



Hope for the World: 2025

The Strategic Plan  
2016-2017 Annual Report



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# EXECUTIVE SUMMARY



## GOAL ONE

Hope College will engage every student in a high-quality formative education, distinguished by its combination of academic rigor, intimate learning environment, and experiential relevance, developed and delivered by nationally recognized teacher-scholars.

### *Objective 1.1*

Every student's academic program will include rigorous, relevant, customized, faculty-supervised experiences (on or off campus) that link intellectual skills and habits developed through the liberal arts with vocational aspirations.

### NEAR TERM INDICATORS

KPI 1.1.1 The shared governance system will develop policies to ensure that every graduate will have had at least one faculty supervised experience that extends and aligns their classroom learning with their postgraduate vocational aspirations.

The Ad Hoc Committee on Experiential Learning was established by the Academic Affairs Board to begin this work and was charged with the following:

1. Investigate best practices for experiential learning at other colleges and universities, with special attention paid to those institutions that share Hope College's liberal arts mission;
2. Propose criteria for different forms of experiential learning that would fulfill a new graduation requirement;
3. Assess the percentage of Hope College students whose existing experiences would meet the proposed criteria;
4. Develop methods for standardizing (a) the discernment of academic and career interests, and (b) the connection of these interests to experiential learning opportunities;
5. Project the resources (human and financial) needed to implement the program; and
6. Recommend strategies and timelines for implementation.

The committee presented its report to the AcAB in December 2016 with the following recommendation: "To reach all students, experiential learning would become a graduation requirement, necessarily tracked on a student's transcript. Student re likely through flagging courses and activities. To ensure robust implementation and continuity, some permanent administrative

In 2017, 56.5% of Hope Seniors report courses challenged them to do their best work compared to an average 58.7% at comparison colleges. This is a modest increase from 2016; however it is still slightly below the average of comparison colleges. The gap between Hope and comparison college score also shrank,

Source: Frost Center for Social Science Research

KPI 1.1.3 95% of graduates will report that at least one faculty member connected one-on-one with them in order to guide and encourage their post-graduate vocational aspirations.

In the class of 2015, 89% of graduates report at least one faculty member connected one-on-one with them in order to guide and encourage their post-graduate vocational aspirations. This is an increase of 2% from FY16.

Vocation was a topic addressed at the faculty Pre-College Conference prior to the start of the 2016-17 academic year. It was also supported through the NetVUE Scholarly Resources Project that facilitates better theological understanding of vocation among students and faculty members.

Source: Alumni Graduate Survey, Office of Alumni & Family Engagement

### *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 completed its work in August 2016 with the following definitions and recommendations.

The unique value that an Academic Commons offers is a central space where students can take advantage of visible and accessible student academic resources, and enhanced support for study, research, writing, and the production and dissemination of knowledge. In return, we seek a space where students will take more responsibility for their own learning and academic success in a friendly and enjoyable atmosphere that fosters student curiosity, creativity and innovation.

- x The academic commons will create an environment that fosters curiosity, creativity and initiative where students will take more responsibility for their own learning and academic success.
- x The academic commons will be a friendly and enjoyable place to be.
- x

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.

66.7% of first year students and 83% of senior students reported the quality of academic advising they received as good or excellent. This represents a decrease of 10% for first year students and no change for seniors compared to 2016. While this KPI was not specifically addressed in the first two years of implementation, the decreasing trend for first year students is an area to be aware of at this point in the strategic plan.

Source: Frost Center for Social Science Research

## LONG TERM INDICATORS

KPI 1.2.3 The Hope means for seniors of the Student-Faculty In

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.

In FY17, no convergent scholarship proposals were submitted for FY18 funding, therefore no internal grants were awarded to support convergent projects. This decreased the overall funding for multidisciplinary teams from 34% in FY17 to 17% in FY18.

Source: Business Office and Provost Office

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 2017, 14% of first year Hope students report having participated in 2 or more high impact practices. This is a 2% decrease from data reported in 2016. However, continued investment in programs like Day 1, Phelps Scholars Program, faculty-student collaborative research, and new efforts to re-envision our approach to career development through the Boerigter Institute which should positively impact this KPI over the course of the strategic plan.

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.

Source: Frost Center for Social Science Research

#### *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. (Also appears as 4.3.2 and 6.3.1.)

The Human Resources Office continues to investigate different options to help employees track professional development. HR has provided several in-house professional development opportunities this year to begin meeting the need for increased professional development opportunities for faculty and staff, including:

- x Safe Colleges online training, offering both required training and desired trainings. For 2016/17 academic year, 752 employees have completed 1054 sessions
- x



This original KPI called for 100% of full time employees to have a professional development plan in place by the end of year 2; however time is required to develop the infrastructure to support and manage this effort. The KPI has been adjusted one year, for completion date to take place at the end of year 3 (2018).

Source: Human Resources

KPI 1.4.2 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. (Also appears in 6.2.3.)

It was intended that this would be addressed in the Campus Master Plan. It became clear during the master planning process that the College needs to develop a variety of institutional plans which will inform and aid in the implementation of the master plan and set of ratios for the college. The master plan identified space and infrastructure needs for the college for the next twenty years, however many of these need additional information provided through other institutional plans from the academic and research program, residential life, health and wellness, student life, diversity and inclusion, global engagement, sustainability, enrollment management, and accessibility.

The completion of this KPI is delayed; however it is being addressed in FY18 through academic program planning and strategic enrollment management planning.

Source: President's Office

## LONG TERM INDICATORS

KPI 1.4.3 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. (Also appears in 6.3.2.)

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 was scheduled to be repeated in 2017; however the employee community elected to delay the survey until fall 2018. Therefore, these data points will be updated in the 2017-2018 Annual Report.

Source: President's Office

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. (Also appears in 6.3.3.)

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 was scheduled to be repeated in 2017; however the employee community elected to delay the survey until fall 2018. Therefore, data points will be updated in the 2017-2018 Annual Report.

While the college does not have new data to reflect progress on this KPI, there has been unprecedented investment in professional development opportunities offered by the college and resources allocated to individuals seeking professional development. These include the four-part Leadership Development Series hosted by the President's Office, ProDev Day hosted by Human Resources, and multiple workshops on diversity, culture and inclusion hosted by the Center for Diversity and Inclusion and the GROW Initiative. Faculty development was also provided through several grant funded initiatives to enhance pedagogical skills.

Source: President's Office

### Objective 1.5

Every student will have the opportunity to encounter and critically explore the intellectual content of the historic Christian faith. *(Also appears as Goal 2, Objective 3.)*

#### NEAR TERM INDICATORS

KPI 1.5.1 Within two years, the shared governance system will assess the existing learning goals related to intellectual engagement with the Christian faith and will develop policies and/or enhanced curricular approaches to ensure the goals are accomplished. This KPI will be replaced with a long term KPI once completed. (Also appears in 2.3.1.)

An Ad Hoc Committee on Intellectual Engagement with the Christian Faith was established and charged by the Academic Affairs Board to assess the learning goals that every student will have the opportunity to encounter and critically explore the intellectual content of the historic Christian faith. This will be done by: assessing the degree to which learning goals are reflected in students' coursework; assessing the degree to which learning goals are being mastered by Hope College students and depending on what is discovered; recommending policies and/or enhanced curricular approaches to ensure the goals are accomplished.

The Ad Hoc Committee on Intellectual Engagement with the Christian Faith completed a report in May 2017. Through their assessment of the learning goals related to intellectual engagement with the Christian faith, the committee made three recommendations addressing continued assessment to identify and strengths and needs with

## 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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## NEAR TERM INDICATORS

KPI 2.2.1 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.

- x How do you present your discipline to students “in the context of the historic Christian faith” and/or as “Christ-centered”?
- x What does “formation” look like in your classroom?
- x What is “counter-cultural” about what or how you teach your students?
- x What book(s) should every student read?
- x How do you teach students to think interdisciplinarily about the world?
- x How might conceiving of study as prayer or worship change how you teach? How your students learn?

Brown Bag Lunch Discussions of Hope College's Identity as a Community of Faith

In the spirit of inviting faculty colleagues to a conversation about what it means for Hope College to be at its best as a community of faith, the brown bag lunch series in Summer 2017 were intended as a way to foster discussion about Hope's identity that is both specific (if not unique) to the College and stated in the affirmative rather than in the negative: (e.g., “neither Calvin nor Kalamazoo”). Attendees discussed the following characteristics—equal parts descriptive and aspirational:

- xRooted
- xIntentional & Invitational
- xVocational
- xEcumenical
- xRelational
- xRiver as a Metaphor

Source: President's Office, Center for Ministry Studies

*Objective 2.3*

Every student will have the opportunity to encounter and critically explore the intellectual content of the historic Christian faith. *(Also appears as Goal 1, Objective 5.)*

NEAR TERM INDICATORS

KPI 2.3.1 Within two years, the shared governance system will assess the existing learning goals related to intellectual engagement with the Christian faith and will develop policies and/or enhanced curricular approaches to ensure the goals are accomplished. This KPI will be replaced with a long term KPI once completed. (Also appears in 1.5.1.)

Please see 1.5.1.

LONG TERM INDICATORS

KPI 2.3.2 95% of graduates will report that the college equipped them to be aware of Christian theological perspectives as one dimension of critical thinking about complex issues as measured in a comprehensive alumni survey.(Also appears in 1.5.2.)

Please see 1.5.2.

## Goal Three

Hope College will equip every student to lead ~~and~~ in a global society by orienting all areas of the college toward greater global engagement.

### *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. (Also appears as 4.1.3.)

This is a component of the professional development plans (progress on this KPI is reported in 1.4.1. Professional development opportunities to develop cross cultural perspectives and proficiencies have been made available to employees through offices and organizations such as the Center for Diversity and Inclusion, the Fried Center for Global Communication, Human Resources, the President's Office, and the GROW Initiative. Examples of these opportunities include Images: A Reflection of Cultures, the Summit on Diversity and Inclusion, the Global Liberal Arts Alliance, Civil Rights Week and the MLK Civil Rights Lecture, the Cezar Chavez Lecture and more.

In spring 2017, Human Resources launched a new annual performance evaluation tool that provides a place for employees and their supervisors to articulate the professional development plans participated in the previous year and plans for the upcoming year. These plans should include ways in which employees will continue to develop their cross-cultural competencies.

Additionally, the college hosted programs to provide the greater campus community opportunities to engage in global discussions, such as the World Affairs Council of West Michigan's Great Decisions Global Discussions Series. This series brought internationally renowned experts to campus to present and discuss the following topics:

- x Rx: Prescription for Latin America , Jason Beaubien, Global Health & Development Correspondent, NPR
- x New Rules of the Game: The World's Water, Food, and Energy Choke Points , Keith Schneider, Circle of Blue (natural resources think tank) and Jennifer Turner, Wilson Center, Washington, DC
- x Nuclear Insecurity: Next Steps?, Jack Segal, National Security Council Director for Nonproliferation (former)
- x South China Sea: Clash of Strategies, John Adams, Brigadier General United States Army (retired)
- x Afghanistan: to Fight . . . or Run?, Ronald E. Neumann, U.S. Ambassador to Afghanistan (former)
- x Is it all Politics?: Trade and U.S. Jobs , Jeremy R. Haft, Georgetown University and CEO, SafeSource Trading
- x The EU: An Uncertain Future , Dr. John McCormick, Professor of European Union Politics, Indiana University-Purdue University Indianapolis (IUPUI)
- x Shifts in the Sand: U.S.-Saudi Relations , Simon Henderson, Washington Institute for Near East Policy, Washington, DC

Source: President's .7(a)05.6(n)uJ.7(o)-4.4)-3.3(g4)-3.3(gh) U.S 1(o)-4.8(5.5)uJ.7(.22 74.1647 scn 158 cmTw (34 Tc [Tc .3(2

Hope employees reported that 68% of faculty, 66% of staff, and 63% of management demonstrate sensitivity and

Source: Frost Center for Social Science Research

*Objective 3.2*

The advancement of cross-cultural learning and global engagement will be the shared responsibility of all divisions and departments.

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point from which departmental strategies can be identified.

While formal strategies have yet to be developed, offices on campus have engaged in global learning opportunities. For example, in 2016, Hope College received a Global Crossroads Initiative grant sponsored by the Great Lakes College Association (GLCA) to complete a project entitled: Challenging Borders: Displaced People. The goal of the project was to create an interactive, 3-5 minute audio-visual diaspora in multiple locations across Hope's campus that engages interdisciplinary and cultural issues related to themes of migration, displaced persons, and refugees. Nine faculty/student collaborative projects were selected from across divisions to participate. The objectives of this project include:

- x To integrate the Challenging Borders theme into existing courses across disciplines
- x To develop student and faculty knowledge, curiosity, self-awareness, empathy and responsibility in regard to global refugee crises
- x Promote campus-wide awareness of and engagement with Global Alliance partners
- x Present our campus community with multiple perspectives on the complex issues surrounding migration, displaced persons, and refugees
- x Simulate a sense of place, space, and movement in a sensory interactive and visual learning experience

Source: Provost Office

## 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.

48.1% of 2017 graduates participated in off campus study as compared to 45.7% of 2016 graduates. 35.6% participated in international off campus study programs, 16.3% in domestic off campus study, and 3.9% participated in both. While this is an increase over last year, overall we are not yet seeing growth in students participating in these programs

Although there was an increase in participation from 2016 to 2017, the growth is not at a pace required to achieve the target of 75% participation in off campus study programs.

Source: Registrar's Office.

## Goal Four

Hope College will be a community unified by its ~~sp~~inning mission, strength. a community unifie

## 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.

Training to support diverse hiring practices for search committee was developed and presented to academic departments conducting tenure track faculty searches in the 2017-2018 academic year. The resources represent best practices in recruiting, hiring, and retaining diverse applicants and include information regarding committee composition, crafting and posting the position announcement, reviewing application materials, conducting interviews, and planning for transition and success. These resources were developed collaboratively by Human Resources, the Provost's Office, and the President's Office. This process will be rolled out to staff in FY18.

Source: President's Office

KPI 4.2.3 The college will implement a program to identify and invite minority- and women-owned businesses to participate in RFP processes and seek vendor opportunities.

A database of businesses with which the college has relationships, which identifies minority owned businesses, has been created and is being reviewed for accuracy. To improve the accuracy of this database, Hope is reaching out to its existing vendor relationships to document which are minority owned businesses. The project has been more difficult than anticipated; therefore delivery date was moved back to the fall of 2017 (in FY2018).

Source: Business Services

### LONG TERM INDICATORS

KPI 4.2.2 Five-year average rates of retention, promotion, advancement, and job-satisfaction among underrepresented faculty and staff groups will be consistent with those of the majority.

Not started. The process by which measure this metric has not yet been established. This KPI will not be formally implemented until a method by which to measure progress is developed.

Source: Human Resources

KPI 4.2.4 Retention and graduation rates of degree-seeking students in each demographic sector (domestic minority, international, first generation, FOCUS, and Pell Grant eligible) will be consistent with college-wide rates.

Overall retention of first year students to second year was 90.9%. Pell eligible students were retained at 91%, domestic minority students at 89.9%, international students at 100% and FOCUS students at 86.4%. This is an increase in all areas of retention over last year, with the exception of the FOCUS program which tends to have variable results from one year to the next.

The overall 4-year graduation rate was 70.7%, an increase from the previous year which was 67%. Each of the demographic groups had lower graduation rates compared to the average (Pell Eligible – 61.2%; domestic minority – 57.1%; FOCUS – 53.6%) and international students graduated at the same rate as the average. While we have not

achieved consistent retention and graduation rates with the college-wide rates, there were improvements in most areas and the gap shrank.

Hope offers several programs to support retention and graduation such as Day 1, an academic living learning community designed to give first year students an opportunity to conduct research with a diverse group of students and faculty as part of the first-year coursework. Students in the program:

- x Work with passionate and engaging faculty mentors;
- x Collaborate with upper-level students and peers;
- x Make a difference solving real-world problems, and
- x Prepare for exciting careers in science, engineering and mathematics

Additionally, Hope offers Summer Bridge, a two-week program designed for highly motivated incoming first-year students who are interested in building a strong foundation for their experience at Hope. Through this program, first year students experience a preview of college life — both inside and outside the classroom. It offers close contact with some of Hope's best faculty, staff and student leaders. The program includes:

- x 1 credit hour, Engl 195, Introduction to College Writing
- x 1 credit hour, Natural and Applied Sciences
- x Peer mentoring
- x Faculty mentoring and coaching
- x Leadership development
- x Exploration of calling and purpose
- x Two weeks of room and board

Source: Registrar's Office

KPI 4.2.5 The percentages of domestic minority and international staff and faculty will increase annually.



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.

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## Goal Five

Hope College will grow in national and international stature as a respected leader in higher education with a reputation for excellence.

### *Objective 5.1*

Hope's reputation, relationships and influence with vital st





KPI 5.2.3 The amount of positive national and international media coverage of Hope's co-curricular program, including the arts and athletics programs, and staff expertise will increase annually.

Anecdotal evidence and intentional focus on strategies to advance this KPI indicate that the college is making progress, however a process by which to measure this KPI has not been developed.

Source: Public Affairs and Marketing

KPI 5.2.4 Campus Ministries, Student Development, Academic Affairs, and Public Affairs and Marketing will jointly develop and implement a plan for Hope College to host a national conference on the future of Christ-centered higher education every three years.

Hope is hosting the national Lilly Fellows Conference in October 2018. The Lilly's Fellows Program seeks to strengthen the quality and shape the character of church-related institutions of higher learning in the twenty-first century.

Source: Provost Office

### *Objective 5.3*

The College will engage its alumni and parents worldwide in partnerships to advance the value of a Hope education and build a network of lifelong relationships supporting students and graduates.

### LONG TERM INDICATORS

KPI 5.3.1 The college will provide services and programs important to alumni as identified and measured by a comprehensive alumni survey.

The Office of Alumni Engagement conducted a comprehensive alumni survey in February





## Objective 6.2

The College will plan enrollment to the number of students that can be supported by staffing and infrastructure to achieve desired student outcomes.

### 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. (Also appears in 1.4.2.)

Please see 1.4.2.

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.

Over the past year, the college conducted a comprehensive Campus Master Plan process to ensure that our facilities and infrastructure can support our commitment to our students now and in the future. The process was facilitated by a committee of faculty, staff, students and trustees, and developed a comprehensive plan for use and development of the campus over the next twenty years.

Guided by the Hope for the World 2025 strategic plan, the master plan was a data driven process that engaged a broad array of Hope constituents and community members. Care was taken to prepare a plan that leverages our existing strengths, responds to identified needs, and complements our surrounding community. The process was facilitated by a committee of trustees, staff, faculty, and students who analyzed space and space utilization data, as well as input from several stakeholders to identify needs and develop a framework by which future space related decisions can be made (Goals & Objectives, Planning Principles and Campus Frameworks were approved by the Board of Trustees in May 2017).

Source: President's Office

### LONG TERM INDICATORS

KPI 6.2.1 First-year retention rates will reach 91% and four-year graduation rates will reach 71% over the next ten years.

Hope's retention of first year to second year retention rate was 91%, an increase from the previous year and accomplishment of the ten year target for the strategic plan. Hope's four year graduation rate was 68%, a modest increase over the previous year and on track to achieve the target of 71% in ten years. Particular efforts to address retention and graduation were mentioned in KPI 4.2.4.

Source: Registrar's Office

KPI 6.2.2 At least 95% of graduates will report that they are satisfactorily employed or in graduate school within 6 months of graduation as measured by the Graduate Survey

92.2% of graduates reported being satisfactorily employed, in graduate school, or volunteer services, a decrease from 94% the previous year. It is anticipated that the focus on experiential learning, vocation, and the Boerigter Institute will have a positive impact on this KPI.

Source: Alumni and Family Engagement

KPI 6.2.4 The Hope means for Seniors of the Student-Faculty Interaction and Quality of Interactions Engagement

KPI 6.4.2 To ensure funding for this strategic plan while keeping a Hope College educational experience financially accessible, the college's endowment value will grow to at least \$350 million

At the end of FY17, the endowment value was \$208M, a \$18M increase from FY16, however growth is not on a

Office of the President