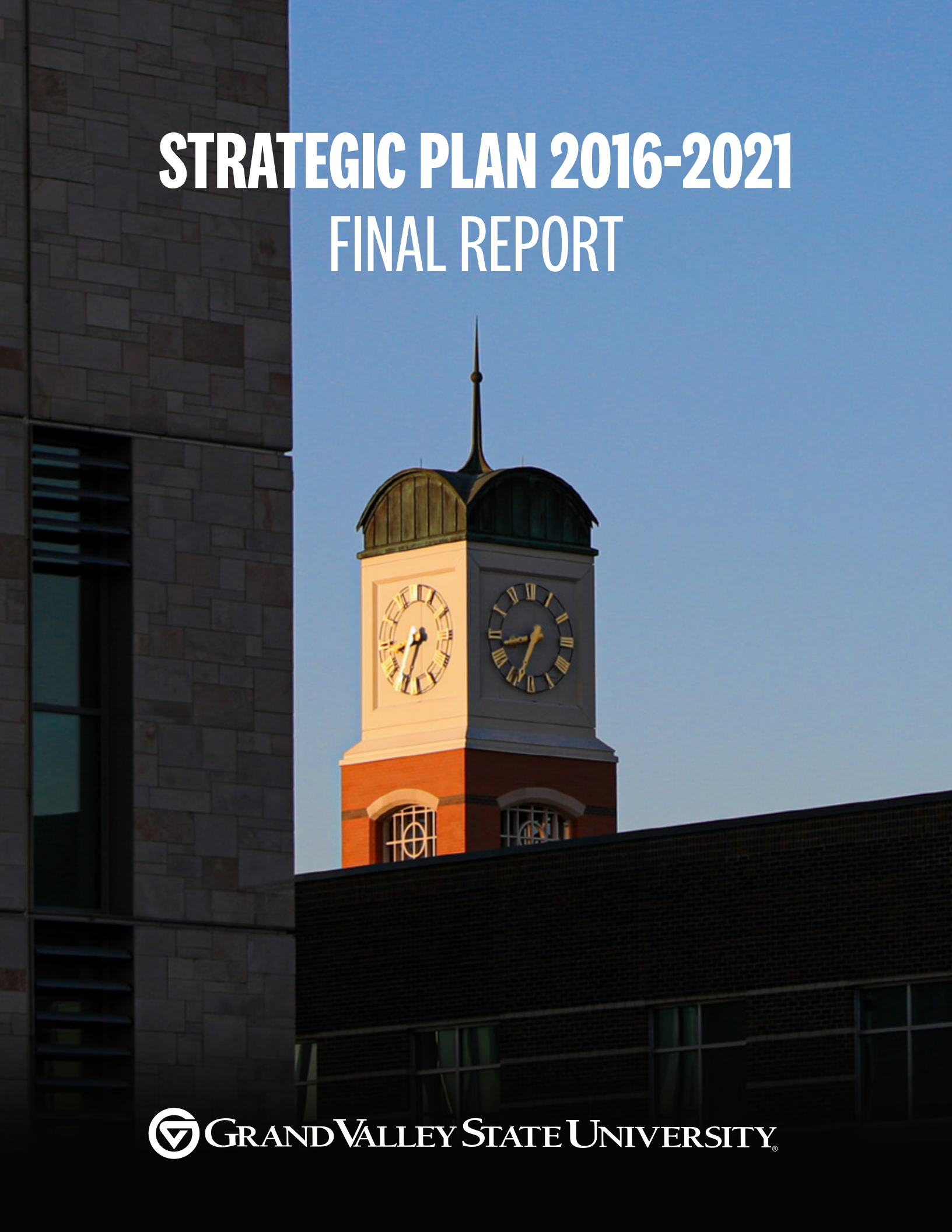
STRATEGIC PLAN 2016-2021
FINAL REPORT



GRAND VALLEY STATE UNIVERSITY®

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INTRODUCTION

Grand Valley's *Strategic Plan 2016-2021* was developed to enhance and forward its distinctive reputation as a large university with a small college feel where students receive personalized attention in small classes as well as customized convenient academic and career services. The focus was on ensuring the institution was well prepared to provide all students with the resources and supports required to accomplish their higher education goals in a timely manner, to attain the key performance milestones needed for their future success, and to secure the knowledge, skills, and attitudes needed to be lifelong learners and productive, contributing members of society. This plan was designed to promote every student's persistence, educational attainment, academic achievement, personal advancement, and holistic development, including preparation for a productive, meaningful life beyond degree completion.

The *Strategic Plan 2016-2021* was organized by four strategic priority areas that established the focus of Grand Valley's improvement efforts and five institutional outcomes that described those efforts' intended results. These priority areas and institutional outcomes provided a framework for conceptualizing the measurable changes toward which the university community worked, and toward which its resources were prioritized.

All divisions, departments, colleges and units engaged in planning, both at the local level as well as contributing to the institution's plan. Planning was integrated across the institution, fostering a commitment to outcomes achievement and continuous improvement. For accountability and transparency with our many stakeholders, the strategic plans with annual updates have been publicly available on the following website: gvsu.edu/strategicplan-index.htm

Response to COVID-19

It is important to note the significant impact the Coronavirus pandemic has had on Grand Valley State University's community. Although GVSU continues to navigate the pandemic and meet students' needs, there are some initiatives that have been limited or are no longer being pursued as a result of the pandemic. As a result, some objectives were only partially completed or discontinued.

Mission, Vision, Values

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.

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.

VALUE STATEMENT

At Grand Valley State University, the primary focus is on the success of students. To that end, the principles of liberal education permeate all programs and areas of study. This broad educational perspective provides students with the general knowledge and transferable skills necessary to positively influence their communities, their professions, and the broader world.

The institution is characterized by and known for its superior student-centered teaching and learning. Students acquire new knowledge and explore its application through artistic expression, scholarly activity, and active engagement in a variety of communities — to students we are a big university with a small college feel.

These core values provide a foundation and framework for all Grand Valley's decision-making processes. We use them as a touchstone in developing the strategies and tactics that lead to the attainment of the institutional outcomes and strategic priority areas and objectives of our strategic plan. We translate our values into actions institution-wide; they are reflected in the policies, practices, and assessments we implement every day. These core values are described as follows:

- **Excellence**
- **Integrity**
- **Inquiry**
- **Inclusiveness**
- **Community**
- **Sustainability**
- **Innovation**

Organization of the Strategic Plan: Outcomes and Strategic Priority Areas

GVSU's *Strategic Plan 2016-2021* is organized with a framework focused on five institution level outcomes and four strategic priority areas. The framework of the plan guides strategic resource allocation, implementation activities, and assessment practices.

The five outcomes represent the university's ideal state by the end of the plan timeframe:

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

The four strategic priority areas represent where the strategic activities were focused:

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

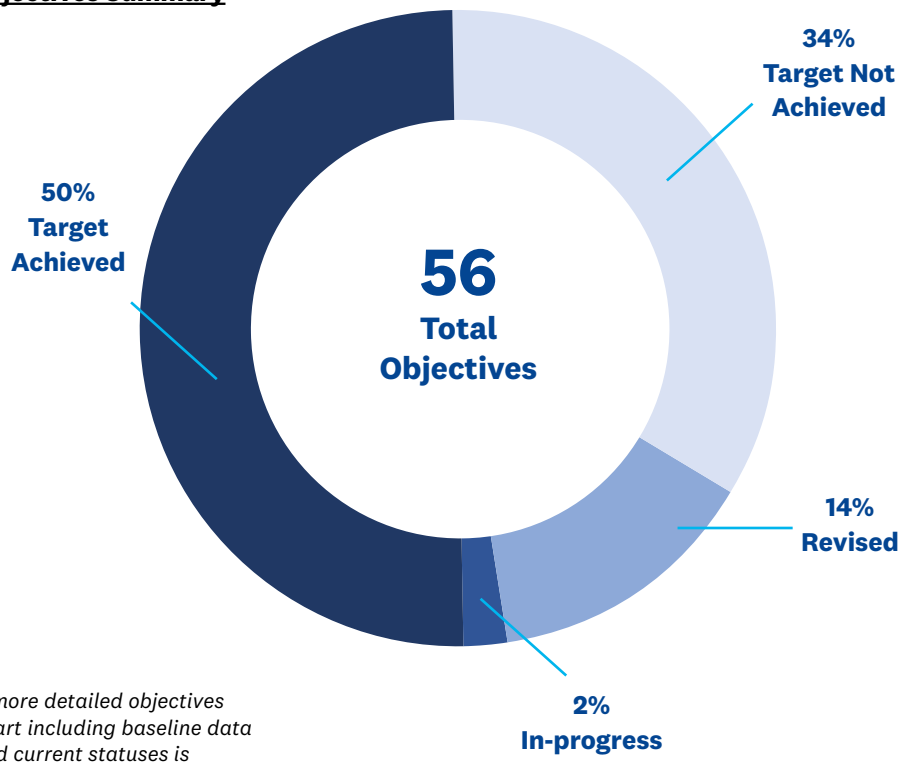


Key Objectives

The key objectives provide the measurable activities that were monitored to accomplish the outcomes within the strategic priority areas provided by the plan. The *Strategic Plan 2016-2021* originally included 56 Objectives framed within the institution's five outcomes and four strategic priority areas. Each objective contained a baseline and measurable activities for accomplishing an outcome. For any new initiatives, baselines were established as part of the first year of the objective. This section provides a summary of the status of objectives at the end of the of the planning cycle.

Over the course of the *Strategic Planning 2016-2021* period, GVSU was able to achieve the target on 28 (50 percent) objectives. One (2 percent) objective is "in-progress" — reporting on this on-going initiative will be considered for the university's new strategy efforts. Eight (14 percent) objectives were discontinued, re-evaluated, or "revised" over the course of the planning cycle.
Lastly, 19 (34 percent) objectives did not achieve the intended target.

Objectives Summary



A more detailed objectives chart including baseline data and current statuses is outlined in Appendix A.



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.

Recent Institutional Awards and Outstanding Achievements

Grand Valley earned $135 Million + Dollars in Grant and Contract Revenue from Federal, State, Local, and Non-Governmental agencies.

Grand Valley's Sustainable Agriculture Project received the Innovative Project Award by the American Association of State Colleges and Universities.

AASCU, 2018

Grand Valley has received gold status for the ninth year in a row for sustainability efforts throughout all sectors of the school.

Association for the Advancement of Sustainability in Higher Education, 2016-2021

Grand Valley was named by *Forbes* as one of the top 25 employers — and among the top three in education — in Michigan.

Forbes "Best-in-State Employers 2021 List"

Nationally recognized with the Higher Education Excellence in Diversity award.

INSIGHT Into Diversity, 2020

Ranked "Best Bang for the Buck" among Midwest schools.

Washington Monthly, 2020

Grand Valley earned the Directors' Cup for being the best NCAA Division II athletic program in the nation for 13 of the last 17 years, and has finished first or second in the Director's Cup standings for 18 consecutive years.

National Association of Collegiate Directors of Athletics, 2019

Grand Valley was named one of the best universities in the Midwest.

The Princeton Review, 2021

High-impact Practices

High-impact practices demand considerable time and effort, facilitate learning inside and outside of the classroom, require meaningful interactions between faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback.

Examples of student achievement in high-impact practices and learning experiences is exhibited through the following university reporting:

GVSU

73.3%

of GVSU seniors stated they participated in at least two high-impact practices.

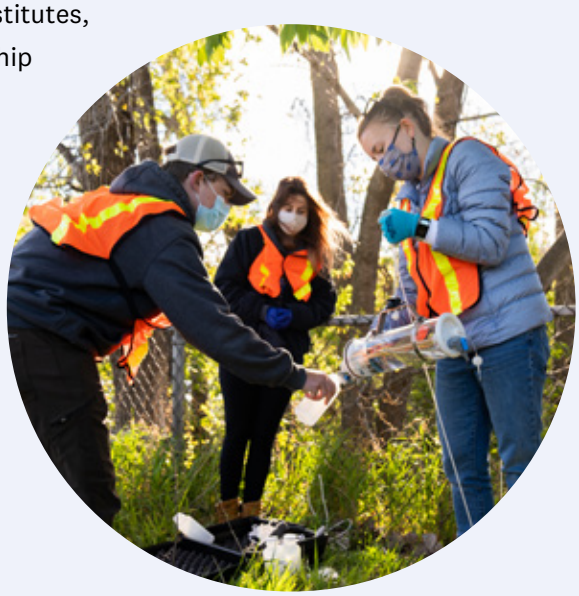
2018–2019 NSSE Data Results

44.6%

of courses taught by tenured or tenure track faculty included a high-impact learning experience in 2017.

PEW FACULTY TEACHING AND LEARNING CENTER

Faculty across the university are actively engaged in designing, implementing, and coordinating high-impact learning experiences for students. The Pew Faculty Teaching and Learning Center (FTLC) supports faculty in these endeavors through workshop opportunities, grant-funded participation in specialized conferences and institutes, Teaching Innovation Grant funding for scholarship of teaching and learning projects, and peer-to-peer learning in Faculty Learning Communities. The Pew FTLC also disseminates evidence-based resources and provides consultation support for implementing high-impact practices. In 2019, approximately 165 faculty were actively engaged in Pew FTLC projects related to high-impact practices.



Health and Wellness

GVSU provides resources for faculty, staff, students, and alumni to get actively engaged with all aspects of health and wellness. The university has an established Benefits and Wellness sector of the Human Resources Office, a Campus Health Center, Injury Care Clinic, Recreation and Wellness department, Student Ombuds, and University Counseling Center within the Division of Student Affairs, as well as an on-campus Family Health Center, high quality athletic and recreation facilities, and a designated 14.5-acre Health Campus.

GVSU was named a Healthy Workplace by the Michigan Fitness Foundation and the Governor's Council on Physical Fitness, Health and Sports.

GVSU was awarded a Silver Level designation as a Bicycle Friendly University℠! The Bicycle Friendly University program recognizes institutions of higher education for promoting and providing a more bikeable campus for students, staff and visitors.

GVSU is an official partner in the Healthier Campus Initiative for PHA (Partnership for a Healthier America) achieved in 2019.

In 2018, GVSU completed the National College Health Assessment from the American College Health Association.

GVSU earned gold level designation from the American College of Sports Medicine (ACSM) Exercise is Medicine® initiative two consecutive years in 2019 and 2020.

GVSU regularly partners with Ottawa and Kent County Health Departments for health and wellness related activities.



THE MARKETPLACE
lakerstore
lakerstore

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, which remain central to our identity and reputation. We 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.

Compliance and Regulatory Practices

GVSU has an established university policy outlining its commitment to compliance practices and initiatives.

> BOT 10.2.2 Compliance: The Legal, Compliance and Risk Management Division will serve as the coordinating office for communication about and oversight of mission-critical compliance activities by the responsible offices at the university. The university exercises and promotes management accountability by maintaining and continuously improving its legal compliance framework and processes, and reporting on compliance activities. Compliance with applicable federal, state, and local laws and regulations will be administered through a system of shared responsibility of designated faculty and staff and their respective appointing officers and vice presidents.

Examples of GVSU offices and divisions of compliance include:

- Office of Research Compliance and Integrity
- Division of Legal, Compliance, and Risk Management
- Office for Title IX and Institutional Equity
- NCAA Compliance
- GVSU Health Compliance Office



Accreditation and the Higher Learning Commission

Grand Valley is accredited by the Higher Learning Commission (HLC), having undergone another successful comprehensive evaluation in November 2018. The HLC is a regional accrediting agency that oversees higher education institutions based in a 19-state region of the United States.

Grand Valley ensures that all educational programming provided by the university meets or exceeds the levels of quality prescribed by national and regional accrediting bodies. The Office of the Provost plays many roles in these accreditation processes to ensure new accreditations are secured and existing accreditations are maintained on a timely, efficient basis, including monitoring institutional compliance with accreditation requirements on an ongoing basis. Grand Valley State University is recognized by 40+ specialized external accreditation agencies for various colleges, departments, and academic programs. Examples of program accreditation agencies that accredit GVSU entities include:

- Accreditation Board for Engineering & Technology (ABET)
- Accreditation Council for Education in Nutrition and Dietetics (ACEND)
- Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
- American Bar Association
- American Psychological Association Committee on Accreditation (APA-CoA)
- Association to Advance Collegiate Schools of Business (AACSB)
- Commission on Collegiate Nursing Education (CCNE)
- Committee on Professional Training of the American Chemical Society (ACS)
- Council on Social Work Education (CSWE)
- International Association of Counseling Services (IACS)
- Joint Review Committee on Education in Radiologic Technology (JRCERT)
- Michigan Commission on Law Enforcement Standards (MCOLES)
- National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
- National Association for the Education of Young Children (NAEYC)
- National Association of Academic Advisor for Athletics (N4A)
- National Association of Schools of Art and Design (NASAD)

By having and maintaining accreditation status, Grand Valley maintains a strong commitment to sustaining a high level of accountability and accuracy to students and the community. Institutional accreditation recognizes the overall quality of the organization; it covers all programs, sites, and methods of delivery.

Scholarships and Funding Opportunities

In 2018-2019

$46,806,806

Awarded in merit scholarships by GVSU, a 27% increase from 2015-2016

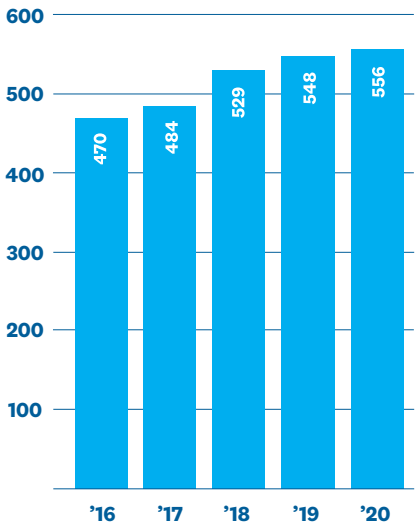
In 2018-2019

$16,654,923

Earned in student wages by GVSU students, a 6% increase from 2015-2016



Donor Funded Scholarships



Scholarships and Funding 2019-2020

FUNDING TYPE	AMOUNT
Need-based Grants	$50,550,506
Merit Scholarships	$53,613,413
Loans	$174,584,927
Work Study	$1,541,700
Total	$280,290,546

GVSU Financial Aid Commitment

YEAR	AMOUNT	INCREASE
2015-16	$40,429,303	6.05%
2016-17	$44,015,287	8.86%
2017-18	$47,295,651	7.45%
2018-19	$52,376,376	10.74%
2019-20	$59,744,452	14.07%
2020-21	$65,539,609	9.70%

Endowments

In 2019-2020

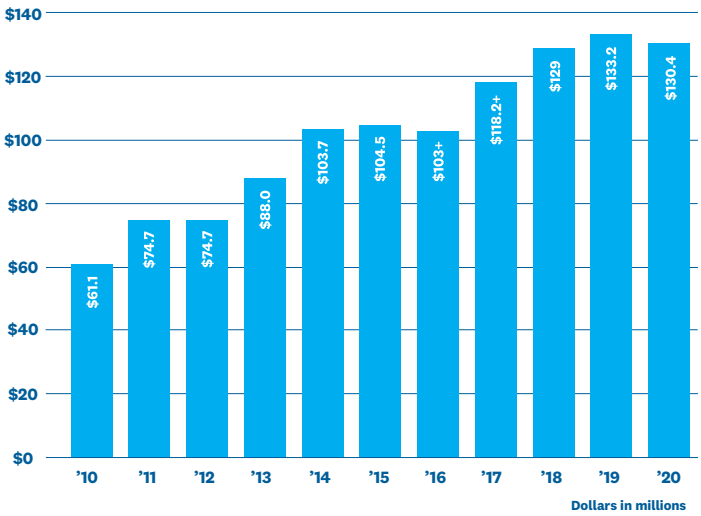
$130.4

Total endowed funds

⬆27 million

Increase from 2016 endowment

Endowment Fund



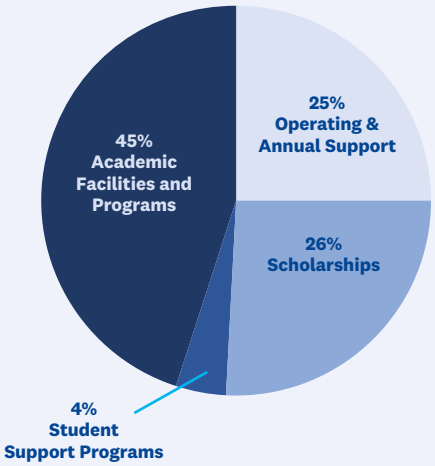
Donor Gifts

In 2019-2020, donor gifts amounted to

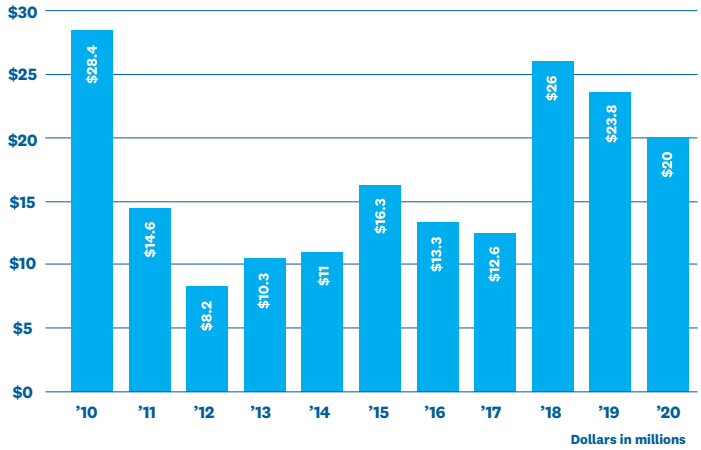
$20,052,815

Fiscal Year 2019-2020

Funds were allocated as shown below.



Overall Donor Giving





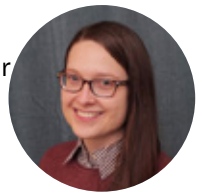
INQUIRY

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.

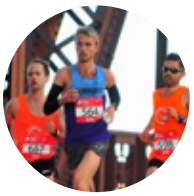
Student Achievements



Katy Sheets, MSGC fellow and GVSU graduate student on the laboratory staff at the Robert B. Annis Water Resources Institute Steinman Lab, was recently awarded a grant from NASA to continue her research on the ecology of sand mine lakes.



Kate Skocelas, '19, an alumni of Grand Valley's applied computer science graduate program, was awarded the National Defense Science and Engineering Graduate Fellowship from the Department of Defense.



Christopher May has had many successes at GVSU, including writing a research article with Barbara Baker and becoming eligible to compete for a position in the 2020 Olympics.

Lauren Ashley Garrigan, an alumna with a Master of Education in literacy studies with an emphasis in TESOL (Teaching English to Speakers of Other Languages), has been awarded a fellowship for 2019-2020 by the Fulbright English Language Fellow Program.

Distinguished Faculty

GVNext, a university news outlet, provides regular stories highlighting the extraordinary work of our faculty and staff. An excerpt from the February 11, 2021, edition of *GVNext* on Faculty and Staff Sketches is listed below.


Michael Lombardo

Biology faculty members **Michael P. Lombardo** and **Patrick A. Thorpe** and **Sango Otieno**, director of the Statistical Consulting Center, were authors of an article, "Factors Associated with the Mass of Eggs Laid by Tree Swallows (*Tachycineta bicolor*) Varied Yearly Between 2008-2016 in Michigan," published in the *Journal of Avian Biology*.

Patricia Bloem, professor of English, was appointed to serve on the Outstanding International Books Committee of the U.S. Board of Books for Young People. The committee is charged with choosing the most outstanding international books that are published during a calendar year. She will serve a three-year term.

Adrienne Wallace, assistant professor of advertising and public relations, was a co-author of a book, *Social Media and Society: An Introduction to the Mass Media Landscape,* published by Rowman & Littlefield. Wallace also contributed to articles published in the *Journalism & Mass Communication Educator* and *Journal of Public Relations Education*, and wrote chapters published in *Social Media Influencers and the Changing Landscape of Brand Communication*, and *Democracy in the Disinformation Age: Influence and Activism in American Politics*.

Jeff Kelly Lowenstein, assistant professor of multimedia journalism, worked with undergraduate students and the national investigative team from *USA Today* on a reverse mortgage investigation that received a National Association of Black Journalists award in the Newspaper Investigative Category.

Online/Hybrid Instruction

COVID-19 drove a massive and expansive move to online and remote delivery in March 2020, which persisted through the winter of 2021. For some, the transition was seamless. For others, the expedited nature of the switch presented unforeseen hurdles. Faculty across all programs engaged in significant professional development around online/hybrid instruction, exploring how best to use engaging educational technologies, attending workshops and conferences, sharing approaches with peers, and working tirelessly to accommodate changing circumstances and finding ways to best support students.

GVSU offers 57 online and hybrid programs, badges, and certificates. Ten percent of undergraduate courses for the 2018-19 academic year were offered as hybrid or online. Thirty-four percent of graduate courses for the 2018-19 academic year were offered as hybrid online. This is an increase from 32 percent in 2017-18 and continues to surpass the target of 30 percent.

In 2020, nearly all GVSU faculty were certified to teach online/hybrid courses through completion of an online course development and delivery workshop. Fully certified instructors continued to engage in professional development offered through the Pew FTLC or eLearning Technologies.

Examples of online and/or hybrid programs include:

- Respiratory Care, B.S.
- Integrative Studies, B.A., B.S. — LEADS adult degree completion online
- Clinical Dietetics, M.S.
- Nursing, M.S.N.
- Occupational Therapy, Dr. O.T.
- Social Work, M.S.W.
- Combined Degree: Information Systems B.S. and Cybersecurity, M.S.
- Applied Behavioral Analysis graduate certificate
- Applied Data Analytics undergraduate adult online certificate
- Professional M.B.A. Program

57

online and hybrid programs, badges, and certificates offered by GVSU.

617 faculty

completed certification in online/hybrid teaching in 2020.



General Education Program

The General Education Program prepares students for informed citizenship, leading to responsible participation in local, national, and global communities. All courses in the General Education Program are assessed once every four years. Unit heads identify between one and three sections for assessment. A student is rated for one to three knowledge student learning outcomes (SLOs) and two to three skills SLOs for each general education class that they are assessed in.

The General Education Program engages in regular continuous improvement efforts to maximize learning for all students. Assessment results and suggestions from faculty, students, and trends in higher education help drive the changes made to the program.

April 2017: Board of Trustees approved current general education skills student learning outcomes as GVSU's undergraduate student learning outcomes:

- Collaboration
- Critical thinking
- Ethical reasoning
- Information literacy
- Integration
- Oral communication
- Problem solving
- Quantitative literacy
- Written communication

For the 2016-2019 assessment cycle, GEC modified the Course Assessment Report to prompt faculty to reflect on how they will revise their teaching and assessment. Modifications were based on what faculty learned from previous assessments and how faculty plan to modify their teaching or assessment in the future. This process of "closing the loop" allowed for internal review ultimately enhancing the quality and direction of institution-level learning outcomes assessment. Most students achieved the target performance level for each of the general education skills outcomes.




STUDENT

INCLUSIVENESS

Grand Valley State University values 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. Grand Valley is committed to strengthening our living, learning, and working environment by recognizing and removing the barriers to full participation and providing an inclusive and vibrant community.

Training and Programs – Faculty



350+

faculty members have participated in inclusion and equity education since 2016.

73%

of new employees on average completed the online responsible employee training regarding sexual misconduct from 2016–2019.

The Inclusive Excellence Initiative through the Pew Faculty Teaching and Learning Center offers faculty engagement and development opportunities including but not limited to the Inclusive Excellence Teaching Institute, Intercultural Development Inventory consultations, faculty learning communities, and workshops/training sessions around inclusive teaching practices. In 2018, more than 110 faculty and 100 students engaged in these events.

In 2018-2019, GVSU started an Inclusion and Equity Institute to partner with GVSU faculty, staff, and students to cultivate rich learning environments, meaningful relationships, and provide a comprehensive strategy for meeting desired goals and outcomes. Through the institute, we strive to further the diversity, inclusion, and equity goals of people, organizations, and communities locally, regionally, and nationally.

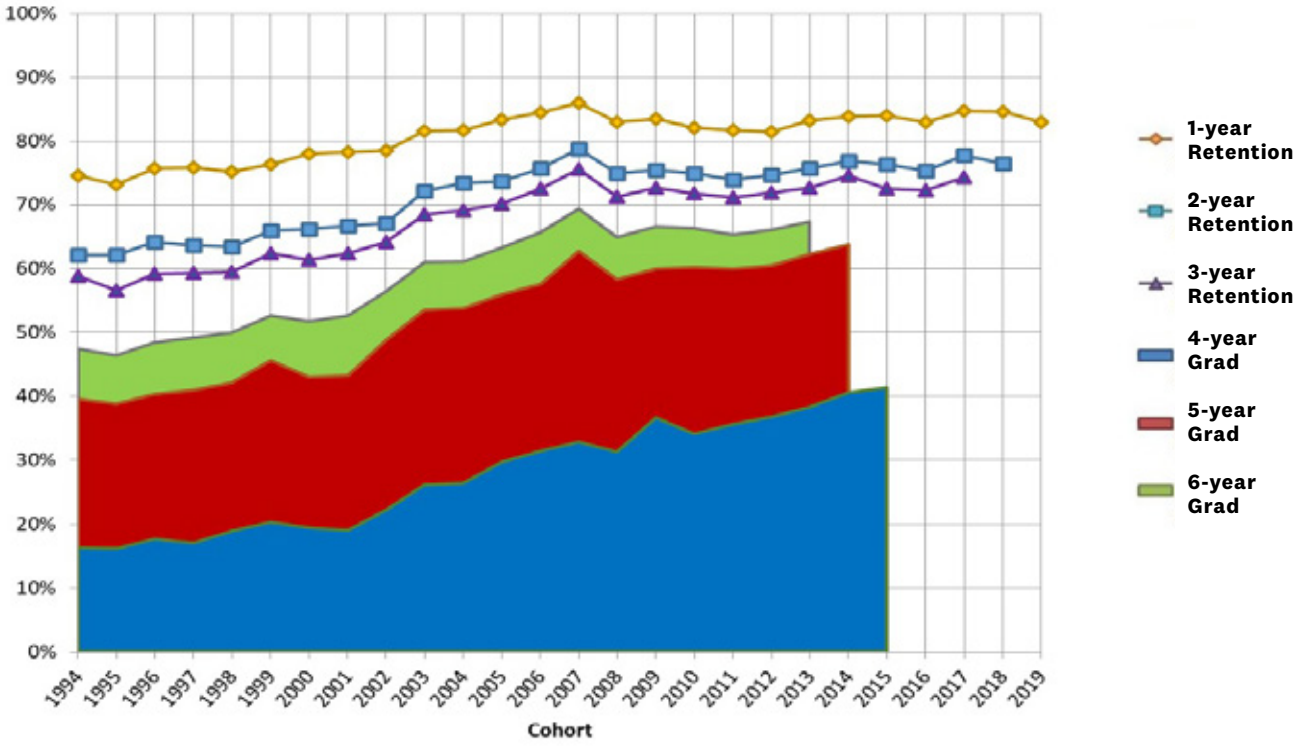
Enrollment, Persistence, and Graduation

The total GVSU student enrollment change from 2016–2020 was -8.3% (n= - 2,110). However, since the Fall semester of 2017, the percentage of students who identify as African American, Hispanic, Native American, Asian, or Pacific Islander increased from 17.4% to 17.7% (n = 4130).

FTIAC Enrollment - GVSU

ETHNICITY	2016	2017	2018	2019	2020	TRENDLINE
American Indian or Alaskan Native	82	85	82	80	85	
Asian	568	607	604	575	588	
African American or Black	1,304	1,221	1,158	1,047	989	
Hispanic or Latino	1,253	1,294	1,309	1,377	1,351	
Pacific Islander	11	17	15	19	20	
White	20,893	20,464	20,160	19,621	19,064	
Non-resident International	430	428	396	374	312	
Multiethnic	828	842	862	860	866	
Not Reported	91	91	91	80	75	

FTIAC Persistence and Graduation Rates

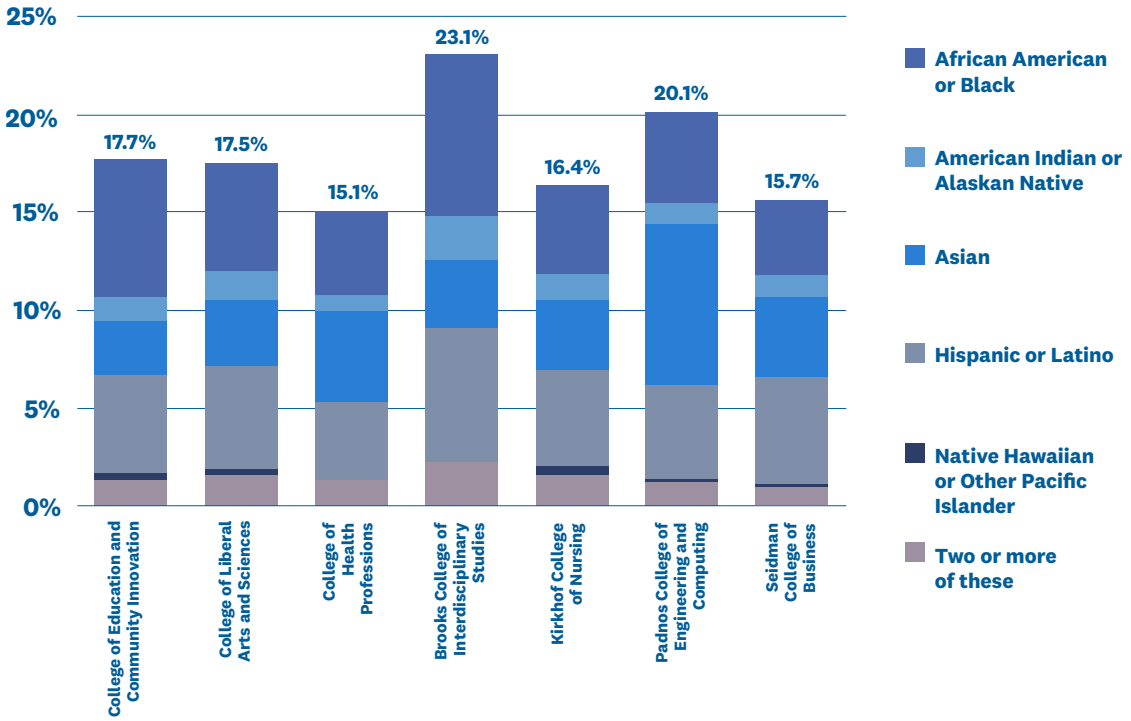


First time in any college (FTIAC) student

Percent of Students Who Identify as African American, Hispanic, Native American, Asian, or Pacific Islander

Diversity and Enrollment Data by College

2019-2020 Academic year





Student Retention and Graduation

FTIAC Retention

COHORT	1ST YEAR RETAINED	2ND YEAR RETAINED
2016	82.9%	89.3%
2017	84.5%	90.6%
2018	84.5%	88.8%
2019	83.3%	85.0%
2020	82.6%	

Since 2016, GVSU has spearheaded multiple initiatives to increase enrollment and retention of diverse student populations. Examples of initiatives to increase diverse student enrollment include GVSU's Latino Student Initiative, Black Excellence Initiative, Native American Initiative, and Asian Student Achievement Program. Additionally, the *Student Retention and Completion Plan 2017-2021* is a component of the overall *Strategic Plan 2016-2021*, with the intent of supporting specific outcomes, objectives, and measures related to student retention and degree completion. It is focused on ensuring this institution is well-prepared to provide all students with the resources and supports they require to accomplish their higher education goals 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. This plan is designed to promote every student's persistence, educational attainment, academic achievement, personal advancement, and holistic development, including preparation for a productive, meaningful life beyond degree completion. An outline of the full *Strategic Enrollment Management Report* can be found on the Enrollment Development and Educational Outreach Division's website at gvsu.edu/enrollmentdevelopment.



Diversity Demographics (2020)

STUDENT DATA

Distribution of Fall 2020 Enrollment by Race/Ethnicity and Level
(column percentages in parentheses)

ETHNICITY	UNDERGRADUATE	GRADUATE	TOTAL
African American or Black	832 (4.1%)	157 (5.3%)	989 (4.2%)
American Indian or Alaskan Native	69 (0.3%)	16 (0.5%)	85 (0.4%)
Asian	509 (2.5%)	79 (2.7%)	588 (2.5%)
Hawaiian or Other Pacific Islander	19 (0.1%)	1 (0.0%)	20 (0.1%)
Hispanic or Latino	1,227 (6.0%)	124 (4.2%)	1,351 (5.8%)
International	191 (0.9%)	121 (4.1%)	312 (1.3%)
Multiethnic	784 (3.8%)	82 (2.8%)	866 (3.7%)
Not Reported	59 (0.3%)	16 (0.5%)	75 (0.3%)
White	16,715 (81.9%)	2,349 (79.8%)	19,064 (81.6%)
Total	20,405	2,945	23,350

FACULTY/STAFF

Distribution of 2020 Personnel by Race/Ethnicity
(column percentages in parentheses)

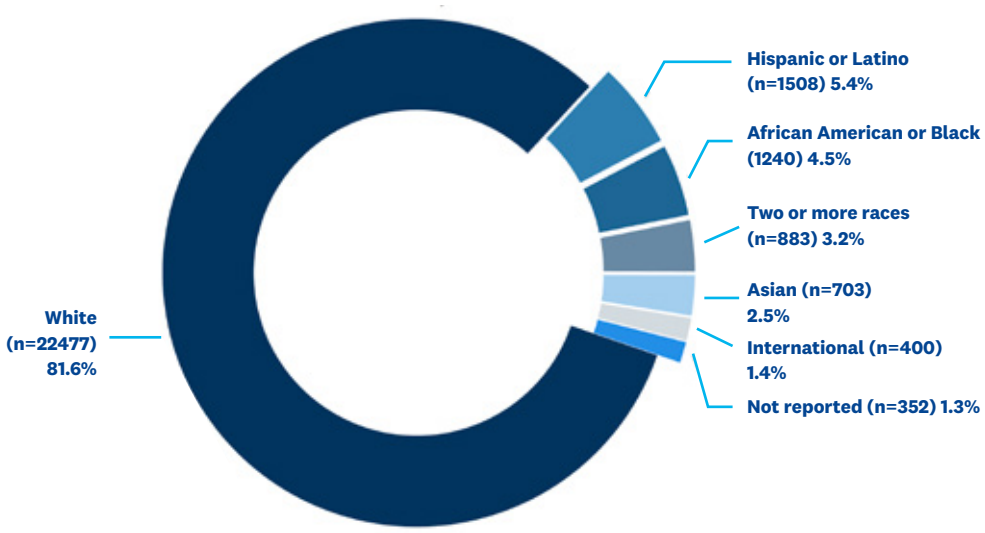
ETHNICITY	BENEFIT-ELIGIBLE FACULTY	ADJUNCT FACULTY	NON-FACULTY STAFF	TOTAL
African American or Black	33 (2.8%)	23 (5.3%)	128 (6.9%)	184 (5.3%)
American Indian or Alaskan Native	5 (0.4%)	2 (0.5%)	4 (0.2%)	11 (0.3%)
Asian	88 (7.6%)	8 (1.9%)	27 (1.5%)	123 (3.6%)
Hawaiian or Other Pacific Islander	1 (0.1 %)	0 (0.0%)	0 (0.0%)	1 (0.0%)
Hispanic or Latino	44 (3.8%)	7 (1.6%)	84 (4.5%)	135 (3.9%)
International	27 (2.3%)	0 (0.0%)	4 (0.2%)	31 (0.9%)
Multiethnic	6 (0.5%)	3 (0.7%)	19 (1.0%)	28 (0.8%)
Not Reported	25 (2.1%)	76 (17.6%)	133 (7.2%)	234 (6.8%)
White	936 (80.3%)	312 (72.4%)	1,460 (78.5%)	2,708 (78.4%)
Total	1,165	431	1,859	3,455

Campus Climate Survey Results

In the fall of 2019, GVSU completed its fifth myGVSU Campus Climate Survey. The purpose of a campus climate survey is to measure the real or perceived quality of interpersonal, academic, and professional interaction on campus, as well as gauging "the current attitude, behaviors, and standards of faculty, staff, administrators, and students concerning the level of respect for individual needs, abilities, and potential" (Hurtado, 1992; Rankin, 2001).

GVSU Fall 2019 Demographics (Race/Ethnicity)

N=27,675



Institutional Climate

How comfortable are you with the institutional climate at Grand Valley State University?

	2011		2015		2019	
	UNCOMFORTABLE OR VERY UNCOMFORTABLE	COMFORTABLE OR VERY COMFORTABLE	UNCOMFORTABLE OR VERY UNCOMFORTABLE	COMFORTABLE OR VERY COMFORTABLE	UNCOMFORTABLE OR VERY UNCOMFORTABLE	COMFORTABLE OR VERY COMFORTABLE
Students	3.2%	88.7%	3.3%	88.1%	4.3%	83.5%
Staff	4.3%	86.7%	8.0%	80.4%	11.2%	73.5%
Faculty	6.3%	80.8%	9.3%	76.5%	11.7%	71.1%
Overall	3.6%	87.6%	4.2%	86.9%	5.7%	81.3%

Barbara and Stuart Padnos International Center (PIC)

The PIC aims to engage the university community in meaningful international experiences that foster an appreciation and awareness of diverse cultures, people, and ideas.

30+
international partnerships
with activities ranging from faculty and staff exchanges, student exchanges, short-term teaching abroad opportunities, and more.

29
faculty-led programs
in 2019, including innovative new programs for student-athletes and TRIO students.



Programs and Initiatives Geared Toward Diversity at GVSU





Laker Familia



RESIDENTIAL LEARNING COMMUNITIES

- Gender Justice House
- Campus LINKS Program (Disability Support Resources)
- International House
- Women in Science and Engineering

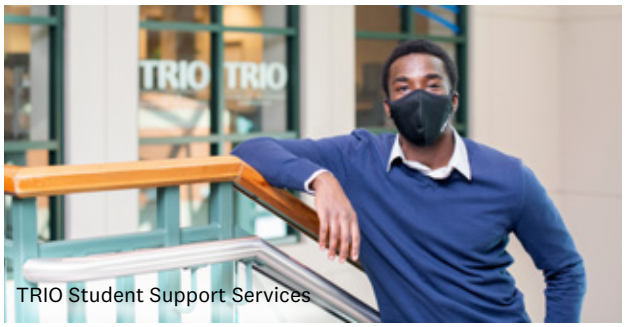
LAKER CONNECTIONS

- Black Male Scholars
- Laker Familia
- Black Excellence
- Native Student Success Program
- Asian Student Achievement Program

OFFICES/CENTERS

- Office of Multicultural Affairs
- Milton E. Ford LBGT Resource Center
- Gayle R. Davis Center for Women and Gender Equity
- Campus Interfaith Resources
- Disability Support Resources
- TRIO Student Support Services


Black Faculty & Staff Association



TRIO Student Support Services

AFFINITY GROUPS

- Asian Faculty and Staff Association
- Black Faculty and Staff Association
- International Faculty and Friends
- Interfaith Friendship Groups
- Latino/a Faculty and Staff Association
- LGBT Faculty and Staff Association
- Native American Advisory Council
- Positive Black Women
- Women's Commission

PROGRAMS, EVENTS, & CAMPUS INITIATIVES

- Inclusion Advocates Program: Inclusive hiring practices
- Inclusion and Equity Institute
- Partners in Action Against Racism
- TRIO McNair Scholars Program
- Inclusive Excellence Teaching Institute
- National Center for Faculty Development and Diversity
- Queerapalooza
- LGBT, Inclusive, Fitness Training (LIFT)
- International Faculty and Friends (IFF)
- Martin Luther King Jr. Commemoration Week
- GVSU Teach-in Conference



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. The new community-based learning (CBL) course designation now allows faculty to officially designate their course sections as CBL in the course registration system and make them more recognizable and available to students who are interested in learning through community engagement. To foster and expand these community connections, the institution and its members promote, value, and honor diverse perspectives.

482
course sections

taught by faculty that included a community-based learning component (2018).

Civic engagement is an activity in which people work to make a positive difference in the lives of our community members and develop 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).

Democratic Engagement

Grand Valley was selected as one of 231 higher education institutions across the country to receive a Voter Friendly Campus designation for 2021-22. The designation was awarded by Campus Vote Project and National Association of Student Personnel Administrators (NASPA) to universities and colleges that planned and implemented practices encouraging students to register to vote and cast their ballot. GVSU holds the record for the most students registered on a campus in the State of Michigan.

Community Service Learning Center

The Community Service Learning Center (CSLC) prepares students to become active, global citizens who are committed to a life of community engagement and democratic participation. The CSLC connects students to virtual service opportunities in the community. Opportunities include decorating bags for Kids' Food Basket, becoming a pen pal, organizing a collection drive, making dog toys out of recycled t-shirts, and raising money through a virtual walkathon.

7,481

students registered to vote on campus between 2016-2021.

155,145

community engagement hours recorded by students (2016-21)

Dollar value of all community engagement hours recorded by students (2016-21): $3,861,558.53

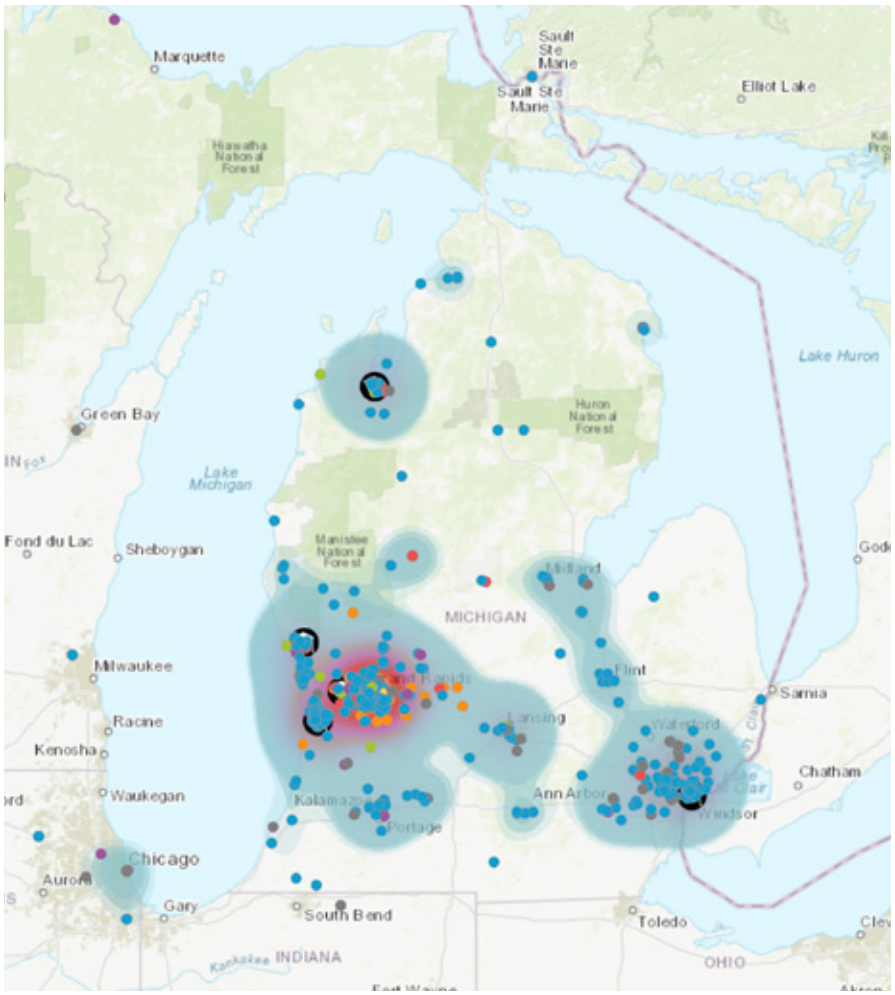


Kids' Food Basket

The Laker Effect Map

This map was created and launched in 2018, showcasing the geographic areas where GVSU students, staff, and faculty are engaged with community partners in the region, state, and beyond. Many of these locations regularly host student interns, serve as destinations for student volunteers, serve as locations for faculty research initiatives, or offer opportunities for community-based learning projects within classes.

The Laker Effect map serves to connect colleagues at GVSU who maintain relationships with the organizations listed on the map. Map users may log in to the password protected database, view, and then opt to reach out to familiar colleagues listed next to each organization for consultations and introductions before venturing into the community.



- **Arts, Humanities, and Recreation**
- **Career Center**
- **Economic Development**
- **Education**
- **Environmental Sustainability**
- **Health**
- **Human Service/Rights/Justice**

Alumni Relations

130,974

Total number of

GVSU alumni

As of August 2021

7,067

Alumni donors who gave

$4.3 million+

Fiscal year 2020-2021



Nearly half of alumni live or work in West Michigan

20,690

in business and public administration

14,558

degrees and certifications in teaching and school administration

12,301

in nursing, physical therapy, occupational therapy, and physician assistant and related health care fields.



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.

Sustainability Practices

LEED BUILDING CERTIFICATION AWARDS

Grand Valley has committed to designing and building to Leadership in Energy and Environmental Design (LEED) Silver certification levels. LEED® certification is based on several factors, including site sustainability, water efficiency, energy use, materials and resources, environmental quality and innovation in design. Currently, Grand Valley has 2.1 million square feet of LEED-certified structures — 26 sites and structures in total. LEED buildings use 30 percent less energy, 40 percent less water, and 75 percent less material than regular buildings.



4%

of GVSU square footage is Platinum Level



46%

of GVSU square footage is Gold Level



38%

of GVSU square footage is Silver Level



12%

of GVSU square footage is Certified Level

University Sustainability Awards and Honors


Sustainable Agriculture Project

For the 11th year in a row, Grand Valley State University has been named one of the country's most environmentally responsible colleges.

The Princeton Review

Grand Valley was included as one of the Sierra Club's "Cool Schools," recognizing the greenest universities in the country, for 11 years in a row.

It was the highest ranked Michigan institution on the list.

Grand Valley received a gold rating from the Association for the Advancement of Sustainability in Higher Education (AASHE).

Grand Valley's Sustainable Agriculture Project received the Innovative Project Award by the American Association of State Colleges and Universities.


GRAND VALLEY STATE UNIVERSITY

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 well-being 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.

Innovative Initiatives

GVSU SIMULATION CENTER

Grand Valley's Simulation Center has launched numerous virtual simulation methodologies that allow students in the College of Health Professions, Kirkhof College of Nursing, and College of Education and Community Innovation to continue to gain clinical experience. On average, the Simulation Center hosts more than 2,000 separate simulation events annually, with more than 8,000 learners. The virtual simulation methodologies include:


GVSU Simulation Center

- **In-person simulations in immersive virtual environments** — rooms where images and other interactive objects are displayed on the walls.
- **High-fidelity remote simulations** — where students attend simulations from the comfort of their home, but are challenged to use their critical thinking skills by verbally communicating their clinical understanding and the intended care for a patient/high-fidelity manikin simulator.
- **Student-directed remote simulations** — which utilize prerecorded videos, images, and audio files that allow for the standardization of simulated remote experiences and telemedicine.

MUSKEGON INNOVATION HUB

Muskegon Innovation Hub (the Hub) at GVSU is a business innovation program that provides coaching, funding, networking, and a synergistic work environment to help businesses and entrepreneurs achieve their goals. The Hub is a key partner in the region's innovation ecosystem, supporting startup businesses, entrepreneurs, and corporate innovation teams.

From 2016–2020, the Business Incubator and CoLaunch programs at the Hub assisted some 400 West Michigan companies to gain access to more than $75 million in funding, to create or retain more than

1000 jobs, to commercialize 200 new products, and to secure 40 new patents or trademarks. Fifty new companies were created in West Michigan through the Hub's assistance.

During this same time period, the Hub's conference room space also served to host 1,500 events by 200 West Michigan organizations, with more than 35,000 attendees.

APPLIED MEDICAL DEVICE INSTITUTE

Grand Valley State University is looking at whether 3D printing technology could lead to a breakthrough in how medical devices are made. The program is a collaboration between the applied Medical Device Institute (aMDI) — GVSU, MediSurge, and the City of Grand Rapids Smart Zone. A state-of-the-art 3D printer from Carbon, Inc. has been installed at the Seymour and Esther Padnos College of Engineering and Computing on the Medical Mile, letting students take part in real-world experiments.

APPLIED GLOBAL INNOVATION INITIATIVE

The Applied Global Innovation Initiative includes several trips to Nicaragua each year to work with residents and universities on a variety of topics including design thinking, education, and inclusion. Kendall College of Art and Design and Western Michigan University are also members of the initiative. In 2018, Ben Eastburg, a senior majoring in business and pre-med, worked to get cancer treatment machines from a Grand Rapids clinic to a rural clinic more than 3,300 miles away. He worked with Paul Lane, professor of marketing, and a physician he met in Nicaragua last year.

RICHARD M. AND HELEN DEVOS CENTER FOR ENTREPRENEURSHIP AND INNOVATION

The Richard M. and Helen DeVos Center for Entrepreneurship and Innovation (CEI), in the Seidman College of Business, is dedicated to developing best practices in entrepreneurship education and community engagement that enhance and impact the creation of new ventures and opportunities. TESA is a program offered through the CEI to give high school students the tools and knowledge to start their own business through a week-long crash course in entrepreneurship. The challenge for TESA 2016 applicants was to develop a product or service concept that will take an inefficient system (poverty or health and wellness) and find a sustainable solution.

TECHNOLOGY COMMERCIALIZATION OFFICE

The Technology Commercialization Office (TCO) supports GVSU faculty members, students, and staff members in their creative scholarship through providing opportunities for technology transfer and application of GVSU expertise and innovations in solving market problems. A most recent example is license of GVSU patents #10,563,886 and #10,871,303, with inventors Sean McManus, Leo McCormick, and Tom Michalak, GVSU facilities specialists. Their innovation makes the sensing of air quality in a classroom more accurate and effective at greatly reduced costs for installation and maintenance.

LEADS PROGRAM GVSU

GVSU's newly designed lifelong educational attainment for determined students or LEADS is an accelerated, fully online degree completion program designed to serve the needs of busy working adults. This program provides a fast-paced, accelerated option that meets the needs of learners 24+ years old with two or more years work experience. Learners complete the program with a bachelor's degree in integrative studies with the option of completing a certificate in a specified skills area in one of the following areas: business fundamentals, project management, data analytics, intercultural communications, or leadership. Learners may also choose to complete one or more certificates as stand-alone options.



LEADS Program



CONCLUSION

The strategic planning final report summarizes key achievements and accomplishments on behalf of Grand Valley State University and its constituents over the course of the 2016–2021 planning cycle. These advancements have moved the overall institution closer to accomplishing its five institutional outcomes. Grand Valley was successful in realizing progress in the majority of its 56 objectives.

The university will continue to work toward fully accomplishing institutional objectives and initiatives that further serve in the best interest of students, faculty, staff, alumni, and donors. The university is currently developing a new strategy cycle — Reach Higher 2025. More information about this planning process, updates, and future endeavors can be found on the Reach Higher 2025 webpage at gvsu.edu/reachhigher2025.

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



Strategic Plan Final Report — Objective Chart

STRATEGIC PLANNING OBJECTIVE	BASELINE (2016)	CURRENT (2020-2021)	STATUS
Objective 1.A.1: At least 90% of undergraduate students participate in two or more other high-impact learning experiences prior to graduation, in addition to supplemental writing skills and Capstone courses.	58% (2013)	73.3% of seniors indicated participating in two or more high-impact learning experiences	Target Not Achieved
Objective 1.A.2: At least 95% of graduate students participate in at least two high-impact learning experiences prior to graduation.	90%	95%	Target Achieved
Objective 1.A.3: A strategic plan will be developed for student retention, persistence, and completion including goals that are ambitious but attainable and appropriate to GVSU's mission, student populations, and educational offerings.	---	Student Retention and Completion Plan 2017-2021	Target Achieved
Objective 1.B.1: GVSU's diversity of student, faculty, staff, and administration increases by 18% to reflect the populations of West Michigan.	83% non-Hispanic white	81.2% non-Hispanic white	Target Not Achieved

STRATEGIC PLANNING OBJECTIVE	BASELINE (2016)	CURRENT (2020-2021)	STATUS
Objective 1.B.2: Retention rates between freshman and sophomore years and sophomore and junior years for first-generation and other traditionally underserved undergraduate students meet or exceed the retention rates of other undergraduate students.	All students - 84.7% Minority - 80.3% First Gen - 87.0% Yr. 2 All students - 77.5% Minority - 73.5% First Gen - 71.1%	All students - 83.1% Minority - 77.9% First Gen - 85.5% Yr. 2 Not yet available	Target Not Achieved
Objective 1.C.1: GVSU maintains communication with 95% or more of its alumni via print materials and with 72% or more of its alumni via email.	Print - 94% Email - 69%	Print - 94.5% Email - 71.1%	Target Not Achieved
Objective 1.C.2: At least 10% of academic courses incorporate community-based learning experiences.	2.3%	1.5%	Target Not Achieved
Objective 1.C.3: A strategic plan will be developed for use of additional locations/ regional campuses including, but not limited to, goals for program offerings and student enrollment.	Revised	-------	Revised
Objective 1.D.1: Global learning is a requirement in all undergraduate majors.	Revised	-------	Revised

STRATEGIC PLANNING OBJECTIVE	BASELINE (2016)	CURRENT (2020-2021)	STATUS
Objective 1.D.2: At least 93% of faculty members regularly use electronic course management tools, such as Blackboard, in their teaching.	89%	95%	Target Achieved
Objective 1.D.3: At least 60% of faculty members use state-of-the art instructional methods in their teaching.	47%	47.5%	Target Not Achieved
Objective 1.E.1: The number of externally funded undergraduate student scholarships increases by at least 50% from its 2015 level to at least 571 scholarships.	381	556	Target Not Achieved
Objective 1.E.2: The institution's total scholarship endowment increases by at least 45% to $52,750,000.	$36,400,000	$73,086,340	Target Achieved
Objective 1.E.3: Grand Valley provides at least 75 pass-through scholarships annually, providing annual financial support for students of $700,000 or more.	70	98 Scholarships for a total of $3.28 Million Dollars (2019-2020)	Target Achieved
Objective 1.E.4: Support staffing for undergraduate and graduate students is within 25% of the best practice staffing levels recommended by accrediting bodies or professional organizations.	Revised	-------	Revised

STRATEGIC PLANNING OBJECTIVE	BASELINE (2016)	CURRENT (2020-2021)	STATUS
Objective 1.E.5: An average of 27 or more credit hours is earned by undergraduate students each year.	25.3 credit hours	27.5 credit hours	Target Achieved
Objective 2.A.1: 25% or more of faculty complete training in developing and implementing high-impact student learning experiences.	10%	49%	Target Achieved
Objective 2.A.2: At least 58% of credit hours are taught by tenure stream faculty, balanced by non-tenure lines of "practitioner/ scholars" in appropriate fields who bring knowledge application to the learning milieu.	54.20%	64.52%	Target Achieved
Objective 2.B.1: All decision-making bodies at every level institution-wide include diverse individuals and reflect diverse perspectives.	Revised	-------	Revised
Objective 2.B.2: Orientation for all new employees includes intercultural training and development.	50%	New employee (staff/ faculty) orientation includes trainings/ sessions from Inclusion and Equity	Target Achieved
Objective 2.B.3: Consideration of diverse perspectives and candidates will be demonstrated when hiring faculty/staff.	---	Affirmative Action/EEO Office — GVSU Inclusion Advocate Program	Target Achieved

STRATEGIC PLANNING OBJECTIVE	BASELINE (2016)	CURRENT (2020-2021)	STATUS
Objective 2.B.4: Consideration of diverse perspectives will be demonstrated when modifying the policies contained on the University Policies site (gvsu.edu/policies).	---	Affirmative Action data is now a requisite step in the hiring/ recruitment plan	Target Achieved
Objective 2.C.1: At least 70% of faculty members participate in one or more external professional relationships.	62.6%	52%	Target Not Achieved
Objective 2.D.1: Assessment of the scholarship of discovery, application, integration and teaching practices is fair, aligned with university criteria within all colleges, and consistent for all tenure stream faculty members.	---	University Personnel Review Committee (UPRC) policy development	Target Achieved
Objective 2.D.2: Assessment of the scholarships of discovery, application, integration and teaching is consistent across all graduate programs.	---	University Personnel Review Committee (UPRC) policy development	Target Achieved
Objective 2.E.1: At least 75% of faculty and 75% of staff participate in professional development to expand, enhance, or extend their competencies and capabilities within the context of the responsibilities of their positions.	56%	100% of faculty complete a faculty activity report (FAR) 100% of staff complete a performance evaluation plan	Target Achieved

STRATEGIC PLANNING OBJECTIVE	BASELINE (2016)	CURRENT (2020-2021)	STATUS
Objective 2.E.2: The amount of external support and grants to promote faculty and staff scholarship increases by at least 7.5%.	$19.5 million	Increase of 55.5% to $30.4 million	Target Achieved
Objective 2.E.3: The extent to which faculty members' performance promotes excellence in teaching, learning, and scholarship is assessed uniformly and utilized to assign and evaluate their workloads across the institution.	---	University Personnel Review Committee (UPRC) policy development	Target Achieved
Objective 2.E.4: The university will have succession plans in place outlining leadership transition needs and processes.	Did not exist	Each division VP has a succession plan for leadership positions	Target Achieved
Objective 3.A.1: Enrollment capacity in high-demand programs (e.g., health professions and STEM disciplines) expands to accommodate larger numbers of highly qualified applicants.	1,345	1,230	Target Not Achieved
Objective 3.B.1: All university systems and policies ensure inclusiveness and accessibility.	Revised	-------	Revised
Objective 3.B.2: At least 90% of the GVSU community report high levels of equity as characteristic of the institutional climate.	73%	81.3% rate campus climate as "comfortable" or "very comfortable"	Target Not Achieved

STRATEGIC PLANNING OBJECTIVE	BASELINE (2016)	CURRENT (2020-2021)	STATUS
Objective 3.B.3: Consideration of diverse perspectives will be demonstrated when modifying the policies contained on the University Policies site (gvsu.edu/policies).	Did not exist	New/Revised policies are now reviewed by Division of Inclusion and Equity	Target Achieved
Objective 3.C.1: At least 30% of undergraduate students complete a significant project that integrates their learning and addresses a question or problem important to the student and society.	Revised	-------	Revised
Objective 3.C.2: The university has a systematic approach for documenting and reporting all student and faculty civic engagement activities and community partnerships.	Did not exist	Laker Effect map established in 2018	Target Achieved
Objective 3.D.1: The General Education Quality Improvement Initiative fully achieves its expected outcomes.	Outcomes established	All nine outcomes achieved	Target Achieved
Objective 3.D.2: At least 30% of undergraduate courses are offered in innovative approaches and formats, such as hybrid and online.	2014 baseline - 6%	26%	Target Not Achieved
Objective 3.D.3: At least 30% of graduate courses are offered in innovative approaches such as hybrid and online.	2014 baseline - 25%	46%	Target Achieved

STRATEGIC PLANNING OBJECTIVE	BASELINE (2016)	CURRENT (2020-2021)	STATUS
Objective 3.D.4: At least 15% of faculty integrate the institution's art collection into their curricula and use it in their instructional activities.	8.6%	8%	Target Not Achieved
Objective 3.E.1: GVSU maintains a transparent financial budgetary reporting and implementation process that operates with integrity and includes faculty governance and leadership structures, as indicated by faculty understanding of the budgetary process (targeted increase of 10% over baseline).	29.2%	25%	Target Not Achieved
Objective 3.E.2: GVSU fully implements structures to support innovative initiatives. Selected areas for Responsibility Centered Management is an example of one such strategy.	Revised	-------	Revised
Objective 3.E.3: GVSU has a well-established reputation for the wellness of students, faculty, and staff at all levels, for example, earning and/or maintaining recognition as one of America's Healthiest Employers.	Did not exist	GVSU named Healthy Workplace by the Michigan Fitness Foundation and the Governor's Council on Physical Fitness, Health, & Sports	Target Achieved
Objective 4.A.1: GVSU is ranked in the top 20% of Public Regional Universities in the Midwest by a rating system aligned with the institution's goals and values.	Top 31%	Top 18%	Target Achieved

STRATEGIC PLANNING OBJECTIVE	BASELINE (2016)	CURRENT (2020-2021)	STATUS
Objective 4.A.2: The number and proportion of students, faculty, and staff externally recognized for their accomplishments and outstanding performance increases substantially.	171	820	Target Achieved
Objective 4.B.1: Grand Valley's ratings achieve 3.7 or above on a 7-point scale for familiarity and 4.7 or above for reputation, as rated by Metro Detroit general public of color.	Familiarity: 3.6 Reputation: 4.6	Familiarity: 4.5 Reputation: 5.2	Target Achieved
Objective 4.B.2: Grand Valley's ratings achieve 6.0 or above on a 7-point scale for familiarity and 6.0 or above for reputation, as rated by West Michigan general public of color.	Familiarity: 6.0 Reputation: 6.0	Familiarity: 4.0 Reputation: 5.1	Target Not Achieved
Objective 4.B.3: Grand Valley's ratings achieve 4.0 or above on a 7-point scale for familiarity and 4.7 or above for reputation, as rated by Metro Detroit prospective students of color.	Familiarity: 3.8 Reputation: 4.6	2021 sample size too small	Target Not Achieved
Objective 4.B.4: Grand Valley's ratings achieve 5.6 or above on a 7-point scale for familiarity and 5.9 or above for reputation, as rated by West Michigan prospective students of color.	Familiarity: 5.6 Reputation: 5.9	Familiarity: 5.5 Reputation: 5.9	Target Not Achieved

STRATEGIC PLANNING OBJECTIVE	BASELINE (2016)	CURRENT (2020-2021)	STATUS
Objective 4.C.1: Grand Valley's ratings achieve 3.5 or above on a 7-point scale for familiarity and 4.8 or above for reputation, as rated by Metro Detroit general public.	Familiarity: 3.4 Reputation: 4.7	Familiarity: 4.0 Reputation: 5.1	Target Achieved
Objective 4.C.2: Grand Valley's ratings achieve 5.5 or above on a 7-point scale for familiarity and 5.8 or above for reputation, as rated by West Michigan general public.	Familiarity: 5.4 Reputation: 5.8	Familiarity: 4.9 Reputation: 5.7	Target Not Achieved
Objective 4.C.3: At least 80% of faculty, staff, and students believe GVSU is committed to community engagement.	71.8%	92%	Target Achieved
Objective 4.C.4: Grand Valley's ratings achieve 4.3 or above on a 7-point scale for familiarity and 4.9 or above for reputation, as rated by Metro Detroit prospective students.	Familiarity: 4.2 Reputation: 4.8	Familiarity: 3.9 Reputation: 4.7	Target Not Achieved
Objective 4.C.5: Grand Valley's ratings achieve 5.8 or above on a 7-point scale for familiarity and 5.7 or above for reputation, as rated by West Michigan prospective students.	Familiarity: 5.8 Reputation: 5.7	Familiarity: 5.9 Reputation: 5.9	Target Achieved
Objective 4.D.1: Effective technologies are integrated into every function and structure across the institution.	Above median on 24/49 indicators	New I.T. Division & VP; Learning Management System Review; 800+ faculty/staff trained on new advancements, expansions & structures	In-progress

STRATEGIC PLANNING OBJECTIVE	BASELINE (2016)	CURRENT (2020-2021)	STATUS
Objective 4.D.2: At least 30% of the institution's graduate degrees are ranked among the top five in their discipline within Michigan.	23%	25.80%	Target Not Achieved
Objective 4.E.1: Adequate human and financial resources at all levels of the institution are allocated for internal and external marketing.	Revised	-------	Revised



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. 9/21

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