



Hope for the World: 2025

**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 *Hope for the World: 2025* 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 primary areas of challenge and opportunity for Hope. These goals were developed through significant analysis involving faculty, staff, student, alumni, parent and trustee input.

1. Academic distinctiveness and excellence.
2. Christian formation.
3. Global outreach and education.
4. Community in which all can flourish.
5. Influence and stature.
6. Diligent stewardship of resources to be the best value among the best liberal arts colleges.

The college prioritized a limited number of strategic plan initiatives for the first year of implementation. This allowed us to focus our attention on a few, high impact areas of the plan. While work was done on many of the goals and objectives, the following initiatives were given highest priority and attention:

- Creating an environment in which Hope employees can flourish by providing professional development opportunities;
- Ensuring every student has the opportunity to encounter and critically explore the intellectual content of the historic Christian faith;
- Providing students opportunities, support and resources to reflect purposefully and discourse charitably about the Christian faith;
- Assess the needs and interests of students who wish to explore and grow in the Christian faith and provide opportunities to do so;
- Increasing domestic minority and international student enrollment and creating an environment in which they, and all students, receive support to persist to graduation;
- Growing Hope's reputation, relationships and influence with vital stakeholders through the effective communication of our differentiating strengths and achievements; and
- Developing a process by which the college can identify peer and aspirant groups for comparison and understanding of our competitive position in the higher education marketplace.

We have made significant progress and have much to celebrate after one year of implementation. The strategic plan contains 76 key performance indicators that measure progress towards the 22 objectives and 6 goals. The progress toward each KPI (as demonstrated in this annual report) is organized in a four-tier measurement system. Green indicates completion or excellent progress; yellow indicates satisfactory progress to date; red indicates slow progress or a delay; and black indicates KPIs that have been planned after the first year of implementation. Notable progress has been made in each area of the strategic plan, particularly with respect to the academic and Cristian formation goals. As noted in this report, 91% of the key performance indicators in the strategic plan identified as “Near Term” (29 of 32) have excellent or satisfactory progress.

Overall, the college achieved excellent or satisfactory progress on 90% of all key performance indicators. While this report identifies areas worth celebration, it also identifies areas that may require corrective measures to ensure long term success. Overall, excellent or satisfactory progress broken down by goal area is as follows:

- Goal 1: 94%
- Goal 2: 100%
- Goal 3: 90%
- Goal 4: 82%
- Goal 5: 92%
- Goal 6: 94%

2015-2016 HIGHLIGHTS

- 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.
- 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.
- 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%.
- 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 workplace 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.
- 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.
- 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.
- \$752K in sponsored research secured to support projects related to the strategic plan, particularly in the areas of interdisciplinary teaching/learning and experiential learning primarily through collaborative research.
- College units have unified around the priorities outlined in the strategic plan and have begun to align their divisional and department plans to support the direction outlined in the strategic plan goals. The strategic plan has increased the amount of deliberate and cohesive planning in areas across the college.
- The online Strategic Plan Dashboard was made available to Hope employees, students and trustees. The dashboard was designed to communicate progress on every KPI in the strategic plan, provide information to evaluate performance and assess needs for redirection or reprioritization, identify successes to celebrate, and increase general participation in the strategic plan implementation.

GOAL ONE

Hope College will engage every student in a holistically 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 Ad Hoc Committee should deliver its report to the Academic Affairs Board no later than December 15, 2016.

LONG TERM INDICATORS

KPI 1.1.2 Seniors will report that their courses challenged them to do their best work at a rate 10% higher than the comparison colleges as measured by the National Survey of Student Engagement.

In 2016 55.9% of Hope Seniors report courses challenged them to do their best work compared to an average 58.7% at comparison colleges. This is 2.8% below the average of comparison colleges.

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, 87% 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 the first data point, so there is no comparison to the class of 2014.

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. (Also appears as 4.3.2 and 6.3.1.)

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. HR also conducted mandatory Title IX training for over 1000 employees.

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).

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.)

Not started. Will be evaluated as part of the master planning process in 2016-2017.

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 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. *(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 will be repeated in 2017.

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 committee should complete its work by May 1, 2017.

LONG TERM INDICATORS

KPI 1.5.2 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 2.3.2.)*

74% of graduates from the class of 2015 reported that the college equipped them to be aware of Christian theological perspectives as one dimension of critical thinking about complex issues. This is the first data point, so there is no comparison to the class of 2014.

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.

NEAR TERM INDICATORS

KPI 2.1.1 Campus Ministries, Student Development and Academics will assess the extent to which students wishing to explore and/or grow in the Christian faith are satisfied with the availability and quality of support provided by the college to meet these needs. A plan, with accompanying KPI, will be developed to better meet student needs as identified by this research.

A pilot survey assessing student satisfaction with the availability and quality of support provided by the college to meet their needs to explore and/or grow in the Christian faith was conducted in Spring 2015. When asked: *Overall, how satisfied are you with the availability and quality of services Hope College provides to help you explore and grow your Christian faith,* respondents replied Satisfied (mean=1.92 on scale of 1-5 of Very Satisfied – Very Dissatisfied). Roman Catholic, Protestant, and Non-denominational respondents answered similarly regarding their satisfaction with faith formation opportunities and experiences.

LONG TERM INDICATORS

KPI 2.1.2 Covenant partnerships with local Christian faith communities that represent the ecumenical breadth of the global Christian tradition - as represented in the Holland community - will double in five years. The need for additional partnerships will be evaluated after 5 years.

Campus Ministries added one covenant partnership with Moran Park Church in Holland. Hope has a total of four partnerships toward a five-year goal of six partnerships.

Objective 2.2

Students, faculty, and staff will be provided opportunities, support and resources to reflect purposefully and discourse charitably about the Christian faith.

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. (*Also appears as 3.3.3. and 4.1.4.*)

Discussions have begun on developing a combined approach to creating these opportunities for the campus community. Planning will continue this year using data from the faith formation student survey conducted as part of 2.1.1.

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 life, and athletics developed a voluntary leadership pilot program to develop a Christian student leadership philosophy through shared experiences and shared leadership goals and outcomes. The pilot will be implemented in fall 2016.

KPI 2.2.3 The college will seek faculty and staff insights as to how the college might better support staff and faculty Christian faith formation on a voluntary basis, developing programmatic solutions as needed.

Not started at this time, however efforts are underway to equip faculty and staff to explore their personal vocational aspirations and engage students in post graduate vocational planning using support received through a NetVue grant.

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 serve 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). 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 point, so previous year comparisons are not available.

KPI 3.1.3 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." *(Also appears as 4.1.5.)*

62.6% of first year students indicated that they had discussions with diverse others often or very often, as compared to 74.5% of the comparison group in the National Survey of Student Engagement. 58.5% of Hope seniors responded often or very often to this question as compared to 71% of the comparison group.

KPI 3.1.4 Students will demonstrate levels of cognitive (knowing, knowledge) and interpersonal (identity, affect, social responsibility, interaction) competence that exceed the comparative norm as measured by the Global Perspectives Inventory.

Cognitive competencies: Hope students scored higher than the national norm for **knowing** (3.83 compared to 3.51 and below the national norm for **knowledge** (3.63 compared to 3.71).

Interpersonal competencies: Hope students scored higher than the international norm for **affect** (4.22 compared to 4.11) and slightly lower for **identity** (4.13 compared to 4.18) and

Intrapersonal competencies: Hope students scored higher than the international norm for **social responsibility** (3.88 compared to 3.69) and lower for **interaction** (3.08 compared to 3.34)

Definitions

- **Knowing:** Degree of complexity of one's view of the importance of cultural context in judging what is important to know and value
- **Knowledge:** Degree of understanding and awareness of various cultures and their impact on our global society and level of proficiency in more than one language
- **Identity:** Level of awareness of one's unique identity, sense of purpose, and degree of acceptance of one's identity
- **Affect:** Level of respect for and acceptance of cultural perspectives different from one's own and degree of emotional confidence when living in complex situations
- **Social Responsibility:** Level of interdependence and social concern for others
- **Social Interactions:** Degree of engagement with others who are different from oneself and degree of cultural sensitivity in living in pluralistic settings

KPI 3.1.5 The percentage of domestic minority and international students will increase to 20% in the next ten year period. *(Also appears in 4.2.6.)*

In 2015-16, domestic minority and international students comprised 16.41% of the overall student body (14.04% domestic minority and 2.37 international students). This is a slight increase from 2015 and a consistent increasing trend in enrollment over the last ten years.

Objective 3.2

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

NEAR TERM INDICATORS

KPI 3.2.1 Criteria and protocols will be formalized for the establishment and assessment of global partnerships in locations deemed critical to institutional and student success.

Hope is participating in the Global Crossroads 4-year initiative to advance internationalization to the programs of learning that define undergraduates' experience of the liberal arts. This initiative is offered by the Great Lakes Colleges Association and funded through a grant from the Andrew Mellon. In 2015-16 Hope received an Innovation Fund grant through this initiative to conduct an international audit, self-study, and external review. The audit and self-study were conducted in 2015-16 and the results of the study and external review will provide direction for this KPI in 2016-17.

KPI 3.2.2 Every department, office and division will develop and report strategies to support this strategic goal and its objectives.

Not started.

Objective 3.3

Curricular and co-curricular learning opportunities that advance cross-cultural and global learning outcomes will be part of every student's Hope College experience.

NEAR TERM INDICATORS

KPI 3.3.1 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. *(Also appears as 4.1.2.)*

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. *(Also appears as 2.2.1 and 4.1.4.)*

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

Hope College will be a community unified by its inspiring mission, strengthened by its diversity, and committed to the flourishing of every individual as one created and loved by God.

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. *(Also appears as 3.3.1.)*

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. *(Also appears as 3.1.1.)*

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. *(Also appears as 2.2.1. and 3.3.3.)*

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." *(Also appears as 3.1.3.)*

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.

Not started. Intended for completion in FY2016, however the anticipated completion date is December 2016. Information regarding implicit bias in the interview and selection process will also be included.

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 we moved the delivery date back to the fall of 2017 (in FY2018).

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 in FY2016.

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.

Retention of FOCUS students from first to second year was 95%, higher than the overall rate of 87%. All of the other segments were lower than the overall rate (international – 85%; minority – 82.8%; Pell grant eligible – 81.8%), which were also the segments lower than the overall rate in 2015. New support strategies in 2016 included summer bridge programs, mentoring programs, and additional services available through the academic success center.

The overall 4-year graduation rate was 67%. Each of the demographic groups had lower graduation rates compared to the average (international – 59.3%; Pell Eligible – 58%; minority – 50.5%; FOCUS – 21.2%). Services and strategies to address disparities will be assessed beginning in FY2017.

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

The percentage of domestic minority and international staff and faculty in 2016 was 10.77% (domestic minority - 10.2%, international - 0.6%. This is a very slight decrease from 2015 when the percentage was 11.02%).

KPI 4.2.6 The percentage of domestic minority and international students will increase to 20% in the next ten year period. (*Appears in 3.1.5.*)

Please see 3.1.5.

Objective 4.3

Assess, address and promote a campus culture where each person can flourish.

NEAR TERM INDICATORS

KPI 4.3.1 Human Resources and Student Development will identify and provide recommendations for appropriate strategies and policies that address the physical and mental well-being of staff, faculty and students.

Not started.

KPI 4.3.2 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 1.4.1 and 6.3.1.)*

Please see 1.4.1.

LONG TERM INDICATORS

KPI 4.3.3 Faculty and staff will report increasing levels of trust (i.e., credibility, respect, fairness, pride, camaraderie, work-life balance) as measured by the Great Place to Work Trust Index Employee Survey. Underrepresented groups will report levels of trust equal to the population as a whole.

The Trust Index Employee Survey was conducted in Spring 2015. Results from the initial survey indicate that Hope employees rated as true or almost always true statements related to credibility (61%), respect (61%), fairness (54%), pride (75%), and camaraderie (67%). Underrepresented employees (Asian, Hispanic, African American, Native American, other) gave an overall rating to issues of credibility, respect, fairness, pride and camaraderie lower than the population as a whole. This is the first data point so there is no trend data after FY2016. The Trust Index will be repeated in FY2017.

KPI 4.3.4 The percentage of first year and seniors across each demographic sector (Caucasian, domestic minority, first generation) who rate their satisfaction with their overall educational experience as "good or excellent" will exceed that of the national comparison group (as measured by NSSE).

The national comparison group of first year students rated overall educational experience as good or excellent 90%. Hope Caucasian students exceeded the national average with a score of 95%, however 82% of first generation and 79.2% of minority students rated their educational experience as good or excellent (below the national average).

The national comparison group of senior students rated their overall educational experience as good or excellent 91% of the time. Caucasian, domestic minority and first generation Hope seniors all rated their educational experience below the national average (83% of Caucasian and first generation; 87.5% minority students).

In FY2016, the Office of Multicultural Life was moved within the Student Development Division and was renamed the Center for Diversity and Inclusion to facilitate improved experiences for all Hope students.

KPI 4.3.5 The percentage of first year and seniors across each demographic sector (Caucasian, minority, international, and first generation) who indicate that they would enroll again at Hope College will exceed that of the national comparison group (as measured by NSSE).

92.9% of first-year Caucasian students and 87% of first-year first-generation students indicate that they would enroll

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

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 stakeholders will grow through the effective communication of our differentiating strengths and achievements.

NEAR TERM INDICATORS

KPI 5.1.1 A comprehensive external communication plan will (1) identify and prioritize stakeholder groups and the thought leaders who influence them, and (2) articulate strategies to inform and engage these stakeholders in pursuit of the goals of this Strategic Plan.

A comprehensive external communication plan articulating strategies to inform and engage stakeholder groups and thought leaders has been developed.

KPI 5.1.2 Every public-facing department will develop an integrated communication plan in partnership with Public Affairs and Marketing.

Public Affairs and Marketing has completed communications plans with several of the external facing departments and is on track to develop plans for all departments by the target completion date of FY2017. Departments include Admissions, Athletics, Arts, Career Development, Alumni Engagement, Campus Ministries, etc.

LONG TERM INDICATORS

KPI 5.1.3 The reach and frequency of Hope's communication to stakeholders will increase annually, as measured by metrics including volume of news and social media coverage, click-throughs, favorites, follower growth, social-to-website traffic, and web traffic from outside the U.S.

A process for tracking communications was investigated during 2015-2016. Hope will establish a baseline and begin tracking progress once that process is established.

KPI 5.1.4 Increase the percentage of student applicants from outside the region to 30% over the next ten years.

19.41% of students who applied to Hope were from outside the region (Region is defined as Michigan, Ohio, Indiana, Illinois, and Wisconsin). This is slightly lower than 2015 when 19.59% of applicants were out of region.

KPI 5.1.5 Dedicate at least one homepage story and one social media post per week to faculty and staff scholarship, research, and leadership in national and international organizations.

Public Affairs and Marketing featured one or more homepage and social media posts each week on faculty and staff scholarship, research, and leadership in professional organizations.

Objective 5.2

Hope College will promote each programmatic element of its mission in ways that enhance the public's understanding and appreciation of Hope as a premier liberal arts college and leader in Christ-centered higher education.

LONG TERM INDICATORS

KPI 5.2.1 National and international media coverage featuring the strengths of Hope's academic program and faculty expertise will increase annually.

Not Started.

KPI 5.2.2 Increase to 15 per year the number of national and international media outlets featuring faculty and staff experts on matters related to Christian faith

Not Started.

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.

Not Started.

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.

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 2016. 13.4% (4,162) of all alumni participated. Based on results, improvements are being planned for a new online directory and career tools, promotion of discounts or special Hope merchandise, improved regional events, designated giving opportunities and an increase in affinity based programming.

KPI 5.3.2 The average Alumni Involvement Rating (AIR) for all alumni will exceed 4.5. [Baseline: 2014 AIR score; average 3.87. Source: Office of Alumni and Parent Relations.]

The Alumni Involvement Rating is a 0-10 measure of engagement that is applied annually to all alumni to the college's

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.

Goal Six

Hope College will be the best value among leading liberal arts colleges by providing an unsurpassed educational experience through faithful stewardship and development of resources.

Objective 6.1

The College will strengthen its competitive position by defining appropriate comparison groups and implementing strategies to achieve its desired standing in each.

NEAR TERM INDICATORS

KPI 6.1.1 Determine process to establish appropriate peer and aspirant comparison groups.

The Ad Hoc Committee on Faculty Compensation Benchmarking was created to determine a process to establish appropriate peer and aspirant comparison groups for faculty compensation. The charge to the committee was:

- To identify appropriate institutional characteristics to be sought in identifying members of a comparison groups for faculty compensation. These could include, for example, academic quality; endowment per FTE; mission compatibility (e.g., residential, liberal arts, undergraduate, Christian).
- Use these criteria to identify a large enough number of colleges to ensure that significant changes in a few colleges' profiles will not significantly change the comparison group.
- Consider establishing both peer and aspirant comparison groups.
- Identify the target within the comparison group to which we should aspire. (e.g. median vs 75th percentile, etc.)
- Propose a plan for achieving the target over the next decade, establishing a timeline of targets to ensure progress. Ensure that the plan is realistic and achievable, taking into account tuition levels, endowment levels, and other factors.

The committee will complete its work by December 2016.

KPI 6.1.2 Identify gaps between Hope and comparison groups and develop plans to assess the gaps.

Not Started. This will follow the recommendation of the Ad Hoc Committee on Faculty Compensation Benchmarking.

LONG TERM INDICATORS

KPI 6.1.3 Prioritize the gaps we discern and identify appropriate KPIs to assess our progress toward closing the gaps.

Not Started.

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.)*

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 analysis, a space needs assessment, development of a campus master plan document, a campus utility infrastructure plan (including a current map of existing structures), and recommendations for phasing and scheduling.

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 86%. This was a decrease from the previous two years. Hope's four year graduation rate was 67.3%, a modest decrease over the previous year.

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

94% of graduates reported being satisfactorily employed, in graduate school, or volunteer services.

KPI 6.2.4 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. *(Also appears in 1.2.3)*

Please see 1.2.3.

Objective 3

Faculty and staff will be developed and properly resourced to pursue excellence in their work and service to our students. *(Also appears as Goal 1, Objective 4.)*

NEAR TERM INDICATORS

KPI 6.3.1 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 in 1.4.1 and 4.3.2.)*

Please see 1.4.4.

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 (*Also appears in 1.4.3*)

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. (*Also appears in 1.4.4.*)

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 23% when the strategic plan was implemented.

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

FY2016 endowment value was \$185.9M, a decrease from FY2015 of \$22M.

KPI 6.4.3 Annual contributions to the Hope Fund will increase to \$4.1million utilizing re-envisioned annual giving strategies supporting this strategic plan.

Hope Fund contributions totaled \$2,761,000 which is a 2% increase over FY2015, however below the \$3M goal for FY2016.

Objective 6.5

Resource allocation and prioritization decisions will support this strategic plan while retaining flexibility and nimbleness to respond to opportunities and challenges.

NEAR TERM INDICATORS

KPI 6.5.1 Budget managers will identify opportunities to prioritize resources to support the goals and objectives of this strategic plan.

Budget managers requesting a budget increase above the standard increase were asked to identify how their request would support the priorities of the strategic plan. Budget managers were also asked to consider the strategic plan priorities in their annual budget planning process.

KPI 6.5.2 Relevant departmental programming priorities and annual operating budgets will be aligned to support the goals and objectives of the strategic plan.

Budget managers requesting a budget increase above the standard increase were asked to identify how their request would support the priorities of the strategic plan. Budget managers were also asked to consider the strategic plan priorities in their annual budget planning process.