

**Grand Valley State University
Kirkhof College of Nursing
2016-2021 Strategic Plan**

PREAMBLE

As part of the strategic positioning process to create the 2016-2021 Grand Valley State University (GVSU) Strategic Plan, the GVSU Board of Trustees (BOT) reviewed and affirmed GVSU's mission statement and the creation of a new vision statement and values statement. To advise and guide the 2 year development phase of the strategic positioning process, a 25-member, institution-wide Strategic Positioning Committee (SPC) was formed. The SPC sought feedback from many representative groups to inform the creation of the 2016-2021 GVSU Strategic Plan. More specifically, the SPC studied the findings from an extensive environmental scan of current and anticipated demographic, economic, social, cultural, and technical forces most likely to impact GVSU's ability to fulfill its mission and vision over the upcoming six year period. This scan included strategic conversations with key stakeholders, review of GVSU 2010-2015 performance data, accreditation information from various sources, and survey feedback from donors. The 2016-2021 GVSU Strategic Plan was approved by the university's BOT in 2015.

The 2016-2021 Grand Valley State University (GVSU) Strategic Plan and the complementing 2016-2021 Kirkhof College of Nursing (KCON) Strategic Plan are conceptual, living documents that should be continually updated as new internal and external opportunities and challenges emerge. This responsive, proactive stance will require "constant review, regular monitoring, and ongoing modification to remain optimally relevant and useful for resource allocation, budgeting and the assessment of institutional progress" (GVSU, 2015, p.5).¹

GVSU will continue its commitment to maintaining momentum in achieving additional outcomes integral to its vision, mission and values. For example, some of these fundamental outcomes include: *"enrollment diversification and management; reduction of time to graduation; increase in graduation rates; management of costs; enhanced affordability; and the launch of innovative, entrepreneurial initiatives"* (GVSU, 2015, p. 12). Similarly, KCON will continue its commitment to continually accomplish previously identified outcomes foundational to KCON's vision and mission. Many of those fundamental outcomes align with standards of accreditation for baccalaureate and graduate nursing programs and focus on "mission and governance; institutional commitment and resources; curriculum and teaching-learning practices; as well as assessment and achievement of program outcomes" (Commission on Collegiate Nursing Education, 2013, p. 1).²

¹ Grand Valley State University. (2015). The Grand Valley State University strategic plan 2016-2021. Retrieved at: http://www.gvsu.edu/cms3/assets/61697910-910A-8DF3-C277AFB5E6D3E506/2016-2021_strategic_plan_-_november_2015c.pdf

² Commission on Collegiate Nursing Education. (2013). Standards for accreditation of baccalaureate and graduate nursing programs. Retrieved at: <http://www.aacn.nche.edu/ccne-accreditation/Standards-Amended-2013.pdf>

The 2016-2021 KCON Strategic Plan was developed KCON's Strategic Planning Committee (KCON SPC) over an approximate one year period beginning in the spring of 2015. Members on the KCON SPC represented the following constituencies: Professional Support Staff, Office of Student Services, Family Health Center personnel, KCON Faculty, and Administration. In the early stages of forming the 2016-2021 KCON Strategic Plan, KCON SPC members reviewed GVSU and KCON vision, mission, and value statements (current and revised) and participated in a facilitated SWOT analysis on each of the four GVSU strategic priorities. In addition KCON SPC members and the KCON Advisory Board identified things KCON did well and areas where the college could excel. Updates were provided to the KCON Faculty Organization Committee (FOC) at regular intervals as a mechanism to incorporate additional perspectives. In December 2015, the FOC approved the revision of the KCON vision statement to further align with the revised GVSU vision statement. The 2016-2021 KCON Strategic Plan is therefore comprised of aspirational objectives under strategic priorities that seek to achieve institutional outcomes in alignment with GVSU.

4 STRATEGIC PRIORITIES

- SP#1: Actively engage learners at all levels
- SP#2: Further develop exceptional personnel
- SP#3: Ensure alignment of institutional structures and functions
- SP#4: Enhance the institution's image and reputation

5 INSTITUTIONAL OUTCOMES

- A. Grand Valley's learning environment is personal, challenging, and transformational, supporting excellent academic programs and co-curricular opportunities;
- B. Grand Valley is diverse and inclusive.
- C. Grand Valley has mutually beneficial relationships, partnerships, collaborations, and connections with local, state, national, and world communities;
- D. Grand Valley supports innovative teaching, learning, integrative scholarly and creative activity, and the use of new technologies;
- E. Grand Valley strategically allocates its fiscal, human, and other institutional resources.

GVSU VISION

Grand Valley State University demonstrates its commitment to providing an inclusive learning environment where all students can explore new directions, find their niches, and develop skills for life and productive careers. Grand Valley is known for increasingly innovative and outstanding teaching, recognized scholarship, significant community engagement, and excellent stewardship of its resources. Our university inspires and equips students to be active lifelong learners and global citizens. Grand Valley strives to be a model public university shaping leaders for success.

GVSU MISSION

Grand Valley State University educates students to shape their lives, their professions, and their societies. The university contributes to the enrichment of society through excellent teaching, active scholarship, and public service.

7 GVSU CORE VALUES

EXCELLENCE-

Grand Valley State University values excellence in all aspects of its enterprise. Our students' levels of performance in learning, scholarship, and community service; our stewardship of resources; our regular assessment and refinement of instructional and operational processes; and our shared dedication to excellence compel us to strive for exemplary and responsible outcomes in all that we do. Within our academic community, we individually and collectively celebrate our successes and the difference our commitment to excellence makes to individuals and communities in West Michigan, the state, the nation, and the world.

INTEGRITY-

Grand Valley State University values honesty, fairness, and openness in its actions, transactions, and communications. Our emphasis on integrity compels us to respect and teach the fundamental tenets of a liberal education that remain central to our identity and reputation. We moreover value the incorporation of ethics into critical thinking and decision making institution-wide. The value we place on integrity underscores our intention to be trustworthy, dependable, and adhere to legal and regulatory requirements; we aspire to set an example for others in our words and actions. Our stakeholders and the public can count on Grand Valley to make wise decisions and carry them out transparently and with fidelity to the university's mission and vision for its future. As members of the Grand Valley community we hold ourselves accountable to each other, the institution, and the broader public that we serve.

INQUIRY-

Grand Valley State University values inquiry, which encourages the lifelong pursuit of knowledge to improve the human condition and expand our understanding of the world. Consistent with our historical commitment to liberal education, we invest our resources to promote intellectual growth, creativity, scholarship, and critical thinking in our students, our faculty and staff, and the communities we serve. We promote global education and an internationalization of our curriculum that celebrates and encourages intellectual exploration, open discourse, and the unfettered expression that characterizes the academy. We celebrate and promote freedom of speech as foundational to the creation and dissemination of knowledge in every discipline. We are committed to learning as a means of preparing individuals for academic success, meaningful careers, and exemplary community service.

INCLUSIVENESS-

Grand Valley State University values all identities, perspectives, and backgrounds and is dedicated to incorporating multiple voices and experiences into every aspect of its operations. We believe that diversity competencies are an intellectual asset and that a range of thoughtful perspectives and a commitment to open inquiry strengthens our liberal education tradition. We recognize that the long-term viability of the institution depends upon anticipating and meeting the needs of emerging constituent groups, especially our changing student body. Therefore, the institution seeks to include, engage, and support diverse groups of students, faculty and staff members, as well as community members. Grand Valley is committed to strengthening our living, learning, and working environment by recognizing and removing the barriers to full participation and providing a safe, inclusive, vibrant community for all.

COMMUNITY-

Grand Valley State University values its connections to, participation with, and responsibility to local communities, West Michigan, the state, the nation, and the world. We value the collaboration of faculty members, staff members, and students with external partners in addressing mutual interests and community needs. The university offers the communities it serves resources and inspiration in their own lifelong pursuit of knowledge. Faculty and staff members are encouraged to contribute their expertise and service working in partnership with communities. Students are encouraged to take part in various service learning and volunteer opportunities in their communities and abroad. To foster and expand these community connections, the institution and its members promote, value, and honor diverse perspectives.

SUSTAINABILITY-

Grand Valley State University values the guiding principles of sustainability in helping to meet the current needs of our faculty members, staff members, and students without compromising the needs and resources of future generations. We are committed to working with our community partners to create a sustainable future for our university, our community, our region, our state, our nation, and the world. We model applied sustainability best practices in our campus operations and administration, education for sustainable development, student involvement, and community engagement by promoting social responsibility, practicing fiscal responsibility, and encouraging environmental stewardship. We provide our students with excellence in education for sustainable development by imbedding theory, systems-oriented thinking, and service learning into our curricular and extracurricular programs.

INNOVATION-

Grand Valley State University encourages and appreciates innovation. We value entrepreneurship and integrative interdisciplinary collaboration that solves local, regional, and global problems and advances the common good. We strive for the development of innovative products, systems, and services that contribute to improvements in the wellbeing of individuals and our world. We trust that scholarship and the new knowledge it produces are worthy of our investments in their creation and proliferation. We manage our resources and structure our university to encourage new ideas, creativity in all its forms, and novel approaches to answering the most important and challenging questions of our time.

For more information on the 2016-2021 GVSU Strategic Plan visit: <http://www.gvsu.edu/strategicplanning/>

KCON VISION

The Kirkhof College of Nursing is known as a regional, national, and international leader in:

- Educating individuals at the undergraduate and graduate levels for professional nursing practice, leadership, and scholarship while promoting the importance of lifelong learning and global perspective.
- Developing relevant and reciprocal collaborations.
- Fostering the conduct of research and the application of evidence-based practice innovation to transform health care delivery for diverse populations.

Revised and Approved 12/2015 by KCON FOC

KCON MISSION

The mission of the Kirkhof College of Nursing is to provide quality nursing education to a diverse population of students. Kirkhof College of Nursing strives to improve the well-being of people through leadership in nursing education, professional practice and scholarship.

OVERVIEW of KCON ASPIRATIONAL OBJECTIVES BY STRATEGIC PRIORITY AND INSTITUTIONAL OUTCOME: 2016-2021 PLAN

		INSTITUTIONAL OUTCOMES					
		A	B	C	D	E	
		Grand Valley's learning environment is personal, challenging, and transformational, supporting excellent academic programs and co-curricular opportunities	Grand Valley is diverse and inclusive	Grand Valley has mutually beneficial relationships, partnerships, collaborations, and connections with local, state, national, and world communities	Grand Valley supports innovative teaching, learning, integrative scholarly and creative activity, and the use of new technologies	Grand Valley strategically allocates its fiscal, human, and other institutional resources	
STRATEGIC PRIORITY							SUBTOTAL
1	Actively engage learners at all levels	<p>2 ASPIRATIONAL OBJECTIVES</p> <p><u>KCON 1A.1</u></p> <ul style="list-style-type: none"> High Impact Experiences Undergraduate Programs <p><u>KCON 1A.2</u></p> <ul style="list-style-type: none"> High Impact Experiences Graduate Programs 	<p>2 ASPIRATIONAL OBJECTIVES</p> <p><u>KCON1B.1</u></p> <p>Recruitment:</p> <ul style="list-style-type: none"> RN to BSN Concurrent Enrollment Agreements Holistic Admissions Marketing Collective recruitment <p>Retention:</p> <ul style="list-style-type: none"> Mentorship program Extended matriculation Collective retention <p><u>KCON1B2</u></p> <ul style="list-style-type: none"> Intentional experiences toward social justice 	<p>2 ASPIRATIONAL OBJECTIVES</p> <p><u>KCON1C.1</u></p> <ul style="list-style-type: none"> Specialty education needs in the community <p><u>KCON1C.2</u></p> <ul style="list-style-type: none"> Co-designed clinical education/practice partnerships 	<p>4 ASPIRATIONAL OBJECTIVES</p> <p><u>KCON1D.1</u></p> <ul style="list-style-type: none"> FST Competency Based Outcome Proficiency in Undergraduate Programs <p><u>KCON1D.2</u></p> <ul style="list-style-type: none"> Standardized Competency Based Outcome Measurement in Graduate Programs <p><u>KCON1D.3</u></p> <ul style="list-style-type: none"> State-of-the Art Instructional Methods and Technologies to Promote Active Learning <p><u>KCON1D.4</u></p> <ul style="list-style-type: none"> Integration of Polarity Thinking into GVSU Health Related Programs 	<p>0 ASPIRATIONAL OBJECTIVES</p>	10
2	Further develop exceptional personnel	<p>0 ASPIRATIONAL OBJECTIVES</p>	<p>0 ASPIRATIONAL OBJECTIVES</p>	<p>1 ASPIRATIONAL OBJECTIVE</p> <p><u>KCON2C.1</u></p> <ul style="list-style-type: none"> Demonstration of Professional & Civic/Community Engagement Values 	<p>1 ASPIRATIONAL OBJECTIVES</p> <p><u>KCON2D.1</u></p> <ul style="list-style-type: none"> KCON Learning Resource Team 	<p>0 ASPIRATIONAL OBJECTIVES</p>	2
3	Ensure alignment of all institutional structures and functions	<p>1 ASPIRATIONAL OBJECTIVE</p> <p><u>KCON3A.1</u></p> <ul style="list-style-type: none"> Improved Reciprocal Clinical Experiences 	<p>0 ASPIRATIONAL OBJECTIVES</p>	<p>0 ASPIRATIONAL OBJECTIVES</p>	<p>0 ASPIRATIONAL OBJECTIVES</p>	<p>1 ASPIRATIONAL OBJECTIVE</p> <p><u>KCON3E.1</u></p> <p>Leverage Health Delivery Efforts to Vulnerable Populations</p>	2

Table continued on next page

		INSTITUTIONAL OUTCOMES					
		A	B	C	D	E	
		Grand Valley's learning environment is personal, challenging, and transformational, supporting excellent academic programs and co-curricular opportunities	Grand Valley is diverse and inclusive	Grand Valley has mutually beneficial relationships, partnerships, collaborations, and connections with local, state, national, and world communities	Grand Valley supports innovative teaching, learning, integrative scholarly and creative activity, and the use of new technologies	Grand Valley strategically allocates its fiscal, human, and other institutional resources	
	STRATEGIC PRIORITY						SUBTOTAL
4	Enhance the institution's image and reputation	<p>1 ASPIRATIONAL OBJECTIVE</p> <p><u>KCON4A.1</u></p> <ul style="list-style-type: none"> Recognition of Outstanding Performance 	<p>0 ASPIRATIONAL OBJECTIVES</p>	<p>2 ASPIRATIONAL OBJECTIVES</p> <p><u>KCON4C.1</u></p> <ul style="list-style-type: none"> Community Engagement by Students <p><u>KCON4C.2</u></p> <ul style="list-style-type: none"> Externally Recognized for Reciprocal Sustainable Academic/Practice Partnerships 	<p>0 ASPIRATIONAL OBJECTIVES</p>	<p>1 ASPIRATIONAL OBJECTIVE</p> <p><u>KCON4E.1</u></p> <ul style="list-style-type: none"> KCON Strategic Marketing Plan 	4
TOTAL KCON ASPIRATIONAL OBJECTIVES							18

KIRKHOF COLLEGE OF NURSING 2016-2021 STRATEGIC PLAN

STRATEGIC PRIORITY 1		<i>Actively engage learners at all levels</i>				
INSTITUTIONAL OUTCOME A		<i>Grand Valley's learning environment is personal, challenging, and transformational, supporting excellent academic programs and co-curricular opportunities</i>				
ASPIRATIONAL OBJECTIVE: KCON 1A.1		For the time period 2016-2021, the Kirkhof College of Nursing Undergraduate Programs will provide two or more high impact learning experiences on an annual basis.				
Alignment with GVSU Objective: 1.A.1		<i>At least 90% of undergraduate students participate in two or more other high-impact learning experiences prior to graduation, in addition to supplemental writing skills, general education issues, and capstone courses.</i>				
KCON REPORTING METRIC	BASELINE MEASURE	TIMEFRAME START END	STRATEGY ACTION	RESPONSIBLE PARTY	RESOURCES NEEDED	STATUS
<ul style="list-style-type: none"> ✓ # of undergraduate students participating in high impact experiences. ✓ # of KCON faculty participating in high impact undergraduate student experiences. ✓ # and type of KCON high impact experiences offered to undergraduate students 	<ul style="list-style-type: none"> • 13 students • 2 faculty • 1 high impact experience-Ghana 	<p>S: 09/ 2016 E: 12/ 2021</p>	<ul style="list-style-type: none"> i. Bring awareness and promote understanding of how GVSU defines high impact experiences (see glossary) among faculty and students. ii. Align processes to support high impact experiences within the KCON undergraduate programs. iii. Develop a mechanism for faculty and students to report/share high impact experiences iv. Monitor #, types, and relationships built through high impact experiences v. Implement process/system for recognition on those participating in high impact experiences 	<ul style="list-style-type: none"> • KCON Faculty • KCON Undergraduate Students • Undergraduate Academic Associate Dean • R & E Committee • Curriculum Committee • UAAC 	<ul style="list-style-type: none"> • IT support to capture high impact experiences • Community engagement • Faculty and student interest 	

STRATEGIC PRIORITY 1		<i>Actively engage learners at all levels</i>					
INSTITUTIONAL OUTCOME A		<i>Grand Valley's learning environment is personal, challenging, and transformational, supporting excellent academic programs and co-curricular opportunities</i>					
ASPIRATIONAL OBJECTIVE: KCON 1A.2		For the time period 2016-2021, 50% of graduate students participate in more than one high impact experience.					
Alignment with GVSU Objective: 1.A.2		<i>At least 95% of graduate students participate in at least two high-impact learning experience prior to graduation.</i>					
KCON REPORTING METRIC	BASELINE MEASURE	TIMEFRAME START END	STRATEGY ACTION	RESPONSIBLE PARTY	RESOURCES NEEDED	STATUS	
<ul style="list-style-type: none"> ✓ # of graduate students participating in high impact experiences. ✓ # of KCON faculty participating in high impact graduate student experiences ✓ # and types of KCON high impact experiences offered to graduate students 	<ul style="list-style-type: none"> • 2016: 21.8% of graduate nursing students have more than 1 high impact experience. 	<p>S: 09/2016 E: 05/2021</p>	<ul style="list-style-type: none"> i. Develop criteria for pass/pass with distinction for graduate MSN and DNP projects ii. Develop operational definitions of high impact experiences for KCON graduate programs: ex. Study abroad, graduate assistantship, scholarship dissemination experiences. iii. Develop outcomes and opportunities for high impact scholarship dissemination. iv. Develop and implement graduate study abroad in Ghana for MSN and DNP students in collaboration with Padnos International Center and the University of Cape Coast, Ghana. 	<ul style="list-style-type: none"> • Graduate Academic Associate Dean 	<ul style="list-style-type: none"> • Resources for students to participate in dissemination activities • Structure and resources for study abroad in Ghana • Structure for pass/pass with distinction 		

STRATEGIC PRIORITY 1		<i>Actively engage learners at all levels</i>				
INSTITUTIONAL OUTCOME B		<i>Grand Valley is diverse and inclusive.</i>				
ASPIRATIONAL OBJECTIVE: KCON 1B.1		By 2021, expand student, faculty, staff, and administration diversity within undergraduate and graduate programs by 4% through intentional recruitment and retention strategies to reflect the populations of West Michigan.				
Alignment with GVSU Objective: 1B.1		<i>Objective 1.B.1: GVSU's diversity of student, faculty, staff, and administration increases to 18% to reflect the populations of West Michigan.</i>				
KCON REPORTING METRIC	BASELINE MEASURE	TIMEFRAME START END	STRATEGY ACTION	RESPONSIBLE PARTY	RESOURCES NEEDED	STATUS
			RECRUITMENT FOCUS			
STUDENTS ✓ % distribution of ethnicity ✓ % distribution of gender FACULTY/STAFF/ADMINISTRATION: ✓ % distribution of ethnicity ✓ % distribution of gender	STUDENTS: <ul style="list-style-type: none"> Undergraduate student population diversity 13% (fall 2015 data) Graduate student population diversity 15% (fall 2015 data) FACULTY/STAFF/ADMINISTRATION <ul style="list-style-type: none"> Under graduate gender distribution: TBD Graduate gender distribution: TBD <ul style="list-style-type: none"> Faculty/ staff/ administration % ethnicity distribution TBD Faculty/ staff/ administration % gender distribution TBD 	S: 02/2015 E: phased/ongoing	<i>Secure RN to BSN student concurrent enrollment agreements</i> i. Identify GVSU KCON/Community College Nursing Program concurrent enrollment partnership interest ii. Establish concurrent enrollment agreement criteria/process iii. Market partnership iv. Monitor for continued improvement	<ul style="list-style-type: none"> KCON Dean Undergraduate Program Associate Dean 	<ul style="list-style-type: none"> Community College Support Student Interest GVSU support Marketing Advising Employer support 	GVSU/MCC Concurrent Enrollment Agreement Contract 4/27/16
		S: 09/2016 E: 12/2021	i. Integrate principles of holistic admissions for consideration of undergraduate and graduate applicants.	<ul style="list-style-type: none"> OSS Academic Associate Deans UAAC GAAC Office of the Provost 	<ul style="list-style-type: none"> Budgetary Support Faculty Support Technical Support 	
		S: 01/2016 E: Ongoing	i. Increase marketing efforts in disadvantaged areas in Michigan (as federally defined).	<ul style="list-style-type: none"> OSS KCON External Marketing/PR TC Coordinator 	<ul style="list-style-type: none"> Marketing materials KCON Personnel Student interest 	
		S: 01/2016 E: Ongoing	i. Promote the development of collective university strategies to support recruitment of faculty and students from under-represented populations.	<ul style="list-style-type: none"> KCON Dean 	<ul style="list-style-type: none"> GVSU HR Support Budgetary Support 	

		RETENTION FOCUS			
	S: 1/2016 E: Continuous	i. Build on existing mentorship program for faculty and students ii. Promote student/mentor; staff/staff; faculty/faculty partnerships	<ul style="list-style-type: none"> • KCON FAC 	<ul style="list-style-type: none"> • Budgetary Support • Mentorship expertise 	
	S: 01/2017 E: 12/2021	Utilize innovative practice partnerships to facilitate extended matriculation as needed for students at risk to promote progression. i. Environmental scan of nursing programs ii. Internal data analysis iii. Curriculum review and interface with governing committees iv. Network with community partners	<ul style="list-style-type: none"> • Undergraduate and Graduate Academic Associate Deans • UAAC • GAAC • KCON CC • Community Partners 	<ul style="list-style-type: none"> • Faculty • Lab Resources • Clinical Sites • Students 	
	S:01/2016 E: Continuous	i. Promote the development of collective university strategies to support recruitment of faculty and students from under-represented populations.	<ul style="list-style-type: none"> • KCON Dean 	<ul style="list-style-type: none"> • GVSU HR Support • Budgetary Support 	

<i>STRATEGIC PRIORITY 1</i>		<i>Actively engage learners at all levels</i>				
<i>INSTITUTIONAL OUTCOME B</i>		<i>Grand Valley is diverse and inclusive.</i>				
ASPIRATIONAL OBJECTIVE: KCON 1B.2		By 2021, expand student/faculty/staff perspectives of social justice through intentional experiences that foster civic and community engagement values.				
<i>Alignment with GVSU Objective:</i>		<i>Not applicable</i>				
KCON REPORTING METRIC	BASELINE MEASURE	TIMEFRAME START END	STRATEGY ACTION	RESPONSIBLE PARTY	RESOURCES NEEDED	STATUS
<ul style="list-style-type: none"> ✓ # of collaborations between KCON and community ✓ types of collaborations – knowledge and resources exchanged ✓ Types of actions/activities of personal and public concern that are individually life enriching and socially beneficial to the community 	<ul style="list-style-type: none"> • Human Trafficking • SNA/GSO activities • GRPS/ Social Justice • COD 	<p>S: 01/2016 E: 12/2021</p>	<ul style="list-style-type: none"> i. Bring awareness and promote understanding of civic and community engagement (see glossary) among faculty and students. ii. Align processes to support civic and community engagement within the KCON programs. iii. Develop a mechanism for faculty and students to report/share civic and community engagement experiences iv. Monitor #, types, and relationships built through civic and community engagement. v. Implement process/system for recognition and consideration of those participating in civic and community engagement. 	<ul style="list-style-type: none"> • KCON Dean • Wesorick Center • SNA/GSO 	<ul style="list-style-type: none"> • Networking • Budgetary Support • Marketing 	

STRATEGIC PRIORITY 1						
<i>Actively engage learners at all levels</i>						
INSTITUTIONAL OUTCOME C						
<i>Grand Valley has mutually beneficial relationships, partnerships, collaborations, and connections with local, state, national, and world communities</i>						
ASPIRATIONAL OBJECTIVE: KCON 1C.1						
By 2021, implement at least two strategies for advancing specialty education to respond to educational needs as defined by the health care community to best serve West Michigan citizens and beyond.						
Alignment with GVSU Objective: 1C.2						
<i>At least 10% of academic courses incorporate community-based learning experiences</i>						
KCON REPORTING METRIC	BASELINE MEASURE	TIMEFRAME START END	STRATEGY ACTION	RESPONSIBLE PARTY	RESOURCES NEEDED	STATUS
<ul style="list-style-type: none"> ✓ # of special topics courses ✓ # of certificate programs ✓ Type of educational need ✓ Partner organization ✓ # of students/faculty participating 	<ul style="list-style-type: none"> • 1 Special Topics Course with focus on peri-operative with Spectrum Health at 6 students +1 faculty in year 1; 16 students+1 faculty in year 2 	<p>Perioperative: S: 01/2013 E: 06/2017</p> <p>For others: S: 01/2016 E: 12/2021</p>	<ul style="list-style-type: none"> i. Monitor environment for educational needs by surrounding health care community. ii. Meet with partners in the health care community. iii. Design efforts to advance specialty education with educational needs with communities of interest. iv. Incorporate as electives, continuing education, and/or certificate programs within GVSU. v. Offer as needed. 	<ul style="list-style-type: none"> • Associate Dean of Undergraduate Programs • Faculty • Curriculum Committee 	<ul style="list-style-type: none"> • Community Partners • Student interest • Marketing • Physical space • Faculty interest/expertise 	

STRATEGIC PRIORITY 1						
<i>Actively engage learners at all levels</i>						
INSTITUTIONAL OUTCOME C						
<i>Grand Valley has mutually beneficial relationships, partnerships, collaborations, and connections with local, state, national, and world communities</i>						
ASPIRATIONAL OBJECTIVE: KCON 1C.2						
By 2021, co-design one or more undergraduate and/or graduate clinical education/transition to practice initiatives through collaborative practice partnerships for mutual (reciprocal) benefit.						
Alignment with GVSU Objective: 1C.2						
<i>At least 10% of academic courses incorporate community-based learning experiences</i>						
KCON REPORTING METRIC	BASELINE MEASURE	TIMEFRAME START END	STRATEGY ACTION	RESPONSIBLE PARTY	RESOURCES NEEDED	STATUS
✓ # of transition to practice partnerships	<ul style="list-style-type: none"> No formal partnership for transition to practice initiative 	S: 09/2016 E: 12/2021	i. Utilize the Muskegon Mercy Health Practice Partnership (nurse-led care/NP model) to establish a transition to practice initiative for new DNP graduates/primary care NPs	<ul style="list-style-type: none"> Dean, Associate Dean for Practice, Associate Dean of Graduate Programs 	<ul style="list-style-type: none"> Joint appointment Nurse Practitioner (NP) positions 	
✓ # of undergraduate students that benefit from a collaborative practice partnership ✓ # of graduate students that benefit from a collaborative practice partnerships	<ul style="list-style-type: none"> Undergrad baseline TBD 17.7% of graduate student clinical hours are completed through collaborative practice partnerships in mutual/reciprocal benefit. 	S: 09/2016 E: 05/2021	i. Identify and apply for grants such as HRSA directed at developing academic/practice partnerships ii. Extend academic practice partnership models	<ul style="list-style-type: none"> Associate Academic Deans of Undergraduate and Graduate Programs Associate Dean for Practice 	<ul style="list-style-type: none"> Time to identify and write grants Resources to educate faculty practice plan Hire Associate Dean for Practice 	

STRATEGIC PRIORITY 1		<i>Actively engage learners at all levels</i>				
INSTITUTIONAL OUTCOME D		<i>Grand Valley supports innovative teaching, learning, integrative scholarly and creative activity, and the use of new technologies</i>				
ASPIRATIONAL OBJECTIVE: KCON 1D.1		By 2021, 75% of KCON Faculty Simulation Team (FST) will achieve proficiency in competency-based outcome measurement in the undergraduate curriculum.				
Alignment with GVSU Objective: 1D.2		<i>At least 20% of faculty members use state-of-the-art instructional methods and technologies in their teaching</i>				
KCON REPORTING METRIC	BASELINE MEASURE	TIMEFRAME START END	STRATEGY ACTION ACTION STEPS	RESPONSIBLE PARTY	RESOURCES NEEDED	STATUS
<p><i>FST measurement composition: Affiliate/TT/T faculty on FST</i></p> <ul style="list-style-type: none"> ✓ Number of faculty achieving proficiency in using standardized competency-based outcome measurement. ✓ Types and application of competency-based outcome measurement used by KCON faculty in their teaching. ✓ Number of students participating in competency-based outcome measurement. 	<ul style="list-style-type: none"> • 0 faculty trained in competency based outcome measurement; 2016= 9FST members • 0 types and application • 0 students participating 	<p>S: 08/01/2016 E: 12/31/ 2021</p>	<ul style="list-style-type: none"> i. Ensure simulation development aligns with the identified competencies required in undergraduate nursing education. ii. Meet with practice partners to identify competencies that could be achieved through simulation to ensure safe transition to practice in the clinical component of the education. iii. Develop a proposal for KCON faculty simulation training. iv. Review space requirements including simulation availability. v. Explore different andragogy/pedagogy strategies that can be used to achieve competency-based outcome measurement. 	<ul style="list-style-type: none"> • Associate Dean of Undergrad Programs • KCON Faculty Simulation Team 	<ul style="list-style-type: none"> • Identification of Practice partners for input and arrange meeting times. • Financial resources for faculty development. • Space/Time/ Resource allocation in the GVSU Simulation Center 	Pending

STRATEGIC PRIORITY 1		<i>Actively engage learners at all levels</i>				
INSTITUTIONAL OUTCOME D		<i>Grand Valley supports innovative teaching, learning, integrative scholarly and creative activity, and the use of new technologies</i>				
ASPIRATIONAL OBJECTIVE: KCON 1D.2		By 2021, at least 25% of KCON faculty use standardized competency-based outcome measurement to prepare graduate students for transition to advanced roles.				
Alignment with GVSU Objective: 1D.2		<i>At least 20% of faculty members use state-of-the-art instructional methods and technologies in their teaching</i>				
KCON REPORTING METRIC	BASELINE MEASURE	TIMEFRAME START END	STRATEGY ACTION ACTION STEPS	RESPONSIBLE PARTY	RESOURCES NEEDED	STATUS
<ul style="list-style-type: none"> # of KCON graduate faculty using standardized competency-based outcome measurement / total number of faculty teaching in the program 	<ul style="list-style-type: none"> No measure available 	<p>S: 04/2016 E: 04/2018</p>	<ul style="list-style-type: none"> i. Identify key faculty to lead competency based measurement system in the graduate programs ii. Partner with other health professions such as MSU Colleges of Human and/or Osteopathic Medicine for competency based outcomes iii. Develop knowledge base of faculty in competency based measurement iv. Embed competency based evaluation into graduate curriculum outcomes 	<ul style="list-style-type: none"> Associate Dean of Graduate Programs KCON Faculty Simulation Team 	<ul style="list-style-type: none"> This initiative may require faculty release time for one year to develop faculty expertise Resources for outcomes management of competency based education such as databases and human resources to manage databases Resources to educate graduate faculty 	

<i>STRATEGIC PRIORITY 1</i>		<i>Actively engage learners at all levels</i>				
<i>INSTITUTIONAL OUTCOME D</i>		<i>Grand Valley supports innovative teaching, learning, integrative scholarly and creative activity, and the use of new technologies</i>				
ASPIRATIONAL OBJECTIVE: KCON 1D.3		By 2021, integrate at least 2 state-of-the-art instructional methods and technologies to promote active learning environments for KCON undergraduate and graduate students.				
Alignment with GVSU Objective:1D.2		<i>At least 20% of faculty members use state-of-the-art instructional methods and technologies in their teaching</i>				
KCON REPORTING METRIC	BASELINE MEASURE	TIMEFRAME START END	STRATEGY ACTION ACTION STEPS	RESPONSIBLE PARTY	RESOURCES NEEDED	STATUS
✓ # and types of state-of-the-art instructional methods and technologies used by KCON faculty in their teaching.	• No measure available	S: 01/2016 E: 12/2021	EverNote: Strategy i. Educate faculty on identifying MSN and/or DNP Essentials. ii. Educate faculty on how to use Evernote. iii. Educate students on how to use Evernote. iv. Designate Evernote administrator	•KCON Program Coordinator •Faculty •Associate Dean for Graduate programs	• Budgetary Support • Computers and Training • Student Payment	
		S: 01/2016 E: 12/2021	Shadow Health Digital Clinical Experience Strategy i. Educate faculty to use Shadow Health technology ii. Implement Shadow Health into NUR 500 and into NUR 610 iii. Evaluate student outcomes on assignments	•KCON Program Coordinator • Faculty • Academic Associate Deans	• Budgetary Support • Computers and Training • Student Payment	

<i>STRATEGIC PRIORITY 1</i>		<i>Actively engage learners at all levels</i>				
<i>INSTITUTIONAL OUTCOME D</i>		<i>Grand Valley supports innovative teaching, learning, integrative scholarly and creative activity, and the use of new technologies</i>				
ASPIRATIONAL OBJECTIVE: KCON1D.4		By 2021, integrate concepts of polarity thinking into the curricula of health related programs at Grand Valley State University				
Alignment with GVSU Objective:		<i>Not applicable.</i>				
KCON REPORTING METRIC	BASELINE MEASURE	TIMEFRAME START END	STRATEGY ACTION ACTION STEPS	RESPONSIBLE PARTY	RESOURCES NEEDED	STATUS
<ul style="list-style-type: none"> ✓ Implementation of course on Polarity Thinking ✓ Course enrollment ✓ # of Polarity Thinking Trainings ✓ # and college/organization representation at trainings 	<ul style="list-style-type: none"> • Course: Zero • Goal: 15-20 students annually • Trainings: TBD 	<p>S: 01/2016 E: 12/2018</p>	<p>Curricula</p> <ul style="list-style-type: none"> i. Develop syllabus for special topics course ii. List course in Banner iii. Reserve room iv. Market to students v. Offer course for fall 2016 and evaluate <p>Train Faculty</p> <ul style="list-style-type: none"> i. Offer polarity thinking workshops/trainings ii. Market as needed 	<ul style="list-style-type: none"> • Executive Director of the Wesorick Center • Associate Deans of the Undergraduate and Graduate Programs • Director of Communications and External Relations 	<ul style="list-style-type: none"> • Faculty to teach the course • Physical classroom space • Students • Marketing 	<p>Special Topics Course listed in Banner 04/2016</p>

STRATEGIC PRIORITY 2		<i>Further develop exceptional personnel</i>				
INSTITUTIONAL OUTCOME C		<i>Grand Valley has mutually beneficial relationships, partnerships, collaborations, and connections with local, state, national, and world communities</i>				
ASPIRATIONAL OBJECTIVE: KCON2C.1		From 2016 - 2021, 25% of KCON personnel annually <u>demonstrate</u> strong professional and civic/community engagement values through applied experiences.				
Alignment with GVSU Objective: 2C.1		<i>At least 70% of tenure stream faculty members participate in one or more external professional relationships</i>				
KCON REPORTING METRIC	BASELINE MEASURE	TIMEFRAME START END	STRATEGY ACTION ACTION STEPS	RESPONSIBLE PARTY	RESOURCES NEEDED	STATUS
<ul style="list-style-type: none"> ✓ Type(s) of reporting system(s) ✓ % of KCON personnel (faculty/staff/advisors/admin) participating and types of professional and civic/community engagements ✓ % of KCON students participating and types of professional and civic/community engagements 	<ul style="list-style-type: none"> • No measure available 	<p>S: 05/2017 E: 12/2021</p>	<ul style="list-style-type: none"> i. Advocate for/participate in the development of a university-wide reporting system (database/spreadsheet) developed/supported by the Office of Community Engagement to standardize outcome metrics to accurately report community engagement activities of KCON personnel and students ii. Utilize reporting systems in KCON, including components of annual reporting processes (FAR and Annual Course Reports) iii. Hire FTE support as needed to support documentation by KCON personnel and students iv. Communicate objective and reporting process to KCON personnel and students v. Track number of applied experiences. vi. Annual tracking to continue through calendar year 2021 with determination of future tracking addressed in next strategic plan 	<ul style="list-style-type: none"> • Associate Deans Academic Programs; • Associate Dean for Practice; • Faculty Affairs Committee; • Committee for Research and Evaluation; • Support Staff (Information Management) • KCON personnel and students • KCON OSS 	<ul style="list-style-type: none"> • Trained Personnel • Budgetary support • Technology • Community experiences • Position to support Information Management 	

STRATEGIC PRIORITY 2						
<i>Further develop exceptional personnel</i>						
INSTITUTIONAL OUTCOME D						
<i>Grand Valley supports innovative teaching, learning, integrative scholarly and creative activity, and the use of new technologies</i>						
ASPIRATIONAL OBJECTIVE: KCON2D.1						
By 2021, establish a learning resource team that includes instructional technologist/designer to promote innovative approaches to learning						
Alignment with GVSU Objective: 2D.1 & 2D.2						
<ol style="list-style-type: none"> 1. Assessment of the scholarship of discovery, application, integration and teaching practices is fair, aligned with University criteria within all colleges, and consistent for all tenure stream faculty members. 2. Assessment of the scholarships of discovery, application, integration and teaching is consistent across all graduate programs. 						
KCON REPORTING METRIC	BASELINE MEASURE	TIMEFRAME START END	STRATEGY ACTION ACTION STEPS	RESPONSIBLE PARTY	RESOURCES NEEDED	STATUS
✓ Learning Resource Team member composition	<ul style="list-style-type: none"> • No measure available 	<p>S: 01/2017 E: 12/2021</p>	<ol style="list-style-type: none"> i. Identify members of the faculty and staff who are interested and skilled in exploring instructional design resources ii. Establish an instructional technologist position that will work to develop or research existing instructional design systems and technologies to promote innovating approaches to learning. iii. Work with design team to establish strategic technology plan for KCON 	<ul style="list-style-type: none"> • Dean • Academic Associate Deans 	<ul style="list-style-type: none"> • Budgetary Support • Faculty • Staff • Technology 	

STRATEGIC PRIORITY 3		<i>Ensure alignment of institutional structures and functions</i>				
INSTITUTIONAL OUTCOME A		<i>Grand Valley's learning environment is personal, challenging, and transformational, supporting excellent academic programs and co-curricular opportunities</i>				
ASPIRATIONAL OBJECTIVE: KCON 3A.1		By 2021, implement at least one improved reciprocal clinical experience to promote student learning in the undergraduate and/or graduate program.				
Alignment with GVSU Objective: 3A.1		<i>Enrollment capacity in high demand programs (e.g., health professions and STEM disciplines) expands to accommodate larger numbers of highly qualified applicants.</i>				
KCON REPORTING METRIC	BASELINE MEASURE	TIMEFRAME START END	STRATEGY ACTION ACTION STEPS	RESPONSIBLE PARTY	RESOURCES NEEDED	STATUS
<ul style="list-style-type: none"> ✓ # (One) and type of experience. <i>Aligned with university-wide signature partnership</i> ✓ Student enrollment in experience (Undergraduate = 18 (8 traditional, 8 second degree, 2 RN-BSN); Graduate = 8 (2 each from CNL, Peds, Adult/Older Adult and HSL tracks)) ✓ Outcomes of the reciprocal clinical experience students link personal and social development with academic and cognitive development while achieving real objectives for the clinical site/community 	a. TBD <i>Seeds of Promise, Southeast Neighborhood Grand Rapids current demonstration</i>	S: 04/2016 E: 12/2021	<ul style="list-style-type: none"> i. The improvement process will be the intentional use of a “co-design” process where the clinical experience is structured to meet student learning objectives while meeting the needs of the placement site, adding capacity for desired outcomes, and bringing value to the organization or community ii. Align the clinical experience with community engagement/signature partnerships as led by the Office of Community Engagement through a university-wide vetted process iii. Breadth of partnership will foster blended learning across degree levels for nursing students and across disciplines. 	<ul style="list-style-type: none"> • Dean, • Associate Dean for Practice, • Associate Deans for Academic Programs 	<ul style="list-style-type: none"> • Expanded resource support for Office of Community Engagement; • KCON Liaison to Office of Community Engagement to participate in developing signature partnership (Release time) 	

STRATEGIC PRIORITY 3						
<i>Ensure alignment of institutional structures and functions</i>						
INSTITUTIONAL OUTCOME E						
<i>Grand Valley strategically allocates its fiscal, human, and other institutional resources</i>						
ASPIRATIONAL OBJECTIVE: KCON 3E.1						
By 2021, KCON leverages 2% more of its health delivery efforts to vulnerable populations to increase wellness.						
Alignment with GVSU Objective: 3E.3						
<i>GVSU has a well-established reputation for the wellness of students, faculty and staff at all levels, for example, earning and/or maintaining recognition as one of America's Healthiest Employers</i>						
KCON REPORTING METRIC	BASELINE MEASURE	TIMEFRAME START END	STRATEGY ACTION ACTION STEPS	RESPONSIBLE PARTY	RESOURCES NEEDED	STATUS
<ul style="list-style-type: none"> # of people served (increased # of students educated at undergraduate and graduate levels) Type of resource provided: (providing nurses in Northern Michigan opportunity to advance nursing education (RN-BSN, MSN/CNL, DNP) 	<ul style="list-style-type: none"> TBD Identify # of undergraduate and graduate students attending now or graduated in last 5 years of zip-codes that align with northern Michigan 	<p>S: 01/2016 E: 12/2021</p>	<ul style="list-style-type: none"> i. Increase access to care in rural Michigan by advancing nursing education/increasing the number of nurse practitioners in northern Michigan ii. Improve care coordination in rural Michigan by advancing nursing education/increasing the number of Clinical Nurse Leaders in northern Michigan iii. Improve the care of patients at the point of care in rural Michigan by advancing nursing education increasing the number of BSN prepared nurses in northern Michigan iv. Create partnerships with provider organizations and community colleges; utilize principles of co-design, reciprocity, added value 	<ul style="list-style-type: none"> Associate Deans for Academic programs, Associate Dean for Practice, Regional Coordinator for Northern Michigan 	<ul style="list-style-type: none"> Creative financial aid strategies to include not only tuition but assistance with travel and lodging expenses incurred with hybrid delivery/in class time 4-5 times/semester Marketing costs 	

<i>STRATEGIC PRIORITY 4</i>		<i>Enhance the institution's image and reputation</i>				
<i>INSTITUTIONAL OUTCOME A</i>		<i>Grand Valley's learning environment is personal, challenging, and transformational, supporting excellent academic programs and co-curricular opportunities</i>				
ASPIRATIONAL OBJECTIVE: KCON 4A.1		By 2021, at least 10 KCON students, faculty, and staff are recognized for outstanding performance related to undergraduate and graduate student performance.				
<i>Alignment with GVSU Objective: 4A.2</i>		<i>The number and proportion of students, faculty, and staff externally recognized for their accomplishments and outstanding performance increases substantially</i>				
KCON REPORTING METRIC	BASELINE MEASURE	TIMEFRAME START END	STRATEGY ACTION ACTION STEPS	RESPONSIBLE PARTY	RESOURCES NEEDED	STATUS
<ul style="list-style-type: none"> # of recognitions (student, faculty, staff) Type of recognition (student, faculty, staff) 	<ul style="list-style-type: none"> TBD 	<p>S: 09/2016 E: 12/2021</p>	<ol style="list-style-type: none"> Develop system within KCON to monitor internal and external opportunities to showcase student/faculty/staff work Provide support to enhance access to showcase student/faculty/staff work Increase awareness of student/faculty/staff outstanding performance through dissemination Develop process to recognize student/faculty/staff outstanding performance 	<ul style="list-style-type: none"> UAAC GAAC Director of Communications and External Relations Associate Dean for Research & Scholarship Associate Deans for Academic programs 	<ul style="list-style-type: none"> Monitoring system Communication system and processes Budgetary support 	

<i>STRATEGIC PRIORITY 4</i>		<i>Enhance the institution's image and reputation</i>				
<i>INSTITUTIONAL OUTCOME C</i>		<i>Grand Valley has mutually beneficial relationships, partnerships, collaborations, and connections with local, state, national, and world communities</i>				
ASPIRATIONAL OBJECTIVE: KCON 4C.1		At least 10% of KCON Undergraduate students and 10% of KCON Graduate students will participate in a defined community engagement initiative during their matriculation at KCON.				
<i>Alignment with GVSU Objective: 4C.3</i>		<i>At least 50% of faculty, staff, and students believe GVSU is committed to community engagement</i>				
KCON REPORTING METRIC	BASELINE MEASURE	TIMEFRAME START END	STRATEGY ACTION ACTION STEPS	RESPONSIBLE PARTY	RESOURCES NEEDED	STATUS
<ul style="list-style-type: none"> ✓ % of undergraduate students involved in community engagement initiatives ✓ % of graduate students involved in community engagement initiatives ✓ Types of community engagement initiatives in which students are involved 	<ul style="list-style-type: none"> • No measure available 	<p>S: 05/2017 E: 12/2021</p>	<ul style="list-style-type: none"> i. Work with the GVSU Office for Community Engagement to determine appropriate assessment tools to evaluate current level of community engagement initiatives in KCON in which students can get involved ii. Encourage faculty in defined courses to integrate "Module I: Introduction to Civic Engagement at GVSU" into required course work. This module offers faculty, staff and student organizations the opportunity to prepare their students for meaningful, respectful and productive community engagement experiences. In the future, additional modules will be developed on topics such as Professionalism, Intersectionality, Cultural Humility and others. iii. Based upon assessment/evaluation results, consider developing additional community engagement initiatives within KCON iv. Use "Service Tracker" online software to track student hours in which they are engaged in service learning activities (Service Tracker is Grand Valley State University's official service tracking, reporting, and management system). SNA could also use this software as it will soon be linked to OrgSync which means KCON undergraduate students could select SNA as the recipient of reported hours and activities. 	<ul style="list-style-type: none"> • Dean • Academic Associate Deans • Associate Dean for Practice • Associate Dean for Research and Scholarship • Personnel in the GVSU Office for Community Engagement, • SNA Officers/SNA Board Members 	<ul style="list-style-type: none"> • KCON Liaison to Office for Community Engagement • Position to support information management /tracking in KCON 	

STRATEGIC PRIORITY 4		<i>Enhance the institution's image and reputation</i>				
INSTITUTIONAL OUTCOME C		<i>Grand Valley has mutually beneficial relationships, partnerships, collaborations, and connections with local, state, national, and world communities</i>				
ASPIRATIONAL OBJECTIVE: KCON 4C.2		By 2021, KCON will be externally recognized for at least one sustainable reciprocal model(s) for academic practice partnership.				
Alignment with GVSU Objective: 4C.3		<i>At least 50% of faculty, staff, and students believe GVSU is committed to community engagement</i>				
KCON REPORTING METRIC	BASELINE MEASURE	TIMEFRAME START END	STRATEGY ACTION ACTION STEPS	RESPONSIBLE PARTY	RESOURCES NEEDED	STATUS
<ul style="list-style-type: none"> ✓ # of publicly recognized sustainable reciprocal academic-practice partnerships ✓ Publicly recognized venue 	<ul style="list-style-type: none"> • TBD 	<p>S: 08/2016 E: 12/2021</p>	<ul style="list-style-type: none"> i. Cultivate and implement sustainable reciprocal model(s) for academic practice partnerships ii. Disseminate model for replication to other communities iii. Provide guidance to others in developing reciprocal sustainable academic partnerships 	<ul style="list-style-type: none"> • Dean • Associate Deans for Academic programs • Associate Dean for Practice • Director of Communications and External Relations • Executive Director of the Wesorick Center 		

<i>STRATEGIC PRIORITY 4</i>		<i>Enhance the institution's image and reputation</i>				
<i>INSTITUTIONAL OUTCOME E</i>		<i>Grand Valley strategically allocates its fiscal, human, and other institutional resources</i>				
ASPIRATIONAL OBJECTIVE: KCON 4.E.1		By 2018, develop a strategic marketing plan, with attention to resource allocation that supports KCON's position as the destination for nursing education and creative, relevant, collaborations at the local, regional, national and world-wide levels.				
Alignment with GVSU Objective: 4E.1		<i>Adequate resources at all levels of the institution are allocated for internal and external marketing and communications.</i>				
KCON REPORTING METRIC	BASELINE MEASURE	TIMEFRAME START END	STRATEGY ACTION ACTION STEPS	RESPONSIBLE PARTY	RESOURCES NEEDED	STATUS
<ul style="list-style-type: none"> Evidence of strategic marketing plan 	<ul style="list-style-type: none"> No measure available 	<p>S: 01/2016 E: 01/2018</p>	<ol style="list-style-type: none"> Establish agreed upon format for strategic marketing plan Determine objectives and milestones Determine input and approval process for final plan Align with GVSU Institutional Marketing to access integrated marketing resources Hire Special Projects Graduate Assistant for AY 16-17 (already approved through Graduate School) to conduct competitive research on nursing education programs across the nation and to collect data on targeted audiences Develop specific plans for KCON websites, branding/image/identity/messaging, publications, visual materials, recruiting mechanisms, and social media Communicate plans to KCON faculty and staff Develop marketing resource repository for faculty and staff in conjunction with information management support personnel. 	<ul style="list-style-type: none"> Director of Communications and External Relations KCON Administrative Team Executive Director of the Wesorick Center Director of Office of Student Services Practice Manager of the GVSU Family Health Center 	<ul style="list-style-type: none"> Access to applicable software and applications Access to annual marketing budget Information management support 	

GVSU Strategic Plan**Glossary of Terms 2016 - 2021**

http://www.gvsu.edu/cms3/assets/61697910-910A-8DF3-C277AFB5E6D3E506/glossary_of_terms_strategic_plan_2016-2021.pdf

Baseline

A baseline describes the status of each objective, as measured by the selected metric, when the plan is launched, at Time 1, before the new strategies or actions are deployed. Thereafter, specific results achieved during the period of plan implementation are compared with the baseline to determine the direction and extent of changes. Baselines may be defined in terms of an average status (or mean) over time or in terms of other measures.

Civic Engagement

Civic engagement is an activity in which people work to make a positive difference in the life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. Additionally, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community. (Adapted from Thomas Ehrlich, 2000)

Co-curricular

Co-curricular refers to programs and initiatives that enhance student learning inside and outside the classroom. These programs and initiatives are designed with specific learning outcomes.

Community Based Learning

GVSU values its connections to, participation with, and responsibility to local communities. We value the collaboration of faculty members, staff members, and students with external partners in addressing mutual interests and community needs. Students are encouraged to take part in various service learning and volunteer opportunities in their communities and abroad.

In community-based learning (CBL) students engage in a community experience. A core assumption of CBL is that all partners bring rich knowledge, skills, and other expertise to a problem, research question, or learning goal being addressed.

Courses must meet the following criteria to be designated as CBL:

Learning objectives: The learning objectives in the syllabus articulate the specific interaction with the community partner.

Application and integration: Guided by their instructor and working with a community partner, students engage with a community issue, integrating theory and practice.

Reciprocity: The community experience seeks to offer value to the community partner as well as to the students.

Reflection: Students participate in an articulated reflection process around the ethical and civic dimensions of the community experience, the discipline, and themselves. We recognize that community-based learning extends beyond academic coursework and may include a field experience, practicum, internship, capstone, research project, clinical, co-op, or co-curricular activity. The experience may be a direct service/activity that takes place on site, or research or other off-site work that benefits the community partner. A community partner may include a for-profit business or industry, educational institution, health organization, nonprofit organization, government agency, professional association, and/or community group. Communities may be local, regional, state, national, or global.

Community Engagement

Community engagement describes the collaboration between institutions of higher education and their communities (local, regional/state, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. (Adapted from the Carnegie Foundation)

Division, College, or Unit Outcome

A division, college, or unit outcome should be written in an active voice and linked to the division's, college's, or unit's mission, vision, and values. Outcomes are results-focused, not process-oriented.

Division, College, or Unit Objective

A division, college, or unit objective is a statement of the results to be achieved. An objective generally includes a time frame during which the objective will be reached, the target of change, specific results, a metric, and criteria for successful achievement. Objectives state results, not activities. Objectives, when accomplished, systematically lead to the attainment of outcomes.

Global Learning

Global learning is the critical analysis of and engagement with complex, interdependent global systems, and their implications for people's lives and the earth's sustainability. (AAC&U, Global Learning VALUES Rubric, 2014)

High-impact Learning Experiences

High-impact learning helps educators develop high-quality learning experiences for all students. It addresses theories of learning and illustrates how to translate theory into practice. The experience is designed to help participants use effective strategies and pedagogies as the means to advance equity and make excellence inclusive. High Impact experiences include, First-Year Experiences, Common Intellectual Experiences, Learning Communities, Writing-Intensive Courses, Collaborative Assignments, and Projects, Undergraduate Research, Diversity/Global Learning, Service Learning, Community-Based Learning, Internships, Capstone Courses and Projects or similar activities. (ACC&U, *Curricular Framework: 2015 Institute on High Impact Practices and Student Success*).

Institutional Objective

Within the framework created by the strategic priorities and institutional outcomes, specific, measurable, achievable, realistic and time-limited (SMART) objectives represent key changes Grand Valley is committed to pursuing to achieve the five institutional outcomes within the four priority areas over the six-year period (2016-2021).

Institutional Outcome

The five institutional outcomes identified in the 2016-2021 strategic plan describe the efforts intended to achieve in each of the strategic priority. The outcomes are written in an active voice and linked to the university's mission, vision, and values. They are stated as results, not as processes or activities.

The *priorities and outcomes* provide a framework for conceptualizing the measurable changes toward which the university community will work and toward which its resources will be prioritized.

Integrative Learning

Integrative learning is an understanding and a disposition that a student builds on across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus. (AAC&U, Integrative Learning *VALUES* Rubric2014)

Interdisciplinary

Interdisciplinary is an approach to teaching, learning, research, or problem-solving that seeks to integrate the concepts and methods of different academic disciplines or modes of inquiry in order to solve a problem or understand a phenomenon. An interdisciplinary program of study integrates the methods, concepts, and modes of inquiry of different academic disciplines in order to achieve a multi-dimensional, more complete understanding of an area of interest than can be provided by the methods and concepts of a single discipline.

Metric

A metric is the measure detailing the criteria by which a division or college will determine the extent to which it has achieved each objective. Each objective requires at least one metric.

Non-traditional Students

Undergraduates 24 years or older, veterans, and students with children.

Objective

An objective is a statement of specific results to be achieved en route to the accomplishment of an outcome. Objectives generally include a time frame, a target of change, specific results to be achieved, and criteria for successful achievement. Objectives state results, not activities.

Quality Initiative

The Higher Learning Commission (HLC) expects that institutions are always engaged in quality improvement. The HLC accreditation process requires an institution to designate one major improvement effort it has undertaken as its Quality Initiative for reaffirmation of accreditation. The Quality Initiative should suit the institution's present concerns or aspirations. It takes place between years 5 and 9 of the 10-year accreditation cycle. GVSU's Quality Initiative is the assessment of student learning in the 200 courses comprising Grand Valley's General Education (GE) Program.

Resources

Resources are the physical, human, fiscal and other assets a college or division requires to achieve a specific objective.

Responsible Person or Group

The primary person or group who is responsible for implementing the planned strategy(ies) or action(s).

Status

Status provides a "point-in-time" measure of the extent to which an objective has been reached. The GVSU Strategic Plan envisions that at the end of each calendar year, all colleges, divisions and units will provide a status update on each of their objectives.

Strategy or Action

Strategies or actions spell out specific activities a college or division intends to engage in or perform to achieve each objective. Several strategies may be described for each objective, or, in some cases, a single strategy or action is all that is required.

Strategic Priority Area

The four strategic priority areas in the strategic plan establish the focus of GVSU's improvement efforts and the locus of change between 2016-2021.

Student Success

The strategic plan is focused on ensuring that Grand Valley is well prepared to provide all students with the resources and supports they require to accomplish their education in a timely manner; attain the key performance milestones needed for their future success; and secure the knowledge, skills, and attitudes they need to be lifelong learners and productive, contributing members of society.

STEM Fields

Acronym for academic disciplines of science, technology, engineering, and mathematics.

Timeframe

The timeframe provides an estimate of the start and end dates during which the college or division will engage in a specific action or strategy to achieve a specific objective. Customarily timeframes are expressed in terms of years, ranging from one year to five years, during the planning period. For the current plan, the total timeframe is 2016 through 2021