



Hope for the World: 2025

**The Strategic Plan
2016-2017 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 voluntary student leadership programs that prepare students to lead as peer mentors in Christian formation.
- Integrating global and multicultural work throughout the institution.
- Providing students opportunities, support and resources to reflect purposefully and discourse charitably about the Christian faith*;
- Increasing domestic minority and international student enrollment and creating an environment in which they, and all students, receive support to persist to graduation*;
- Assessing the academic program to understand and make recommendations on experiential learning, convergent learning, intellection engagement with the historic Christian faith, and global learning outcomes
- Strengthening the institutional foundation by focusing on enrollment,
- Raising funds to build the endowment, grow the Hope Fund, and support the priorities of the strategic plan
- Conducting a Campus Master Planning Process
- 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*.
- Understanding and responding to workplace culture to support a community in which employees can flourish.

The strategic plan contains 79 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 will be implemented later in the course of the plan. As noted in this report, 80% of the key performance indicators in the strategic plan identified as “Near Term” (28 of 35) have excellent or satisfactory progress.

Overall, the college achieved excellent or satisfactory progress on 83% 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. While the college is still making satisfactory progress on the strategic plan, the pace of performance on some KPIs slowed in FY17. Overall, excellent or satisfactory progress broken down by goal area is as follows:

Goal 1: 75%
Goal 2: 100%
Goal 3: 90%

Goal 4: 88%
Goal 5: 85%
Goal 6: 81%

2016-2017 HIGHLIGHTS

In the second year of implementation, the college has maintained its focus on the priorities outlined in the strategic plan. While this report provides an update on each of the KPIs, the strategic plan truly comes to life through the efforts of individuals across the campus. Their work creates the stories behind the numbers; the real spirit of the plan. Some of these stories will be shared through the pages of this annual report, but there are many more, daily efforts that advance the priorities of the college. These efforts, when summed, have produced the highlights mentioned below. It is with the continued attention and efforts that we will continue to make progress on our priorities.

For a more detailed reporting of the progress on the strategic plan, please visit hope.edu/offices/president/strategic-plan/ and the Strategic Plan Dashboard.

Accomplishments

- The completion of several extensive evaluations of the academic program. These efforts have led to recommendations 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; a library commons planning and design process, learning goals related to intellectual engagement with the historic Christian faith, and recommendations to further internationalize the curriculum and student/faculty scholarly activity.
- The completion of the Boerigter Institute Report, which recommends a re-envisioned approach to teach students to engage in lifelong practices of career development.
- For the second year, 100% excellent or satisfactory progress on priorities related to the Christian Formation strategic plan goal.
- The completion of the internationalization audit and self-study through the GLCA Global Crossroads Innovations Fund.
- An increase in the percent of enrollment of domestic minority students, bringing the overall enrollment of domestic minority and international students to 17.45% of the student body.
- An increase in the percent of students who participated in off campus study.
- An increase in both the first year retention and four year graduation rates.
- The continued investment in employee professional development provided by the college. Hundreds of faculty and staff participated in programming designed to increase cultural competencies, leadership skills, professional skills, and more. Additionally, online resources and training were made available to provide educational videos to employees on a variety of professional and workplace topics.
- The piloting of an initiative with faculty hiring committees that integrates best practices in recruiting diverse applicant pools into our hiring practices.
- The completion of a comprehensive Campus Master Plan.
- Implementation of the Strategic Funding Initiative through which the college allocated institutional resources to initiatives that support strategic plan priorities.

Challenges

- Decreased student enrolment and decrease in tuition, room and board revenue
- Transition in key leadership positions

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 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 record—likely through flagging courses and activities. To ensure robust implementation and continuity, some permanent administrative structure is required. A proposed Office of Experiential Learning would guide the development and identification of appropriate experiential learning opportunities across the curriculum. This Office would also provide guides for students and mentors to facilitate activity design, pursuit of the activity, and reflective conversation. Student mentorship would be provided by faculty or staff leading the course/activity, with vocational reflection occurring with mentors, academic advisors and peer groups."*

Experiential learning encourages students to engage purposefully in a focused personalized experience that will promote lifelong learning. Rather than adhering to a defined curriculum, each student will work together with a faculty/staff mentor to design, pursue, and evaluate his/her experience in an effort to stretch liberal arts education beyond the traditional classroom. While many students encounter a number of such experiences, each Hope College student will engage in at least one experiential learning activity prior to graduation. It is the goal of the College that the experiential learning process promote broader connections such as interdisciplinary learning, civic engagement, cultural awareness, or community leadership while informing vocational aspirations.

Source: Provost Office

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 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 centralized single space where students can take advantage of visible and accessible student academic support services, 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.

- *The academic commons will create an environment that fosters student curiosity, creativity and initiative where students will take more responsibility for their own learning and academic success.*
- *The academic commons will be a friendly and enjoyable place to be.*
- *Services will be visible and accessible.*
- *The academic commons will provide enhanced support for the research cycle: research, writing, production and dissemination of knowledge*
- *The academic commons will provide enhanced technology spaces and support for digital teaching, learning and scholarship.*
- *The academic commons will provide spaces (offices, service desks and technology) that reflect 21st century ways of working for staff and students, including library workflows.*

In 2016-17, this project was a focal point in the campus master planning process and identified as a key opportunity for future campus development. In spring 2017, the college selected an architect and planning firm to conduct an assessment and develop the program for the academic commons and library renovation. Their work will be completed by spring 2018.

Source: Provost Office

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 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 2017, Hope seniors rated student faculty interaction 29.6, consistent with comparison group mean, yet lower than the score from 2016. They rated the quality of interaction 45.9, significantly higher than comparison group score of 44.8 and higher than the strategic plan target.

Source: Frost Center for Social Science Research

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. In the midst of leadership transition in the academic program and scope of work undertaken by the Academic Affairs Board to support other priorities of the strategic plan, the work of this task force was not completed in the originally anticipated timeframe. Work on this KPI is in progress although it will be delayed.

Source: Provost Office

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 2017, the Nyenhuis Faculty Development endowed funds totaled \$2.5M, an increase of \$150,000 from last year and \$500,000 since the inception of the strategic plan. This represents 25% achievement of our ten year goal to increase the funds from \$2 million to \$4 million.

Source: Business Office and Provost Office

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:

- Safe Colleges online training, offering both required training and desired trainings. For 2016/17 academic year, 752 employees have completed 1054 sessions
- Staff ProDev day held in October 2017. Approximately 150 staff attended.
- Provided funding for several employees to participate in professional development ranging from conferences to educational opportunities.
- Promoted and paid for employees to attend the Ottawa Area Summit on Racism.
- Developed a new performance evaluation system through which employees suggest their professional development goals. Roll out Fall 2017.
- Offered team training to two full departments to help improve team culture.
- Created a monthly lunch meeting with Academic Office Managers to address topics of their concern.

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 respect to this objectives, exploring creative ways to explore the intellectual content of the Christian faith in the curriculum, and continuing to explore in detail various ways in which Hope can explore the intellectual content of the historic Christian faith.

Source: Provost Office

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.)*

73% of graduates in the Class of 2016 reported that the college equipped them to be aware of Christian theological perspectives as one dimension of critical thinking about complex issues. This compares to 74% of graduates from the class of 2015.

Source: 2016 Graduate Survey Report, Alumni and Family Engagement

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. It was recommended that this becomes an every other year assessment. The plan is to work again with the Frost Research Center to survey students in February of 2018.

Source: Campus Ministries

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 has doubled the number of covenant partnerships, now totaling six. St. Francis, Engedi, Moran Park, Pillar Church, Third Reformed Church, and Maple Ave Ministries which has agreements to join in fall 2017. This fulfills the goal to double the number of covenant partners in five years.

Campus Ministry Covenantal Partners is designed to enhance the ministry of Hope College Campus Ministry and the strengthening of the local church. This covenant affirms we can do more together, than we can apart. Through strategic relationships we can be a conduit of the Spirit's energy, putting to work existing capital to create a better culture for nurturing disciples of Christ for the Church and leaders for our community.

Source: Campus Ministries

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.*)

A plan is currently in development. In the meantime, several opportunities have been made available to the Hope community to explore and engage in dialogue to build understanding and enhance community. A few examples include Vox Populai hosted by Student Development, Veritas, the Gathering, St Benedictine Institute programs, and multiple guest speakers and lecturers invited to campus by faculty and student organizations.

Source: President's Office

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.

Campus Ministries, in partnership with the athletic program, will pilot a program with 20 - 30 student athletes who have expressed an interest in being peer mentors in Christian formation and have demonstrated potential to be future captains on athletic teams. The goal of the pilot is to provide a scalable and replicable Christ-centered leadership development program and develop and create leaders to transform the world for Jesus Christ. The program will be implemented in the 2017-18 academic year, and received financial support from the Strategic Funding Initiative.

The hope is to develop these future leaders with the skills and experiences necessary to be the future leaders on campus and to enhance the programs we currently offer when they do take the leadership positions. Currently, most of the leadership development on our campus is provided for upperclassman (Res. Life, Athletics, Greek life, etc.) leaving a void for the younger, future leaders.

Source: Campus Ministries

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.

Although this KPI is not intended to be addressed until later in the strategic plan, opportunities are already underway for faculty and staff to grow in their personal faith, understanding of Hope as a Christian Institution, and their roles as faculty and staff at a Christian college. Just a few examples of this include a Lenten Affirmations project sponsored by the Center for Diversity and Inclusion, the Initium program for first year faculty, NetVUE Scholarly Resources Project, the *Faculty Discussion Series* and *Brown Bag Lunch Discussions of Hope College's Identity as a Community of Faith Series* hosted by the Center for Ministry Studies.

The Faculty Discussion series

Professors at a Christian college do many things common to those who teach at all colleges and universities -- advising students, placing course objectives in the context of curricular and institutional goals, designing assignments, assessing students' work, etc. This discussion series is designed to look at those practical aspects of teaching from a Christ-centered perspective, as well as vocation in the context of the historic Christian. The series addressed the following topics:

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

- Rooted
- Intentional & Invitational
- Vocational
- Ecumenical
- Relational
- River 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 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. 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:

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

Source: President's Office, Human Resources

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. 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 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.*)

68.3% of first year students indicated that they had discussions with diverse others often or very often, as compared to 71.7% of the comparison group in the National Survey of Student Engagement. 62.3% of Hope seniors responded often or very often to this question as compared to 70% of the comparison group.

The target is for Hope to be above the mean of the comparison group. These scores, while below the target, reflect a closing gap between Hope and the mean score of liberal arts colleges.

One way in which students are given opportunities to engage with diverse others is through GROW sponsored programs. GROW is a campus-wide collaboration of promoters, allies, and influencers working towards building a more diverse, equitable, and inclusive community. There were 22 events last year that were co-sponsored by GROW. Examples include:

- The Big Read
- GLCA Challenging Borders: Displaced Peoples (Communications Department, Department of Modern & Classical Languages)
- Several programs with the Hope's Interfaith Youth Alliance
- Inside Islam Documentary & Discussion and Keynote on Islamophobia (Religion Department)
- Community Conversations (StepUp, Residence Life, Creative Dining Services)
- Civil Rights Lecture (Center for Diversity and Inclusion)
- Lectures (Black History Lecture, Civil Rights Lecture, Asian Heritage Lecture Hispanic Heritage Month Lecture, Cesar Chavez Lecture, Native American Lecture)
- Women of Color and Senior Recognition (Center for Diversity and Inclusion)

Source: Frost Center for Social Science Research

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.

The survey was not administered in Spring 2017. There is no new data to report.

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

Source: Frost Center for Social Science Research

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 2016-2017, domestic minority and international students comprised 17.42% of the overall student body (15.2% domestic minority and 2.2% international students). This is an increase of 1% from 2016 and a consistent increasing trend in enrollment over the last ten years. The percentage of domestic minority students is creating the majority of this growth, while international student enrollment has remained steady over the last several years between 2 – 2.4% of the overall student body population).

Source: Registrar's Office

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.

In 2015-16 Hope received an Innovation Fund grant through the Great Lakes College Association Global Crossroads Innovation Grant to conduct an international audit, self-study, and external review. Hope completed the Self-study of Internationalization Practices at Hope College in 2017. Dr. Deirdre Johnston, Campus Director for Great Lakes College Association Global Crossroads Mellon Foundation Grant facilitated the study, with support from the Frost Center for Social Science Research, Divisional Deans, Registrar, Campus Ministries, Office of Sponsored Programs, Development and Alumni Engagement, Student Development, Admissions, the President's Office, and Public Affairs and Marketing. The self-study identified the following steps to evaluate global partnerships:

- Evaluate status of current partnerships and build on these to maximize opportunities before adding new partnerships
- Identify resources for faculty/staff to engage in global partnerships
- Develop a strategic approach to identifying key partnerships, considering language, discipline, geography, mutual reciprocity between institutions, reputation and interest in partnering with Hope, mission to liberal arts and Christian mission

Source: Self-study of Internationalization Practices at Hope College Report. Spring 2017.

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

Not started, although the work completed through the international audit, self-study and external review provided guidance and insights on how to proceed with these discussions and decisions. The study was funded by the Great Lakes College Association Global Crossroads Innovation Grant. Dr. Deirdre Johnston, Campus Director for Great Lakes College Association Global Crossroads Mellon Grant facilitated the study, with support from the Frost Center for Social Science Research, Divisional Deans, Registrar, Campus Ministries, Office of Sponsored Programs, Development and Alumni Engagement, Student Development, Admissions, the President's Office, and Public Affairs and Marketing.

The report identifies recommendations for the academics, scholarships, and global partnerships and may provide a

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 Peoples*. 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:

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

Source: Provost Office

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.)*

The Academic Affairs Board and the Campus Life Board did not receive a formal charge in 2016-2017 to conduct this work. Given the other assessment projects underway through the Academic Affairs Board, this KPI was pushed back to allow the other efforts to come to successful completion. Although the boards did not formally take on this project this year, the Self-Study of Internationalization Practices in 2017, as referenced in 3.2.2, initiated some of this work and provided recommendations that will inform the work related to this KPI. Specific recommendations from the self-study can be received by contacting Deirdre Johnston, Campus Director for GLCA Global Crossroads Mello Grant.

Source: Provost Office.

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.

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 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.

While a specific report on college climate has not been created, campus climate and culture has become embedded in presidential communications with the greater campus community, including faculty, staff, students and trustees. Examples of this include the presidential pre-college conference addresses, staff town hall meeting and faculty meetings, board of trustee and executive committee reports, and other regular communications that address goal four of the strategic plan. Campus culture and inclusion was also part of the campus master planning process and is included in the final master plan report.

Source: President's Office

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.

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:

- Work with passionate and engaging faculty mentors;
- Collaborate with upper-level students and peers;
- Make a difference solving real-world problems, and
- 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:

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

The percentage of domestic minority and international staff and faculty in 2017 was 12% (10.9% domestic minority and 1.1% international), an increase from 2016.

It is expected that recruiting and retention efforts rolling out in support of 4.2.1 will have a positive impact on this KPI.

Source: Human Resources

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.

Planned to start in 2017-2018.

Hope continues to strive to promote a dynamic work environment and culture that is energetic, innovative, engaging, and one that also fosters health & wellness. The new and improved Hope Wellness program supports this culture by promoting motivation toward healthy lifestyles for the well-being of our team members and their families. Opportunities offered through the Wellness program include group exercise and wellness classes, monthly lunch and learn opportunities on a variety of wellness topics, the employee assistance programs, health screenings, and expanded partnerships with health and fitness resources in the community.

Source: Human Resources

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.

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 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).

2017 data was not available at the writing of this report. Please go to the Strategic Plan Dashboard on the Strategic Plan website for current data.

Source: Frost Center for Social Science Research

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).

2017 data was not available at the writing of this report. Please go to the Strategic Plan Dashboard on the Strategic Plan website for current data.

Source: Frost Center for Social Science Research

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).

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.

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.

Over the past year, the Public Affairs and Marketing and Admissions have implemented a renewed effort to grow student enrollment through an overhaul of:

- Print communications
- Email communications
- Hope's blog network (more and better content to share)
- The "top of the funnel" and lead sources to identify prospective students
- Strategic digital advertising as a lead source
- Mobile resources such as the GoHope app
- Analytics, focusing on conversion rates
- Social media engagement
- Supporting and equipping recruiters based on geographic area (such as international recruiters)

Source: Public Affairs and Marketing

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.

Source: Public Affairs and Marketing

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. A tracking system is still be investigated. Hope will establish a baseline and begin tracking progress once that process is established. Anecdotal evidence and increased strategic investment in the use of social media both indicate that we have made progress on this KPI even though a formal tracking system is not in place.

Source: Public Affairs and Marketing

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

The rate of out of region applicants has been declining. In 2017, 16.8% of applicants were out of region, compared to 17.4% in 2016 and 19.4% in 2015. (Region is defined as Michigan, Ohio, Indiana, Illinois, and Wisconsin).

As mentioned in KPI 5.1.1, Admissions and Public Affairs and Marketing are partnering to implement a renewed approach to student recruitment. This year, as this new effort unfolds, much of the social media and online advertising focuses primarily on an in-region audience. Targeted efforts are made in some out-of-region areas and may expand in the future, but this year the primary audience is in region as we is part of the effort.

Source: Admissions and Public Affairs and Marketing

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.

Source: Public Affairs and Marketing

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.

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 5.2.2 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.

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 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. The survey will be conducted again in Fall 2018 or Spring 2019 to measure impact of these programmatic changes.

Source: Alumni and Family Engagement

KPI 5.3.2 The average Alumni Involvement Rating (AIR) for all alumni will exceed 4.5

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 3.9 and the average 2017 score was 3.92.

The programmatic changes implemented based on results of the comprehensive alumni survey should positively impact the involvement rating scores.

Source: Office of Alumni and Family Engagement

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

Alumni referrals declined over the past two years. From 2015 to 2017, alumni referrals have reduced by half. Referrals are recorded on a student's application form.

Source: Admissions

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.

While not officially starting until 2018, engaging alumni and parents in career planning and internship placements was a central consideration in the preparation of the Boerigter Institute proposal.

The goal of the Boerigter Institute is to transform the college's approach to career preparation with an innovative, comprehensive framework that guides students from their first semester onward in identifying their strengths and interests and engaging them in career planning and experiential learning. It will more closely link multiple departments and programs at the college, and will focus on the needs of every student as they progress through college.

The Boerigter Institute will integrate academic and co-curricular programs either directly, by bringing them within the Institute, or indirectly through collaboration and coordination. In particular, it will coordinate the diverse academic and co-curricular programs that fall under experiential learning.

Source: Alumni and Family Engagement

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 Faculty Compensation Benchmark Committee completed the Faculty Compensation Benchmark Report in December 2016. The committee was charged to define appropriate comparison groups and recommend implementation strategies to strengthen its competitive position and achieve its desired standing in each. It is anticipated that this process can be replicated to develop other benchmark groups. The Committee did this by:

- Identifying appropriate institutional characteristics to be sought in identifying members of a comparison group for faculty compensation.
- Using 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.
- Considering establishing both peer and aspirant comparison groups. Identify the target within the comparison group to which we should aspire
- Proposing a plan for achieving the target over the next decade, establishing a timeline of targets to ensure progress ensuring that the plan is realistic and achievable, taking into account tuition levels, endowment levels, and other factors.

Please contact the Provost of President's Offices for a copy of the report or summary of findings.

Source: President's Office.

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

The Faculty Compensation Benchmark Committee Report identified strategies to achieve a target for faculty compensation. Strategies will be identified to achieve other goals following the identification of other comparison groups.

Source: President's Office

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.)*

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 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 1.4.1.

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 increased to 24.3% of the total revenue in FY17. (\$26.5M of \$108.9M budget). This has increased incrementally since the onset of the strategic plan.

Source: Business Services

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 trajectory that will reach \$350 Million by 2025. Development has implemented fundraising priorities aligned with growing the endowment, particularly in the areas of scholarship and innovation in an effort to grow endowment resources to fund the priorities of the strategic plan.

Source: Business Services

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

Contributions to annual giving in FY17 totaled \$2.78 million. The Hope Fund, Orange and Blue Fund, and special projects are designated as annual giving. This is not on track to achieve the target of \$4.1 Million by 2025. Several new initiatives were implemented to encourage participation, including a designated “Day of Giving”, crowdsourced fundraising campaigns, designated giving options, an automated phonathon, and more.

Source: Development and Alumni Engagement

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.

Additionally, the Strategic Initiative Funding process was implemented for FY2018 through which budget managers were invited to submit funding requests for projects that align with the priorities of the strategic plan. \$100,000 was available for distribution. Seven proposals were funded for \$79,500.

Source: Business Services

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.

Source: Business Services

