

**Hope for the World: 2015-2016**

**The Strategic Plan  
2015-2016 Annual Report**



**Hope** COLLEGE

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## EXECUTIVE SUMMARY

In May 2015, the Hope College Board of Trustees approved the  Strategic Plan. The plan is centered on the Hope College mission to educate students for lives of leadership and service in a global society through academic and co-curricular programs of recognized excellence in the liberal arts and in the context of the historic Christian faith, and sets a path for the college to achieve greater national and international stature as a leader in both Christ-centered and liberal arts higher education. This is an ambitious plan focused on six strategic goals that reflect the

## 2015-2016 HIGHLIGHTS

- x The extensive evaluation of the academic program, which included efforts to: ensure that each graduate will have had at least one faculty supervised experience that extends and aligns their classroom learning with their postgraduate aspirations; determine the opportunities and issues around developing a learning commons to better integrate student academic enrichment programs; ensure students experience interdisciplinary teaching in their majors and general education courses; assess the learning goals related to intellectual engagement with the historic Christian faith; and evaluate the opportunities and needs to further internationalize the curriculum and student/faculty scholarly activity.
- x Restructuring areas of the college to more broadly distribute the leadership and share responsibility for developing a more culturally enriching experience for all members of campus, such as moving the Office of Multicultural Education into Student Life and renaming it the Center for Culture and Inclusion, creating a direct reporting line from the Director of International Education to the Provost, investing time and energy into the long term success and viability of The Philadelphia Center, stepping into leadership roles in international organizations like the World Affairs Council, and conducting an internationalization audit and self-study through the GLCA Global Crossroads Innovations Fund.
- x An increase in the number and percent of enrollment of domestic minority students, bringing the overall enrollment of domestic minority and international students to 16.41%.
- x An unprecedented investment in creating a high trust work environment and cultivating the leadership skills of over 100 senior and mid-level managers who oversee major departments or programs across campus. This work has resulted in shared commitments to a work place in which all of our employees can flourish, a commitment to leadership behaviors that foster high performing teams, and accountability to hold ourselves to the standards and expectations we have set.
- x 100% excellent or satisfactory progress on priorities related to the Christian Formation strategic plan goal. In addition to achieving notable success on this goal, a pilot survey measuring students' satisfaction with opportunities the college provides for students to explore and grow in the Christian faith returned very positive results.
- x A fundraising campaign focused on the core elements of the strategic plan and engaging donors in these efforts. Significant gifts and grants were sought and/or secured for experiential learning, interdisciplinary learning, career development and vocational discernment, and opportunities for students to encounter and engage with the Christian faith.
- x \$752K in sponsored research secured to support projects related to the strategic plan, particularly in the areas of

# GOAL ONE

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*Objective 1.1*

### *Objective 1.2*

Students will experience excellent and cohesive advising and other academic enrichment opportunities.

#### NEAR TERM INDICATORS

KPI 1.2.1 Complete a feasibility study to determine the need, cost and potential timeframe for creating a learning commons that would better integrate student academic enrichment programs. This KPI will be replaced with a long term KPI once accomplished.

In the fall of 2015, a committee was convened to address Hope Strategic Plan Goal 1: Objective 2, KPI 1. The committee has completed the first phase of the feasibility study and developed a set of recommendations for an academic commons housed within the Van Wylen Library. Cost and timeframe will be evaluated this year in coordination with the campus master planning process.

KPI 1.2.2 95% of first-year and senior students will report the quality of the academic advising they received as good or excellent as measured by the National Survey of Student Engagement.

78% of first year students and 80% of senior students reported the quality of academic advising they received as good or excellent. This represents a decrease in experience of 4-5% for first year and senior students compared to 2015. While this KPI was not specifically addressed in the first year of implementation, this was identified as an area to review due to the results of the NSSE survey.

#### LONG TERM INDICATORS

KPI 1.2.3 The Hope means for seniors of the Student-Faculty Interaction and Quality of Interactions Engagement Indicators will not decrease by more than 5% in any year and will exceed the means of the NSSE Top 50% as measured by the National Survey of Student Engagement.

In 2016, Hope seniors rated student faculty interaction 30.6, consistent with the score from 2015 and below the comparison group mean of 41. They rated the quality of interaction 46.2, an improvement over the 2015 rating of 45.8, and greater than the comparison group mean of 44.

### *Objective 1.3*

Teaching, learning and scholarship will be characterized by convergent approaches that span multiple perspectives and disciplinary boundaries.

#### NEAR TERM INDICATORS

KPI 1.3.1 The shared governance system will develop policies to ensure that all students experience interdisciplinary teaching in both their majors and in general education. This KPI will be replaced with a long term KPI once accomplished.

In 2015, an Ad Hoc Committee of the Academic Affairs Board was created and charged with reviewing policies regarding interdisciplinary teaching.

#### LONG TERM INDICATORS

KPI 1.3.2 Endowed funds available to support faculty, student-faculty collaborative scholarship, and creative performance (which include the family of Nyenhuis funds) will at least double over the next ten years.

At the end of 2016, the Nyenhuis Faculty Development endowed funds totaled \$2,342,500, an increase of \$342,500 from 2015, and 17% of our ten year goal of \$4,000,000.

KPI 1.3.3: 20% of the budget for internal grants from the endowed family of Nyenhuis funds will be reserved for multidisciplinary teams. This will increase to 40% by 2025.

For FY 2016, 34% of the funds available for internal grants through the endowed family of Nyenhuis funds were awarded to teams conducting convergent scholarship and research.

KPI 1.3.4 25% of first year students will report having participated in 2 or more high impact practices as reported by National Survey of Student Engagement.

In 2016, 16% of first year Hope students report having participated in 2 or more high impact practices. This is consistent with results from 2015.

High impact practices are defined as enriching educational experiences that can be life-changing. They typically demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and other students, encourage collaboration with diverse others, and provide frequent and substantive feedback. These include: learning communities, service learning, research with faculty, internship or field experience, study abroad, and culminating senior experience.

### *Objective 1.4*

Faculty and staff will be developed and properly resourced to pursue excellence in their work and service to our students. *(Also appears as Goal 6, Objective 3.)*

### NEAR TERM INDICATORS

KPI 1.4.1 Individualized professional development plans (appropriate to each person's role) will be developed in concert with each faculty and staff member to include required and elective learning opportunities.

Human Resources conducted a professional development interest survey and evaluated budget resources currently allocated to professional development opportunities. They began work on a Banner self-serve module to create and track professional development plans and also completed a professional development survey in November 2016.

The 2015 Trust Survey data indicated that 59% of faculty and 66% of staff indicate that they receive the resources needed to do their job from college. The trust survey will be repeated in 2017.

KPI 1.4.4 Faculty and staff will report as “often true” or “almost always true” that they are offered training or development to further themselves professionally as measured by the Great Place to Work Trust Index Employee Survey.

The 2015 Trust Survey indicated that 52% of faculty and 47% of staff are offered training or development to further themselves professionally. The trust survey will be repeated in 2017.

*Objective 1.5*

Every student will have the opportunity



## GOAL TWO

Hope College will be an ecumenical Christian community, welcoming students, faculty and staff into a vibrant experience of faith formation and intellectual engagement with the historic Christian faith.

### *Objective 2.1*

Christian formation and outreach will serve a campus community that increasingly reflects the diversity of Christ's global body.

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## LONG TERM INDICATORS

KPI 2.2.2 Student Development and Campus Ministries will jointly develop, deliver, and assess a voluntary leadership program that prepares students to serve as peer mentors in Christian formation.

Center for Faithful Leadership, Center for Ministry Studies, Greek life, residential

# Goal Three



## *Objective 3.1*

Students, faculty and staff will engage in enriching, cross-cultural encounters that promote global understanding and develop cultural proficiency.

### NEAR TERM INDICATORS

KPI 3.1.1 Staff and faculty professional development plans will include educational opportunities to develop cross-cultural perspectives and proficiencies.

This is a component of the professional development plans (progress on this KPI is reported in 1.4.1). Several opportunities to develop cross culture perspectives and proficiencies have been made available to faculty and staff through GROW events, webinars, conferences, online resources, Summit on Diversity and Inclusion, the Global Liberal Arts Alliance, Summit on Diversity and Racism, Critical Issues Symposium, Civil Rights Week and the MLK Civil Rights Lecture, Cezar Chavez Lecture, and more.

### LONG TERM INDICATORS

KPI 3.1.2 Staff and faculty will report that it is “often true” or “almost always true” that Hope employees demonstrate sensitivity and understanding in their interactions with people of differing cultural backgrounds.

Hope employees reported that 68% of faculty, 66% of staff, and 63% of management demonstrate sensitivity and understanding in their interactions with people of differing culture backgrounds based on the Trust Index Survey results conducted in spring 2015. This was the first data

Definitions

x Knowing:

Academic Affairs Board and the Campus Life Board began discussions on this topic and will be given a formal charge with greater clarity and expectations in 2016-17 to support their work.

KPI 3.3.3 Campus Ministries, Student Development, and Academics will develop a plan for ongoing dialogues to build understanding and enhance community by exploring commonalities and differences in Christian doctrines, perspectives, and traditions in a global society.

Please see 2.2.1.

## LONG TERM INDICATORS

KPI 3.3.2 75% of each graduating class will have participated in domestic off-campus or study abroad, including traditional academic courses and related experiences for academic credit.

45.7% of 2016 graduates participated in off campus study. 32.3% studied internationally, 10.1% domestic off campus, and 3.3% both. This is an overall decrease from 2015 when 49.93% of graduates indicated participating in off campus study. Strategies to increase study abroad experiences will be considered through Global Crossroads initiative and international audit, self-study, and external review described in 3.2.1.

# Goal Four



## Objective 4.1

Faculty, staff, students and trustees will be a living/learning community characterized by respectful understanding of commonalities and differences informed by our Christian mission.

### NEAR TERM INDICATORS

KPI 4.1.1 The president will develop and deliver annually a report of the college climate to faculty, staff, students, and the Board of Trustees. The board will engage in discussion of these issues at least once a year and their role in advancing the community goal.

The 2015-2016 report will be completed in the fall of 2016. While conversations regarding climate and culture have been ongoing, and we are regularly engaging in these discussions as a community, the report was not written and delivered by the June 30, 2016 target.

KPI 4.1.2 The Academic Affairs Board and the Campus Life Board will assess the existing programmatic goals related to global learning (including cross-cultural proficiency) and develop policies and/or enhanced approaches for accomplishing these goals, including personal, immersive, or experiential approaches.

Please see 3.3.1.

KPI 4.1.3 Staff and faculty professional development plans will include educational opportunities to develop cross-cultural perspectives and proficiencies.

Please see 3.1.1.

KPI 4.1.4 Campus Ministries, Student Development, and Academics will develop a plan for ongoing dialogues to build understanding and enhance community by exploring commonalities and differences in Christian doctrines, perspectives, and traditions in a global society. This KPI will be replaced with a long term KPI once accomplished.

Please see 2.2.1.

### LONG TERM INDICATORS

KPI 4.1.5 Student scores as measured by the National Survey of Student Engagement will be above the mean of Carnegie Baccalaureate Liberal Arts College for the item that measures "discussion with diverse others."

Please see 3.1.3.

*Objective 4.2*

Recruitment, retention and vendor strategies will employ best practices in developing a diverse and inclusive community.

NEAR TERM INDICATORS

KPI 4.2.1 Hiring managers will be trained and equipped to recruit diverse applicant pools.





again at Hope. This exceeds the national comparison group in which 85% of first year students indicated they would enroll again at their institution. However, 83.3% of Hope's first-year, minority students indicated they would enroll again, which is slightly below the national comparison group.

Caucasian, first generation and minority seniors all indicated they would enroll again at Hope at a rate higher than the national comparison group (Caucasian 90.8%, first generation 93%, and minority 87.5% compared to 83% of the national comparison group).

KPI 4.3.6 Staff and faculty scores for credibility, respect, fairness, pride and camaraderie as measured by the Great Place to Work Trust Index Employee Survey will be above average for our comparison group.

Employees rated the following areas of trust as follows. The percentage represents the percent of respondents that agreed with the area of trust: credibility (73% staff, 78% faculty); Fairness (71% staff, 68% faculty); Pride (86% staff, 81% faculty); Respect (73% staff and faculty); Camaraderie (78% staff, 73% students). This is the first data point so there is no trend data after FY2016. The Trust Index will be repeated in FY2017.

## Goal Five

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### *Objective 5.1*

Hope's reputation, relationships and influence with vital stakeholders will grow through the effective communication



alumni database. It is determined using a predictive modeling formula and based on research done by alumni engagement and institutional research. The formula was recalculated in 2016 to ensure its accuracy. The average 2016 AIR score was 3.60.

KPI 5.3.3 Alumni and parent referrals of prospective students will increase annually, with a focused effort to support admissions recruiting priorities.

There were 92 alumni referrals, a 9% increase in referrals over the previous year.

KPI 5.3.4 Beginning in 2018, the number of alumni and parent provided leads and opportunities for student internships and new graduates' employment will increase annually.

Not Started.

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## Goal Six

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### *Objective 6.1*

The College will strengthen its competitive position by defining appropriate comparison groups and implementing

## NEAR TERM INDICATORS

KPI 6.2.3 Establish and maintain desired ratios of staffing and resources relative to overall enrollment to ensure that personal attention and excellent service can be provided to all students. ■

Not Started.

KPI 6.2.5 Revise and refine the campus master plan to include high priority capital projects (e.g. student housing, academic and office space, parking, etc.) over the coming decade. Consideration will be given to environmental sustainability.

Hope hired Perkins+Will Master Planning Firm to conduct a campus master planning process in the 2016-2017 academic year. The overall goal of the master planning effort will be to assist the college in translating the strategic goals and objectives into a physical plan that identifies where the college should focus its resources to meet future demands on facilities for the next ten to twenty years. The master planning process will include a space utilization

## LONG TERM INDICATORS

KPI 6.3.2 Faculty and staff will report as “often true” or “almost always true” that they receive the resources needed to do their job as measured by the Great Place to Work Trust Index Employee Survey

Please see 1.4.3.

KPI 6.3.3 Faculty and staff will report as “often true” or “almost always true” that they are offered training or development to further themselves professionally as measured by the Great Place to Work Trust Index Employee Survey.

Please see 1.4.4.

### *Objective 6.4*

Resource levels will grow to support this strategic plan while maintaining our diligent stewardship and ensuring that expense growth will not outpace revenue growth.

## LONG TERM INDICATORS

KPI 6.4.1 Non-tuition-room-and-board revenue sources will increase as a percentage of the college’s operating budget over a ten year period.

NonTR&B revenue was 23.4% of the total revenue in FY2016. (\$25.6M of \$109.2M). This was virtually no change from 2015 and an increase from our baseline of

KPI 6.5.2 Relevant departmental programming priorities and annual operating budgets will be aligned to support the