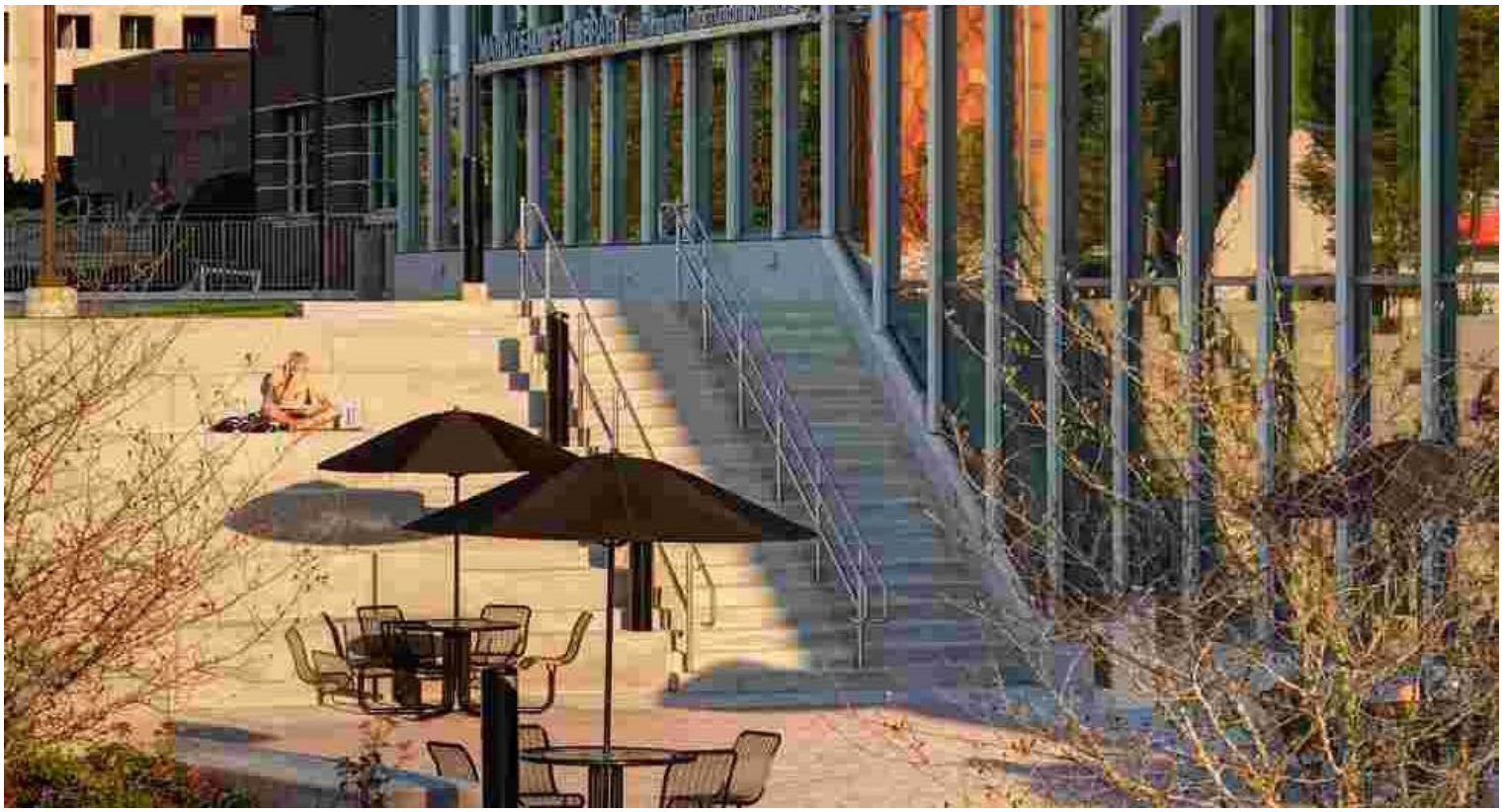
Strategic Planning, Assessment, & Accreditation

GVSU 2016-2021 Strategic Plan





As we move forward to 2021, Grand Valley State University will continue to offer a diverse student body access to the deep knowledge born of the study of one or more academic disciplines, along with opportunities for developing the crucial, transferable skills and perspectives characteristic of a humanistic liberal education. While it is unusual for a university of Grand Valley's size and complexity to nurture liberal education as a foundation for all of its academic programs, Grand Valley further distinguishes itself by adding relevant topics of substance to its liberal education repertoire: knowledge of sustainability, global understanding, digital literacy, design thinking, concepts of human rights, and other areas suitable to integrative, inquiry-based learning.

STRATEGIC PLAN CONTEXT

MISSION, VISION, & VALUES

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GLOSSARY OF TERMS

STRATEGIC PLAN DEVELOPMENT & MAINTENANCE PROCESS

Page last modified April 12, 2021

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ADDRESS

Grand Valley State University
3090 James H. Zumberge Hall
1 Campus Drive
Allendale, Michigan 49401

CONTACT

Chris Plouff, Ed.D., P.E.
(616) 331-2400
plouffc@gvsu.edu

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GRAND VALLEY STATE UNIVERSITY

Strategic Plan for Grand Valley State University

CONTEXT FOR PLANNING

GRAND VALLEY STATE UNIVERSITY STRATEGIC PLAN 2016-2021

The Strategic Planning Context

Grand Valley State University has developed a highly successful approach to education and a unique niche among comprehensive universities over recent decades. In the 2016-2021 iteration of the Strategic Plan, the University will deepen and extend its current approach -- teaching, learning, scholarship and connection -- and improve its outcomes in educating students and contributing to society.

The Grand Valley approach is distinctive in that, even as a large, complex university, it continues to offer its students the rich experiences that are characteristic of the liberal education tradition. Dedication to that tradition informs every one of the university's wide range of undergraduate and graduate academic programs, including disciplinary and interdisciplinary degree levels up to professional/clinical doctorates. Students gain the essential skills and perspectives born of a liberal education, complemented by contemporary topics of the same general and transferable value: sustainability, global understanding, digital literacy, design thinking, concepts of inclusion and human rights, and other areas suitable to integrative, inquiry-based, experiential learning.

Grand Valley intends to maintain a stable annual student population of 24,000 to 26,000 undergraduates and graduates through 2021, as well as to offer the combination of degrees that led the Carnegie Foundation to classify the university among the nation's "Masters Large" institutions.

Grand Valley focuses on student success, defined narrowly as the ability of all students to accomplish their higher education goals in a timely manner and attain key performance milestones. More broadly defined, successful students will attain the knowledge, skills, and

attitudes they require to be lifelong learners and productive, contributing members of society. By making the choice to attend Grand Valley, these graduates will be prepared with every intellectual and experiential advantage as they pursue their future goals.

The institution will attain even higher levels of community connectedness, maintain exceptional levels of community support, and sustain a strong commitment to community service by students, faculty, staff, and administration. The university community will be renowned for its contributions to Grand Rapids, West Michigan, the State of Michigan, the United States, and the world.

Through generous donor support, strong fiscal stewardship, and ongoing credit worthiness, Grand Valley will maintain the A+ rating from Standard and Poor's it has enjoyed over the last 10 years. The university will sustain this stable foundation as an affirmation of the high value it places on fiscal stability and strength. Grand Valley will continue to use its resources to offer challenging and relevant learning and scholarship with support of students at the center of all of its activities.

Grand Valley will maintain 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. Students' futures will remain on Grand Valley State University's center stage.

These commitments logically preclude common pathways taken by many universities which reach Grand Valley's size and academic complexity. In specific terms, Grand Valley will not reduce its emphasis on student-centered teaching and learning by pursuing classification as a "research university" or adding medical or law programs to its degree offerings. Neither will it reduce its commitment to liberal education or liberal arts and sciences degrees, believing that deep knowledge born of the study of one or more academic disciplines, along with opportunities for developing the crucial, transferable skills and perspectives characteristic of a humanistic liberal education will best prepare students for a rapidly changing world and uncertain future. Grand Valley will maintain its NCAA Division II status in women's and men's athletics and continue to sustain the highest standards of excellence for its student athletes.

How this plan contributes to student success

Grand Valley' s *Strategic Plan 2016 -2021* 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.

The key outcomes of higher education demonstrated as most likely to promote and sustain student success - personal validation, self-efficacy, a sense of purpose, active involvement, reflective thinking, social integration and self-awareness - have driven this plan' s development, including its attention to providing well-qualified personnel at all levels, current technologies, safe and comfortable buildings and grounds, and a strong fiscal foundation to meet every student' s needs from 2016 through 2021.

Moving forward in a changing environment

Although the rapid pace of change makes it impossible to predict the future, the same rapid pace makes planning for the future essential. Grand Valley cannot anticipate exactly what its graduates will need to know and do to achieve success in 2021, but the institution is certain they will require a basic foundation of knowledge and skills, as well as the ability to acquire new information and competencies and surmount unfamiliar challenges, using technologies and tools that very probably did not exist during their pursuit of undergraduate or graduate training on its campuses.

The university is comfortable making plans for the work it must undertake and complete in the six years ahead to ensure all students at every level are successful. Since 1960, Grand Valley and its graduates have grown and prospered through periods of significant change and uncertainty. The institution is confident the *Strategic Plan 2016 -2021* will play an instrumental role in its ability to maintain its momentum and thrive, no matter what lies ahead.

The strategic plan as a living document

The GVSU *Strategic Plan 2016- 2021* is a substantive document that represents the institution s best ideas for promoting and sustaining student success in the future. As such, it is a conceptual document that can be - and should be - updated as new opportunities and challenges develop internally and externally, in Allendale, Grand Rapids, West Michigan, Michigan, the United States, and the world. Because change is a constant in higher education, this Plan 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. It has been developed with these needs in mind as a *living document* - one that is expected to change as Grand Valley State University and the students it enrolls change throughout the six-year period of its implementation.

Organization of the Strategic Plan

This plan is organized by four strategic priority areas that establish the focus of Grand Valley's improvement efforts between 2016 and 2021 and five institutional outcomes that describe those efforts' intended results. These priority areas and institutional outcomes provide a framework for conceptualizing the measurable changes toward which the university community will work and toward which its resources will be prioritized for the period 2016 - 2021.

The university's strategic priority areas for the period are to actively engage learners at all levels; further develop exceptional personnel; ensure alignment of all institutional structures and functions; and enhance the institution's image and reputation. The key institutional outcomes Grand Valley expects to achieve through the concerted efforts of its stakeholders in each strategic priority area:

- 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; and,
- Grand Valley strategically allocates its fiscal, human, and other institutional resources.

Grand Valley will pursue and attain many additional outcomes during this period in pursuit of its mission, including diversification and management of its enrollment; reduction of time to graduation; increase in graduation rates; management of costs enhanced affordability; and the launch of innovative, entrepreneurial initiatives. These outcomes are fundamental to the functioning of a modern university; they have long been integral to Grand Valley's identity and institutional prosperity and to the continued success of the undergraduate and graduate students it serves. Most of these were prioritized in previous strategic plans and have been attained. The university is committed to maintaining its forward momentum in these areas and sustaining its currently high level of effort to ensure they continue to be achieved, as it works on the new priorities of this plan.

Within the framework created by 2016 - 2021 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 strategic priority areas over the six-year period. The institution's budgeting and assessment activities will be closely aligned with these strategic priority areas, institutional outcomes, and objectives.

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 life-long 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.

Our mission, vision, and strategic outcomes reflect the seven core values that define students, faculty and staff members. These core values provide a foundation and framework for all of 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

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 which 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.

STRATEGIC PRIORITIES, OUTCOMES, AND KEY OBJECTIVES

STRATEGIC PRIORITY AREA 1: ACTIVELY ENGAGE LEARNERS AT ALL LEVELS.

OUTCOME A: GRAND VALLEY'S LEARNING ENVIRONMENT IS PERSONAL, CHALLENGING, AND TRANSFORMATIONAL, SUPPORTING EXCELLENT ACADEMIC PROGRAMS AND CO-CURRICULAR OPPORTUNITIES.

Objective 1.A.1

At least 90% of undergraduate students participate in two or more other high-impact learning experiences prior to graduation, in addition to supplemental writing skills and capstone courses.

BASELINE

National Survey of Student Engagement (NSSE) for 2013 showed student participation in high-impact courses at 58%.

PROGRESS

2018 Status
Substantive Progress
The primary instrument for determining student participation for this Objective is the NSSE survey. It was not administered in 2018, so results from it are not available for reporting this year. The next NSEE survey will be administered in 2019. New functionality was created in Digital Measures in 2017 that also allows for counting high-impact learning experiences in course sections in future years. According to data collected in

Digital Measures, 44.6% of courses taught by tenured or tenure track faculty included a high-impact learning experience.

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

Objective 1.A.2

At least 95% of graduate students participate in at least two high-impact learning experience prior to graduation.

BASELINE

90% excluding the norm of capstone, thesis, dissertation and oral and written exams, baseline levels of participation by graduate students. Summer 2015 Graduate Studies.

PROGRESS

2018 Status
Achieved
According to the Graduate School, 100% of graduate students participate in two or more high impact learning experiences.

2017 Status
Substantive Progress
According to the Graduate School, 100% of graduate students participate in two or more high impact learning experiences.

Objective 1.A.3

A strategic plan will be developed for student retention, persistence and completion including goals that are ambitious but attainable and appropriate to GVSU's mission, student populations, and educational offerings.

BASELINE

A comprehensive plan for student retention, persistence and completion is not available as a single document.

PROGRESS

2018 Status
Achieved
The Student Retention and Completion Plan 2017-2021 outlining enrollment, retention and graduation outcomes and tactics was completed in 2018. 2017 data was used as baseline information.

2017 Status
Substantive Progress
The Enrollment Development Planning and Assessment Committee (EDPAC) began the process of developing this plan in December 2016. A document outlining enrollment, retention and graduation outcomes for 2017-2021 was finalized.

OUTCOME B: GRAND VALLEY IS DIVERSE AND INCLUSIVE.

Objective 1.B.1

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

BASELINE

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

PROGRESS

2018 Status
Minimal Progress
According to census data for 2016 for Kent County, Ottawa County, and Muskegon County (defined here to be West Michigan), the population of non-Hispanic white is 77.2%. At the end of 2018, diversity at GVSU was 82.0% non-Hispanic white. This was the same as 2017 (82.0% non-Hispanic white).

2017 Status

Minimal Progress

At the end of 2017, diversity at GVSU was 82.0% non-Hispanic white. This was essentially the same as 2016 (81.9% non-Hispanic white).

Objective 1.B.2

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

BASELINE

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

PROGRESS

2018 Status

Substantive Progress

Since tracking the 2013 cohort as the baseline, progress has been made in realizing this objective through the 2018 year. First-year and second-year retention rates for first generation students declined slightly, while the first-year retention rate for non-first generation students increased significantly; the retention rates for first generation students still trails the rates for non-first generation students. With the increase in first-year retention for non-first generation students, the gap in rates actually increased for first-year retention.

2017 Status

Substantive Progress

Since tracking the 2013 cohort as the baseline, progress has been made in realizing this objective through the 2017 year. First year and second year retention rates for both first generation and non-first generation students declined slightly, with the retention rates for first generation students still trailing the rate for non-first generation students.

OUTCOME C: GRAND VALLEY HAS MUTUALLY BENEFICIAL RELATIONSHIPS, PARTNERSHIPS, COLLABORATIONS, AND CONNECTIONS WITH LOCAL, STATE,

NATIONAL, AND WORLD COMMUNITIES.

Objective 1.C.1

GVSU maintains communication with 95% or more of its alumni via print materials and with 72% or more of its alumni via email.

BASELINE

Baseline for 2014-2015 for printed materials is 94% and 69% via email.

PROGRESS

2018 Status
Substantial Progress
In 2018 University Development paid particular attention to the validity and active usage of the e-mail addresses of alumni. E-mail addresses that were still linked to their GVSU student account that were no longer receiving or opening e-mails were inactivated. While this reduced the percentage of alumni e-mails, the number of alumni verified addresses remained strong.

2017 Status
Substantial Progress
University Development data show that from a baseline of 86.61% in 2015, University Development Services, along with Alumni Relations, have substantially increased the percentage of alumni whom are contacted. Contacts have grown to 88% while the raw number of alumni contacted continued to increase dramatically.

Objective 1.C.2

At least 10% of academic courses incorporate community-based learning experiences.

BASELINE

Fall of 2014, 2.3%.

PROGRESS

2018 Status
Substantial Progress

According to data collected in Digital Measures, for 2018 there were 482 course sections out of 3,386 sections reporting (14.2%) taught by tenured or tenure track faculty that included a community based learning component.

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

Objective 1.C.3

A strategic plan will be developed for use of additional locations/regional campuses including, but not limited to, goals for program offerings and student enrollment.

BASELINE

A comprehensive strategic plan for use of additional locations/regional campuses does not currently exist in a single document.

PROGRESS

2018 Status
Substantial Progress
In 2018, the university implemented recommendations from the report referenced in the 2017 update.

2017 Status
Substantive Progress
During the 2017 year, a working group of administrators from the Academic & Student Affairs Division, the Finance & Administration Division, the Enrollment Development Division, and the Office of the President reviewed operations at three of the additional locations hosted by GVSU: Holland Campus, Muskegon Campus, and Traverse City Campus

OUTCOME D: GRAND VALLEY SUPPORTS INNOVATIVE TEACHING, LEARNING, INTEGRATIVE SCHOLARLY AND CREATIVE ACTIVITY, AND THE USE OF NEW TECHNOLOGIES.

Objective 1.D.1

Global learning is a requirement in all undergraduate majors.

BASELINE

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

PROGRESS

2018 Status
Substantive Progress
According to data collected in Digital Measures, for 2018 there were 710 course sections out of 3,384 sections reporting (21.0%) taught by tenured or tenure track faculty that included a global learning component.

2017 Status
Minimal Progress
According to data collected in Digital Measures, for 2017 there were 679 course sections out of 2,258 sections reporting (30.1%) taught by tenured or tenure track faculty that included a global learning component.

Objective 1.D.2

At least 93% of faculty members regularly use electronic course management tools, such as Blackboard, in their teaching.

BASELINE

89% of faculty indicated either daily or weekly use of Blackboard in their teaching according to a GVSU faculty survey conducted winter 2016.

PROGRESS

2018 Status
Substantial Progress
From January 1, 2018 though December 31, 2018, 1,785 of 1,815 instructors (98%) logged into Blackboard during the year.

2017 Status

Substantial Progress

As of the winter 2018 semester, 1,597 of 1,685 instructors (95%) logged into Blackboard during the semester.

Objective 1.D.3

At least 60% of faculty members use state-of-the art instructional methods in their teaching.

BASELINE

47% of faculty members use state-of-the-art instructional methods in their teaching according to a GVSU faculty survey conducted winter 2016.

PROGRESS

2018 Status

Substantial Progress

A faculty survey is conducted every other year for this Objective. Since a survey was conducted for 2017, there are no new survey results for 2018. The faculty survey will be conducted again next year.

2017 Status

Substantive Progress

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

OUTCOME E: GRAND VALLEY STRATEGICALLY ALLOCATES ITS FISCAL, HUMAN, AND OTHER INSTITUTIONAL RESOURCES.

Objective 1.E.1

The number of externally funded undergraduate student scholarships increases by at least 50% from its 2015 level to at least 571 scholarships.

BASELINE

Winter 2015 Student Scholarships level is 381.

PROGRESS

2018 Status

Substantial Progress

As of December 31, 2018 there were 526 donor funded scholarships at GVSU and of those 480 were directed at undergraduates, a 26% increase from the baseline value.

2017 Status

Substantial Progress

As of December 31, 2017 there were 484 externally funded scholarships at GVSU, a 27% increase from the baseline value.

Objective 1.E.2

The institution's total scholarship endowment increases by at least 45% to $52,750,000.

BASELINE

As of Dec. 31, 2015, $36,400,000 of the university endowment was designated for scholarships.

PROGRESS

2018 Status

Substantial Progress

The value of donor funded scholarship endowments was $49,955,216. This is a 37% increase over the baseline value of $36,400,000, and 5% from the targeted amount.

2017 Status

Achieved

The corpus of the endowments for scholarships at GVSU had increased to $55,500,000, a 41% increase over the prior year baseline value of $39,300,000, by December of 2017 surpassing the goal established for 2021.

Objective 1.E.3

Grand Valley provides at least 75 pass-through scholarships annually, providing annual financial support for students of $700,000 or more.

BASELINE

Averaged from 54 scholarships a year to 70 a year over the past five years.

PROGRESS

2018 Status
Achieved
As of December 31, 2018 there was another increase in pass through (annually funded) donor scholarships with the total standing at 169, more than doubling the baseline set in 2015.

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

Objective 1.E.4

Support staffing for undergraduate and graduate students is within 25% of the best practice staffing levels recommended by accrediting bodies or professional organizations.

BASELINE

Use Human Resources census data available after September 30, 2015 to determine baseline.

PROGRESS

2018 Status
Substantive Progress
Several new staff positions dedicated to serving undergraduate and graduate students were hired during the 2018 year.

2017 Status

Substantial Progress

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

Objective 1.E.5

An average of 27 or more credit hours is earned by undergraduate students each year.

BASELINE

Year 2013-14 is 25.3 credit hours

PROGRESS

2018 Status

Substantive Progress

The average credit hours earned by full-time undergraduate students in 2018 was 27.0. This is an increase of 0.3 credit hours from the baseline amount (26.7 credit hours), and a 0.4 credit hour increase from 2017 (26.6 credit hours).

2017 Status

Minimal Progress

The average credit hours earned by full-time undergraduate students in 2017 was 26.6. This is a slight decrease from the baseline amount (26.7 credit hours), and a decrease from 2016 (26.8 credit hours). There is more discussion about whether this objective and target amount are appropriate given the changing nature of undergraduate students at GVSU.

STRATEGIC PRIORITY AREA 2: FURTHER DEVELOP EXCEPTIONAL PERSONNEL.

OUTCOME A: GRAND VALLEY'S LEARNING ENVIRONMENT IS PERSONAL, CHALLENGING, AND TRANSFORMATIONAL, SUPPORTING EXCELLENT ACADEMIC PROGRAMS AND CO-CURRICULAR OPPORTUNITIES.

Objective 2.A.1

25% or more of faculty completes training in developing and implementing high-impact student learning experiences.

BASELINE

Fall 2014, 10%.

PROGRESS

2018 Status
Substantial Progress
A faculty survey is conducted every other year for this Objective. Since a survey was conducted for 2017, there are no new survey results for 2018. The faculty survey will be conducted again next year.

2017 Status
Substantial Progress
The February 2018 Faculty survey show that 44.2% of faculty participated in professional development training to help develop or implement high impact student experiences in curricular or co-curricular activities. This exceeds the target set in the Objective.

Objective 2.A.2

At least 58% of credit hours are taught by tenure stream faculty, balanced by non-tenure lines of "practitioner/scholars" in appropriate fields who bring knowledge application to the learning milieu.

BASELINE

Fall 2014, 54.2% by tenure stream faculty.

PROGRESS

2018 Status
Minimal Progress
The proportion of credit hours taught by tenure stream faculty was 53.5% for fall 2018, which was a decrease from fall 2017 (54.0%), but still positively above the baseline value.

2017 Status

Substantive Progress

The proportion of credit hours taught by tenure stream faculty was 54.0% for fall 2017, which was an increase from fall 2016 (53.1%), and an increase over the baseline value.

OUTCOME B: GRAND VALLEY IS DIVERSE AND INCLUSIVE.

Objective 2.B.1

All decision-making bodies at every level institution-wide include diverse individuals and reflect diverse perspectives.

BASELINE

Baseline will be measured in 2015-16, with improvements expected year-after-year until 100% of decision-making bodies are diverse.

Objective 2.B.2

Orientation for all new employees includes intercultural training and development.

BASELINE

Fall 2014, 50%.

PROGRESS

2018 Status

Substantial Progress

New Faculty Orientation (91 participants) in August 2018 received a training module from the Division of Inclusion and Equity. New staff orientation in 2018 included the introduction of the mission and values of equity and inclusion for 98 new staff members.

2017 Status

Substantial Progress

New Faculty Orientation (103 participants) in August 2017 received a training module from the Division of Inclusion and Equity. The Human Resources Office, the Pew Faculty Teaching and Learning Center, along with the Social Justice Education Office, have

created a program for faculty called Social Justice and Empathy Education for Faculty. The outcome is to increase faculty knowledge and skills in order to improve classroom climate, reduce bias incidents and enhance learning. This program is currently being shared with Deans and units. Plans to share with departmental faculty are underway.

Objective 2.B.3

Consideration of diverse perspectives and candidates will be demonstrated when hiring faculty/staff.

BASELINE

Baseline will be measured in 2018.

PROGRESS

2018 Status
Substantial Progress
As of fall 2018, 100% of all search committees (in hiring for faculty and staff positions) use affirmative action plan data for the purposes of driving inclusive talent acquisition strategies. The use of affirmative action plan data is now a requisite step in the hiring process/recruitment plan. Every search committee has the support of an Inclusion Advocate who acts as a strategic consultant for purposes of facilitating inclusive talent attraction and mitigating bias in selection.

Objective 2.B.4

Consideration of diverse perspectives will be demonstrated when modifying the policies contained on the University Policies site (www.gvsu.edu/policies).

BASELINE

Improvements expected year-after-year until 100% of existing and new policies have been deemed to consider diverse perspectives. Baseline will be measured in 2018.

PROGRESS

2018 Status

Substantive Progress

As of summer 2018, there is now a system in place with a review committee. The committee is reviewing new Board of Trustees, President's Cabinet, and shared governance policies.

OUTCOME C: GRAND VALLEY HAS MUTUALLY BENEFICIAL RELATIONSHIPS, PARTNERSHIPS, COLLABORATIONS, AND CONNECTIONS WITH LOCAL, STATE, NATIONAL, AND WORLD COMMUNITIES.

Objective 2.C.1

At least 70% of faculty members participate in one or more external professional relationships.

BASELINE

62.6% of faculty members participate in one or more external professional relationships according to a winter 2016 GVSU faculty survey.

PROGRESS

2018 Status

Substantive Progress

A faculty survey is conducted every other year for this Objective. Since a survey was conducted for 2017, there are no new survey results for 2018. The faculty survey will be conducted again next year.

2017 Status

Substantive Progress

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

OUTCOME D: GRAND VALLEY SUPPORTS INNOVATIVE TEACHING, LEARNING, INTEGRATIVE SCHOLARLY AND CREATIVE ACTIVITY, AND THE USE OF NEW TECHNOLOGIES.

Objective 2.D.1

Assessment of the scholarship of discovery, application, integration and teaching practices is fair, aligned with University criteria within all colleges, and consistent for all tenure stream faculty members.

BASELINE

The assessment of scholarship, application, integration and teaching practice across all university units for tenure stream faculty does not uniformly meet these characteristics in Winter 2016.

PROGRESS

2018 Status
Substantial Progress
A process has been established to provide a university-wide review of unit and college personnel documents by the new University Personnel Review Committee (UPRC). University policies regarding evaluation have been made more easily available and have been revised through shared governance.

2017 Status
Achieved
The University Personnel Review Committee (UPRC) was convened by the Provost in 2016 to review College/Library and Unit personnel policies and procedures for compliance with university policies, and to make recommendations so that assessment practices are fair and consistent. During the 2017-18 academic year, the UPRC has been focusing on improving practices for peer review of teaching.

Objective 2.D.2

Assessment of the scholarships of discovery, application, integration and teaching is consistent across all graduate programs.

BASELINE

The assessment of scholarship, application, integration and teaching practice across all graduate programs for faculty is not presently uniform as of winter 2016.

PROGRESS

2018 Status

Substantial Progress

Consistent with Objective 2.D.1, a process has been established to provide a university-wide review of unit and college personnel documents by the new University Personnel Review Committee (UPRC). University policies regarding evaluation have been made more easily available and have been revised through shared governance.

2017 Status

Substantial Progress

Consistent with Objective 2.D.1, the work to address this objective is the same. The University Personnel Review Committee (UPRC) was convened by the Provost in 2016 to review College/Library and Unit personnel policies and procedures for compliance with university policies, and to make recommendations so that assessment practices are fair and consistent. During the 2017-18 academic year, the UPRC has been focusing on improving practices for peer review of teaching.

OUTCOME E: GRAND VALLEY STRATEGICALLY ALLOCATES ITS FISCAL, HUMAN, AND OTHER INSTITUTIONAL RESOURCES.

Objective 2.E.1

At least 75% of faculty and 75% of staff participate in professional development to expand, enhance or extend their competencies and capabilities within the context of the responsibilities of their positions.

BASELINE

56% of faculty participate in professional development training to help develop or implement high impact student experiences in curricular or co-curricular activities, according to a winter 2016 GVSU faculty survey. Baseline Fall 2014 for staff is 50-55%.

PROGRESS

2018 Status

Substantive Progress

A faculty survey is conducted every other year for this Objective. Since a survey was conducted for 2017, there are no new survey results for 2018. The faculty survey will be conducted again next year.

2017 Status

Minimal Progress

The 2018 Faculty survey indicated that 44.2% of faculty participated in professional development training to help develop or implement high impact student experiences in curricular or co-curricular activities.

Objective 2.E.2

The amount of external support and grants to promote faculty and staff scholarship increases by at least 7.5%.

BASELINE

Baseline for FY 2014, $22.4 million

PROGRESS

2018 Status

Minimal Progress

Grants and contracts sponsored revenue increased by 1.5 percent (or $295,320) from FY 2016-2017 to a total of $19.84 million. Indirect costs recovered from sponsored awards increased by 8.9 percent in FY 2017-2018 (or $121,481).

2017 Status

Minimal Progress

After three consecutive years of rising sponsored activity, there was a decline of $2 million or 9.4% for FY2016-2017, mainly caused in large part to the closeout of several large federal awards.

Objective 2.E.3

The extent to which faculty members' performance promotes excellence in teaching, learning, and scholarship is assessed uniformly and utilized to assign and evaluate their workloads across the institution.

BASELINE

The assessment of scholarship, application, integration and teaching practice across all university units for tenure stream faculty is not uniform and is not used uniformly to evaluate workloads as of winter 2016.

PROGRESS

2018 Status

Substantial Progress

Consistent with Objective 2.D.1 and Objective 2.D.2, a process has been established to provide a university-wide review of unit and college personnel documents by the new University Personnel Review Committee (UPRC). University policies regarding evaluation have been made more easily available and have been revised through shared governance. In 2018, the UPRC has been discussing the peer evaluation of teaching.

2017 Status

Substantial Progress

Consistent with Objective 2.D.1 and Objective 2.D.2, the work to address this objective is the same. The University Personnel Review Committee (UPRC) was convened by the Provost in 2016 to review College/Library and Unit personnel policies and procedures for compliance with university policies, and to make recommendations so that assessment practices are fair and consistent. During the 2017-18 academic year, the UPRC has been focusing on improving practices for peer review of teaching.

Objective 2.E.4

The University will have succession plans in place outlining leadership transition needs and processes.

BASELINE

The university currently has succession plans in place in specific offices, including the Human Resources Office, but do not have them in all divisions.

PROGRESS

2018 Status

Achieved

Each division Vice President has a succession plan for leadership positions within the division. President Haas has reviewed these plans with the Board of Trustees Chair.

2017 Status

Substantial Progress

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

STRATEGIC PRIORITY AREA 3: ENSURE THE ALIGNMENT OF INSTITUTIONAL STRUCTURES AND FUNCTIONS.

OUTCOME A: GRAND VALLEY'S LEARNING ENVIRONMENT IS PERSONAL, CHALLENGING, AND TRANSFORMATIONAL, SUPPORTING EXCELLENT ACADEMIC PROGRAMS AND CO-CURRICULAR OPPORTUNITIES.

Objective 3.A.1

Enrollment capacity in high demand programs (e.g., health professions and STEM disciplines) expands to accommodate larger numbers of highly qualified applicants.

BASELINE

Fall 2014 student enrollment in health professions and STEM programs with limited capacity was 1,315.

PROGRESS

2018 Status

Substantive Progress

The enrollment in health professions and STEM programs with limited capacity in fall 2018 was 1,377 students, which has been relatively steady the past three years (2016:1,372 students, 2017: 1,379 students, 2018: 1,377 students).

2017 Status

Substantive Progress

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

OUTCOME B: GRAND VALLEY IS DIVERSE AND INCLUSIVE.

Objective 3.B.1

Objective 3.B.1

All university systems and policies ensure inclusiveness and accessibility.

BASELINE

A review of all university systems and polices will be conducted to serve as a baseline for improvement in 2016, with the objective to be reached by 2021.

PROGRESS

2018 Status
Substantive Progress
As of summer 2018, there is now a system in place with a review committee. The committee is reviewing new Board of Trustees, President's Cabinet, and shared governance policies.

2017 Status
Minimal Progress
The Division of Inclusion & Equity looked at a framework for possible analysis (intersectionality and public policy) however, this may not necessarily be the best guidepost to achieve the goal for this objective. A smaller committee from Inclusion & Equity has formed to further investigate a method to review policies with the lens of accessibility and inclusiveness. Plans for implementation are fall 2018.

Objective 3.B.2

At least 90% of the GVSU community report high levels of equity as characteristic of the institutional climate.

BASELINE

Responses from the 2011 Campus Climate Survey show that 60% of respondents report high levels of equity as characteristic of GVSU's institutional climate.

PROGRESS

2018 Status
Substantive Progress
The next survey will not be conducted until 2019. However, there have been continuing

conversations through 2018 about the survey and ways to address equity concerns across campus. Faculty, staff, and student recommendations have been collected to inform the work being done on-campus on a regular basis.

2017 Status
Substantive Progress
The next survey will not be conducted until 2019. However, there have been conversations conversations through 2017 about the survey and ways to address equity concerns across campus. Faculty, staff, and student recommendations have been collected to inform the work being done on-campus on a regular basis.

Objective 3.B.3

Consideration of diverse perspectives will be demonstrated when modifying the policies contained on the University Policies site (www.gvsu.edu/policies).

BASELINE

Baseline to be established in 2018.

PROGRESS

2018 Status
Minimal Progress
The Senior Leadership Team established a procedure that includes a review by the Division of Inclusion & Equity of new or revised policies before they are finalized. During 2018 these reviews were conducted including policies proposed by Faculty Personnel Policy Committee, and for a Minors on Campus policy.

OUTCOME C: GRAND VALLEY HAS MUTUALLY BENEFICIAL RELATIONSHIPS, PARTNERSHIPS, COLLABORATIONS, AND CONNECTIONS WITH LOCAL, STATE, NATIONAL, AND WORLD COMMUNITIES.

Objective 3.C.1

At least 30% of undergraduate students complete a significant project that integrates their learning and addresses a question or problem important to the student and society.

BASELINE

A review of undergraduate majors will be conducted in 2015-2016 to serve as a baseline.

PROGRESS

2018 Status

Substantive Progress

The first 3 courses have been officially approved for Community Based Learning (CBL) designation in Spring 2018. More courses are up for CBL designation approval in Fall 2018 semester. Multiple departments are currently moving courses through the CBL designation process (i.e. Social Work). CBL courses will be recognizable in the Banner system via the CBL designation for the semesters they are offered, and will be listed on the Community Engagement webpage.

2017 Status

Substantive Progress

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

Objective 3.C.2

The university has a systematic approach for documenting and reporting all student and faculty civic engagement activities and community partnerships.

BASELINE

Currently GVSU does not have a systematic approach, as of winter 2016 .

PROGRESS

2018 Status

Substantial Progress

The "Laker Effect 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. The map had close to 500 plotted partnerships before going live in October 2018 and is accessible from the Community Engagement homepage.

2017 Status

Substantive Progress

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

OUTCOME D: GRAND VALLEY SUPPORTS INNOVATIVE TEACHING, LEARNING, INTEGRATIVE SCHOLARLY AND CREATIVE ACTIVITY, AND THE USE OF NEW TECHNOLOGIES.

Objective 3.D.1

The General Education Quality Improvement Initiative fully achieves its expected outcomes.

BASELINE

The Quality Initiative for Higher Learning Commission is in progress and is scheduled for completion in 2017.

PROGRESS

2018 Status

Achieved

The 2013-2016 Quality Initiative (QI), a component of the Higher Learning Commission (HLC) accreditation requirements, was focused on improving the quality of the General Education (GE) Program at Grand Valley State University. We developed an adaptive assessment plan; we constantly identify what is and is not working and make appropriate changes regularly. We assess student learning outcomes using a course-based assessment process in which one-third of the GE courses are assessed annually.

2017 Status

Substantial Progress

The 2013-2016 Quality Initiative (QI) was focused on improving the quality of the General Education (GE) Program at Grand Valley State University. We developed an adaptive assessment plan; we constantly identify what is and is not working and make appropriate changes regularly. We assess student learning outcomes using a course-based assessment process in which one-third of the GE courses are assessed annually.

Objective 3.D.2

At least 30% of undergraduate courses are offered in innovative approaches and formats, such as hybrid and online.

BASELINE

Baseline for undergraduate courses for Fall 2014, 6%.

PROGRESS

2018 Status

Substantive Progress

10% of undergraduate courses for the 2018-19 academic year were offered as hybrid or online. This was a 2% increase compared to the 2017-18 academic year.

2017 Status

Minimal Progress

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

Objective 3.D.3

At least 30% of graduate courses are offered in innovative approaches and such as hybrid and online.

BASELINE

Baseline for graduate courses for Fall 2014, 25%.

PROGRESS

2018 Status
Achieved
34% of graduate courses for the 2018-19 academic year were offered as hybrid or online. This is an increase from 32% in 2017-18, and continues to surpass the target of 30%.

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

Objective 3.D.4

At least 15% of faculty integrate the institution's art collection into their curricula and use it in their instructional activities.

BASELINE

8.6% of faculty integrate the institution's art collection into their curricula and use it in their instructional activities, per a GVSU faculty survey in winter 2016.

PROGRESS

2018 Status
Minimal Progress
A faculty survey is conducted every other year for this Objective. Since a survey was conducted for 2017, there are no new survey results for 2018. The faculty survey will be conducted again next year.

2017 Status
Minimal Progress
According to the February 2018 Faculty Survey, 8.5% of faculty reported incorporating the institution’s art collection into their curricula, which is no change from the baseline level determined in 2016.

OUTCOME E: GRAND VALLEY STRATEGICALLY ALLOCATES ITS FISCAL, HUMAN, AND OTHER INSTITUTIONAL RESOURCES.

Objective 3.E.1

GVSU maintains a transparent financial budgetary reporting and implementation process that operates with integrity and includes faculty governance and leadership structures, as indicated by faculty understanding of the budgetary process (targeted increase of 10% over baseline).

BASELINE

In a winter 2016 GVSU faculty survey, 29.2% of faculty indicated an understanding of the process by which budgetary decisions affecting their unit are made.

PROGRESS

2018 Status
Substantive Progress
A faculty survey is conducted every other year for this Objective. Since a survey was conducted for 2017, there are no new survey results for 2018. The faculty survey will be conducted again next year.

2017 Status
Substantive Progress
According to the February 2018 Faculty Survey, the response to the question “I understand the process by which budgetary decisions affecting my unit are made” included 29.9% (a 2.4% increase) of faculty indicating agree or strongly agree with the statement.

Objective 3.E.2

GVSU fully implements structures to support innovative initiatives. Selected areas for Responsibility Centered Management is an example of one such strategy.

BASELINE

Currently less than 100%.

PROGRESS

2018 Status

Substantive Progress

GVSU has several means for supporting innovative initiatives including the Muskegon Innovation Hub, the DeVos Center for Entrepreneurship & Innovation, the Technology Commercialization Office, the Teaching Innovation grant through the Pew Faculty Teaching & Learning Center, the Applied Global Innovation Initiative, the GVSU Simulation Center. and the Applied Medical Device Institute, to name a few.

2017 Status

Substantive Progress

GVSU has several means for supporting innovative initiatives including the Muskegon Innovation Hub, the Center for Entrepreneurship & Innovation, the Technology Commercialization Office, the Teaching Innovation grant through the Pew Faculty Teaching & Learning Center, the Applied Global Innovation Initiative, and the Applied Medical Device Institute, to name a few.

Objective 3.E.3

GVSU has a well-established reputation for the wellness of students, faculty and staff at all levels, for example, earning and/or maintaining recognition a one of America's Healthiest Employers.

BASELINE

GVSU has not received national recognition in this area. Received recognition by State of MI.

PROGRESS

2018 Status

Substantial Progress

GVSU is completing the Partnership for a Healthier America, Health Campus Initiative agreement (2016-2019). All items within the guidelines will be completed by summer 2019. GVSU is a top three finalist for the Governor’s Fitness Award-Healthy Employer category, Large Employer (awarded April 2019).

2017 Status

Substantive Progress

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

STRATEGIC PRIORITY AREA 4: ENHANCE THE INSTITUTION'S IMAGE AND REPUTATION.

OUTCOME A: GRAND VALLEY'S LEARNING ENVIRONMENT IS PERSONAL, CHALLENGING, AND TRANSFORMATIONAL, SUPPORTING EXCELLENT ACADEMIC PROGRAMS AND CO-CURRICULAR OPPORTUNITIES.

Objective 4.A.1

GVSU is ranked in the top 20% of Public Regional Universities in the Midwest by a rating system aligned with the institution's goals and values.

BASELINE

GVSU ranks in the top 31% based on 2014 IPEDS data

PROGRESS

2018 Status
Minimal Progress
GVSU ranks in the top 38% of Public Regional Universities in the Midwest based on 2017 IPEDS data, which was the same as the ranking achieved last year (38% in 2016).

2017 Status
Minimal Progress
GVSU ranks in the top 38% of Public Regional Universities in the Midwest based on 2016 IPEDS data, which was further from the target of 20% than achieved last year (31% in 2015).

Objective 4.A.2

The number and proportion of students, faculty, and staff externally recognized for their accomplishments and outstanding performance increases substantially.

BASELINE

To be determined in 2016, with substantial improvement level established from baseline.

PROGRESS

2018 Status
Substantial Progress
There were 820 external recognitions of institutions, programs, students, faculty, staff, and alumni associated with GVSU during the 2018 year. Recognitions include awards, external rankings, accreditations/endorsements, media appearances, licensures/certifications, invited speakers/keynote speakers, external grants, and placing in a competition.

2017 Status
Substantial Progress
There were 493 external recognitions of institutions, programs, students, faculty, staff, and alumni associated with GVSU during the 2017 year. Recognitions include awards, external rankings, accreditations/endorsements, media appearances, licensures/certifications, invited speakers/keynote speakers, external grants, and placing in a competition.

OUTCOME B: GRAND VALLEY IS DIVERSE AND INCLUSIVE.

Objective 4.B.1

Grand Valley's ratings achieve 3.7 or above on a 7-point scale for familiarity and 4.7 or above for reputation, as rated by Metro Detroit general public of color.

BASELINE

2015 Institutional Image Research Survey; 7 pts. ordinal scale; Familiarity 3.6 pts.; Reputation 4.6 pts.

PROGRESS

2017 Status
Substantive Progress
The marketing plan implemented in 2016 by Institutional Marketing was continued in 2017, and an assessment study to determine progress made will be conducted in 2018.

2016 Status
Minimal Progress
A marketing plan was implemented in 2016 by Institutional Marketing, and an assessment study to determine progress made will be conducted in 2018.

Objective 4.B.2

Grand Valley's ratings achieve 6.0 or above on a 7-point scale for familiarity and 6.0 or above for reputation, as rated by West Michigan general public of color.

BASELINE

2015 Institutional Image Research Survey; 7 pts. ordinal scale; Familiarity 6.0 pts.; Reputation 6.0 pts.

PROGRESS

2018 Status
Minimal Progress
Familiarity and reputation declined slightly but the survey return rate did not result in an adequate sample size to provide meaningful data to report at this time.

2017 Status
Substantive Progress
The marketing plan implemented in 2016 by Institutional Marketing was continued in 2017, and an assessment study to determine progress made will be conducted in 2018.

Objective 4.B.3

Grand Valley's ratings achieve 4.0 or above on a 7-point scale for familiarity and 4.7 or above for reputation, as rated by Metro Detroit prospective students of color.

BASELINE

2015 Institutional Image Research Survey; 7 pts. ordinal scale; Familiarity 3.8 pts.; Reputation 4.6 pts.

PROGRESS

2018 Status

Minimal Progress

Familiarity and reputation declined slightly but the survey return rate did not result in an adequate sample size to provide meaningful data to report at this time.

2017 Status

Substantive Progress

The marketing plan implemented in 2016 by Institutional Marketing was continued in 2017, and an assessment study to determine progress made will be conducted in 2018.

Objective 4.B.4

Grand Valley's ratings achieve 5.6 or above on a 7-point scale for familiarity and 5.9 or above for reputation, as rated by West Michigan prospective students of color.

BASELINE

: 2015 Institutional Image Research Survey; 7 pts. ordinal scale; Familiarity 5.6 pts.; Reputation 5.9 pts.

PROGRESS

2018 Status

Substantial Progress

Familiarity and reputation were rated similarly as the baseline but the survey return rate did not result in an adequate sample size to provide meaningful data to report at this time.

2017 Status

Substantive Progress

The marketing plan implemented in 2016 by Institutional Marketing was continued in 2017, and an assessment study to determine progress made will be conducted in 2018.

OUTCOME C: GRAND VALLEY HAS MUTUALLY BENEFICIAL RELATIONSHIPS, PARTNERSHIPS, COLLABORATIONS, AND CONNECTIONS WITH LOCAL, STATE, NATIONAL, AND WORLD COMMUNITIES.

Objective 4.C.1

Grand Valley's ratings achieve 3.5 or above on a 7-point scale for familiarity and 4.8 or above for reputation, as rated by Metro Detroit general public.

BASELINE

2015 Institutional Image Research Survey; 7 pts. ordinal scale; Familiarity 3.4 pts.; Reputation 4.7 pts.

PROGRESS

2018 Status
Substantial Progress
Familiarity and reputation were rated similarly as the baseline but the survey return rate did not result in an adequate sample size to provide meaningful data to report at this time.

2017 Status
Substantive Progress
The marketing plan implemented in 2016 by Institutional Marketing was continued in 2017, and an assessment study to determine progress made will be conducted in 2018.

Objective 4.C.2

Grand Valley's ratings achieve 5.5 or above on a 7-point scale for familiarity and 5.8 or above for reputation, as rated by West Michigan general public.

BASELINE

2015 Institutional Image Research Survey; 7 pts. ordinal scale; Familiarity 5.4 pts.; Reputation 5.8 pts.

PROGRESS

2018 Status
Substantive Progress
Familiarity and reputation were rated similarly as the baseline but the survey return rate

did not result in an adequate sample size to provide meaningful data to report at this time.

2017 Status
Substantive Progress
The marketing plan implemented in 2016 by Institutional Marketing was continued in 2017, and an assessment study to determine progress made will be conducted in 2018.

Objective 4.C.3

At least 80% of faculty, staff, and students believe GVSU is committed to community engagement.

BASELINE

71.8% of faculty agree that GVSU is committed to community engagement per winter 2016 GVSU faculty survey.

PROGRESS

2018 Status
Substantial Progress
A faculty survey is conducted every other year for this Objective. Since a survey was conducted for 2017, there are no new survey results for 2018. The faculty survey will be conducted again next year.

2017 Status
Substantial Progress
According to the February 2018 Faculty Survey, 77.3% of faculty agree that Grand Valley is committed to community engagement. This is a 7.7% increase from 2016.

Objective 4.C.4

Grand Valley's ratings achieve 4.3 or above on a 7-point scale for familiarity and 4.9 or above for reputation, as rated by Metro Detroit prospective students.

BASELINE

2015 Institutional Image Research Survey; 7 pts. ordinal scale; Familiarity 4.2 pts.; Reputation 4.8 pts.

PROGRESS

2018 Status
Minimal Progress
Familiarity and reputation declined slightly but the survey return rate did not result in an adequate sample size to provide meaningful data to report at this time.

2017 Status
Substantive Progress
The marketing plan implemented in 2016 by Institutional Marketing was continued in 2017, and an assessment study to determine progress made will be conducted in 2018.

Objective 4.C.5

Grand Valley's ratings achieve 5.8 or above on a 7-point scale for familiarity and 5.7 or above for reputation, as rated by West Michigan prospective students.

BASELINE

2015 Institutional Image Research Survey; 7 pts. ordinal scale; Familiarity 5.8 pts.; Reputation 5.7 pts.

PROGRESS

2018 Status
Substantive Progress
Familiarity and reputation were rated similarly as the baseline but the survey return rate did not result in an adequate sample size to provide meaningful data to report at this time.

2017 Status
Substantive Progress
The marketing plan implemented in 2016 by Institutional Marketing was continued in 2017, and an assessment study to determine progress made will be conducted in 2018.

OUTCOME D: GRAND VALLEY SUPPORTS INNOVATIVE TEACHING, LEARNING, INTEGRATIVE SCHOLARLY AND CREATIVE ACTIVITY, AND THE USE OF NEW TECHNOLOGIES.

Objective 4.D.1

Effective technologies are integrated into every function and structure across the institution.

BASELINE

In 2013, IT implementation was above the median on 24 of 49 indicators across 7 functional domains.

PROGRESS

2018 Status
Substantial Progress
IT eLearning and Emerging Technologies researched new technologies for potential adoption for student and faculty use in teaching and learning for 2018 and made several enhancements to Blackboard.

2017 Status
Substantive Progress
The university is continually investigating and integrating new instructional technologies across the institution. Through the eLearning and Emerging Technologies group, Information Technology (IT) has pursued several enhancements to Blackboard including new features for Blackboard Collaborate Ultra which provides live classroom, virtual office hours, online meetings, and the ability to bring in an online guest speakers for distance education and traditional classes.

Objective 4.D.2

At least 30% of the institution's graduate degrees are ranked among the top five in their discipline within Michigan.

BASELINE

23% of GVSU's graduate programs were ranked in the top 5 in the State of Michigan based on data from the U.S. News and World Report rankings for 2015.

PROGRESS

2018 Status
Minimal Progress
A total of 31 of our 41 graduate programs are able to be ranked in a category by US News & World Reports. Of those 31 programs, there are 5 programs ranked among the Top 5 programs in Michigan.

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

OUTCOME E: GRAND VALLEY STRATEGICALLY ALLOCATES ITS FISCAL, HUMAN, AND OTHER INSTITUTIONAL RESOURCES.

Objective 4.E.1

Adequate human and financial resources at all levels of the institution are allocated for internal and external marketing.

BASELINE

GVSU survey to be conducted fall 2015 to determine baseline.

PROGRESS

2018 Status
Substantive Progress
Two half-day sessions of Brand University were offered for those with communications/marketing responsibilities on GVSU's staff. Sessions covered various standards of marketing and communications, including print, logo, web, advertising, social media, and video.

2017 Status
Substantive Progress

Marketing of GVSU programs and entities continues to expand to meet the needs of the university.

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