Retention Program.

8. Establish a black and African American living center community option for learners with Black and African American living center staff.

9. Develop and mandate training series for faculty and staff regarding racial justice/white consciousness raising and best practices.
10. Recruit, hire, and retain more black and African American faculty and staff.

11. Address concerns with Allendale community to create a more welcoming environment for learners, which could include connecting with businesses to do DEI work through the I&E Institute.

12. Pair Juniors and Seniors with incoming learners for 1:1 mentoring.

13. Create a Black Excellence informational video with insight from black alumni, existing learners, and parents and supporters to share with incoming learners.

14. Hire a full-time staff member to work with the Black Male Scholars program and to serve as part of the Office of Multicultural Affairs team.

15. Utilize specific matching efforts in Success Network including matching learners based on major, social identity, and other factors that are important to the learners.

16. Bring black (potentially alumni-owned) businesses to campus and create opportunities for learners as employees, interns, etc.

17. Create an experiential education/career program with businesses that are seeking diverse leadership as the future of their business.

18. Develop a viable opportunity for African American learners to live on the Grand Rapids Campus. Wrap support services around these learners and provide an opportunity for urban living.

19. Provide grant support for underrepresented students in study abroad to apply for their passport.

20. Develop additional study abroad programming for underrepresented students based off the successful TRIO Chile program and Spain Athletes program with funding available to support a co-director who is a trusted advisor to the target population.
AMERICAN INDIAN OR ALASKAN NATIVE LEARNERS
RECRUITMENT

CHANGE AGENT: Belinda Bardwell
TRANSFORMATION TEAM MEMBERS:
Mike Eichberger, Jen Hsu-Bishop, Simone Jonaitis

Goal 4: Increase Native American Enrollment

Objective 1: Increase American Indian or Alaskan Native applicants 5 percent by 2025.
Objective 2: Increase American Indian or Alaskan Native admits 10 percent by 2025.
Objective 3: Increase American Indian or Alaskan Native enrollees 24 percent by 2025.

Recommended Strategies

1. Hire one FTE to support on-going recruitment and retention efforts of Native American learners to include community outreach through culturally relevant practices.
2. Create natural K-12 pathways with the local districts serving Native American learners and build relationships with state tribal governments’ youth programs.
3. Secure base annual funding and continue Maajtaadaa Native orientation, and the Anishinaabe Leadership Summer camp for native youth.
4. Develop specialized campus tours for tribal youth programs/Title VII Tribal Indian Education Legislation (1972), specifically Grand Rapids Public Schools.
5. Collaborate with Confederation of Michigan Tribal Education Departments (CMTED) to ensure tribal citizen success at GVSU.
6. Increase statewide collaboration with C-THEM, to develop a community of native learners to include both on/off campus within the State of Michigan.
7. Build relationships with tribal communities for experiential educational, internship, and leadership growth opportunities.
8. Develop specific Anishinaabe marketing videos/flyers and a website for all native resources to increase visibility.
9. Provide faculty/staff with cultural competency/intelligence training.
10. Develop a native initiative committee and develop work plan to embed best practices throughout the university.
11. Build stronger transfer pathways to recruit Native American learners.
AMERICAN INDIAN OR ALASKAN NATIVE LEARNERS
RETENTION

CHANGE AGENT: Belinda Bardwell
TRANSFORMATION TEAM MEMBERS:
Jen Hsu-Bishop, Marlene Kowalski-Braun, Simone Jonaitis

Goal 4: Increase Retention and Graduation Rates for Native American Learners

Objective 1: Achieve 90 percent retention (first- to second-year) by 2025.

Objective 2: Achieve a four-year graduation rate of 50 percent by 2025.

Objective 3: Achieve a six-year graduation rate of 76.1 percent by 2025.

Objective 4: Achieve a seven-year graduation rate of 78 percent by 2025.

Recommended Strategies

1. Hire one FTE to support ongoing recruitment and retention efforts of Native American learners to include community outreach through culturally relevant practices.

2. Build relationships with regional agencies for added supports for their academic, spiritual, cultural, and professional growth.


4. Develop a Peer-to-Peer mentorship program, connecting upper-class learners with first-year learners.

5. Build relationships with tribal communities for experiential educational, internship, and leadership growth opportunities.

6. Develop specific Anishinaabe marketing videos/flyers to increase visibility.

7. Work with Academic Affairs to decolonize university curriculum.

8. Develop a Native Initiative Committee and develop work plan to embed lead practices throughout the university.

9. Develop and market a centralized website for all native resources.

10. Provide grant support for underrepresented students in study abroad to apply for their passport.

11. Develop additional study abroad programming for underrepresented students based off the successful TRIO Chile program and Spain Athletes program with funding available to support a co-director who is a trusted advisor to the target population.
UNDOCUMENTED/DACA LEARNERS RECRUITMENT

CHANGE AGENT: Adriana Almanza

TRANSFORMATION TEAM MEMBERS:
Josh Brandsen, Wallace Holder

Goal 5: Increase Undocumented/DACA Recruitment Initiatives

Objective: Develop a culturally and legally sensitive way to collect or estimate undocumented data.

Recommended Strategies

1. Create a coordinated effort between Admissions, Financial Aid, and University Undocumented/DACA Liaison that provides outreach to learners who do not answer the citizenship question on the application for admission, disclose personal information in the short answer section on the application for admission and/or who file the institutional grant assistance form. There currently is no coordinated care for these learners.

2. Utilize Peer Support Group list-serve as a means to track recruitment/retention.


4. Maintain ongoing financial support via institutional grant assistance. We need to remain financially committed to funding these learners and we additionally need to explore ways in which we are not meeting financial needs (housing, DACA renewal costs, health coverage, fees).

5. Implement DREAMER scholarship (tuition, housing, mandatory fees).

6. Use explicit language on undocumented/DACA website that explains institutional grant assistance form vs. undocumented financial support.

7. Include undocumented/DACA support services in admissions/financial aid presentations.


UNDOCUMENTED/DACA LEARNERS RETENTION

CHANGE AGENT: Adriana Almanza
TRANSFORMATION TEAM MEMBERS: Hannah Axdorff, Marlene Kowalski-Braun

Goal 5: Increase Retention and Graduation Rates for Undocumented/DACA Learners

Objective 1: Increase undocumented/DACA retention after baseline is established

Objective 2: Create a culturally sensitive documentation process to track retention and graduation data.

Recommended Strategies

1. Implement targeted outreach to learners who do not answer the citizenship question on application for admission, or who identify in the short answer section on application for admission.
2. Utilize Peer Support Group list-serve as a means to track recruitment/retention.
3. Maintain leadership and connection via a liaison.
4. Explore housing scholarships for undocumented/DACA learners.
5. Maintain ongoing financial support via institutional grant assistance form.
6. Implement DREAMER scholarships (tuition, housing, mandatory fees).
7. Expand resources and support services on undocumented/DACA website.
8. Create a landing page for the DACA website on Office of Multicultural Affairs website.
9. Create a GVSU Undocumented Learners toolkit for success.
10. Include faculty, staff, and voices in Undocumented Task Force.
11. Implement UndocuWeek.
12. Implement UndocuAlly training for faculty, staff, and learners across campus.
FIRST-GENERATION LEARNERS
RECRUITMENT

CHANGE AGENT: Damon Arnold

TRANSFORMATION TEAM MEMBERS:
Aliya Armstrong, Chasity Bailey-Fakhoury, V’Lecea Hunter, Bobby Springer, Shontaye Witcher

Goal 6: Increase First-Generation Enrollment

Objective 1: Increase first-generation applications 10 percent (134 more applications per year) by 2025

Objective 2: Increase first-generation admits 20 percent (177 more admitted per year) by 2025.

Objective 3: Increase first-generation new enrollees 40 percent (91 more enrollees per year) by 2025.

Recommended Strategies

1. Develop a Summer Bridge Program for math, science, writing, and leadership development during spring/summer prior to first year.

2. Reduce financial barriers that impact attendance by providing family education regarding financial aid including loans, FAFSA, and eligibility requirements.

3. Create “College Life 101” seminar for parents and supporters and provide opportunities to orient first-gen parents and supporters to higher education and advise them on how to support their child throughout the first year and beyond.

4. Create parent and supporters newsletter/Zoom/webinar format focusing on what is going on in learners’ lives at that time of the year, highlighting a specific issue. Possible development of a parent portal.

5. Develop a first-generation program for learners to include Anchor First mentoring program.

6. Throughout the summer, faculty/staff/learners can send emails to learners welcoming them to GVSU and introducing key resources and support networks, creating a welcoming environment before learners arrive on campus.

7. Create consistent messaging and unique branding: “Anchored Together.”

8. Create networking opportunities with faculty, staff, peers, and alumni raising awareness of unique first-generation experiences, fostering community, and promoting academic success.
9. Create Anchor First residential living-learning community. Learners who chose to live in this community can gain an extra layer of support in navigating through the university, increased connections to faculty, staff, and first-generation specific resources and a fostered support system of first-generation peers.

10. Develop a Web portal that is dedicated to the Anchor First Initiative. This can serve as a central place for first-generation college learners to access information about resources and provides a sense of the community that awaits them on campus, including information about how many learners, faculty, and staff on campus are also first-generation and stories from current first-generation college learners.
FIRST-GENERATION LEARNERS
RETENTION

CHANGE AGENT: Chasity Bailey-Fakhoury
TRANSFORMATION TEAM MEMBERS:
Damon Arnold, Nykia Gaines, V’Lecea Hunter, Colleen Lindsay-Bailey, Astin Martin, Laura Przybytek

Goal 6: Increase Retention and Graduation Rates for First-Generation Learners

Objective 1: Achieve 90 percent retention (first- to second-year) by 2025.
Objective 2: Achieve a four-year graduation rate of 50 percent by 2025.
Objective 3: Achieve a six-year graduation rate of 76.1 percent by 2025.
Objective 4: Achieve a seven-year graduation rate of 78 percent by 2025.

Recommended Strategies
1. Develop a comprehensive first-generation program at GVSU and staff with first-generation team members focused on success.
2. Expand work-study hours so that learners can work 20-25 hrs./week or more in one position and not have to manage multiple positions.
3. Be intentional about who is tasked with working with first-generation learners; must have individuals who have demonstrated success advising/supporting first-generation learners; people who demonstrate an ethic of care.
4. Implement more curricular, classroom, or first-generation, learner-based learning communities.
5. Build in effective TRIO program strategies.
6. Utilize high-touch, holistic advising grounded in Jennifer Bloom’s Appreciative Advising model.
7. Expand cultural capital through the arts, study abroad, professional conferences, graduate school tours, alternative spring break, financial literacy, career guidance, and access to other enrichment opportunities.
8. Intentionally create a second-family atmosphere.
9. Create an interactive digital visual that displays/monitors progress in a variety of domains from application to graduation.
PELL-ELIGIBLE / LOW INCOME / FOOD / HOUSING INSECURE LEARNERS RECRUITMENT

CHANGE AGENT: Jessica Jennrich

TRANSFORMATION TEAM MEMBERS:
Kyle Boone, Michelle Rhodes, Britney Terrell

Goal 7: Increase Enrollment of Learners Who are Pell-eligible/Low Income

Objective 1: Increase enrollment of learners who are Pell eligible/low income 2 percent by 2025.

Recommended Strategies

1. Train all admissions counselors on the existing services for learners to recruit Pell-eligible/low income learners.

2. Develop a follow up plan for the Financial Aid Office to reach out to those identified Pell-eligible in the FAFSA process to connect admitted learners to available resources.

3. Actively recruit learners who are in the foster system, who are working with the Michigan Department of Health and Human Services in other capacities to receive state or other government support. Identify a leader to work to cultivate good referrals with government agencies, food resource services, short-term housing services in both the local community, as well as the areas GVSU wishes to recruit learners from. Work to develop relationships within the community to build trust with area resources and with those who are referred to GVSU.

4. Work to improve GVSU’s relationship with the Campus Health Center to provide free health services for learners who do not have insurance or whose insurance is not accepted at this location. Consider better partnerships with community agencies to serve those who receive state benefits. Make this information clear to learners as part of GVSU’s recruitment strategy so that learners who are Pell-eligible and low-income will know they will have health coverage while at GVSU.

5. Designate scholarship funds specifically for the purchase of books and electronic equipment at the university bookstore (see retention efforts for a purchase agreement with faculty). Be certain this scholarship is fully funded for all four years of a student’s education.
6. Develop gap scholarships that cover the difference between financial aid and total cost.

7. Author matriculation agreements with high schools whose learners are representative of this target population using high level of free and reduced lunch indicators. Send Admissions staff to these high schools to assist with applications, while also waiving any application fees. Encourage parents and supporters, guardians, and all adult supports to attend visits and ask questions. Be sure to use inclusive language.
PELL-ELIGIBLE/LOW INCOME/FOOD/HOUSING INSECURE LEARNERS RETENTION

CHANGE AGENTS: Sharalle Arnold, Kyle Boone, Jessica Jennrich
TRANSFORMATION TEAM MEMBERS:
Damon Arnold, Yug Gill, Kate Harmon, V'Lecea Hunter, Gabe Pena

Goal 7: Increase Retention and Graduation Rates for Pell-eligible and Low-income Learners

Objective 1: Achieve 90 percent retention (first- to second-year) by 2025.  
Objective 2: Achieve a four-year graduation rate of 50 percent by 2025.  
Objective 3: Achieve a six-year graduation rate of 76.1 percent by 2025.  
Objective 4: Achieve a seven-year graduation rate of 78 percent by 2025.

Recommended Strategies
1. Create a basic needs website.  
2. Provide resources for low-income learners to be engaged on campus through fee waivers and/or reductions.  
3. Expand the Laker Meal Share (food insecurity) program to be open all times of the year.  
4. Review for possible adoption the Rapid Re-Housing Proposal from the Fostering Laker Success Program.  
5. Create a success retention team for each learner in this subpopulation, focused on needs other than the academic needs, and with ties to one or more formal programs on campus.  
6. Expand Replenish to create a full basic needs center.  
7. Adopt policies regarding textbooks and other course supplies that reduce costs (require disclosure of all course costs).  
8. Require all employment positions be posted in Handshake and comply with state and federal equal opportunity requirements.  
9. Increase need-based financial aid.

11. Liaise with local child-care providers to obtain vouchers for parents and supporters alongside with saving several free spots at the Children’s Enrichment Center.

12. Increase grant support for study abroad with particular attention to offering more funding to students who are underrepresented in study abroad and students with a low EFC.

13. Remove IS 380/IS 680 course fee for students who participate in study abroad exchange programs.
GRADUATE LEARNERS
RECRUITMENT

CHANGE AGENT: Tonya Parker
TRANSFORMATION TEAM MEMBERS:
Tracey James-Heer, Oindrila Mukherjee, Elisa Salazar

Goal 8: Increase Graduate School Enrollment

Objective 1: Increase graduate applications 20 percent by 2025.

Objective 2: Increase graduate admits 15 percent by 2025.

Objective 3: Increase graduate new enrollees 15 percent by 2025.

Recommended Strategies

1. Increase access to graduate school via increased number of combined degree programs.
2. Create pipeline partnerships with HBCUs and HSIs.
3. Increase the number of internal combined degrees.
4. Utilize FTLC/professional advisors to teach faculty about GVSU graduate programs.
5. Utilize Capstone classes as learners’ introduction to GVSU graduate programs.
6. Coordinate with undergraduate STEM programs to develop internal GVSU pipeline.
7. Increase number of graduate assistantships.
8. Require all programs to host monthly Zoom or in-person program information sessions.
9. Include — “How to Do Grad School” information/introduction — virtually and in-person.
10. Identify which programs are available part-time for working professionals.
11. Provide learners with realistic expectation of workload/hours required to complete courses/programs.
12. Ensure that professors are equipped to talk about their programs and know what learners need and want to know.
13. Ensure that available support systems are in place for when learners arrive including advising, Career Center, Writing Center, counseling, library resources, recreation center, speech center, financial aid, and Ombuds Office.
14. Extend work-life support. (Strong example of this at Stanford University)

15. Strengthen messaging and marketing, including FAQs for each program.

16. Make grad landing pages accurate and informative. Each program should have a single page information page/infographic (Does this already exist with grad landing pages).

17. Establish central contact point/clearing house (in The Graduate School office) for all grad school inquiries where prospective students can be directed to correct resource/contact.

18. Collaborate with Michigan community colleges to draw recruitment to combined degree programs.

19. Establish new articulation agreements to foster a seamless transfer of credits with goal to be no time loss.
GRADUATE LEARNERS
RETENTION

CHANGE AGENT: Tonya Parker
TRANSFORMATION TEAM MEMBERS:
Elisa Salazar, Dan Vainner

Goal 8: Increase Matriculation of Graduate Learners

Objective 1: Achieve 90 percent retention (first- to second-year) by 2025.
Objective 2: Achieve a four-year graduation rate of 50 percent by 2025.
Objective 3: Achieve a six-year graduation rate of 76.1 percent by 2025.
Objective 4: Achieve a seven-year graduation rate of 78 percent by 2025.

Recommended Strategies
1. Available support systems should be in place for when they arrive, e.g. advising, career center, writing center, counseling, library resources, recreation center, speech center, financial aid, Ombuds Office, and learners should be made aware of how to access the support.
2. Extend work-life support.
3. Provide evening child care — develop partnership for night time child care with the YMCA.
4. Examine the cost and availability of parking — examine cost and availability of parking for each campus.
5. Critically examine workload for graduate faculty to support retention and high-impact research activities.
6. Increase use of myPath by graduate learners and faculty.
7. Ensure that all graduate learners have a faculty advisor listed in myPath, EAB Navigate, and Banner.
8. Tease apart GVSU requirements and certification requirements for graduate programs that lead to teacher certification in myPath.
9. Increase profile, visibility of Career Center, and offer a specific focus on graduate learners.
10. Within programs, assign current learners as mentors to help new learners.
11. Hire graduate-only professional advisors.
12. Offer 1:1 graduate orientation/advising prior to arrival.

13. Require all new grad learners to visit with an academic advisor and identify their faculty advisor.

14. Create tracking mechanism and communication to learners who intentionally stop/drop out.

15. Implement a recruit-back program for graduate learners.
HISPANIC / LATINX LEARNERS
RECRUITMENT

CHANGE AGENT: Michael Guerra

TRANSFORMATION TEAM MEMBERS:
Josh Brandsen, V’Lecea Hunter, Astin Martin, Cynthia McCurren

Goal 9: Increase Hispanic/Latinx Enrollment

Objective 1: Increase Hispanic/Latinx applications 15 percent by 2025.

Objective 2: Increase Hispanic/Latinx admits 25 percent by 2025.

Objective 3: Increase Hispanic/Latinx enrollees 66 percent by 2025

Recommended Strategies

1. Expand Spanish Admissions programming (appointments, presentations, virtual sessions).
2. Expand test-optional policies for (general and secondary admit program) admissions and merit-scholarships.
3. Identify additional participation in Latinx college fairs beyond current participation.
4. Waive application fees during a set time period.
5. Utilize Detroit and Battle Creek centers to showcase Grand Valley State University during recruiting events.
6. Build and formalize partnership between VOCES and Battle Creek Outreach Center.
7. Work with nonprofit groups to increase Latinx networking and outreach.
8. Support Trio Upward Bound programs especially within GRPS (emphasis on GR Innovation Central and Union HS through programming and tutoring).
9. Increase hiring former TRIO high schools learners as TRIO workers/tutors.
10. Create a VIP experience for TRIO high school learners.
11. Host a multicultural recruitment day event.
12. Evaluate and enhance GVSU’s professional development with regard to cultural awareness.
13. Build mentorship programs between Latinx high school learners and GVSU learners.
14. Increase funding for Latinx/Hispanic scholarships such as the Laker Familia grant.
15. Develop high school to college to career pipelines, especially in the education and health fields, similar to Building Bridges Through Education.
HISPANIC/LATINX LEARNERS RETENTION

CHANGE AGENTS: Adriana Almanza, William Washington

TRANSFORMATION TEAM MEMBERS:
V’Lecea Hunter, Sarah Keranen-Lopez, Cynthia McCurren, Gabe Pena

Goal 9: Increase Retention and Graduation Rates for Hispanic/Latinx Learners

Objective 1: Achieve 90 percent retention (first- to second-year) by 2025.
Objective 2: Achieve a four-year graduation rate of 50 percent by 2025.
Objective 3: Achieve a six-year graduation rate of 76.1 percent by 2025.
Objective 4: Achieve a seven-year graduation rate of 78 percent by 2025.

Recommended Strategies

1. Opt all newly enrolled Latinx learners into Laker Familia retention program with opt-out option.
2. Conduct assessment of publications, communication, and signage for Spanish translation (or broad inclusion assessment).
3. Add retention specialist/student success coach to Office of Multicultural Affairs staff.
4. Implement family outreach initiatives, including bilingual newsletters each semester.
5. Invest in Hispanic/Latinx community partnerships.
6. Advising that is intentional, culturally competent, and centered in Hispanic/Latinx culture.
7. Develop and explore mentorship to Latinx learners via several mentoring options on campus.
8. Offer robust Latinx programming.
9. Create a one-credit course (first-year seminar) for Laker Familia learners offered both fall and winter, which includes an experiential learning component.
10. Provide grant support for underrepresented students in study abroad to apply for their passport.
11. Develop additional study abroad programming for underrepresented students based off the successful TRIO Chile program and Spain Athletes program with funding available to support a co-director who is a trusted advisor to the target population.
NONRESIDENTIAL / INTERNATIONAL LEARNERS RECRUITMENT

CHANGE AGENT: Chris Hendree

TRANSFORMATION TEAM MEMBERS:
Yug Gill, Oindrila Mukherjee, Patrick Shan, Kate Stoetzner, Darlene Zwart

Goal 10: Increase Number of International Learners

Objective 1: Increase undergraduate international applications 100 percent by 2025

Objective 2: Increase undergraduate international admits 100 percent by 2025

Objective 3: Increase undergraduate international new enrollees 100 percent by 2025

Recommended Strategies

1. Allow undergraduate international learners studying in Michigan to pay the Michigan resident tuition rate. All F-1 learners are required to pay non-Michigan resident tuition, but learners on other visa types such as H-4, L-2 and TD are eligible to receive in-state tuition.

2. Partner with a third-party bridge program that works with international students to get them prepared for U.S. college, both undergraduate and graduate, and create a pipeline to GVSU. Implement intensive English-language prep, gen ed, etc.

3. Allow all undergraduate international learners to qualify for FTIAC and transfer scholarships. The International Merit Scholarship is $5,000 per year and the award amount has not changed since 2008.

4. Increase the recruitment budget of the China- and India-based recruiters.

5. Develop partnerships with designated community colleges in Michigan, Illinois, Indiana, and Ohio. Grand Valley is located close to several large cities, such as Chicago and Detroit, with larger international populations than Grand Rapids.

6. Make international undergraduate admission test optional for learners who have studied in the U.S. for at least three years. If test optional admission is continued for FTIAC admission, the same option can be provided for international learners.

7. Waive application fees for international applicants.

8. Develop 2+2-degree programs with international universities. These partnerships can help strengthen international connections at Grand Valley, while also providing a consistent source of international learners.
9. Add PSS positions and allocate graduate assistantship positions to support international recruitment, assist with I-20 processing and to serve as communications liaisons for admitted and enrolled learners. Proper staffing levels will be determined using benchmark universities. A 100 percent increase in the number of applications, admits, and new enrollees by 2025 will require additional assistance to process the increased amount of immigration documentation for a larger international population.

10. Provide faculty and staff financial support when traveling internationally for recruitment efforts. Faculty can submit a memorandum of understanding that outlines tasks and sets goals for designated international recruitment. The work can include presentations at high schools, universities, or Education USA centers.

11. Designate a staff member in the Alumni Office to develop an international alumni network. We have limited information about the location and positions of Grand Valley graduates living outside of the U.S. Collection of this information is imperative as many universities use international graduates to represent universities at college fairs, give presentations at high schools, or host recruitment events.

12. Increase use of virtual recruitment events for international learners. The traditional international recruitment model of international travel is disrupted due to COVID-19 and virtual events will be the primary recruitment model for the foreseeable future.

13. Develop international ambassador program for learners (domestic and international) to perform recruitment duties while traveling internationally. Many learners travel internationally to their home countries or for study abroad and these learners can meet with prospective international learners.

14. Expedite international transcript evaluation process. A faster response to course evaluations will help convert admitted learners.
NONRESIDENTIAL / INTERNATIONAL LEARNERS / EDUCATION ABROAD
RETENTION

CHANGE AGENT: Kate Stoetzner

TRANSFORMATION TEAM MEMBERS: Yug Gill, Francesca Golden, Melanie Grover, Chris Hendree, Elizabeth Jawish, Lisa Knapp, Rebecca Morrissey, Oindrila Mukherjee, Doris Penn, Sara Wheeler, Bill Widmaier

Goal 10: Increase Retention and Graduation Rates for Nonresidential International Learners

Objective 1: Achieve 90 percent retention (first- to second-year) by 2025.

Objective 2: Achieve a four-year graduation rate of 50 percent by 2025.

Objective 3: Achieve a six-year graduation rate of 76.1 percent by 2025.

Objective 4: Achieve a seven-year graduation rate of 78 percent by 2025.

Objective 5: Achieve a six-year graduation rate of 91.73 percent by 2025 across all underrepresented groups studying abroad.

Recommended Strategies

1. Create and implement an exit survey for international learners who have left GVSU prior to graduation as well as to learners who successfully graduate.

2. Create a parents and supporters page on the website.

3. Offer in-state tuition to international learners.

4. Allow all undergraduate learners to qualify for existing GVSU merit scholarships.

5. Increase student employment opportunities for international students.

6. Create international mentoring positions in PIC to support international learners.

7. Permanently fund the Lakers Go Abroad Scholarship to give 100 new freshman each year a $2,000 scholarship toward a study abroad program during their undergraduate career.

8. Continue open study abroad policy to allow flexibility in choice to students interested in studying abroad.
9. Develop a curriculum integration plan for all majors and minors that guides students to study abroad opportunities that will meet major or minor degree requirements so that students can access this high-impact experience and still stay on track for graduation. (University of Minnesota model)

10. Increase grant support for study abroad with particular attention to offering more funding to students who are underrepresented in study abroad and students with a low EFC.

11. Charge in-state tuition to out-of-state students who participate in study abroad across all program types.

12. Eliminate the tuition charge and associated tuition credit that is applied to the IS 380/IS 680 study abroad placeholder course for those students who participate in study abroad programs where tuition is paid to their host institution.

13. Provide grant support for underrepresented students in study abroad to apply for their passport.

14. Develop additional study abroad programming for underrepresented students based off the successful TRIO Chile program and Spain Athletes program with funding available to support a co-director who is a trusted advisor to the target population.

15. Develop virtual exchange opportunities for students to collaborate with peers from GVSU’s international partners.

16. Remove IS 380/IS 680 course fee for students who participate in study abroad exchange programs.
LGBTQIA+ LEARNERS
RECRUITMENT

CHANGE AGENT: Jen Hsu-Bishop
TRANSFORMATION TEAM MEMBERS:
Libby Bonnell, Mary Spalding

Goal 11: Increase Number of LGBTQIA+ Learners

Objective: Establish baseline during year one and increase LGBTQIA+ learner enrollment by 8 percent over the following four years with smaller gains expected at the beginning of this time as structures and supports are built.

Recommended Strategies

1. Develop and improve university systems and structures to support the holistic inclusion and well-being of LGBTQIA+ learners.

2. Collect optional demographic information related to sexual orientation and gender identity at various points of the lifecycle (including but not limited to interest forms, applications, enrolled data, alumni data).

3. Upgrade systems and provide education to ensure use of use/chosen name and pronouns throughout university communications, services, and interactions. Market these processes broadly to learners, faculty, and staff.

4. Review and provide recommendations and take action on university policies and procedures to include a systematic process and commitment to make gender-inclusive facilities available in all academic and nonacademic buildings by 2030 on all campuses including regional centers. This would include retrofitting existing buildings and ensuring new building designs include gender-inclusive facilities (including bathrooms, locker rooms, changing rooms, etc.).

5. Review and update university policies and procedures to ensure inclusion, support, and protection of LGBTQIA+ learners. Market and make inclusion-related reporting processes easily accessible and ensure transparency in follow-up as appropriate.

6. Provide education, programming, social and academic engagement, and access to resources to ensure a vibrant, inclusive campus climate for LGBTQIA+ learners that includes their intersecting marginalized identities.
7. Clearly communicate university policies, practices, and procedures to inform learners about how their information can or cannot be accessed by caregivers, families, and/or guardians with consideration of both FERPA and HIPAA rights.

8. Review LGBTQIA+ inclusive and affirming physical and mental health care, health insurance, and health resources.

9. Continue to market (via HRL, Admissions, Institutional Marketing, LGBT Resource Center, etc.) and make gender-inclusive housing and Gender Justice House available broadly as part of the primary housing application.

10. Provide LGBTQIA+ inclusive programming, education, and resources through Housing and Residence Life channels.

11. Broadly market and highlight GVSU 2020 recognition as the Best University in Michigan for LGBTQ+ learners by Campus Pride and Best Colleges.

12. Develop an LGBTQIA+ roommate pairing process for first-year, returning, and transfer learners in on-campus housing.

13. Work with Inclusion and Equity Councils, cross-divisional partners, and the President’s Cabinet to develop robust buy-in for broad LGBTQIA+ inclusion education and training for faculty, staff, and administration. Education and training would include LGBTQIA+ inclusive classroom, direct-service, and support practices.

14. Hire LGBTQIA+ faculty and staff at all levels including those holding multiple marginalized identities.

15. Develop and implement marketing and community engagement strategies to reach prospective LGBTQIA+ learners.

16. Develop cross-divisional relationships and strategies to engage and recruit LGBTQIA+ people at community and campus events locally, statewide, and nationally including pride events, BAMM Pride LGBTQIA+ Youth Summit, diversity recruitment strategy, etc.

17. Increase LGBTQIA+ resources, events, spotlights, academic program supports, etc. in prospective student marketing and communication materials.

18. Include LGBTQIA+ resources in on-boarding and orientation materials for traditional FTIAC, transfer, and nontraditional learners.
LGBTQIA+ LEARNERS RETENTION

CHANGE AGENT: Jen Hsu-Bishop

TRANSFORMATION TEAM MEMBERS:
Chasity Bailey-Fakhoury, Kathryn Christopher (goes by KC), Melanie Godwin, Alex Hicks, Jessica Jennrich, Colleen Lindsay-Bailey, Pam Wells, Marla Wick

Goal 11: Increase Retention and Graduation Rates for LGBTQIA+ Learners

Objective: Establish baseline in year one and increase LGBTQIA+ retention rate by 8 percent over the following four years with smaller gains expected at the beginning of this time as structures and supports continue to be built.

Recommended Strategies

1. Collect optional demographic information related to sexual orientation and gender identity at various points of the lifecycle (including but not limited to interest forms, applications, enrolled data, alumni data).

2. Upgrade systems and provide education to ensure use of use/chosen name and pronouns throughout university communications, services, and interactions. Market these processes broadly to learners, faculty, and staff.

3. Review and update university policies and procedures to include a systematic process and commitment to make gender-inclusive facilities available in all academic and non-academic buildings by 2030 on all campuses including regional centers. This would include retrofitting existing buildings and ensuring new building designs include gender-inclusive facilities (including bathrooms, locker rooms, changing rooms, etc.).

4. Review and update university policies and procedures to ensure inclusion, support, and protection of LGBTQIA+ learners. Market and make inclusion-related reporting processes easily accessible and ensure transparency in follow-up as appropriate.

5. Provide education, programming, social and academic engagement, and access to resources to ensure a vibrant, inclusive campus climate for LGBTQIA+ learners that includes their intersecting marginalized identities.

6. Expand LGBTQIA+ education, programming, social and academic engagement, and access to resources beyond Allendale to all GVSU campus locations.
7. Provide LGBTQIA+ inclusive programming, education, and resources through Housing and Residence Life channels.

8. Broadly market and highlight GVSU 2020 recognition as the Best University in Michigan for LGBTQ+ learners by Campus Pride and Best Colleges.

9. Develop an LGBTQIA+ roommate pairing process for first-year, returning, and transfer learners in on-campus housing.

10. Hire, retain, and promote LGBTQIA+ faculty and staff at all levels including those holding multiple marginalized identities.
TRANSFER LEARNERS
RECRUITMENT

CHANGE AGENT: Gabe Peña
TRANSFORMATION TEAM MEMBERS:
Michelle Rhodes, Bonnie Ulmer, Josh Ware, Anthony T. Williams Jr.

Goal 12: Increase Number of Enrolled Transfer Learners

Objective 1: Increase transfer applications 10 percent by 2025.
Objective 2: Increase transfer admits 18 percent by 2025.
Objective 3: Increase transfer new enrollees 18 percent by 2025.

Recommended Strategies

1. Allow transfer learners to be eligible for all merit-based scholarships regardless of semester of enrollment.
2. Take a holistic approach to scholarships and reduce or eliminate GPA requirements for scholarships for transfer learners.
3. Provide scholarship opportunities to learners transferring to GVSU from regional schools.
4. Review admission GPA requirement for transfer learners (current = 2.5).
5. Create easier pathways to connect with advisers before applying to GVSU, including increased availability of advisors to potential transfer learners.
6. Create transition program to GVSU for GR Promise and Challenge Scholars learners who go to community college first.
7. Expand recruitment initiatives on the east side of the state using our regional recruiters.
8. Reevaluate process and implementation of articulation agreements when curriculum guides do not meet the needs of the program. Involve the admissions and advising offices in this process.
9. Foster relationships between similar offices/departments at GRCC and GVSU (OMA, TRIO, orgs, faculty) to better share resources/information/outreach opportunities.
10. Re-evaluate transfer communication/marketing to prospective learners.
11. Create degree completion partnerships with minority serving institutions.
12. Identify Michigan community colleges with high numbers of international learners as prospects.
13. Use current transfer learners to recruit prospective transfer learners.
TRANSFER LEARNERS
RETENTION

CHANGE AGENTS: Gabe Peña, William Washington
TRANSFORMATION TEAM MEMBERS:
Juanita Davis, Shawn Jenkins, Colleen Lindsay-Bailey, Michelle Rhodes, Betty Schaner, Bobby Springer

Goal 12: Increase Retention and Graduation Rates for Transfer Learners

Objective 1: Achieve 90 percent retention (first- to second-year) by 2025.

Objective 2: Achieve a four-year graduation rate of 65 percent by 2025.

Objective 3: Achieve a six-year graduation rate of 76.1 percent by 2025.

Objective 4: Achieve a seven-year graduation rate of 78 percent by 2025.

Recommended Strategies

1. Develop a Transfer Bridge program that starts at the community college they transfer from and supports learners through their time at GVSU. Meet with these learners on their campus to address any concerns and meet again to welcome them on their first day at GVSU.

2. Explore additional Financial Aid Office strategies to address the financial needs of all transfer learners.

3. Consider further developing the Transfer Support office. Develop and enhance our current Transfer Connections office. Increase staff, expand recruitment to other counties, and include entire transfer population. Create designated space for Allendale and downtown.

4. Create an entry year experience for transfer learners.

5. Opt all newly enrolled transfer learners into the SSN retention program with opt-out option.

6. Provide peer mentors for all transfer learners.

7. Identify new ways to offer a resource fair for or push resource information to transfer learners.

8. Develop a welcome program focused on receiving transfer students and get them acclimated with the university beyond orientation. Reach out to transfer students to help them adjust, settle in, and focus on succeeding by connecting them with peer mentors coordinated by the academic departments.

9. Create campus engagement activities specifically targeting transfer students.
VETERAN/MILITARY LEARNERS
RECRUITMENT

CHANGE AGENT: Jill Wolfe
TRANSFORMATION TEAM MEMBERS:
Steven Lipnicki, Rhonda Lubberts, Pam Wells

Goal 13: Increase Veteran/Military Enrollment

Objective 1: Increase the veteran/military applications 15 percent by 2025.
Objective 2: Increase the veteran/military admits 25 percent by 2025.
Objective 3: Increase the veteran/military enrollees 25 percent by 2025.

Recommended Strategies
1. Offer discounted fees and scholarship funds — possibly funded by major donor gifts — for active duty, veterans, reserve, guard, and dependents (both spouses and children).
2. Streamline credit awarding process for military experience and courses taken at other schools during veteran student’s enlistment.
3. Explore launching GVSU ROTC program, integrating ROTC recruiting and scholarships to the recruitment process.
4. Create personalized touch points to veterans throughout the application process, leverage new CRM system to do so.
5. Modify and improve content on gvsu.edu/veterans to leverage as a recruitment tool and resource center.
7. Work with University Communications and Institutional Marketing to create more internal and external vet-specific messaging and programming around Memorial Day, Flag Day, Military Spouse Appreciation Day, etc.
8. Utilize the Be a Laker Bring a Laker referral program for learners to recruit other veterans.
9. Leverage Veteran Promise in marketing materials.
10. Do a podcast tour — pitch Jill Wolfe and/or President Mantella as a guest on national military-related podcasts, highlighting GVSU’s commitment to veteran-inclusiveness.
VETERAN/MILITARY LEARNERS RETENTION

CHANGE AGENTS: Jill Wolfe

TRANSFORMATION TEAM MEMBERS:
Steven Lipnicki, Pam Wells, Bill Widmaier

Goal 13: Increase Retention and Graduation Rates for Veteran Learners

Objective 1: Achieve 80 percent retention (first-to-second-year) by 2025.

Objective 2: Achieve a four-year graduation rate of 45 percent by 2025.

Objective 3: Achieve a six-year graduation rate of 70 percent by 2025.

Objective 4: Achieve a seven-year graduation rate of 78 percent by 2025.

Recommended Strategies


2. Develop a veteran student orientation for new learners.

3. Utilize the Military and Veterans Resource Center to create on-campus employment for student veterans.

4. Create yearlong programming to engage and support veterans — including population-specific programming for women veterans, veterans of color, LGBTQIA veterans, and military families.

5. Develop veteran programming (i.e. military tailgate, Veterans Ruck, mentorship/coaching, annual retreat, etc.).


7. Create a “Green Zone” program of faculty and staff who are trained in veterans issues.
UNDERREPRESENTED IN STEM LEARNERS
RECRUITMENT

CHANGE AGENT: Alisha Davis

TRANSFORMATION TEAM MEMBERS:
Elizabeth Arangure-Martinez, Jessica Jennrich, Collin Louis, Breezy Rusher, Shontaye Witcher

Goal 14: Increase the Number of Women, Underrepresented Minority, and First-Generation Applicants in STEM Programs

Objective 1: Increase women, underrepresented minorities, and first-generation applicants 25 percent by 2025. This represents a 5 percent increase per year over the next five years.

Objective 2: Increase women, underrepresented minorities, and first-generation admits 25 percent by 2025. This represents a 5 percent increase per year over the next five years.

Objective 3: Increase women, underrepresented minorities, and first-generation enrollees 25 percent by 2025. This represents a 5 percent increase per year over the next five years.

Recommended Strategies

1. First-year experience with STEM focus — “Full STEM Ahead.”
2. STEM bridge programs that focus on science and math; include elements such as participation in a summer bridge program, building networks of peer support, tutoring, and personal advising.
3. STEM events (like a teach-in/mixers/social gatherings).
4. Match up new learners to upper-class and faculty.
5. Use SSN differently — have a group of STEM interested learners with the faculty partner being STEM faculty and even the RA being from a STEM program if possible.
6. Expand learning/living community for STEM and underrepresented groups — help to create a sense of belonging and home — tailor programs and resources toward STEM.
7. Research experience — learners, high school learners — a summer program that allows learners to learn lab/science work/STEM (resource — OURS, McNair Scholars).
8. Utilize STEM programs for early exposure (elementary and middle school learners).
9. Use alumni, faculty, and staff from STEM programs for recruitment and events.
10. Create an HBCU and HSI articulation agreements for STEM.
11. Utilize visual representation (URM and gender) in recruitment materials, course materials, textbooks, podcasts, videos, and so on showing diversity/inclusion in STEM majors (utilizing some of our campus resources like OAM, Center for Women and Gender Equity).

12. Market GVSU STEM mentoring programs with faculty/staff/peers — high touch and culturally competent mentoring (example Howard University).

13. Designate part of the library for underrepresented groups and programming for STEM and other programs — equity library.

14. Develop a more personalized approach to maintaining connection with learners who have stepped away for a semester.
UNDERREPRESENTED IN STEM LEARNERS
RETENTION

CHANGE AGENTS: Jessica Jennrich
TRANSFORMATION TEAM MEMBERS:
Alisha Davis, Nykia Gaines, Tonya Parker, Laura Przybytek

Purpose Statement: Increase the retention and graduation rate of women, underrepresented, first-generation in STEM through strategic advising, outreach and wraparound services designed to retain and guide learners through their academic career.

Goal 14: Increase Retention and Graduation Rates for Women, Underrepresented, First-Generation Learners in STEM

Objective 1: Achieve 90 percent retention (first- to second-year) by 2025.
Objective 2: Achieve a four-year graduation rate of 50 percent by 2025.
Objective 3: Achieve a six-year graduation rate of 76.1 percent by 2025.
Objective 4: Achieve a seven-year graduation rate of 78 percent by 2025.

Recommended Strategies
1. Broaden GVSU understanding of STEM to include health professions.
2. Devise welcoming strategies for these fields that are aimed at women, particularly women of color, other underrepresented categories, and first-generation.
3. Employ current learners of these identities, as well as faculty and staff from these programs to create a marketing program to re-brand STEM at GVSU.
4. Create SE+ employment positions directly related to STEM roles via liaison with our community partners in health locations in the community to better anchor learners to GVSU throughout their academic career.
5. Create a first-year experience for women, underrepresented, first-generation learners interested in newly broadened STEM majors (see Goal 1).
6. Co-enroll learners in two or more courses each semester with members of their first-year experience cohort; this will increase their rate of success in this course, encourage group study skills, and promote degree progression.
7. Develop a website that allows success personnel to access all advisors, faculty, and those associated with STEM fields.

8. Develop mentoring pairs with faculty, and with staff, in STEM areas, for all learners to cultivate important relationships within learners’ majors, and in departments and units within their areas of interest. Host social events and pair with Blackboard reminders for all learners so that learners have to opt out of receiving information.

9. Host a (or enhance existing) research symposium each year with prizes in the form of grants or book scholarships.
ACADEMIC AND STUDENT AFFAIRS PLANS

This Academic and Student Affairs Division Strategic Enrollment Management Plan (SEMP) supports GVSU’s overall SEMP goals, and recognizes the importance of the academic enterprise for both student recruitment and retention improvement.

For several decades, the most consistently important factor in the college selection (recruitment) process has been an institution’s academic program and reputation (Eagan et al., 2015). The factors affecting retention, on the other hand, are more numerous and include, for example, academic preparation, goal commitment, family background, campus climate, and social integration (Strayhorn, 2008). Nevertheless, the research is clear that “faculty members...shape the psychological processes and attitudes that have the greatest effect on retention” (Seidman, 2005, p. 223).

In sum, the university’s ability to achieve worthy SEMP goals is inextricably linked to leading with, leadership from, and resourcing of the academic enterprise. Academic and Student Affairs administrators are prepared to lean into this commitment, and this document describes both means and metrics.

**Academic and Student Affairs SEMP Approach**

As leaders in Academic and Student Affairs (ASA), we believe that the primary factor in recruitment is the academic program, and the primary factor in retention is the academic relationship. To this end, our strategic approach to recruitment and retention is to commit to very strong academic programs, taught by excellent faculty and supported by superb staff. Indeed, Student Affairs staff will partner with academic colleagues to support learning and success initiatives in college plans and, like student serving offices and units across the institution, are also involved with numerous initiatives throughout the larger SEMP document. In moving forward collectively and individually, we will work to connect efforts across colleges and units to benefit the students’ academic success and positive experiences.

This document outlines the overarching and shared approaches for the colleges and supporting units. Specific strategies and tactics will continue to live within the college and unit specific SEMP plans. These plans will cover the specific targets for sub-populations for each college, and at times, at the program level. Target subpopulations are those outlined by the VP of Enrollment Development:

- First Time In Any College Learners
- Adult and Nontraditional Learners
- African American or Black Learners
- American Indian or Alaskan Native Learners
- Undocumented/DACA Learners
• First-Generation Learners
• Pell-Eligible/Low Income/Food/Housing Insecure Learners
• Graduate Learners
• Hispanic/Latinx Learners
• Nonresidential/International Learners
• LGBTQIA+ Learners
• Transfer Learners
• Veteran/Military Learners
• Underrepresented in Science, Technology, Engineering, and Math (STEM) Learners

Guiding Principles

In approaching strategic enrollment planning, the deans lean on these interconnected guiding principles as we:

• Commit to a student-first approach by crafting tools to help the most while maintaining individualization for each student
• Frame student success as a process, which begins before Grand Valley
• Leverage best practices and evidence of successful practices, with a focus on high-impact practices
• Engage students in educational experiences to build competencies for life and work
• Utilize an equity-minded approach while maximizing impact and use of resourcing support
  □ Considering attention to students’ access to resources, including technology
  □ Acknowledging that intersectionality impacts students who hold multiple subpopulation identities
• Collaborate to reinforce the supports needed to address students’ contemporary realities as whole beings
• Support the continued development of faculty and staff to leverage their expertise and skills

In applying these guiding principles, consideration of student populations and identities will be critical. The deans will collaboratively seek to identify strategies and tactics that benefit students who hold varying and multiple subpopulation identities.
Strategic Drivers

Primary drivers are forces that shape an organization’s strategy. These can help us identify structural changes needed to meet our new strategy. These link strategic planning to performance and outcomes. In *Reframing Student Success in College* by Kinzie and Kuh (2017), they articulate the following primary drivers to advance postsecondary education student success:

- Development of comprehensive, integrated systems for student success (for all students)
- Implementation of empirically based approaches
- Enactment of cultural systems of student success
- Application of clear pathways with monitoring systems
- Enactment of a student success mindset (for undergraduate, graduate, and lifetime learners)

Secondary drivers edited for the GV context are outlined in the Appendix.

College Efforts for SEMP Metrics

Depending upon the college/program, these elements may address different SEMP-identified populations, utilize different delivery modes, etc. Which elements might be implemented will vary by individual colleges, units, and programs. Some elements can be quickly implemented, while others will require substantial planning, university-wide coordination/commitment as well as strategic prioritization and appropriate resourcing.

Metrics for First-Year Retention

Each college will review gaps for target subpopulations as compared to First Time in Any College (FTIAC) students overall in order to target the subpopulations with significant gaps first, setting a specific improvement goal.

Metrics for Four-Year and Six-Year Graduation Rates

In light of desired growth for transfer students, colleges will track gaps between our target subpopulations and the FTIAC cohort using the (to be developed) metric of “years to graduation per 30 remaining credits upon arrival.” Each college will review gaps for target subpopulations as compared to FTIACs overall in order to target the subpopulations with significant gaps first, setting a specific improvement goal.


**Metrics for Years to Completion**

This metric is strongly correlated with the four- and six-year graduation rates, but also depends strongly on the number of extra semesters beyond four years that are needed by an average student in a subpopulation. Each college will review gaps for target subpopulations as compared to FTIACs overall in order to target the subpopulations with significant gaps first, setting a specific improvement goal. Additionally, explore appropriate metrics for subpopulations that may differ from FTIACs, to develop a benchmark based on successful best practices.

*The deans wish to explore semesters needed to complete the degree or credits needed to complete the degree since basing it on the academic year makes some assumptions (e.g. 30 credits/year; only fall and winter semester enrollment; others) that may not be true.*

**Metrics for Graduate Education**

Recruitment and retention goals will be degree specific and a function of whether the graduate program is full-time, cohorted, or part-time. To advance this area, The Graduate School and college deans will work with graduate program directors to identify specific program retention strategies. Additionally, they will collate shared strategies through graduate program directors’ meetings that can be scaled up.

**Shared Areas of Focus for the Deans**

The Colleges, Graduate School, and Libraries set forward shared strategic goals, strategies, and tactics to advance recruitment and retention within our areas of responsibility. Additionally, colleges and libraries will have strategic goals, strategies, and tactics specific to their areas of responsibilities and disciplines. According to Kinzie (2020), “certain kinds of practices — when done well — seem to be related to desired outcomes including high expectations, a challenging coherent first-year experience, prompt feedback, experiences with and respect for diversity, active and applied learning, student-faculty interaction, among others.”

**CURRICULUM**

*Note: Covers both recruitment and retention*

- Explore the possibility to develop new/realign existing programs to ensure they attract new students
- Enhance availability and ease of access to modular learning opportunities
- Streamline clear pathways within and across degrees, certifications, and badges
- Holistically review General Education Program to align to needs
- Increase access to, and accessibility of, course materials, such as open educational resources
ACADEMIC SUPPORT

Note: Primary focus on retention

- Redesign and enhance high drop-off courses at undergraduate and graduate levels where academic performance does not support retention and graduation
- Review and adopt/amend the recommendations for GVSU tutoring that are forthcoming from a task force charged by the College of Liberal Arts and Sciences (CLAS) dean

K-12 ENGAGEMENT

Note: Recruitment focus that can also foster greater retention

- Leverage and expand existing community and GVSU programming, such as summer camps
- Focus kindergarten to 12th grade (K-12) engagement efforts on schools and organizations supporting priority targeted populations
- Continue to consider and pursue additional dual-enrollment partnerships, where mutually beneficial to GVSU programs and the respective schools/districts.
- Pursue opportunities to partner with K-12 institutions and community partners who support K-12 education

ADVISING AND MENTORING

Note: Primary focus on retention, with ability to positively impact recruitment

- Enhance Student Success Network efforts to provide common interest cohorts and integration with identity-specific affinity networks
- Increase our capacity to provide high-touch, wraparound student advising, with specialized support based on specific learning and identity needs
- Development of additional academically centered living-learning communities
- Explore innovative ways to support and provide appropriate resources for advising

FACULTY AND STAFF DEVELOPMENT

Note: Primary focus on retention

- Articulate baseline cultural competency expectations, accountabilities, and developmental supports
- Promote greater knowledge of support services in order to successfully refer students
- Review and revise performance evaluation guidelines to reward demonstrated commitment to student retention and success
- Provide relevant professional development to strengthen faculty/staff-student engagement
CO-CURRICULAR AND SOCIAL STUDENT SUPPORT

*Note: Primary focus on retention, with possibly to positively impact recruitment*

- Review and align offerings of co-curricular and social supports to students’ needs
- Enhance the ability of student organizations, either discipline-based or university-wide, to foster belonging for students
- Articulate a streamlined, integrated first-year experience

College-Specific Strategic Goals

This appendix lays out the goals in the college specific plans. It does not include the objectives.

COLLEGE OF LIBERAL ARTS AND SCIENCES

**Curriculum Development**

- Develop new degree programs and credentialing opportunities
- Identify courses and programs that could continue to be offered (post-pandemic) as online or hybrid options
- Expand experiential learning opportunities, multidisciplinary approaches, and high-impact practices across the curriculum, and ensure that all students have equitable access to them
- Introduce conversations on how the General Education Program can best offer students an integrated, unified experience

**Community Engagement**

- Create a staff position and/or a center to coordinate and expand CLAS partnerships with K-12, community colleges, businesses, and nonprofit organizations

**Student Support**

- Develop late-start/parts of term courses to provide students low-cost mechanisms for change of plan
- Redesign high DFW (graded outcomes that were D (including D+), F, NC, or W) courses with a focus on inclusive and experiential pedagogies
- Implement strategies to provide effective tutoring services
- Develop co-curricular and experiential learning maps for each CLAS major
- Expand CLAS capability to provide wraparound advising to students
- Revise faculty and staff hiring processes with an equity-based, student-ready lens
SEIDMAN COLLEGE OF BUSINESS
- Develop articulation agreements with two-year schools to improve transfers and progression to a four-year degree
- Grow and review summer opportunities for high school students
- Explore dual-enrollment opportunities for community college students, such as Muskegon Community College
- Create a mentor program for lower division students
- Work with CLAS and Brooks College to develop general education courses that integrate the general education topic with business context
- Sustain a first-year course to help students understand the various academic and career paths in business

COLLEGE OF COMMUNITY AND PUBLIC SERVICE
- Commence delivery and expansion of our accelerated masters programs
- Expand education provision for “nontraditional students” from incarcerated populations
- Expand badging and microcredential provision in Southeast Michigan through a partnership with the Detroit Metro Convention Visitors Bureau
- Expand badging and microcredential opportunities for School of Public, Nonprofit, and Health Administration students

COLLEGE OF EDUCATION
- Create a pipeline for high school students through increased collaborations with area teacher academies and community colleges
- Continue collaboration with CLAS to develop four-year undergraduate teacher preparation programs
- Offer targeted instruction in new format and modes including badges and microcredentialing for graduate education
- Strengthen community partnerships to support K-12 education
- Create and strengthen college efforts to support social justice in education

PADNOS COLLEGE OF ENGINEERING AND COMPUTING
- Develop and/or refine curricula, collaborations, and co-curricular support services for traditional and emerging student subpopulations that are responsive to demand, enhance student access and academic success, create community, and encourage belonging
- Provide customized, intentional, and effective academic and transition advising, mentoring, and career planning for students at multiple entry points from pre-college through lifelong learners
- Collaborate with GVSU and community partners to create a cohesive, sustained K-12 pipeline for students interested in STEM
COLLEGE OF HEALTH PROFESSIONS
- Recruit for new programs. Approved: Audiology (AuD), applied food and nutrition (AFN-B.S.), recreational therapy (RTX-M.S.), athletic training (MAT). Prospectus: Senior living management (B.S.)
- Develop plan B for students who do not get into first choice program
- Develop allied health sciences (AHS) Summer Freshman Experience
- Develop an AHS online curriculum — accelerated six-week courses (patterned after LEADS)
- Continue graduate tutoring

BROOKS COLLEGE OF INTERDISCIPLINARY STUDIES
- Build capacity for more sections in LEADS program, as well as work with other colleges to create and integrate additional certificates to meld efficiently with the B.S. in integrative studies for growth in the LEADS program
- Ensure quality, “high touch” experience in LEADS for the working adults who enroll
- Leverage new Meijer Honors College curriculum and its featured high-impact experiences and experiential learning opportunities to feature in admissions/recruiting efforts
- Prioritize resources, staffing, and support for fast-growing programs, especially environmental and sustainability studies (ENS) and digital studies (DS)
- Re-start the COVID-stalled initiative to market the design-your-own major element of integrative studies to FTIAC students
- Padnos International Center to shift more attention to working with academic programs and faculty across the university on virtual exchange (for global learning for all students, especially those for whom an in-person study abroad experience is inconvenient or financially out of reach)

KIRKHOF COLLEGE OF NURSING
- Maintain and enhance holistic admissions processes
- Increase enrollment of African American or black students in undergraduate and graduate degree programs
- Increase enrollment of Hispanic/Latinx students in undergraduate and graduate degree programs
- Increase the number of students enrolled in Bachelor of Science in nursing degree programs
- Increase the number of students enrolled in graduate degree programs, including enrollment of nondegree-seeking/microcredentials
UNIVERSITY LIBRARIES
- Increase integration of Open Education Resources (OER) into classes
- Increase the publishing capacity for OER at GVSU
- Actively engage in emergent student experience efforts, such as First-Year Experience
- Engage actively in a review of policies, spaces, and practices centering on anti-oppression and equity
- Strategically grow virtual services for just-in-time use by students

THE GRADUATE SCHOOL
- Every graduate degree program will have a Graduate Student Association registered student organization
- All website, marketing, and recruitment materials will include the promotion of co-curricular activities for graduate students (e.g. 3MT — 3 Minute Thesis, Graduate Showcase, Academic Conference Fund, Presidential Research Grants)
- Increase by 25 percent the number of students enrolled in combined degree programs
## College of Liberal Arts and Sciences

### Recruitment Strategy

#### Community Engagement/Partnerships

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Recruitment Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
</table>
| Strengthen transfer equivalencies and articulation agreements  
  - CLAS participated fully with the statewide MI Transfer Pathways project. Transfer pathways have been established with all community colleges in psychology, biology, communications, and exercise science.  
  - CLAS continues to enhance the transfer plans housed on the Admissions website and provide transfer information for all CLAS majors.  
  - CLAS participates in transfer recruiting events sponsored by the Admissions Office.  
  - Transfer equivalencies are reviewed often and efforts are made to improve direct course-to-course evaluations.  
  - The CLAS Academic Advising Center provides one-on-one transfer advising and registration sessions for all incoming students pursuing a major in CLAS.  
  - CLAS has a well-established collaborative relationship with colleagues and leaders at Grand Rapids Community College that could be leveraged to create articulation agreements for all CLAS programs as well as to develop a concurrent enrollment program. Conversations have begun with GRCC, COE, and CLAS around teacher education and should expand. | Existing, and will improve/expand | Would need to expand capacity to initiate and maintain robust relationships with community college partners. Create a center and/or an outreach coordinator position to expand all CLAS community partnerships |
<table>
<thead>
<tr>
<th>Undergraduate/Graduate Recruitment Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outreach to K-12 teachers and students • Annis Water Resource Institute (AWRI) research cruises and classroom program for K-12 students: gvsu.edu/wri/education/water-resources-outreach-education-program-18.htm • Regional Math and Science Center (RMSC) gvsu.edu/rmsc ° K-12 teacher outreach: Professional learning, Fall Science Update conference, Discovering STEM kits for K-12 teachers ° K-12 student outreach: Science Olympiad, Energizing our World, sHaPe Camp ° Community outreach: STEM camps</td>
<td>Existing, and could build on these strengths to reach targeted populations</td>
<td>AWRI and RMSC are well-established and well-resourced.</td>
</tr>
<tr>
<td>• Direct presentations by CLAS faculty in K-12 classrooms • Science Club at City High, organized and run by CLAS faculty with college support • GearUp program participation; responsibility rotates among science departments. GEAR UP cohort graduating HS in 2017 brought 8 students to GVSU.</td>
<td>Existing, and will improve/expand</td>
<td>Would need to commit to designing and funding an outreach initiative that coordinates and builds on currently decentralized efforts. See center/outreach coordinator idea above.</td>
</tr>
<tr>
<td>Create dual-enrollment partnerships between CLAS and Grand Rapids Public Schools/Muskegon</td>
<td>New</td>
<td>Would need to build capacity to create and maintain these partnerships, which (if done correctly) require regular engagement; see center/outreach coordinator idea above.</td>
</tr>
<tr>
<td>Partnerships with area ISDs to encourage more underrepresented students to pursue careers in teaching and return to their home districts to teach.</td>
<td>Existing, and will improve/expand</td>
<td>Would need to fully commit to such an initiative by funding a leadership position and offering a budget to design a program — should be a CLAS/COE collaboration. GRPS and Muskegon just received Michigan Proud Educator grants and will be partnering with GVSU. A faculty/associate dean donor has started a scholarship fund in CLAS (that could be expanded) to support underrepresented students to become teachers.</td>
</tr>
</tbody>
</table>
## Curriculum Development

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Recruitment Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
</table>
| Develop new degree programs and credentialing opportunities  
  • Assess and identify specific courses or programs that could continue to be offered as online or hybrid options (post-pandemic) for all students, especially adult/nontraditional students through LEADS.  
  • Where appropriate, consider new approaches to the academic calendar: modules, weekend intensives, etc.  
  • Add new programs in high-demand areas; areas of exploration include CS+X/CS to the power of the humanities, including CS+film/video; Esports; combined degree in art therapy; expansion of access to GIS credentials through LEADS and graduate certificates; and new collaborative centers and graduate programs. Ideas are percolating through the CLAS visioning process and will converge in the summer and early fall 2021. Note that the M.S. in water resource policy is launching soon and students can choose an online or hybrid path to degree completion. We will also be launching new B.S. degrees in wildlife biology and fisheries and aquatic science. | New | Would need to allocate and/or develop resources, including designated leadership to move us from concept to action, a budget to support curriculum design and implementation, and start-up and marketing costs for each new program. |
### Undergraduate/Graduate Recruitment Strategy

<table>
<thead>
<tr>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
</table>
| • Expand experiential learning opportunities, multidisciplinary/team teaching, undergraduate research, internships, co-ops, community-based learning and action, and other high-impact practices across the CLAS curriculum, and ensure that all students have access to these opportunities—these experiences should define liberal education in CLAS.  
• Collaborate with all colleges to consider how the General Education Program can best offer students an integrated, unified experience — general education understood as an inter/multidisciplinary credential. | Would need to allocate and/or develop resources, including designated leadership to move us from concept to action, a budget to support curriculum design and implementation, and start-up and marketing costs. Would need to design and support infrastructure to support this ongoing commitment to students, including support for paid internships. The center/outreach coordinator referenced above could support CLAS efforts to develop internships and community-based learning and action opportunities for every degree program. |

### ESTIMATED RECRUITMENT IMPACT: TBD
## College of Liberal Arts and Sciences Retention Strategy

### Student Support: Faculty and Staff Development

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity, equity, and inclusion in CLAS faculty/staff hiring, and professional development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Redesign hiring practices and processes with an equity lens; engage in cluster hiring</td>
<td>Piloting with six faculty hires in 20-21</td>
<td>Will assess pilot and determine next steps; will need resources to design and offer a mentoring program</td>
</tr>
<tr>
<td>• Regular and ongoing professional development on inclusive leadership for unit heads and assistant/associate deans and on inclusive pedagogies for faculty</td>
<td>New</td>
<td>Will allocate dollars from dean’s discretionary funds to support ongoing in-house professional leadership development; will need to collaborate with Faculty Teaching and Learning Center (FTLC) to identify additional resources to support faculty professional development</td>
</tr>
<tr>
<td>• Aspire: The National Alliance for Inclusive and Diverse STEM Faculty</td>
<td>New</td>
<td>This year GVSU was one of 19 public research universities to be selected to participate in a three-year institutional change effort focusing on diversifying STEM faculty and promoting inclusive teaching in STEM; the project is launching in W21 under the leadership of AVP Christine Rener and math professor John Golden.</td>
</tr>
</tbody>
</table>
## Student Support: Academics

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Redesign high DFW courses with a focus on inclusive and experiential pedagogies</td>
<td>New</td>
<td>Need to reach out to faculty regarding project leadership and work with FTLC and emerging FYE initiative to determine next steps and resources needed</td>
</tr>
<tr>
<td>Improve tutoring services, especially for high DFW courses</td>
<td>Existing, and will improve/expand</td>
<td>Will have a set of recommendations ready by the end of W21, including resource needs</td>
</tr>
<tr>
<td>• Conduct a comprehensive review of all tutoring services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Design and implement strategies to provide effective tutoring support to serve the university</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Design and implement assessment plan to gauge impact on retention and student success</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identify critical components of Navigate to support tutoring and enable regular assessment of services and impact on retention and student success</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfactory academic progress support</td>
<td>Existing, and will expand/improve. A few examples are in place in specific departments; discussions about expansion happening now.</td>
<td>Resources for faculty to develop curriculum, including online, hybrid and face-to-face options</td>
</tr>
<tr>
<td>• Develop late-start/parts of term courses, possibly in parachute mode, to provide students low-cost mechanisms for change of plan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Data: in Fall 2019, 1,608 students started the semester as full-time and ended with less than 12 credits.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Student Support: Advising and Mentoring

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-curricular and experiential learning maps for each CLAS major</td>
<td>Continue: Largely developed but not yet deployed due to COVID</td>
<td>Need internship student from graphic design or advertising/public relations to complete project; Need to communicate with faculty and staff advisors about how to use the maps; Need to run focus groups with students to gauge effectiveness</td>
</tr>
<tr>
<td>Strengthen transfer student sense of belonging</td>
<td>Existing, and will improve/expand</td>
<td>Would need to expand capacity to advise focus populations by refining strategies for accessible remote advising developed during the pandemic; hiring more advisors; diversifying the advising staff; and training all advisors in inclusive advising. See more below on advising needs.</td>
</tr>
<tr>
<td>Registration outreach campaigns</td>
<td>Existing</td>
<td>None: Incorporated into workload</td>
</tr>
</tbody>
</table>

- Intentional outreach campaigns using Navigate
- Intervention at critical milestones, especially when milestones are missed
- Connection to faculty advisors and mentors early in their careers at GVSU
- Connection to student support programs and communities such as TRIO, affinity centers, student organizations

- The CLAS Dean’s Office receives bi-weekly reports of students who have not yet registered for future semester(s)
- These reports are sorted and distributed to each academic unit
- Faculty advisors and/or unit heads provide targeted outreach and support to these students to encourage registration and mitigate any registration roadblocks
- The college advising center focuses their efforts on exploratory (EXPL) students
- This has regularly resulted in a reduction of unregistered CLAS and EXPL students by well over 50 percent prior to the start of the semester
<table>
<thead>
<tr>
<th>Undergraduate/Graduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploratory Studies</td>
<td>Existing</td>
<td>Additional advisors are needed; see below.</td>
</tr>
<tr>
<td>• Advising and support for exploratory study students (formerly referred to as undecided) is coordinated by the CLAS Academic Advising Center.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• An advisory team, with representatives from all colleges, provides inclusive and comprehensive support and outreach to this student population as they consider major options.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• All EXPL students are assigned a professional advisor from the CLAS Academic Advising Center upon declaration of the program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The Center is responsible for outreach to EXPL students who have not yet registered for upcoming semesters.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate/Graduate Retention Strategy</td>
<td>New or Existing (Continue, Improve/Expand)</td>
<td>Resource/Capacity Implications</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>------------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td><strong>Academic Advising</strong></td>
<td><strong>Existing, and will improve/expand</strong></td>
<td><strong>The CLAS Academic Advising Center is currently staffed with 10 full-time advisors, plus a part-time adjunct employee and a director. Given that current enrollment in CLAS majors is at 10,319 and that the center supports another 884 EXPL students, that equates to a ratio of over 1,100 students per advisor. This is not sustainable if we are to promote evidence-based best practices in advising in order to make significant increases in retention and time to graduation. Our goal would be to engage in holistic, wraparound advising and student support. The global academic advising organization NACADA recommends 296 students per advisor, which means that we are 27 advisors below the national standard.</strong></td>
</tr>
<tr>
<td>• CLAS utilizes the shared model of academic advising: All students are assigned a faculty advisor upon declaration of a specific major and have full access to professional advisors in the college advising center.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Faculty advisor training and development is provided by the CLAS Dean’s Office via workshops for new and existing faculty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• All CLAS units have identified a primary faculty advising liaison to work closely with the college advising center to coordinate outreach, support and advising to all students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Advising is valued in evaluation and P&amp;T processes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• There is opportunity to expand our utilization of the Navigate platform.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>◦ Expand adoption and utilization to include CLAS units and faculty.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>◦ Research best practices at other institutions to fully implement in CLAS.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>◦ Establish regular outreach campaigns to target underrepresented and at-risk student groups to provide critical resources at pivotal moments in their academic careers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>◦ Establish regular outreach campaigns to all students to provide connections to support services, success strategies, and other resources.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>◦ Use Navigate to partner with other student support offices, including TRIO, affinity centers, SASC, and others to coordinate outreach efforts to achieve the best outcomes.</td>
<td></td>
</tr>
</tbody>
</table>
Undergraduate/Graduate Retention Strategy | New or Existing (Continue, Improve/Expand) | Resource/Capacity Implications
--- | --- | ---
Student Success Network  
• CLAS participates fully with the Student Success Network.  
• Currently, 56 CLAS faculty are assigned new FTIAC and/or transfer students through the program. | Existing | None at this time

**ESTIMATED RETENTION IMPACT:** TBD
SEIDMAN COLLEGE OF BUSINESS
RECRUITMENT/RETENTION STRATEGY

Shared Areas Focus for the Deans
The colleges, graduate school, and libraries set forward shared strategic goals, strategies, and tactics to advance recruitment and retention within our areas of responsibility. Additionally, colleges and libraries will have strategic goals, strategies, and tactics specific to their areas of responsibilities and disciplines. According to Kinzie (2020), “certain kinds of practices – when done well – seem to be related to desired outcomes including high expectations, a challenging coherent first-year experience, prompt feedback, experiences with and respect for diversity, active and applied learning, student-faculty interaction, among others.”

Curriculum

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Recruitment and Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore the possibility to develop new/realign existing programs to ensure they attract new students</td>
</tr>
<tr>
<td>Seidman undergraduate programs are continuously reviewed and revised to address needs of employers and to align with AACSB International Accreditation Standards. We will maintain our course of action. Our focus has been to</td>
</tr>
<tr>
<td>• increase the number and variety of experiential learning activities within the curriculum, as well as co-curricular activities;</td>
</tr>
<tr>
<td>• revise curriculum to improve implementation of multiple modalities for curriculum delivery to better serve varying needs of students; and</td>
</tr>
<tr>
<td>• expand noncredit offerings to working professionals to help businesses and organizations develop workforce talent.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enhance availability and ease of access to modular learning opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Over the last three years, Seidman has been intentional about enhancing the technology in the Seidman Center to accommodate growing interest in multiple-modality curriculum delivery. Prior to COVID, 75 percent of Seidman faculty were already certified in online delivery of curriculum. Additionally, when COVID hit, the majority of classrooms in Seidman were already equipped for hyflex delivery of curriculum. Thus, our transition to online was relatively smooth.</td>
</tr>
<tr>
<td>• Moving forward new technologies (Bluescape, Mashme) will be integrated into curriculum delivery.</td>
</tr>
<tr>
<td>• Beginning with noncredit programming, Seidman is developing module-based programs for working professionals. Students will have the opportunity to stack modules to build specialized competencies (digital transformation, project management, leadership, human resources, etc.).</td>
</tr>
<tr>
<td>• Credit-based credentials will be considered as resources to deliver them are available. For example, courses for a credit-based credential (business fundamentals) have been developed. The credential is targeted to nonbusiness majors to provide a foundation of business disciplines (marketing, management, etc.) that will provide an added competency for student career success. This credential will be especially beneficial to liberal arts and sciences students. Feedback from employers reinforce this; they value employees with strong skills in problem solving, critical thinking, etc., but also prefer some level of business acumen. Delivery of this credential will be dependent on appropriate resource support; currently, we do not have it. This credential also has value to the LEADS program, when resources are available.</td>
</tr>
</tbody>
</table>
### Undergraduate/Graduate Recruitment and Retention

Streamline clear pathways within and across degrees, certifications, and badges

- Seidman’s School of Accounting recently made significant revisions to its Master of Science in taxation. The old curriculum was a menu of courses that students could choose from with little hierarchy of learning. The new program is being delivered in a hybrid format. It consists of three stackable badges.

- Other graduate programs will use the M.S. tax program as a framework for developing specialized masters degrees and for collaborating with other units to offer interdisciplinary degrees. An example of this is the current work on a Master of Engineering Management. The business module developed for this degree will be able to be used in other master programs at GVSU.

Holistically review the General Education Program

- Introduce conversations around how the General Education program can better align and scaffold with learning outcomes in the college, forging an aligned curricular partnership.

Increase access to, and accessibility of, course materials, such as open educational resources

### Academic Support

#### Undergraduate/Graduate Recruitment and Retention

Redesign and enhance high drop-off courses at undergraduate and graduate levels where academic performance does not support retention and graduation

- Several of Seidman courses are required in various programs across the colleges. Some of the courses are quantitative in nature, and all Seidman courses were developed with the rigor needed for majors in business. As a result, students from other disciplines struggled. To address this, in 2019 Seidman developed a version of the business core courses for nonbusiness majors. The courses were piloted in 2019/20, and put through the curriculum process in 2020/21. These courses will form a badge — business fundamentals — to be available to all GVSU undergraduate students outside of Seidman College.

Review and adopt/amend the recommendations for GVSU tutoring that are forthcoming from a task force charged by the College of Liberal Arts and Sciences (CLAS) dean
## K-12 Engagement

### Undergraduate/Graduate Recruitment and Retention
Leverage and expand existing community and GVSU programming, such as summer camps
- In 2019, Seidman piloted an accounting summer camp for middle school students, primarily from underserved schools. The pilot was successful. The program was not continued in 2020. Moving forward, the School of Accounting plans to revive the program once the state is open to face-to-face engagement.
- The Center for Entrepreneurship and Innovation has offered the Teen Entrepreneurship Summer Program for almost 15 years. This week-long program will continue in either the traditional face-to-face (most impactful) or a virtual platform used during the pandemic.
- At this time, Seidman has no plans to add additional summer programs.

Focus kindergarten to 12th grade (K-12) engagement efforts on schools and organizations supporting priority targeted populations
- The two programs described above are targeted at middle and high school students.

Continue to consider and pursue additional dual-enrollment partnerships, where mutually beneficial to GVSU programs and the respective schools/districts.

Pursue opportunities to partner with K-12 institutions and community partners who support K-12 education

### Advising and Mentoring

#### Undergraduate/Graduate Recruitment and Retention
Enhance Student Success Network efforts to provide common interest cohorts and integration with identity-specific affinity networks

Increase our capacity to provide high-touch, wraparound student advising, with specialized support based on specific learning and identity needs
- Seidman advisors have one of the highest advising loads per advisor in the university; it is more than twice the national average. While we would like to increase our capacity to provide high-touch wraparound advising, it is not possible without significant increases in resources to support this initiative.
- Seidman College’s first-year retention metrics have been a challenge. We believe a strong contributor to this is the fact that first-year students have little interaction/engagement with the college; these students primarily focus on Gen Ed requirements in Allendale. To address this, we have piloted a first-year course to help students better understand academic and career opportunities. To further advance retention, starting Fall 2021, Seidman is piloting a mentor program for first-year students. During the pilot, it will be a voluntary program with the intention to make it a foundation of Seidman programs. In the pilot, each student will have two mentors: a peer mentor (upper-division business student) and a business professional. We are optimistic this program will improve retention.

Development of additional academically centered learning-living communities (LLC)
- Through the Downtown Campus Initiative, Seidman is creating an LLC for business majors. It will launch in Fall 2021.

Explore innovative ways to support and provide appropriate resources for advising
- Given the centralized budget and staffing models the university follows, it is not possible to address this objective at this time.
Faculty and Staff Development

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Recruitment and Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulate baseline cultural competency expectations, accountabilities, and developmental supports</td>
</tr>
<tr>
<td>• The upper-division retention rates for Seidman are high. First-year students, where the greatest retention issue lies, primarily take general education courses. Over the past three years, we have attempted to work with some of the Gen Ed disciplines (philosophy, sociology) to develop courses that would integrate content relevant to business. While CLAS faculty were supportive, they face resource constraints limiting the ability to develop and deliver such courses. We are still interested in pursuing this. However, even if we were able to develop these courses, getting them through the Gen Ed approval process would be a multiyear task.</td>
</tr>
<tr>
<td>• For second-year students, Seidman is working to increase tutoring for the quantitatively challenging courses. For 2020/21, tutoring availability was increased and is coordinated through the university tutoring center.</td>
</tr>
</tbody>
</table>

| Promote greater knowledge of support services to successfully refer students |
| • Seidman is quite sufficient at this. We will maintain our level of support. |

| Review and revise performance evaluation guidelines to reward demonstrated commitment to student retention and success |
| • If performance evaluation guidelines for reward were to be developed, this should occur collaboratively with all academic deans. This should not be a college-by-college initiative if we want consistency in support for our students. There would also need to be sufficient resources to do this well. Seidman will not address this independently. |

| Provide relevant professional development to strengthen faculty/staff - student engagement |
| • The FTLC has been a strong partner in providing this type of professional development. Seidman has augmented FTLC offerings with additional training on engaged learning in areas appropriate for business. These include: Project-based learning, case discussion, and engagement for Gen Z students. |

Co-Curricular and Social Student Support

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Recruitment and Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review and align offerings of co-curricular and social supports to students’ needs</td>
</tr>
<tr>
<td>• This is part of Seidman’s normal continuous improvement.</td>
</tr>
</tbody>
</table>

| Enhance the ability of student organizations, either discipline-based or university-wide, to foster belonging for students |
| • Seidman successfully hosts over a dozen student organizations. Faculty, as well as the business community, are quite involved in supporting students in these activities. We will continue with our established successes. |

| Articulate a streamlined, integrated first-year experience |
| • In 2019, we developed and piloted a first-year course (two credits fall and two credits winter semesters). It went well. Because of the pandemic, we chose to suspend it for Fall 2020. Our goal is to require a first-year course for all Seidman first-year students. However, the resources for this would be substantial given the number of students we have. Thus, we will be limited in meeting this request. |
| • For Fall 2021, the new LLC will be our focus. |
COLLEGE OF COMMUNITY AND PUBLIC SERVICE (CCPS)
RECRUITMENT STRATEGY

CCPS has long been considered the home of “found majors.” These are students who may not have started out in our programs but were drawn to them once their academic journey commenced at GVSU. Therefore, we have focused our efforts in this plan on proactive messaging at the high school level and upon a student’s immediate entry to GVSU. Furthermore, we will seek opportunities to collaborate with colleagues in other colleges (in addition to the CCPS/COE merger) to find ways to best assist students transitions between colleges and majors. This will be centered around a need to create inclusive living, learning, and advising environments that bridge the programmatic differences.

Finally, our retention rates have historically been very good so we are confident that if we can help the student “find their fit” sooner, we will see important, positive impacts, on time to graduation rates etc.

Curriculum

<table>
<thead>
<tr>
<th>Undergraduate Recruitment Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>(New GVSU Students) Lobby for increased CCPS representation at freshman orientation Through closer interaction with these groups, we believe enrollments in more CCPS ‘intro’ courses will occur and thus we capture them earlier in their careers. Target population: FTIAC and exploratory students</td>
<td>Expand</td>
<td>Collaboration with Freshman Orientation Team (via Matt Boelkins) Faculty are paid for this via summer overload contracts. No additional resources needed, just requires those faculty who volunteer annually, being selected</td>
</tr>
<tr>
<td>(Transfer Students) Support for LEADS programs Examine opportunities to reach adult learners by aligning CCPS courses within the LEADS programs Target population: Adult students</td>
<td>New</td>
<td>Support needed from Admissions, Institutional Marketing, and Academic Advising</td>
</tr>
<tr>
<td><strong>Undergraduate Recruitment Strategy</strong></td>
<td><strong>New or Existing (Continue, Improve/Expand)</strong></td>
<td><strong>Resource/Capacity Implications</strong></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>(Existing GVSU Students) Increase CCPS participation in first-year learning communities Encourage CCPS units to partner with colleagues in other colleges to participate in the GVSU’s First-Year Learning Community Program. Target population: This additional exposure through the General Education Program will assist in attracting more FTIAC and exploratory students</td>
<td>New</td>
<td>Faculty time to develop partnership with other instructors from CLAS/BCOIS (via Brian Hatzel)</td>
</tr>
<tr>
<td>(Transfer Students) Partnerships with HBCUs Proactive outreach to faculty and unit heads at HBCUs with feeder curriculum synergies to CCPS majors and offer opportunities to establish dual-degree and/or transfer programs Target populations: URMS</td>
<td>New</td>
<td>Support needed from Admissions, Institutional Marketing, and Academic Advising</td>
</tr>
<tr>
<td>(Existing GVSU Students) Permit HTM 175 — International Food and Culture for freshman cohort only This popular general education class often draws students to the hospitality and tourism management major but has historically been hard to access for freshman. Therefore, the unit is planning on offering a section for freshman only (via a permit) to widen access to new, exploratory studies students and thus introduce hospitality and tourism management to them earlier in their academic career Target population: FTIAC and exploratory students</td>
<td>New</td>
<td>Support needed from Academic Advising and Freshman Orientation advisors</td>
</tr>
<tr>
<td>Undergraduate Recruitment Strategy</td>
<td>New or Existing (Continue, Improve/Expand)</td>
<td>Resource/Capacity Implications</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>(Existing GVSU Students) Establish a downtown LLC in social work Implement the outcomes/recommendations of the Downtown Living Learning Community Acceleration Team and provide recruitment resources in support of a Bachelor of Social Work cohort Target populations: FTIAC, URMS, and exploratory students</td>
<td>New</td>
<td>Support needed from Admissions, Institutional Marketing, and Academic Advising</td>
</tr>
<tr>
<td>(New Student Population) Expand education provision for “nontraditional students” from incarcerated populations For incarcerated populations, we are considering offering a combination of credit-bearing microcredentials that could stack into a degree-granting program for students inside a local prison (two options might be Muskegon Correctional or Bellamy Creek — Ionia). The program could offer a combination of both in-person and online programming. Target population: Nontraditional adult learners</td>
<td>Expand</td>
<td>Support from University Development (seeking a donor to support) and Financial Aid (Pell Grant eligibility) Release time and stipend(s) for faculty to develop and manage the program</td>
</tr>
<tr>
<td>(Existing GVSU Students) Expand badging and professional development curriculum for adult learners under a new Public Safety Institute in the School of Criminal Justice. This would include adding a second cohort for the successful Police Academy commencing fall semester 2021 along with exploring opportunities for offering corrections officer certification for adult learners. Target population: Existing GVSU students and adult learners</td>
<td>New/Expand</td>
<td>Support needed from Admissions, Institutional Marketing, and Academic Advising Release time and stipend(s) for faculty to develop and manage the program</td>
</tr>
<tr>
<td>Undergraduate Recruitment Strategy</td>
<td>New or Existing (Continue, Improve/Expand)</td>
<td>Resource/Capacity Implications</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>(New, Existing GVSU Students and Adult Learners) Expand badging and microcredential provision for hospitality and tourism management professionals in Traverse City and SE Michigan. As the hospitality and tourism management industries rebound post-COVID, offer a series of badges and certificate programs to constituents in the SE Michigan or the Traverse City region. Through established partnerships with the Detroit Metro Convention Visitors Bureau and Traverse City Tourism, we plan on establishing industry needs and developing a number of short programs to assist the industry in talent development. Dependent on market needs, these would be delivered remotely or in-seat at the GVSU Detroit Center or Traverse City location. Target population: Existing GVSU students and adult learners</td>
<td>New/Expand</td>
<td>Support needed from Admissions, Institutional Marketing, and Academic Advising Release time and stipend(s) for faculty to develop and manage the program</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Graduate Recruitment Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Program: Expansion of an accelerated Master of Social Work program Commencing January 2021, our School of Social Work commenced delivery for a new accelerated Master of Social Work program. Targeted at busy adults, this program is offered through an accelerated (seven-week block classes) featuring weekend hybrid delivery.</td>
<td>New/Expand</td>
<td>Support needed from Admissions and Institutional Marketing</td>
</tr>
<tr>
<td>New Concentration: Expand concentration choices in our Master of Public Administration program Add planning and sustainability as a new concentration in the Master of Public Administration degree, with cooperation of Geography department</td>
<td>New/Expand</td>
<td>Support needed from Admissions and Institutional Marketing</td>
</tr>
<tr>
<td>New Programs: In partnership with the Johnson Center for Philanthropy, our School of Public, Nonprofit, and Health Administration will be developing a new series of badges and certificates aimed at targeting some specific jobs within the nonprofit and philanthropic community. The goal is to leverage the Laker Lifetime Learning (L3) Commitment through marketing to GVSU graduates.</td>
<td>New/Expand</td>
<td>Support needed from Admissions, Financial Aid, and Institutional Marketing</td>
</tr>
<tr>
<td>New Partnerships: Partner with HBCUs on identifying feeder undergraduate degrees that align with our graduate programs. Target populations: URMS</td>
<td>New</td>
<td>Marketing support needed; support from Admissions, additional advising personnel; scholarships</td>
</tr>
</tbody>
</table>
Advising and Mentoring

**Undergraduate Recruitment Strategy**

<table>
<thead>
<tr>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expand</td>
<td>Support needed from Admissions and Academic Advising</td>
</tr>
<tr>
<td>Transfer Students: Expand existing community college connections through proactive advising outreach and classroom presentations in feeder programs. Target populations: URMS</td>
<td></td>
</tr>
</tbody>
</table>

**Graduate Recruitment Strategy**

<table>
<thead>
<tr>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>Support needed from Undergraduate Advising Center</td>
</tr>
<tr>
<td>Examine ways to improve matriculation rates in all CCPS graduate programs.</td>
<td></td>
</tr>
</tbody>
</table>

**ESTIMATED RECRUITMENT IMPACT**

While somewhat challenging to accurately predict the impact of these strategies, it is anticipated that we should experience growth of 5- to 10-percent with combined retention and enrollment efforts.
**K-12 Engagement**

<table>
<thead>
<tr>
<th>Undergraduate Recruitment Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>(K-12 Outreach) Collaborate with Admissions to reach Latinx students by working with local Latinx-serving institutions (churches, Hispanic Center of Western Michigan Migrant Legal Aid, etc.)</td>
<td>New</td>
<td>Support needed from Admissions and GVSU could benefit from a College Assistance Migrant Program similar to WMU <a href="http://wmich.edu/camp">wmich.edu/camp</a>; Expanded base funding for outreach coordinator</td>
</tr>
<tr>
<td><a href="#">Target population: Latinx students</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(K-12 Outreach) Collaborate with Admissions to have HTM students participate in recruitment events (Laker Experience Days, campus tours etc.)</td>
<td>New</td>
<td>Support needed from Admissions and HTM faculty/staff coordination time</td>
</tr>
<tr>
<td><a href="#">Target population: FTIAC and exploratory students</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(K-12 Outreach) Examine opportunities for Advanced Placement through our GRPS partnership at Ottawa Hills High School and the Academy of Hospitality and Tourism Management</td>
<td>New</td>
<td>Support needed from Admissions</td>
</tr>
<tr>
<td><a href="#">Target population: FTIAC and exploratory students</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ESTIMATED RECRUITMENT IMPACT**

While somewhat challenging to accurately predict the impact of these strategies, it is anticipated that we should experience growth of 10+ percent with combined retention and enrollment efforts.
COLLEGE OF COMMUNITY AND PUBLIC SERVICE (CCPS) RETENTION STRATEGY

Curriculum

<table>
<thead>
<tr>
<th>Undergraduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expand and Create Curriculum: Examine inventory of existing high-impact learning practices and seek ways to promote and expand within the curriculum thus increasing participation.</td>
<td>Expand</td>
<td>CSSM to support current and new initiatives, faculty leadership time to develop</td>
</tr>
<tr>
<td>Create Curriculum: Create a “Smart City” emphasis in philanthropy and nonprofit administration major, offered in cooperation with the School of Computing (CIS), partly to help university retain students with a tech interest, but transitioning out of computer science (CS)</td>
<td>New</td>
<td>Staffing resources probably already available</td>
</tr>
</tbody>
</table>
Advising and Mentoring

<table>
<thead>
<tr>
<th>Undergraduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Advising) Pilot a student ambassador program whereby upperclassmen support the units in student recruitment, high school visits, mentoring of underclassmen and chaperone students to conferences etc.</td>
<td>New</td>
<td>Internal marketing support, funds to help facilitate relationship development, faculty time to develop and implement</td>
</tr>
<tr>
<td>(Advising) Continue to resource academic advisors and faculty to proactively reach out to students on probation/jeopardy of dismissal to build stronger relationships and assist them in improving grades and accessing resources.</td>
<td>Expand</td>
<td>Coordination and training with faculty and Undergraduate Advising Center staff</td>
</tr>
<tr>
<td>(Advising) Examine existing mentoring program across CCPS units and develop a more robust, proactive outreach system to connect students with their faculty partners.</td>
<td>Expand</td>
<td>Coordination and training with faculty and Undergraduate Advising Center staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine ways in the newly merged COE/CCPS Advising Center to better support graduate students through advising.</td>
<td>New</td>
<td>Support needed from Undergraduate Advising Center</td>
</tr>
</tbody>
</table>

ESTIMATED RECRUITMENT IMPACT
While somewhat challenging to accurately predict the impact of these strategies, it is anticipated that we should experience growth of 3- to 5-percent with combined retention and enrollment efforts.
Faculty and Staff Development

<table>
<thead>
<tr>
<th>Undergraduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Support: Expand internal training/teaching circles/FLCs for faculty and staff on topics addressing high-quality teaching practices, positive campus climate work, customer service etc.</td>
<td>Existing/Improve and Expand</td>
<td>Funding for training and faculty/staff time</td>
</tr>
</tbody>
</table>

Co-Curricular and Social Student Support

<table>
<thead>
<tr>
<th>Undergraduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create Community: Sponsor a “First Generation Club” as a self-help group dedicated to support first-generation students adjusting to new environments, lifestyles, and academic traditions.</td>
<td>New</td>
<td>Coordination with faculty and Undergraduate Advising Center</td>
</tr>
<tr>
<td>Create Community and Encourage Involvement: Examine existing provision of student clubs/organizations and invest resources for increased engagement.</td>
<td>Existing/Expand</td>
<td>Student funding for professional organizations memberships and clerical support</td>
</tr>
<tr>
<td>Encourage Involvement: Create student advisory boards for each unit; have representatives from these boards meet with the dean</td>
<td>New</td>
<td>Funding for food, meeting costs, swag</td>
</tr>
</tbody>
</table>

ESTIMATED RECRUITMENT IMPACT

While somewhat challenging to accurately predict the impact of these strategies, it is anticipated that we should experience growth of 3- to 5-percent with combined retention and enrollment efforts.
## Curriculum

<table>
<thead>
<tr>
<th>Undergraduate Recruitment Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a pipeline for high school students through increased collaboration with area teacher academies</td>
<td>Expand</td>
<td>May include offering dual-enrollment at academy locations</td>
</tr>
<tr>
<td>Partner with community colleges (starting with GRCC) to articulate course equivalencies for new undergraduate programs</td>
<td>in development/Expand</td>
<td></td>
</tr>
<tr>
<td>Continue collaboration with CLAS to develop four-year undergraduate teacher preparation programs</td>
<td>Expand</td>
<td></td>
</tr>
<tr>
<td>Review current programs and teacher shortage areas to ensure that we are producing teachers who will close the teacher shortage gaps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continue faculty and staff participation in new student orientation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reach out to elementary schools to begin connecting with maybe fourth and fifth grades with the teacher academy and YES clubs</td>
<td>New</td>
<td>Collaboration with K-12 partners</td>
</tr>
<tr>
<td>Explore a fully online accelerated bachelor’s degree program with the LEADs program</td>
<td></td>
<td>Coordination with BCOIS</td>
</tr>
<tr>
<td><strong>Graduate Recruitment Strategy</strong></td>
<td><strong>New or Existing (Continue, Improve/Expand)</strong></td>
<td><strong>Resource/Capacity Implications</strong></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Review and modify graduate programs to offer targeted instruction in new format and modes including badges and microcredentialing</td>
<td>New</td>
<td></td>
</tr>
<tr>
<td>Work with new graduate program recruiter on processes to support our programs</td>
<td>Expand</td>
<td></td>
</tr>
<tr>
<td>Support initial certification for long-term substitute teachers or paraprofessionals through partnerships with school districts</td>
<td>Continue BCPS and SEED program</td>
<td></td>
</tr>
<tr>
<td>Explore the feasibility of graduate programs that will address social justice education such as an M.Ed in urban education</td>
<td>New</td>
<td></td>
</tr>
</tbody>
</table>

### K-12 Engagement

<table>
<thead>
<tr>
<th><strong>Undergraduate Recruitment Strategy</strong></th>
<th><strong>New or Existing (Continue, Improve/Expand)</strong></th>
<th><strong>Resource/Capacity Implications</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore partnerships with area K-12 schools to create pipeline for students interested in teaching. Specific effort to attract students who bring diversity to the college and ultimately lead to a more diverse K-12 teacher population</td>
<td>Expand</td>
<td></td>
</tr>
<tr>
<td>Expand dual enrollment for EDF 115 with additional area schools</td>
<td>Collaboration with K-12 partners</td>
<td></td>
</tr>
</tbody>
</table>
### Co-curricular and Social Student Support

<table>
<thead>
<tr>
<th>Undergraduate Recruitment Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continued engagement with TRIO ETS and TRIO Upward Bound programs</td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Continue engagement with K-12 connect for preservice teachers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Faculty and Staff Development

<table>
<thead>
<tr>
<th>Graduate Recruitment Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support additional partnerships with granting agencies and community partners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## College of Education

### Retention Strategy

#### Curriculum

<table>
<thead>
<tr>
<th>Undergraduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review EDH 182 - Strategies for Academic Success outcomes and modify as appropriate to support student academic achievement.</td>
<td>Continue</td>
<td>Curriculum revision with faculty and collaboration with AVP Benet</td>
</tr>
<tr>
<td>Collaborate with CLAS on advising for students enrolling in the new education programs. Identify professions that require grad degree for entry to profession and identify opportunities for leveraging this requirement</td>
<td>Expand</td>
<td>May need an additional professional advisor since students will now enter the program as freshmen</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review and modify graduate programs to offer targeted instruction in new format and modes including badges and microcredentialing</td>
<td>Expand</td>
<td></td>
</tr>
</tbody>
</table>
## Advising and Mentoring

<table>
<thead>
<tr>
<th>Undergraduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthen mentoring and advising relationships with students. At present COE faculty advise students four hours each week.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implement FTIAC strategies for advising and registration to build common interest cohorts through student schedule development for FTIAC orientation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore additional models for supporting graduate student mentoring</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Academic Support

<table>
<thead>
<tr>
<th>Undergraduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>In collaboration with Student Affairs: Focus Student Success Network efforts toward common interest cohorts and retention metrics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**K-12 Engagement**

<table>
<thead>
<tr>
<th>Undergraduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue and expand internship experiences for COE students; strengthen and create partnerships with Detroit public schools</td>
<td>Continue</td>
<td></td>
</tr>
</tbody>
</table>

**Faculty and Staff Development**

<table>
<thead>
<tr>
<th>Undergraduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE Anti-racism and Social Justice Project</td>
<td>Continue</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support additional partnerships with granting agencies and community partners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COE Anti-racism and Social Justice Project review and revise</td>
<td>Continue</td>
<td></td>
</tr>
</tbody>
</table>
## Co-curricular and Social Student Support

<table>
<thead>
<tr>
<th>Undergraduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form a faculty/staff team to explore piloting additional learning-living communities built upon campus learning and evidence-based recommendations</td>
<td></td>
<td>Coordination with faculty and student affairs</td>
</tr>
<tr>
<td>Revitalize our education student organization</td>
<td>Continue</td>
<td>Engage faculty and students</td>
</tr>
<tr>
<td>Collaboration with TRIO TPSSS program</td>
<td>Continue</td>
<td>Collaboration with TRIO TPSSS staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore professional development opportunities for COE graduate students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PADNOS COLLEGE OF ENGINEERING AND COMPUTING

RECRUITMENT STRATEGY

As a college with a secondary admissions process, collaboration with Admissions and the College of Liberal Arts and Sciences is essential for the Padnos College of Engineering and Computing. Current K-12 outreach activities could be leveraged to reach more students from targeted populations. Additional support for marketing would bolster student recruitment initiatives and additional support for advising would improve our ability to support students resulting in improved retention.

Curriculum

<table>
<thead>
<tr>
<th>Undergraduate Recruitment Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing GVSU students: Develop undergraduate degrees combining CIS with other majors (CS + X degrees and minors in specific majors)</td>
<td>In development/Expand</td>
<td>Collaboration with non-PCEC units; marketing support needed</td>
</tr>
<tr>
<td>Transfer students: Reach more adult learners through the LEADS program by expanding digital badge offerings and market appropriately</td>
<td>Existing/Expand</td>
<td>Admissions and marketing support needed</td>
</tr>
<tr>
<td>Existing GVSU students: Combined degrees/certificates (engineering management, digital transformation, technical innovation management, etc.)</td>
<td>New</td>
<td>Collaboration with SCOB and BCOIS; Admissions and marketing support needed</td>
</tr>
<tr>
<td>Transfer students: Partner with HBCUs on dual degree and/or transfer programs followed by similar efforts with HHSIs. Target populations: URMS</td>
<td>New</td>
<td>Support needed from Admissions and Additional advising personnel; marketing support needed; scholarship funding</td>
</tr>
</tbody>
</table>
### Graduate Recruitment Strategy

<table>
<thead>
<tr>
<th>Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>New program: Engineering one-year M.S.E. program</td>
<td>Existing/Improve</td>
<td>Marketing support needed</td>
</tr>
<tr>
<td>New program: Occupational safety and Health online M.S. program</td>
<td>New</td>
<td>Marketing support needed; additional OSH faculty</td>
</tr>
<tr>
<td>New program: Partner with Seidman on combined degrees/certificates (e.g. project management)</td>
<td>New</td>
<td>Marketing support needed</td>
</tr>
<tr>
<td>New partnerships: Partner with HBCUs on combined degree programs.</td>
<td>New</td>
<td>Marketing support needed; support from Admissions, additional advising personnel; scholarships</td>
</tr>
<tr>
<td>Recruit from the local community: Create and market computing bootcamps for local companies and the general public (e.g. cybersecurity and data analytics)</td>
<td>New</td>
<td>Marketing support needed; expanded base funding for outreach coordinator; funding to support development and scholarships</td>
</tr>
</tbody>
</table>

### Advising and Mentoring

<table>
<thead>
<tr>
<th>Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer students: Strengthen community college connections through advising (PCEC advising connections with CC faculty)</td>
<td>New</td>
<td>Support needed from Admissions and additional advising personnel</td>
</tr>
<tr>
<td>Target populations: URMS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer students: Strengthen community college connections through ease of course transfer (consider new program plans specifically for CC transfers; offer evening and off-cycle courses)</td>
<td>New</td>
<td>Support needed from Admissions and additional advising personnel</td>
</tr>
<tr>
<td>Target populations: URMS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer students: Strengthen community college connections through articulation plans. Target populations: URMS</td>
<td>Existing/Improve and Expand</td>
<td>Support needed from Admissions and additional advising personnel</td>
</tr>
<tr>
<td>Actively reach out to students who have dropped out of GVSU to understand barriers and invite them back to complete their degrees. Target population: Adult students</td>
<td>New</td>
<td>Additional advising personnel</td>
</tr>
</tbody>
</table>
## Undergraduate Recruitment Strategy

<table>
<thead>
<tr>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer students: Strengthen community college connections through articulation plans. Target populations: URMS</td>
<td>Existing/Improve and Expand</td>
</tr>
<tr>
<td>Actively reach out to students who have dropped out of GVSU to understand barriers and invite them back to complete their degrees. Target population: Adult students</td>
<td>New</td>
</tr>
</tbody>
</table>

## Graduate Recruitment Strategy

<table>
<thead>
<tr>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit from the local community: Use participation in LEADS to create on-roads into digital badge offerings at the graduate level. Target population: Adult students</td>
<td>New</td>
</tr>
<tr>
<td>Recruit from the local community: Publicize changes to CIS graduate programs and certificates to local companies</td>
<td>New</td>
</tr>
</tbody>
</table>

## K-12 Engagement

<table>
<thead>
<tr>
<th>Undergraduate Recruitment Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12 outreach: FIRST Robotics partnership at state and national level</td>
<td>Existing/Expand</td>
<td>Expanded base funding for outreach coordinator</td>
</tr>
<tr>
<td>K-12 outreach: Collaborate with Regional Math and Science Center, TRIO Talent Search and Upward Bound programs, and Admissions, potentially for targeted populations (URMS)</td>
<td>Existing/Expand</td>
<td>Expanded base funding for outreach coordinator</td>
</tr>
<tr>
<td>K-12 outreach: Collaborate with Admissions to reach Hispanic students by working with local Hispanic-serving institutions (churches, Hispanic Center of Western Michigan, Migrant Legal Aid, etc.) Target population: Hispanic students</td>
<td>New</td>
<td>GVSU could benefit from a College Assistance Migrant Program similar to WMU wmi.ch.edu/camp; expanded base funding for outreach coordinator</td>
</tr>
</tbody>
</table>
### Undergraduate Recruitment Strategy

<table>
<thead>
<tr>
<th>Undergraduate Recruitment Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12 outreach: Collaborate with Admissions to have PCEC student organizations participate in recruitment events (design days, tours, mentoring of HS and MS students, etc.)</td>
<td>Existing/Expand</td>
<td>Expanded base funding for outreach coordinator; financial resources to support campus visitation</td>
</tr>
<tr>
<td>K-12 outreach: Collaborate with Admissions to establish articulation agreements where possible with high schools</td>
<td>New</td>
<td>Support needed from Admissions and additional advising personnel</td>
</tr>
<tr>
<td>K-12 outreach: Provide additional STEM summer camps (pay to play; expand to include computing-related camps)</td>
<td>Existing/Expand</td>
<td>Expanded base funding for outreach coordinator; funding to support development and scholarships</td>
</tr>
<tr>
<td>K-12 outreach: Provide long-term student engagement opportunities through partnership with local school districts (must be targeted)</td>
<td>Existing/Improve and Expand</td>
<td>Expanded base funding for outreach coordinator</td>
</tr>
<tr>
<td>Explore opportunities to partner with the non-Grand Rapids/Allendale sites (Detroit Center, Holland, Muskegon, Traverse City) and expand programming. Target populations: URMS</td>
<td>Existing/Improve and Expand</td>
<td></td>
</tr>
</tbody>
</table>

**ESTIMATED RECRUITMENT IMPACT**

With the exception of 2019-20, since 2007, PCEC has typically seen 2- to 6-percent growth in credit hours annually with three years spiking to over 10 percent. It is anticipated that these recruitment efforts combined with the retention efforts below will result in a manageable growth rate of 2- to 4-percent.

### Co-Curricular and Social Student Support

<table>
<thead>
<tr>
<th>Graduate Recruitment Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>New partnerships: Expand industry graduate fellowships and internship opportunities with local industry partners</td>
<td>Existing/Expand</td>
<td>Marketing support needed; CRM system</td>
</tr>
</tbody>
</table>

**ESTIMATED RECRUITMENT IMPACT**

It is hoped that these recruitment efforts combined with the retention efforts below will double graduate enrollment in PCEC.
## Curriculum

<table>
<thead>
<tr>
<th>Undergraduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum: Revise curriculum to improve student success (e.g. revision of the first-year engineering curriculum) and integrate more OER into courses to reduce cost to students</td>
<td>Existing/Continue and Expand</td>
<td>Additional tutoring funding; support identifying and implementing OERs</td>
</tr>
<tr>
<td>Curriculum: Offer evening and off-cycle courses for nontraditional and CC pretransfer students. Target populations: Adult students and URMS</td>
<td>Existing/Improve and Expand</td>
<td>Approve marginal class sizes (initially)</td>
</tr>
<tr>
<td>Curriculum: Consider ways that non-traditional students could complete a PCEC degree if unable to partake in co-op or internship due to other obligations. Target population: Adult students</td>
<td>New</td>
<td>Coordination with faculty</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scaffold certificates so that they lead directly to M.S. degrees</td>
<td>Existing/Improve and Expand</td>
<td>Marketing support needed</td>
</tr>
</tbody>
</table>
## Academic Support

<table>
<thead>
<tr>
<th>Undergraduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase support: Promote concurrent enrollment at GVSU and partner university/CC</td>
<td>Existing/Expand</td>
<td>Additional advising personnel; Marketing support needed</td>
</tr>
<tr>
<td>Increase support: Expand Student Success Centers</td>
<td>Existing/Expand</td>
<td>Dedicated space; additional tutoring funding</td>
</tr>
<tr>
<td>Increase support: Provide resources for parents, families, and supporters to help their students</td>
<td>Existing/Expand</td>
<td>Student wages to support online “listening” to parent concerns and report to Dean’s Office and maintain contact lists</td>
</tr>
</tbody>
</table>

## Advising and Mentoring

<table>
<thead>
<tr>
<th>Undergraduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising: Outreach prior to advising and registration</td>
<td>Existing/Continue and Expand</td>
<td>Additional advising personnel</td>
</tr>
<tr>
<td>Advising: Create Career Action Plans to help with transitions between majors (e.g. EGR to OSH, CIS, Math, or BUS)</td>
<td>Existing/Improve and Expand</td>
<td>Additional advising personnel</td>
</tr>
<tr>
<td>Advising: Improve coordination between advising centers across campus (e.g. sharing communication plans, calendars, and events)</td>
<td>Existing/Improve and Expand</td>
<td></td>
</tr>
<tr>
<td>Advising: Leverage EAB to provide intrusive advising and predictive modeling to identify students early with high dropout proneness rate</td>
<td>New</td>
<td></td>
</tr>
<tr>
<td>Advising: Weave discussion of combined degree programs into recruiting, the first year, and early advising</td>
<td>New/Expand</td>
<td>Additional advising personnel</td>
</tr>
</tbody>
</table>
Faculty and Staff Development

<table>
<thead>
<tr>
<th>Undergraduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase support — Provide training for faculty on inclusive teaching practices</td>
<td>Existing/Improve and Expand</td>
<td>Funding for training</td>
</tr>
</tbody>
</table>

Co-Curricular and Social Student Support

<table>
<thead>
<tr>
<th>Undergraduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create community: In collaboration with Student Affairs, form a faculty/staff team to explore piloting additional learning/living communities built upon campus learning and evidence-based recommendations</td>
<td>Existing/Expand + New initiative on GR campus</td>
<td>Sufficient staffing to make implementation effective</td>
</tr>
<tr>
<td>Create community: Develop programs that create de facto FTIAC cohorts and transfer student cohorts in CIS and EGR (Be explicit with students about cohort model)</td>
<td>Existing/Expand (FTIAC) New (Transfer)</td>
<td>Additional advising personnel; Admissions and marketing support needed</td>
</tr>
<tr>
<td>Create community: Engage students in professional organizations (WIC, NSBE, ASSP, etc.) Target populations: URMS, women</td>
<td>Existing/Expand</td>
<td>Student funding for professional organizations memberships and clerical support</td>
</tr>
<tr>
<td>Encourage involvement: Create student advisory boards for each unit; have representatives from these boards meet with the dean</td>
<td>New</td>
<td>Funding for food, meeting costs, swag</td>
</tr>
</tbody>
</table>

**ESTIMATED RETENTION IMPACT**

It is anticipated that these retention efforts combined with the recruitment efforts above will result in a manageable growth rate of 2- to 4-percent.
### Graduate Retention Strategy

<table>
<thead>
<tr>
<th>Graduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish graduate student scholarships (e.g. $500 toward registration of their first class in a semester)</td>
<td>New</td>
<td>Scholarship funding</td>
</tr>
<tr>
<td>Support graduate student organizations (PAGES)</td>
<td>Existing/Improve</td>
<td>Funding for food, meeting costs, swag</td>
</tr>
<tr>
<td>Partner with alumni on networking events</td>
<td>New</td>
<td>Funding for food, meeting costs, swag</td>
</tr>
</tbody>
</table>

### ESTIMATED RECRUITMENT IMPACT

It is hoped that these retention efforts combined with the recruitment efforts above will double graduate enrollment in PCEC.
## COLLEGE OF HEALTH PROFESSIONS
### RECRUITMENT STRATEGY

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Recruitment Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop pipeline for diverse student population (KPI #7-Diversity)</td>
<td>New</td>
<td>Working with Donta Truss and HBCUs Resources for students to be successful e.g., financial aid, tutoring, counseling services, mentorship, graduate assistantships, etc.</td>
</tr>
</tbody>
</table>
| 2. Need to recruit for new programs  
  • Approved: Audiology (Au.D.), applied food and nutrition (AFN-B.S.), recreational therapy (RTX-M.S.), athletic training (MAT)  
  • Prospectus: Senior living management (B.S.) (KPI #2-Revenue, #4-Net Contributions, #6-Enrollment) | Continue | Marketing funds  
  Additional professional advisor  
  Additional PSS (C-2; AY) in Student Services  
  Prospectus senior living management (SLM) two additional faculty lines (one for SLM program, another to backfill AHS) |
| 3. Holistic approach in admissions (KPI #7-Diversity, #8-Age) | New | Marketing funds  
  Expert in holistic approaches to provide presentation and individual consultation with each program |
| 4. AHS online curriculum: Accelerated six-week courses patterned after LEADS (KPI #1-Time to Degree, #2-Revenue, #4-Net Contribution, #6-Enrollment) | New | Teaching more sections year-round, requiring additional adjuncts/overload funding  
  Marketing funds |
| 5. AHS Summer Freshman Experience (KPI #3-Retention) | New | Marketing funds  
  Movement Science House  
  Would this potentially require more sections, more adjuncts to teach those? |
ESTIMATED RECRUITMENT IMPACT

1. Current college matriculation for African American is 40 to 56. In specific graduate programs:
   - PT: Annual increase from 1 to 3 with accumulative total of 9
   - PAS: Annual increase from 0 to 3 with accumulative total of 9
   - OST: Annual increase from 2 to 4 with accumulative total of 8
   - MD: Annual increase from 1 to 3
   - SLP: Annual increase from 1 to 3 with accumulative total of 6
   - CD: Annual increase from 2 to 3 with accumulative total of 6

2. 205 additional students: 24 AuD, 60 AFN, 35 RTX, 38 MAT, and 48 SLM

3. Current college matriculation for students of color is 105 to 125. Programs:
   - PT: Annual increase from 2 to 4 with accumulative total of 12
   - PAS: Annual increase from 0 to 4 with accumulative total of 12
   - OST: Annual increase from 3 to 5 with accumulative total of 10
   - MD: Annual increase from 1 to 4
   - SLP: Annual increase from 3 to 5 with accumulative total of 10
   - CD: Annual increase from 3 to 4 with accumulative total of 8
   *this includes students from HBCUs.

4. AHS currently offers a couple of six-week courses: Expanding to all semesters and delivering in an
   online format will result in a potential increase in adult learners. An agreement with community
   colleges (CC), 80 credits at CC/40 credits earned at GVSU, would also result in a potential increase.

5. Offer admitted GVSU freshman the opportunity to take AHS 100 and/or AHS 110 the summer before
   starting in fall. Bring in BMS. Create a campus experience similar to a camp.
COLLEGE OF HEALTH PROFESSIONS
RETENTION STRATEGY

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graduate tutoring</td>
<td>Continue</td>
<td>Student worker funds</td>
</tr>
<tr>
<td>(KPI #2-Revenue, #3-Retention)</td>
<td></td>
<td>Current students</td>
</tr>
<tr>
<td>2. Remediation (if graduate tutoring is</td>
<td>New</td>
<td>Cost for independent studies at</td>
</tr>
<tr>
<td>not successful)</td>
<td></td>
<td>$500 per credit hour</td>
</tr>
<tr>
<td>(KPI #2-Revenue, #3-Retention)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Develop plan B for students who don’t</td>
<td>New</td>
<td>Expand master’s in recreation</td>
</tr>
<tr>
<td>get into first choice program</td>
<td></td>
<td>therapy (RTX) to a two-year</td>
</tr>
<tr>
<td>(KPI #2-Revenue, #3-Retention)</td>
<td></td>
<td>program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Additional professional advisor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(needed for program recruitment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#2 above)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adjunct faculty member ($16,000)</td>
</tr>
<tr>
<td>4. Adult/nontraditional</td>
<td>New</td>
<td>Coordinate with CLAS to offer</td>
</tr>
<tr>
<td>(KPI #6-Enrollment, #8-Age)</td>
<td></td>
<td>hybrid/online GE courses in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sufficient numbers to ensure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>our students continue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>their program.</td>
</tr>
</tbody>
</table>

ESTIMATED RETENTION IMPACT
1. Retain approximately 12 students in our programs.
2. Retain approximately 12 students in our programs.
3. Retain 10 to 15 students per year moving from various undergraduate programs to the RTX two-year graduate program.
4. First-year retention would increase from 50 to 85 percent.
# BROOKS COLLEGE OF INTERDISCIPLINARY STUDIES
## RECRUITMENT STRATEGY

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Recruitment Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrative studies as bespoke major (FTIACs); market new name as initial major rather than found major</td>
<td>Improve</td>
<td>With drop in IRIS enrollment this year, there is capacity</td>
</tr>
<tr>
<td>LEADS program: Build capacity, develop additional certificates, marketing, advising (ACS)</td>
<td>Expand</td>
<td>New recruiter in enrollment mgmt., additional advisor/coach in ACS, leverage (w/new vice provost) other colleges to develop certificate courses</td>
</tr>
<tr>
<td>Honors diversity outreach (ideally add BIPOC faculty member to honors)</td>
<td>Improve</td>
<td>Currently there is capacity; may need new/replacement TT line for faculty person</td>
</tr>
</tbody>
</table>

**Strategies for FTIACs in Frederik Meijer Honors College:**
- Presenting at Laker Experience Days
- Presenting at Awards of Excellence scholarship competitions
- Sending follow-up emails to Awards of Excellence students who express interest in Meijer Honors College
- Sending targeted recruitment emails to all high-achieving minority FTIAC admits
- Responding personally by email to all students (and their parents) who apply to Meijer Honors College
- Hosting honors orientation events the night before each honors-specific advising and registration day
- Hosting community college honors program students at Laker Experience Days
- Providing pathways for community college honors program students to gain admission to GVSU honors

Improve

Replace senior academic and programming advisor position (after resignation)
(Re) filling vacancies on the HNR faculty, after three retirements in past three years without replacements
<table>
<thead>
<tr>
<th>Undergraduate/Graduate Recruitment Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental and sustainability studies will continue to expand (primarily FTIACs); consider avenues to make ENS more attractive to BIPOC students</td>
<td>Continue</td>
<td>Additional PSS support; need advising center (Brooks College has just one academic advisor)</td>
</tr>
<tr>
<td>Shared with other colleges: Weave discussion of combined degree programs into recruiting, first-year experience, and early advising</td>
<td>Expand</td>
<td>Shared across seven colleges/ASA</td>
</tr>
<tr>
<td>Shared with other colleges: Identify professions that require grad degree for entry to profession and identify opportunities for leveraging this requirement</td>
<td>New</td>
<td>Shared across seven colleges/ASA</td>
</tr>
</tbody>
</table>

**ESTIMATED RECRUITMENT IMPACT**
LEADS program growth expected to greatly expand number of INT majors (adult learners)

Expect continued support to hire qualified faculty
# BROOKS COLLEGE OF INTERDISCIPLINARY STUDIES

## RETENTION STRATEGY

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure quality instruction/experience in INT sections of LEADS. First sections are taught by veteran faculty in online and six-week format; add in quality faculty as needed</td>
<td>Expand</td>
<td>Faculty hiring resources and training (in conjunction with iDel and FTLC)</td>
</tr>
<tr>
<td>Continue to provide “high touch” experiences in key INT courses (301 and 495) in LEADS program. One example: Involvement of GVSU alumni in INT 301 student experience as part of the Saturday all-day sessions</td>
<td>Continue (was part of pilot and is resource-intensive but worth it)</td>
<td>Reliance on Alumni Affairs to help connect interested alumni</td>
</tr>
<tr>
<td>In partnership with other areas in ASA, Social Justice Ctrs. (EM) and I&amp;E divisions, lead the implementation of READ (Racial Equity And Diversity) community read project, curricular and co-curricular programming. Result: High-impact learning programs with multiple touch points across university; building a community with enhanced awareness of racial justice issues and needs</td>
<td>New</td>
<td>Funding from Network of Advisers</td>
</tr>
<tr>
<td>Padnos International Center (PIC) to support units/colleges across university in developing global learning in all majors through virtual exchange</td>
<td>Expand</td>
<td>Grant funding; professional development funding; participation by pioneer faculty</td>
</tr>
<tr>
<td><strong>FTIAC retention strategies for Frederik Meijer Honors College:</strong></td>
<td>Improve</td>
<td>Replace senior academic and programming advisor position (after resignation)</td>
</tr>
<tr>
<td>• Helping students during Move-In Day</td>
<td></td>
<td>(Re) filling vacancies on the HNR faculty, after three retirements in past three years without replacements</td>
</tr>
<tr>
<td>• Conducting a two-day “Welcome Days” program after Move-In Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Providing small-group mentoring, led by a trained, experienced honors student, through the first semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Providing an intensive team-taught first-year honors sequence for each student that runs the entire first year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate/Graduate Retention Strategy</td>
<td>New or Existing (Continue, Improve/Expand)</td>
<td>Resource/Capacity Implications</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-------------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Requiring a cohort-building second-year course, HNR 201 — Live.Learn.Lead., which puts second-year students in small groups with experienced upper-division honors students who act as TAs for the course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide a TA experience for upper-division honor students in our HNR 201 course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide leadership opportunities within honors (mentoring, TA, Honors Student Council, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send a weekly newsletter to the entire honors community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide the services of two full-time honors academic and enrichment advisors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>With other colleges, in collaboration with Student Affairs: 1. Re-orient Student Success Network (SSN) toward common interest grouping and retention focus; 2. Form a team to explore piloting broader learning communities utilizing faculty and staff collaboration</td>
<td>Improve/Expand Expand</td>
<td>Shared across seven colleges/ASA</td>
</tr>
<tr>
<td>With other colleges: Implement strategies for advising toward cohort building through student scheduled development for FTIAC orientation</td>
<td>Expand</td>
<td>Shared across seven colleges/ASA</td>
</tr>
<tr>
<td>With other colleges: Weave discussion of combined degree programs into recruiting, FYE, and early advising</td>
<td>New/Expand</td>
<td>Shared across seven colleges/ASA</td>
</tr>
<tr>
<td>With other colleges: Identify professions that require grad degree for entry to profession and identify opportunities for leveraging this requirement</td>
<td>New</td>
<td>Shared across seven colleges/ASA</td>
</tr>
</tbody>
</table>
## KIRKHOF COLLEGE OF NURSING RECRUITMENT STRATEGY

**GOAL:**
Increase the number of students enrolled in Bachelor of Science in nursing (B.S.N.) degree programs

<table>
<thead>
<tr>
<th>Undergraduate Recruitment Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1:</strong> Increase enrollment in the accelerated second degree (ASD) program by 24 students, beginning W22 (Subpopulation impact: Transfer-degree seeking; adult learners)</td>
<td>Expand (in existing strategic plan; curricular model developed/approved; regulatory bodies notified/approved.) Continue/Expand holistic admissions processes/practices</td>
<td>Ongoing collaboration, creative innovation, and partnership development to ensure adequate clinical placement sites for the added number of students Ongoing support from KCON advising, faculty, and community members in conducting holistic review processes</td>
</tr>
<tr>
<td>Use communication/marketing strategies to promote ASD/B.S. degree program</td>
<td>Existing: Ongoing strategy development and implementation by KCON's director of communications and external relations New: Explore ASD to Master of Science in nursing program feasibility/markability</td>
<td>Data analytics on market trends B.S.N. degree conferral/timing of registered nurse licensure</td>
</tr>
<tr>
<td><strong>Objective 2:</strong> Increase overall enrollment in the new fully online (with applied learning experiences in the senior year) registered nurse to Bachelor of Science in nursing (RN to B.S.N.) degree program to more than 30 by AY22-23. (Subpopulation impact: Transfer-degree seeking; adult learners)</td>
<td>Expand (in existing strategic plan; curricular model and enrollment processes developed/approved; regulatory bodies notified/approved.) Expand: Holistic admissions processes/practices with increase in RN to B.S.N. applicants</td>
<td>Ongoing collaboration, creative innovation, and partnership development to ensure adequate clinical placement sites, especially to address challenge of placements across geographic locations/states Ongoing support from KCON advising, faculty, and community members in conducting holistic review processes Advising, faculty and administrative FTE to support growth in RN to B.S.N. program</td>
</tr>
</tbody>
</table>
Undergraduate Recruitment Strategy | New or Existing (Continue, Improve/Expand) | Resource/Capacity Implications
--- | --- | ---
Expand communication/marketing strategies to promote RN to B.S.N. degree program | Existing: Ongoing strategy development and implementation by KCON’s director of communications and external relations (e.g. develop social media marketing initiatives) | Data analytics on market trends in Michigan and currently identified select states/territories
Sustain and increase # of concurrent enrollment agreements with community colleges (CCs) | Communication and model for establishing concurrent enrollment agreements is in place. Expand to include more community college programs in strategic locations, for example, Battle Creek. | B.S.N. degree conferral/coordination with graduate programs and university policies
Explore feasibility of combined degree program for RN to graduate degree: RN to B.S.N. to Master of Science in nursing (M.S.N.) or Doctor of Nursing Practice (D.N.P.) degree | New: Explore competitive pricing for the RN to B.S.N. program. Explore pipeline partnerships with practice partners. GVSU commitment for tuition reduction (15 percent) for each cohort of students from practice organization. | Advising and administrative FTE to support recruitment to the RN to B.S.N. program
Promote nursing program scholarships and KCON program tuition reduction (with practice partners) | Potential/New: Application to Health Resources and Service Administration (HRSA) Workforce Diversity Grant submitted in January 2021. Pending notification in June/July 2021. Would increase enrollment in the RN to B.S.N. program by 38 students over a four-year period. | **Enrollment increased by 24 = $672,000 tuition revenue**
<table>
<thead>
<tr>
<th>Graduate Recruitment Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1:</strong> Increase enrollment of nondegree-seeking/microcredentials by 10 students in each option currently offered: Psychiatric mental health nurse practitioner (PMHNP) certificate, interprofessional health informatics, interprofessional palliative and hospice care; telehealth; population health (sub-population impact: nondegree and short credential GR; adult nontraditional)</td>
<td>Expand (in existing strategic plan; curricular models developed/approved; regulatory bodies notified/approved)</td>
<td>Adequate number of faculty with 9.5 full-time equivalent (FTE) resignations/retirement in KCON (academic year)</td>
</tr>
<tr>
<td>Use communication/marketing strategies to promote enrollment</td>
<td>Existing: Ongoing strategy development and implementation by KCON’s director of communications and external relations (e.g., develop social media marketing initiatives)</td>
<td>Marketing resources for graduate nursing programs aligned with University Communications</td>
</tr>
<tr>
<td>Advance intentional practice partnerships to promote value of targeted microcredentials to improve health outcomes in society</td>
<td>Two practice partnerships committed</td>
<td>Recruitment resources for graduate nursing programs</td>
</tr>
<tr>
<td>Promote scholarships, graduate assistantships, and Laker Lifetime Learning (L3) benefit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Build stackable microcredentials (credit bearing badges that count toward a certificate or degree) that appeal to adult learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborate with College of Health Professions to develop badges or certificates that are meaningful to adult learners across the professions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ESTIMATED RECRUITMENT IMPACT**

Enrollment increased by 50 students = $248,760 tuition revenue

PMHNP Certificate = 12 credits x $691 = $8,292 x 10 students = $82,920

Interprofessional Health Informatics = 6 credits x $691 = $4,146 x 10 students = $41,460

Interprofessional Palliative and Hospice Care = 6 credits x $691 = $4,146 x 10 students = $41,460

Telehealth* = 6 credits x $691 = $4,146 x 10 students = $41,460

Population Health * = 6 credits x $691 = $4,146 x 10 students = $41,460

*Credits to be determined (in development) estimate
GRAND VALLEY STATE UNIVERSITY
STRATEGIC ENROLLMENT MANAGEMENT PLAN 2021

Graduate Recruitment Strategy | New or Existing (Continue, Improve/Expand) | Resource/Capacity Implications
--- | --- | ---
**Objective 2:** Increase enrollment in the newly revised health systems leadership (HSL) doctor of nursing practice (D.N.P.) and Master of Science in nursing (M.S.N.) degree programs by 10 in each program, beginning Spring/Summer and Fall 2021 (Subpopulation impact: Graduate degree-seeking; adult learners) | Expand (in existing strategic plan; curricular models developed/approved; regulatory bodies notified/approved) | Adequate number of faculty with 9.5 FTE resignations/retirement in KCON (AY 20-21)
Recruit from among KCON B.S.N. graduates and soon-to-be B.S.N. graduates Practice partnership development for pipeline Consider combined degree program for RN to graduate degree (RN-B.S.N. to M.S.N. or D.N.P. degree and/or ASD to M.S.N. or D.N.P. degree) Promote nursing program scholarships, graduate assistantships, KCON tuition reduction (15 percent) program, and Laker Lifetime Learning (L3) benefit | Existing/Continue: ongoing strategy development and implementation by KCON’s director of communications and external relations (e.g. develop social media marketing initiatives) GVSU commitment for tuition reduction (15 percent) for each cohort of students from practice organization | Marketing resources for graduate nursing programs aligned with University Communications Recruitment resources for graduate nursing programs

ESTIMATED RECRUITMENT IMPACT
Enrollment increased by 20 students = $601,210 tuition revenue
37 credits M.S.N. - $755/credit x 10 students = $279,350
38 credits D.N.P. - $847/credit x 10 students = $321,860
## Kirkhof College of Nursing
### Retention Strategy

<table>
<thead>
<tr>
<th>Undergraduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1:</strong> Increase enrollment in the accelerated second degree (ASD) program by 24 students, beginning W22 (Subpopulation impact: Transfer degree-seeking; adult learners)</td>
<td>Expand (in existing strategic plan; curricular model developed/approved; regulatory bodies notified/approved)</td>
<td>Ongoing collaboration, creative innovation, and partnership development to ensure adequate clinical placement sites for the added number of students. Ongoing support from KCON advising, faculty, and community members in conducting holistic review processes.</td>
</tr>
<tr>
<td>Assign academic advisor to each ASD/B.S.N. student</td>
<td>Existing/Continue: Sustain active support from KCON Office of Student Services Academic Advising Team</td>
<td>Advising, faculty, and administrative full-time equivalent (FTE) to support growth in ASD program.</td>
</tr>
<tr>
<td>Promote involvement in the Student Nurses Association (SNA) (socialization)</td>
<td>SNA advisors support and promote</td>
<td>KCON faculty training on ATI; increase use of academic student success retention resources at the university.</td>
</tr>
<tr>
<td>Increased use of available analytic tools to identify at-risk prelicensure nursing students</td>
<td>New: For all ASD and traditional B.S.N. students: Explore use/application of available Assessment Technologies Institute (ATI) data analytics on individual student performance for early identification of at-risk status so that academic resources may be provided to promote student success</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 2:</strong> Increase overall enrollment in the new fully online (with applied learning experiences in the senior year) registered nurse to Bachelor of Science in nursing (RN to B.S.N.) degree program to more than 30 by AY22-23. (Subpopulation impact: Transfer degree-seeking; adult learners)</td>
<td>Expand (in existing strategic plan; curricular model and enrollment processes developed/approved; regulatory bodies notified/approved.)</td>
<td>Ongoing collaboration, creative innovation, and partnership development to ensure adequate clinical placement sites, especially to address challenge of placements across geographic locations/states.</td>
</tr>
<tr>
<td>Assign academic advisor to each online/B.S.N. student</td>
<td>Expand: Holistic Admissions processes/practices with increase in RN to B.S.N. applicants</td>
<td>Ongoing support from KCON advising, faculty, and community members in conducting holistic review processes.</td>
</tr>
<tr>
<td>Align clinical learning experiences with identified career path</td>
<td></td>
<td>Advising, faculty and administrative FTE to support growth in RN to B.S.N. program.</td>
</tr>
<tr>
<td></td>
<td>Existing/Continue: Sustain active support from KCON Office of Student Services Academic Advising Team</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ensure faculty mentor to foster growth in career path</td>
<td>Advising, faculty, and administrative FTE to support growth in RN to B.S.N. program.</td>
</tr>
<tr>
<td>Graduate Retention Strategy</td>
<td>New or Existing (Continue, Improve/Expand)</td>
<td>Resource/Capacity Implications</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td><strong>Objective 1:</strong> Increase enrollment of nondegree-seeking/microcredentials by 10 students in each option currently offered: Psychiatric mental health nurse practitioner (PMHNP) certificate, interprofessional health informatics, interprofessional palliative and hospice care; telehealth; population health (Subpopulation impact: nondegree and short credential GR; adult nontraditional)</td>
<td>Expand (in existing strategic plan; curricular models developed/approved; regulatory bodies notified/approved)</td>
<td>Adequate number of faculty with 9.5 full-time equivalent (FTE) resignations/retirement in KCON (academic year)</td>
</tr>
<tr>
<td>Assign academic advisor to each prospective and enrolled student</td>
<td>Existing/Continue: Sustain active support from KCON Office of Student Services Academic Advising Team Ensure faculty mentor to foster growth in career path Graduate Student Association (GSA) support and promote</td>
<td></td>
</tr>
<tr>
<td>Assign academic advisor to each prospective and enrolled student Evaluate courses that could be offered predominately online or that could meet in person 1-2 times/semester</td>
<td>Existing/Continue: Sustain active support from KCON Office of Student Services Academic Advising Team Ensure faculty mentor to foster growth in career path GSA board members support and promote</td>
<td></td>
</tr>
</tbody>
</table>
KIRKHOF COLLEGE OF NURSING  
AFRICAN AMERICAN POPULATIONS  
RECRUITMENT STRATEGIES

**GOAL:**
Increase enrollment of African American students in undergraduate and graduate degree programs

<table>
<thead>
<tr>
<th>African American Populations Recruitment Strategies</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1:</strong> Increase enrollment of African American students in the traditional B.S.N. (by 8), ASD/B.S.N. (by 8), and RN to B.S.N. (by 10). (Subpopulation impact: First-generation, Pell eligible, underrepresented in science, technology, engineering, and mathematics [STEM], transfer)</td>
<td>Continue/Expand holistic admissions processes/practices</td>
<td>Community partnerships with persons of color to support holistic admissions processes</td>
</tr>
<tr>
<td>KCON specific partnership development for intentional pathway/pipeline program</td>
<td>New (Potential partners): Seeds of Promise; Grand Rapids Public Schools; Kent Intermediate School District – Early College High School; GVSU’s Charter Schools Office</td>
<td>Advising and administrative FTE to support recruitment efforts</td>
</tr>
<tr>
<td>Health Resources and Services Administration (HRSA) Nursing Workforce Diversity Grant (to target RN to B.S.N. to graduate nursing degree progression)</td>
<td>New (Potential): Explore partnership with historically black colleges and universities (HBCU) such as St. Augustine University</td>
<td>Faculty FTE to teach new courses</td>
</tr>
<tr>
<td>See subpopulation/African American report for recruitment strategies</td>
<td>HRSA: New/in development with submission January 19, 2021 (specific to RN to B.S.N. students)</td>
<td></td>
</tr>
<tr>
<td>Increased awareness of nursing as a viable career option among African American high school students in geographic locations</td>
<td>New: Explore prenursing course for college credit at Battle Creek GVSU campus to inform high school students on the profession of nursing</td>
<td></td>
</tr>
<tr>
<td>Increased awareness of nursing as a viable career among GVSU African American first-year students</td>
<td>New: If seminars become a required part of the GVSU first-year experience, explore collaboration to offer a nursing/health professions seminar learning experience</td>
<td></td>
</tr>
</tbody>
</table>

| **Objective 2:** Increase enrollment of African American students in the M.S.N. degree program (by 6), and D.N.P. HSL degree program (by 6) (Subpopulation impact: Graduate degree-seeking) |  |  |
|  |  |  |
### African American Populations Recruitment Strategies

| KCON specific partnership development for intentional pathway/pipeline program | Expand with current and potential practice partners |
| HRSA Nursing Workforce Diversity Grant (to target RN to B.S.N. to graduate nursing degree progression) | Develop partnership with Historically black colleges and universities (HBCU) such as St. Augustine University |
| See subpopulation/African American report for recruitment strategies | New/in development with submission January 19, 2021 |

### KIRKHOF COLLEGE OF NURSING

#### AFRICAN AMERICAN POPULATIONS

#### RETENTION STRATEGIES

<table>
<thead>
<tr>
<th>African American Populations Retention Strategies</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1:</strong> Increase enrollment of African American students in the traditional B.S.N. (by 8), ASD/B.S.N. (by 8), and RN to B.S.N. (by 10). (Subpopulation impact: First-generation, Pell eligible, underrepresented in science, technology, engineering, and mathematics [STEM], transfer)</td>
<td>Continue/Expand holistic admissions processes/practices</td>
<td>Community partnerships with persons of color to support holistic admissions processes</td>
</tr>
<tr>
<td>See subpopulation/African American report for retention strategies</td>
<td>Sustain active support from KCON Office of Student Services Academic Advising Team</td>
<td>Faculty and staff training</td>
</tr>
<tr>
<td>Enhance faculty and staff cultural sensitivity awareness through intentional training efforts and the READ project</td>
<td>New (for all traditional and ASD B.S.N. students): Explore use/application of available Assessment Technologies Institute (ATI) data analytics on individual student performance for early identification of at-risk status so that academic resources may be provided to promote student success</td>
<td>KCON faculty training on ATI; increase use of academic student success retention resources at the university</td>
</tr>
<tr>
<td>Identify a KCON representative to liaise with the Social Justice Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American Populations Retention Strategies</td>
<td>New or Existing (Continue, Improve/Expand)</td>
<td>Resource/Capacity Implications</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>------------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td><strong>Objective 2:</strong> Increase enrollment of African American students in the M.S.N. degree program (by 6), and D.N.P. HSL degree program (by 6) (Subpopulation impact: Graduate degree-seeking)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>See subpopulation/African American report for retention strategies</td>
<td>Sustain active support from KCON Office of Student Services Academic Advising Team</td>
<td></td>
</tr>
<tr>
<td>Enhance faculty and staff cultural sensitivity awareness through intentional training efforts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify a KCON representative to liaise with the Social Justice Center</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
KIRKHOF COLLEGE OF NURSING
HISPANIC/LATINX POPULATIONS
RECRUITMENT STRATEGIES

GOAL:
Increase enrollment of Hispanic/LatinX students in undergraduate and graduate degree programs

<table>
<thead>
<tr>
<th>Hispanic/Latinx Populations Recruitment Strategies</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1</strong>: Increase enrollment of Hispanic/Latinx students in the traditional B.S.N. (by 8), ASD/B.S.N. (by 8), and RN to B.S.N. (by 10). (Subpopulation impact: First-generation, Pell eligible, underrepresented in STEM, transfer)</td>
<td>Continue/Expand holistic admissions processes/practices</td>
<td>Community partnerships with Hispanic/Latinx individuals to support holistic admissions processes</td>
</tr>
<tr>
<td>KCON specific partnership development for intentional pathway/pipeline program</td>
<td>New (Potential partners: Battle Creek community/VOCES; Seeds of Promise; Grand Rapids Public Schools); Kent Intermediate School District – Early College High School; GVSU’s Charter Schools Office</td>
<td>Advising and administrative FTE to support recruitment efforts.</td>
</tr>
<tr>
<td>HRSA Nursing Workforce Diversity Grant (to target RN to B.S.N. to graduate nursing degree progression)</td>
<td>HRSA: New/in development with submission January 19, 2021 (specific to RN to B.S.N. students)</td>
<td>Faculty FTE to teach new courses</td>
</tr>
<tr>
<td>See subpopulation/Hispanic/Latinx report for recruitment strategies</td>
<td>New: Explore prenursing course for college credit at Holland GVSU campus to inform high school students on the profession of nursing</td>
<td>Recruitment of select placement sites; coordinated faculty; university approvals</td>
</tr>
<tr>
<td>Increased awareness of nursing as a viable career option among Hispanic/Latinx high school students in geographic locations</td>
<td>New: If seminars become a required part of the GVSU first-year experience, explore collaboration to offer a nursing/health professions seminar learning experience</td>
<td>Faculty and staff training</td>
</tr>
<tr>
<td>Increased awareness of nursing as a viable career among GV Hispanic/Latinx first-year students</td>
<td>New: Partner with language studies on integrating Spanish minor/major in the nursing curriculum (also a retention strategy)</td>
<td></td>
</tr>
<tr>
<td>Explore curriculum co-design between nursing and Spanish major/minor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhance faculty and staff cultural sensitivity awareness through intentional training efforts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify a KCON representative to liaise with the Social Justice Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latinx Populations Recruitment Strategies</td>
<td>New or Existing (Continue, Improve/Expand)</td>
<td>Resource/Capacity Implications</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Objective 2: Increase enrollment of Hispanic/Latinx students in the M.S.N. degree program (by 6), and D.N.P. HSL degree program (by 6) (Subpopulation impact: Graduate degree-seeking)</td>
<td>Expand with current and potential practice partners New/in development with submission January 19, 2021</td>
<td></td>
</tr>
<tr>
<td>KCON specific partnership development for intentional pathway/pipeline program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRSA Nursing Workforce Diversity Grant (to target RN to B.S.N. to graduate nursing degree progression)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>See subpopulation/Hispanic/Latinx report for recruitment strategies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## KIRKHOFF COLLEGE OF NURSING

### HISPANIC/LATINX POPULATIONS RETENTION STRATEGIES

<table>
<thead>
<tr>
<th>Hispanic/Latinx Populations Retention Strategies</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1:</strong> Increase enrollment of Hispanic/Latinx students in the traditional B.S.N. (by 8), ASD/B.S.N. (by 8), and RN to B.S.N. (by 10). (Subpopulation impact: First-generation, Pell eligible, underrepresented in STEM, transfer)</td>
<td>Continue/Expand holistic admissions processes/practices</td>
<td>Community partnerships with Hispanic/Latinx individuals to support holistic admissions</td>
</tr>
<tr>
<td>See subpopulation/report for Hispanic/Latinx retention strategies</td>
<td>Sustain active support from KCON Office of Student Services Academic Advising Team</td>
<td>ESL resources</td>
</tr>
<tr>
<td>Develop English as second language (ESL) writing support resource</td>
<td>New (for all traditional and ASD B.S.N. students): Explore use/application of Assessment Technologies Institute (ATI) data analytics on individual student performance for early identification of at-risk status so that academic resources may be provided to promote student success</td>
<td>KCON faculty training on ATI; increase use of academic student success retention resources at the university</td>
</tr>
<tr>
<td>Increased use of available analytic tools to identify at-risk prelicensure nursing students</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objective 2:</strong> Increase enrollment of Hispanic/Latinx students in the M.S.N. degree program (by 6), and D.N.P. HSL degree program (by 6) (Subpopulation impact: Graduate degree-seeking)</td>
<td>Sustain active support from KCON Office of Student Services Academic Advising Team</td>
<td></td>
</tr>
<tr>
<td>See subpopulation/Hispanic/Latinx report for retention strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhance faculty and staff cultural sensitivity awareness through intentional training efforts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify a KCON representative to liaise with the Social Justice Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop ESL writing support resource</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
KCON Guiding Principles:

- Recognize the intersectionality/overlapping, putting individuals in multiple ones of the “subgroup populations” identified
- Intersectionality acknowledges that an individual may face multiple types of overlapping discrimination depending on their race, gender, age, ethnicity, physical ability, class or any other characteristic that might affect personal vulnerability/inequities
- Anintersectional approach acknowledges systemic discrimination due to sexual orientation and identity, gender and gender identity, race, economic status, immigration status, national origin, and ability, among other aspects of one’s identity, and that this systemic discrimination impacts access to opportunity.
- KCON’s early draft represents only initial planning, acknowledging the need to cross-walk strategies over colleges/identify shared resources to actualize recruitment and retention, with focus on identified subpopulations. Shared opinion with GVSU academic deans: In development of GVSU SEMPs, it is important that we develop a better understanding of the differences in pre-college preparation and social experience; develop a diverse faculty and staff; an understanding of, and training toward, creating inclusive learning, living, advising, etc. environments, interventions, and programming to bridge these differences. It is important that collectively our SEMP be collaborative, coordinated, and reflect best practices that have been shown to be effective.
UNIVERSITY LIBRARIES
RECRUITMENT STRATEGIES

In support of Academic and Student Affairs (ASA) Strategic Enrollment Management Plan (SEMP) Planning Guiding Principles, University Libraries actively partners for student academic success. The libraries’ award-winning spaces and reputation in service excellence support the recruitment and retention of undergraduate and graduate students. The Libraries offer an inclusive environment where students can learn to be lifelong learners and find that they are not alone in that journey. Our strategies are aimed at all students.

Our high-level strategies

- Increase integration of open education resources (OER) into classes
- Increase the publishing capacity for OER at GVSU
- Actively engage in emergent student experience efforts, such as first-year experience (FYE)
- Engage actively in a review of policies, spaces, and practices centering on anti-oppression and equity
- Strategically grow virtual services for just-in-time use by students
<table>
<thead>
<tr>
<th>Undergraduate/Graduate Recruitment Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
<th>Shared Area of Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase integration of open education resources (OER) into classes; increase the publishing capacity for OER at GVSU</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrate more OER into high-enrollment courses: Currently integrated in 13 GVSU courses</td>
<td>Expand</td>
<td>OER curation and alignment with course objectives (staff time)</td>
<td>Curriculum, academic support</td>
</tr>
<tr>
<td>Partner with K-12 institutions through a collaboration with the College of Education and a nearby GoOpen Michigan school district to create and adopt OER</td>
<td>New</td>
<td>Seek grant funding to cover costs of SE+ students, library faculty time, and COE faculty and student time.</td>
<td>Curriculum, academic support, K-12</td>
</tr>
<tr>
<td>Zero textbook cost pathway for Michigan community college transfer students. Pathways will mirror the MiTransfer Pathways: gvsu.edu/admissions/mitransfer-pathways-94.htm</td>
<td>New</td>
<td>Funding for staff time to coordinate a zero-cost course materials pathway for transfer students that will satisfy both associate and bachelor degree requirements. Pathways for biology, business, criminal justice, and psychology. Potential to expand to transfers from outside of Michigan, with special consideration for transfer students from U.S. minority-serving institutions, emphasizing historically black colleges and universities (HBCUs).</td>
<td>Curriculum</td>
</tr>
</tbody>
</table>

**ESTIMATED RECRUITMENT IMPACT**

$735,000 in estimated savings by Lakers using OER from Fall 2018-Spring 2019, directly impacting students’ ability to persist at GVSU.

Partnering with K-12 schools to create OER puts GVSU within reach of these students’ college goals. Not only does it bring name recognition for GVSU, it also shows that GVSU recognizes the challenge of college affordability and is willing to put in the necessary time and effort to mitigate these to help students succeed, reaching higher together.
Providing a zero-cost pathway for Michigan transfer students can build upon structure already in place with MiTransfer Pathways. Librarians can collaborate with department faculty to integrate zero-cost course materials that satisfy the program’s student learning outcomes. Once established, we’d expand the pathways to accommodate transfer students from outside of Michigan, with an emphasis toward minority-serving institutions. All in an effort to increase GVSU’s reputation for inclusion, diversity, equity, and accessibility.
UNIVERSITY LIBRARIES
RETENTION STRATEGIES

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
<th>Shared Area of Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase integration of open education resources (OER) into classes; increase the publishing capacity for OER at GVSU</td>
<td>Expand</td>
<td>Faculty/staff time to convene student senate and faculty senate, Faculty Teaching &amp; Learning Center (FTLC), Inclusion &amp; Equity (I&amp;E), and other campus partners to share impact statements through their communication channels</td>
<td>Curriculum, academic support</td>
</tr>
<tr>
<td>Awareness campaign for our campus OER efforts to highlight its direct impact on inclusion, diversity, equity, and accessibility efforts</td>
<td>Expand</td>
<td>Staff time to provide editorial and layout support, sustain our publishing platform (e.g. PressBooks), and identify a network of peer reviewers</td>
<td>Curriculum, academic support, faculty and staff development</td>
</tr>
<tr>
<td>Increase the publishing capacity for OER at GVSU</td>
<td>Expand</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ESTIMATED RECRUITMENT IMPACT

Affordable course materials > access to necessary information > student success and engagement > higher GPA > increases the likelihood to persist.

The high cost of textbooks is a well-documented problem that creates and reinforces barriers to education. The price of course materials has outpaced inflation for decades, contributing to food insecurity and driving students to hard choices. In national studies, two thirds of undergraduates report skipping required materials due to cost, despite overwhelming concern that doing so would harm their grades.
In a Fall 2019 poll, 78 percent of Lakers reported the same, many saying they would buy more or better groceries if their textbooks were free. The evolution of digital course materials brings new issues: temporary access codes, data harvesting, mandatory purchase programs, and refusal to sell digital textbooks to academic libraries. The strategies outlined previously demonstrate commitment to inclusion, diversity, equity, and accessibility (IDEA) via concrete solutions to make college more accessible and affordable.


<table>
<thead>
<tr>
<th>Undergraduate/Graduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications*</th>
<th>Shared Area of Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusive spaces</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage actively in a review of policies, spaces, and practices centering on anti-oppression and equity</td>
<td>New, improve, continue</td>
<td>Staff time devoted to libraries’ re-envisioned inclusion, diversity, equity and accessibility (IDEA) group. Dean’s time for group leadership. Develop mechanisms by which to review existing policies, spaces, and practices to support anti-oppression and equity. Develop mechanisms and guidelines by which to craft new/emerging policies, space guidelines, and practices.</td>
<td>Academic support, co-curricular and social student support</td>
</tr>
<tr>
<td>Continue to train and enhance faculty and staff cultural competencies</td>
<td>Continue</td>
<td>Staff time and financial resources for training and accountability</td>
<td>Faculty and staff development</td>
</tr>
<tr>
<td>Collaborate with the Art Gallery to review the art on display to foster representation and belonging</td>
<td>Improve</td>
<td>Staff time in the Art Gallery and funding for installation</td>
<td>Co-curricular and social student support</td>
</tr>
</tbody>
</table>
ESTIMATED RETENTION IMPACT [FOR INCLUSIVE SPACES]

Surveys, focus groups, and other qualitative measures to evaluate approaches for inclusivity. Using existing baseline data from previous surveys, we will look for improvement over time.

**Improve space**

Students from historically marginalized identities would feel that the libraries are also their space, a common attribution for dominant identities students.

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
<th>Shared Area of Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategically grow virtual services for just-in-time use by students</td>
<td>Continue and Expand</td>
<td>Libraries are launching search for digital student experience coordinator (AP), who will coordinate, curate, and work across multiple library departments to enhance student experience with digital services</td>
<td>Curriculum and academic Support</td>
</tr>
<tr>
<td>Strategically grow virtual services for just-in-time use by students</td>
<td>Continue</td>
<td>Existing faculty time to develop and deliver instruction; faculty time of instructional design librarian to lead universal design, assessment, and programmatic evaluation efforts</td>
<td>Curriculum and academic Support</td>
</tr>
<tr>
<td>Continue to offer Virtual Knowledge Market</td>
<td>Continue</td>
<td>Ongoing budget need for student employees to staff Knowledge Market</td>
<td>Curriculum and Academic support</td>
</tr>
<tr>
<td>Continue with Digital Skills Pilot</td>
<td>Continue and Expand</td>
<td>Hiring ongoing to coordinate and grow service, ongoing budget need for student employees to staff this Knowledge Market service</td>
<td>Academic support</td>
</tr>
</tbody>
</table>

---

157
Undergraduate/Graduate Retention Strategy | New or Existing (Continue, Improve/Expand) | Resource/Capacity Implications | Shared Area of Focus
--- | --- | --- | ---
Continue to offer: virtual research/reference support via chat, text, email, and synchronous online platforms. These services are offered via peer model, staff, and faculty librarians, with increasing specialization. | Continue | Existing staff time, faculty time, student employee budget, and technology to deliver these services | Curriculum and academic support

**ESTIMATED RETENTION IMPACT**

Libraries in-person instruction program has tracked the positive correlative relationship between a class having library instruction and student retention over the last eight years. This statistically significant correlation also appears in GPA. Starting in 2020-2021 we will start measuring the impact of online learning objects.

Evaluation of virtual reference/chat/text services indicate high levels of student satisfaction at levels above industry standard.

Evaluation of Knowledge Market (KM) services indicates high levels of student satisfaction and increased confidence in their library research skills. Evaluation of Knowledge Market data also demonstrates statistically positive correlation with visits to the KM and student retention. Early data of the digital skills pilot identifies an increase in skills confidence.
<table>
<thead>
<tr>
<th>Undergraduate/Graduate Retention Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
<th>Shared Area of Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively engage in emergent student experience efforts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library integration into first-year experience (FYE) program</td>
<td>New</td>
<td>Staff time to be part of FYE Acceleration Group. Staff time to lead, coordinate, and implement libraries FYE efforts. Could include learning modules, tours, exhibits, programming.</td>
<td>Curriculum and academic support</td>
</tr>
<tr>
<td>Library support of housing orientation</td>
<td>Continue</td>
<td>Staff time to plan and implement orientation activities for resident advisors</td>
<td>Academic support</td>
</tr>
<tr>
<td>Library partner with affinity group orientations and events, such as Laker Familia and Black Excellence</td>
<td>Continue, Expand</td>
<td>Staff time to plan and implement orientation activities with the affinity group; space and events support for orientations</td>
<td>Academic support; co-curricular and social student support</td>
</tr>
</tbody>
</table>

**ESTIMATED RETENTION IMPACT**

Libraries instruction program has tracked the positive correlative relationship between a class having library instruction and student retention over the last eight years. (If FYE has integrated library instruction, there is potential for more support of retention.)

The libraries collect qualitative data for exhibits and programming, which help inform future development and iterative improvement.
# THE GRADUATE SCHOOL
## RECRUITMENT STRATEGY

<table>
<thead>
<tr>
<th>Recruitment Strategy</th>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review periodically and update/revise as necessary the graduate degree program and graduate certificate podcasts on graduate school website</td>
<td>Continue</td>
<td>None at the current time</td>
</tr>
<tr>
<td>Review periodically and update/revise as necessary the automated electronic recruitment emails that are delivered to prospective students</td>
<td>Continue</td>
<td>None at the current time</td>
</tr>
<tr>
<td>Increase the number of graduate recruiters working with the Office of Admissions and The Graduate School</td>
<td>Expand</td>
<td>Financial support for additional recruiter(s)</td>
</tr>
<tr>
<td>Enhance promotion of co-curricular activities (e.g. 3MT, Graduate Showcase, Academic Conference Fund, Presidential Research Grants) at new graduate student orientation and on website, marketing, and recruitment materials</td>
<td>Continue</td>
<td>None at the current time</td>
</tr>
<tr>
<td>Promote combined degree programs to incoming freshman and transfer students as a way to complete both an undergraduate and graduate degree for less cost and in less time</td>
<td>Continue</td>
<td>None at the current time</td>
</tr>
<tr>
<td>Continue to identify student success stories, record videos, and highlight those videos on The Graduate School webpages, as well as the university recruitment and marketing pages</td>
<td>Expand</td>
<td>Financial support for the cost of creating the videos</td>
</tr>
<tr>
<td>Ensure that highlights, news articles, and other media stories are inclusive of all graduate programs and reflect the diversity of the graduate student population</td>
<td>Continue</td>
<td>None at the current time</td>
</tr>
<tr>
<td>Promote the GSA and graduate program RSOs at the academic majors fair, Grad Fair, Gradfest, and program recruiting events</td>
<td>New</td>
<td>None at the current time</td>
</tr>
</tbody>
</table>
**Recruitment Strategy**

<table>
<thead>
<tr>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designate a special projects GA to assist graduate admissions recruitment positions</td>
<td>New</td>
</tr>
</tbody>
</table>

**Retention Strategy**

<table>
<thead>
<tr>
<th>New or Existing (Continue, Improve/Expand)</th>
<th>Resource/Capacity Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote Graduate Student Association registered student organizations to enrolled students as a way to facilitate support for student engagement and opportunity for financial support for professional development</td>
<td>Continue</td>
</tr>
<tr>
<td>Promote high impact co-curricular activities (e.g. 3MT, Graduate Showcase, Academic Conference Fund, Presidential Research Grants) to all graduate students</td>
<td>Continue</td>
</tr>
<tr>
<td>Work with graduate program directors to identify specific program retentions strategies</td>
<td>Continue</td>
</tr>
<tr>
<td>Launch and then promote the graduate student mental health website</td>
<td>New</td>
</tr>
<tr>
<td>Identify and provide co-curricular offerings desired by traditional and nontraditional students, including resources and events for diverse populations</td>
<td>New</td>
</tr>
<tr>
<td>Retention Strategy</td>
<td>New or Existing (Continue, Improve/Expand)</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Offer events such as New Graduate Student Orientation and project/thesis/dissertation workshops with a virtual component and provide accessible videos (when appropriate) on The Graduate School website</td>
<td>New</td>
</tr>
<tr>
<td>Coordinate with the Social Justice Center to promote diverse events of interest to graduate students</td>
<td>New</td>
</tr>
</tbody>
</table>
MARKETING STRATEGY FOR SEMP

Grand Valley’s Institutional Marketing office executes advertising campaigns that support the building of the university’s image and recruitment efforts, setting appropriate expectations among our audiences so they will attend and persist at the university and be positive ambassadors about their experience.

We begin planning our marketing campaigns with the goal(s) for each audience, like those that are laid out in this strategic enrollment management plan (SEMP), and research what tactics might effectively reach them and what messages might resonate best. During each campaign, we regularly evaluate how it is performing and make adjustments accordingly.

AUDIENCES

We divide our image and recruitment advertising into three broad categories that target 1.) traditional-aged learners, 2.) adults aged 25 and older seeking undergraduate credentials, and 3.) graduate-credential-seeking learners. All the subpopulations mentioned in this plan are included in one or more of these categories and will be addressed specifically.

RESEARCH

We conduct primary and secondary qualitative and quantitative research to identify how to effectively reach our audiences and what messages resonate, per the goals for each audience.

MESSAGES

Our current marketing campaign is called Next is Now. The concept addresses the fact that we all face new choices and new challenges as we adapt to an ever-changing world. This is true for every Laker, whether they are 17 or 77. As our learner population evolves and expands, so do the knowledge and skills learners seek. While many learners come to the university to acquire a four-year undergraduate degree, many others don’t. Instead, they seek specific skills, technical certificates and badges, and advanced degrees. Next is Now embodies GVSU’s commitment to preparing all of its learners for whatever comes next: their next promotion, their next role, their next career. You can see more details about this campaign’s messages at gvsu.edu/identity/next.

Specific academic programs or initiatives are highlighted in marketing that is based on institutional goals. For our traditional-aged learner campaigns, we promote all undergraduate programs as well as
the unique selling propositions that distinguish Grand Valley from other schools. For our adult audiences, we promote programs, degrees, and certificates that have capacity and that are most relevant to the location where they live, in terms of job availability and industry demand.

**TACTICS**

We have the ability to reach specific audiences through digital marketing (including advertising on websites, social media, streaming TV, and streaming radio). We also use some traditional tactics, such as billboards and signs on public buses that run near where our target audiences live and commute. You can see examples of advertising tactics at [gvsu.edu/identity/next](http://gvsu.edu/identity/next).

Underlying these paid tactics, University Communications pushes out image-building news stories that promote the university’s strategic goals and initiatives through traditional media and social media platforms, including YouTube, Facebook, Instagram, Twitter, LinkedIn, Pinterest, Snapchat, and TikTok.

**TIMING**

GVSU’s recruitment marketing runs throughout the year and covers most of the State of Michigan, as well as Chicago to varying degrees and in different cadences, depending on the target audience and goals.

**EXAMPLES OF CAMPAIGNS**

One strategic enrollment goal is to reach people of color who live in West Michigan but have traditionally perceived Grand Valley as not being for them. Listening to some people in this audience, we learned why they feel they don’t belong at GVSU and observed how they obtain information. They said people in their communities tend to stay localized and travel on foot or by bus, so this campaign uses buses on lines that run near feeder high schools, as well as posters (small billboards) on local streets (rather than using billboards on highways). The messages and photos show people like them succeeding at GVSU.

Another enrollment goal is to address adult learners, especially those who started but never finished an undergraduate degree. The LEADS program contains embedded certificates that address the industry needs in Michigan, which were discovered through market research. We use this industry demand as a message for people who are looking to expand their employment opportunities. This audience is targeted through digital advertising algorithms keyed to various demographics and interest indicators.
Primary and Secondary Drivers
Edited from *Reframing Student Success in College* by Kinzie and Kuh (2017)

**PRIMARY DRIVER 1: DEVELOPMENT OF COMPREHENSIVE, INTEGRATED SYSTEMS FOR STUDENT SUCCESS FOR ALL STUDENTS**

- Data-informed evaluations of the quality of student experience and programs and services intended to foster student success for all learners
- Use of evidence of student learning to inform the sustainability and improvement of student success efforts
- Operational integration of curricular and co-curricular experiences
- More interconnected policies and programs, fewer isolated initiatives
- Collaborative and intentional working relationships between faculty and staff
- Policies and strategies that acknowledge and address students’ current realities (financial stress, food insecurity, sexual assault, racism) in a holistic manner

**PRIMARY DRIVER 2: IMPLEMENTATION OF EMPIRICALLY BASED APPROACHES**

- Greater reliance on and reliable implementation of empirically based approaches to student success
- Systematic early college exposure and support networks with P–16 partners
- Effective pathway, transition, and orientation experiences
- Reformed gateway courses and developmental education
- Greater use of engaging pedagogies
PRIMARY DRIVER 3: ENACTMENT OF CULTURAL SYSTEMS OF STUDENT SUCCESS

- Strategic relationships with K-12 systems, community partners, international partners, and families that facilitate a culture of expectation, academic preparation, and belonging
- More collaboration between two-year and four-year institutions as well as undergraduate and graduate programs
- Greater attention to transitions between high school and college; between two-year and four-year institutions; and between undergraduate to graduate education
- Promotion of asset-based narratives about students
- More and better communication with prospective students about enrollment and what is required to achieve educational goals for all learners
- Recognition and reward for cultural navigators — faculty and staff who guide, mentor, and support students

PRIMARY DRIVER 4: APPLICATION OF CLEAR PATHWAYS WITH MONITORING SYSTEMS

- Maps to guide student transition to college and through majors are explicit and available
- Require students to make “big choices” about whole programs of study while other “small choices” are laid out and clear
- Greater specification of step-by-step roadmaps and use of intrusive guidance to support college completion
- Greater use of student information, such as past performance and interest inventories, to inform student choice of major, co-curricular involvements, and other beneficial experiential learning
- More comprehensive data and information systems accessible throughout the institution

PRIMARY DRIVER 5: ENACTMENT OF A STUDENT SUCCESS MINDSET FOR UNDERGRADUATE, GRADUATE, AND LIFETIME LEARNERS

- Encouragement of the belief that all students can succeed
- Greater attention to a growth mindset orientation to promote student resiliency and success
- Faculty and staff development to foster student success mindset
- Greater emphasis on the benefits of involvement in co-curricular activities and documentation of value and learning gains
- Make underserved students achievements visible and valued
Glossary of terms/acronyms

ACS - Adult and Continuing Studies
ASA - Division of Academic and Student Affairs (GVSU)
ASSP - American Society of Safety Professionals
BCOIS - Brooks College of Interdisciplinary Studies (GVSU)
BIPOC - black, indigenous, people of color
BUS - Business courses
CC - Community college
CCPS - College of Community and Public Service (GVSU)
CIS - School of Computing and Information Systems (GVSU)
CRM - Customer Relationship Management System
CS - Computer Science
CS + X - Computer science degree with an emphasis in an additional area (X)
EAB - Educational Advisory Board
EGR - School of Engineering (GVSU)
EM - Division of Enrollment Management (GVSU)
ENS - Environmental and sustainability studies (major and minor program in Brooks College)
FIRST - FIRST Robotics Competition for K-12 Students
FLCs - Faculty learning communities
FTIAC - First time in any college (traditional-age students)
FTLC - Pew Faculty Teaching and Learning Center (GVSU)
GVSU - Grand Valley State University
HBCU - Historically black colleges and universities
HHSI - Historically Hispanic-serving institutions
HNR - Honors, aka Frederik Meijer Honors College
HS - High school
HTM - Hospitality and tourism management
IDeL - Instructional design for eLearning
INT - Integrative studies (major program in the IRIS department, formerly liberal studies)
IRIS - Department of Integrative, Religious, and Intercultural Studies (academic unit in Brooks College)
LEADS - Lifelong educational attainment for determined students (adult learner degree completion program involving five of the academic colleges) gvsu.edu/complete
LLC - Learning-living community
M.S. - Master of Science
M.S.E. - Master of Science in engineering
NSBE - National Society of Black Engineers
OER - Open educational resources
OSH - Occupational Safety and Health Department (GVSU)
PAGES - Professional Association of Graduate Engineering Students
PCEC - Padnos College of Engineering and Computing (GVSU)
PSM - Professional science master’s programs (GVSU)
PSS - Professional Support Staff (administrative employees of GVSU)
READ - Racial Equity And Diversity community reading project (under development as a curricular and co-curricular learning opportunity for students and professional development for faculty and staff)
SCOB - Seidman College of Business (GVSU)
Grand Valley State University is an affirmative action, equal opportunity institution. It encourages diversity and provides equal opportunity in education, employment, all of its programs, and the use of its facilities. It is committed to protecting the constitutional and statutory civil rights of persons connected with the university. 5/21

© 2021 Grand Valley State University 20-0599