



Hope for the World: 2025

The Strategic Plan



Hope COLLEGE

Hope's Enduring Commitments

Mission Statement

The mission of Hope is 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.

Core Values

- To offer rigorous academic programs;
- To contribute to the body of knowledge in the academic discipline;
- To nurture vibrant Christian faith;
- To be a caring community;
- To foster development of the whole person intellectually, spiritually, socially, physically; and
- To be wise stewards of resources.

Vision

- To pursue truth so as to renew the mind, enrich the disciplines, and transform the culture;
- To inspire passion for knowledge that grows into understanding and bears fruit in wisdom;
- To be an exceptional undergraduate liberal arts college that provides excellent professional and pre-professional programs;
- To be a leading Christian college, ecumenical in character and rooted in the Reformed tradition;
- To enhance education through residential community and superior co-curricular programs;
- To embrace and nurture racial, ethnic, cultural, and geographic diversity;
- To promote faithful leadership and grateful service as manifestations of Christian commitment;
- To engage in mutually beneficial relationships with area communities, academic organizations, the Reformed Church in America, and other partners throughout the world; and
- To provide human, physical, and financial resources commensurate with outstanding programs.

Virtues

- Humility to listen;
- Hospitality to welcome;
- Patience to understand;
- Courage to challenge; and
- Honesty to speak the truth in love.

Hope for the World: 2025

HOPE COLLEGE MISSION STATEMENT

The mission of Hope is 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.

STRATEGIC PLAN VISION

Hope College will gain national and international stature as both a premier liberal arts college and a leader in Christ-centered higher education.

Hope's six strategic plan goals, each developed in concert with the College's stated mission and its founding principle "Spera in Deo" (Hope in God), will lead us to accomplish this bold strategic vision.

Goal 1: Academics

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.

Goal 2: Christian Formation

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.

Goal 3: Global Engagement

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.

Goal 4: Community

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.

Goal 5: Reputation and Influence

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

Goal 6: Value

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.

Goal 1

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: 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.

KPI 1: Near Term. 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.

KPI 2: Longer Term. 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. [Baseline: 4% lower in 2013. Source: 2013 NSSE Hope College Snapshot.]

KPI 3: Longer Term. 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 [No baseline. To be measured in a graduate or alumni survey.]

Objective 2: Students will experience excellent and cohesive advising and other academic enrichment opportunities.

KPI 1: Near Term. 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.

KPI 2: Near Term. 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. [Baseline: Presently at 90%. Comparison colleges 87% first-year, 90% seniors. Source: 2013 NSSE Hope College Snapshot]

KPI 3: Longer Term. 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. [Baseline: Significantly higher in student faculty interaction in senior year. Currently there is no difference in supportive environment at senior year. Source 2013 NSSE Hope College Snapshot.] *(Also appears in 6.2.4.)*

Objective 3: Teaching, learning and scholarship will be characterized by convergent approaches that span multiple perspectives and disciplinary boundaries.

KPI 1: Near Term. 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. [25% of 2014 graduating seniors took a course taught by instructors from multiple disciplines. Source: Frost Research Center.]

KPI 2: Longer Term. 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. [Baseline: 2013-2014 endowment value of Nyenhuis family of funds is approximately \$2 million; generates \$90,000 annually. Source: Hope College Business Office.]

KPI 3: Longer Term. 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. [No baseline data.]

KPI 4: Longer Term. 25% of first year students will report having participated in 2 or more high impact practices as reported by National Survey of Student Engagement (learning communities, service learning, research with faculty). [Baseline: 2013 benchmark data 16%. Source: 2013 NSSE Hope College Snapshot.]

Objective 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.)*

KPI 1: Near Term. 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.)*

KPI 2: Near Term. 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.)*

KPI 3: Longer Term. 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. [No baseline data. To be established in spring 2015.] *(Also appears in 6.3.2.)*

KPI 4: Longer Term. 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. [No baseline data. To be established in spring 2015.] *(Also appears in 6.3.3.)*

Objective 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.)*

KPI 1: Near Term. 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.)*

KPI 2: Longer Term. 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. [No baseline data.] *(Also appears in 2.3.2.)*

The following objectives, which appear under subsequent goals, have bearing on the academic program.

Goal 2. Objective 3.

Goal 3. Objective 3.

Goal 4. Objective 1.

Goal 2

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

KPI 1: Near Term. 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.

KPI 2: Longer Term. 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. [Baseline: Three partnerships in 2014-2015. Source: Campus Ministries.]

Objective 2: Students, faculty, and staff will be provided opportunities, support and resources to reflect purposefully and discourse charitably about the Christian faith.

KPI 1: Near Term. 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.)*

KPI 2: Longer Term. 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.

KPI 3: Longer Term. 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.

Objective 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.)*

KPI 1: Near Term. 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.)*

KPI 2: Longer Term. 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. [No baseline data.] *(Also appears in 1.5.2.)*

Goal 3

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

KPI 1: Near Term. Staff and faculty professional development plans will include educational opportunities to develop cross-cultural perspectives and proficiencies. *(Also appears as 4.1.3.)*

KPI 2: Longer Term. 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. [No baseline data. To be established in spring 2015.]

KPI 3: Longer Term. 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.” [Baseline: Significantly below comparison group. Source 2013 NSSE Hope College Snapshot.] *(Also appears as 4.1.5.)*

KPI 4: Longer Term. 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. [Baseline: Currently higher in cognitive knowing, interpersonal social responsibility; same in intrapersonal identity, intrapersonal affect; lower in cognitive knowledge, interpersonal social interaction.]

KPI 5: Longer Term. The percentage of domestic minority and international students will increase to 20% in the next ten year period. [Baseline: 2013-2014 --15%] *(Also appears in 4.2.6.)*

Objective 2: The advancement of cross-cultural learning and global engagement will be the shared responsibility of all divisions and departments.

KPI 1: Near Term. Criteria and protocols will be formalized for the establishment and assessment of global partnerships in locations deemed critical to institutional and student success.

KPI 2: Near Term. Every department, office and division will develop and report strategies to support this strategic goal and its objectives.

Objective 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.

KPI 1: Near Term. 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.)*

KPI 2: Longer Term. 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. [Baseline: 51% in 2014 graduating class. Source: Registrar’s Office.]

KPI 3: Near Term. 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.)*

Goal 4

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 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.

KPI 1: Near Term. 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.

KPI 2: Near Term. 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.)*

KPI 3: Near Term. Staff and faculty professional development plans will include educational opportunities to develop cross-cultural perspectives and proficiencies. *(Also appears as 3.1.1.)*

KPI 4: Near Term. 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.)*

KPI 5: Longer Term. 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." [Baseline: Significantly below comparison group. Source: 2013 NSSE Hope College Snapshot.] *(Also appears as 3.1.3.)*

Objective 2: Recruitment, retention and vendor strategies will employ best practices in developing a diverse and inclusive community.

KPI 1: Near Term. Hiring managers will be trained and equipped to recruit diverse applicant pools.

KPI 2: Longer Term. 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. [Baseline: No baseline. To be established by spring 2015.]

KPI 3: Near Term. The college will implement a program to identify and invite minority- and women-owned businesses to participate in RFP processes and seek vendor opportunities.

KPI 4: Longer Term. Retention and graduation rates of degree-seeking students in each demographic sector (domestic minority, international, first generation, low SES) will be consistent with college-wide rates. [Baseline: First-year retention is 88%. Retention for identified sectors is slightly lower than average. Four-year graduation is 67%. Four-year graduation rate for identified sectors are 13-22% lower than average. Source: Frost Research Center.]

KPI 5: Longer Term. The percentages of domestic minority and international staff and faculty will increase annually. [Baseline: 3.4% Resident and Non Resident Aliens; 8.4% Domestic Minority; 11.8% total base. Source: November 2014 IPEDS: Human Resources.]

KPI 6: Longer Term. The percentage of domestic minority and international students will increase to 20% in the next ten year period. [Baseline: 2013-2014 -- 15%]. (*Appears in 3.1.5.*)

Objective 3: Assess, address and promote a campus culture where each person can flourish.

KPI 1: Near Term. 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. This KPI will be replaced with a long term KPI once accomplished

KPI 2: Near Term. 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.*)

KPI 3: Longer Term. 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. [No baseline data. To be established by spring 2015.]

KPI 4: Longer Term. The percentage of first year and seniors across each demographic sector (domestic minority, international, first generation, low SES) who rate their satisfaction with their overall educational experience as "good or excellent" will exceed that of the national comparison group. [Baseline: 95% for Hope seniors, 90% for comparison group. Source: 2013 NSSE Hope College Snapshot.]

KPI 5: Longer Term. The percentage of first year and seniors across each demographic sector (domestic minority, international, first generation, low SES) who indicate that they would enroll again at Hope College will exceed that of the national comparison group (as measured by NSSE). [Baseline: 88% for Hope seniors, 83% for comparison group. Source: 2013 NSSE Hope College Snapshot.]

KPI 6: Longer Term. 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. [No baseline. To be established by spring 2015.]

Goal 5

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

Objective 1: Hope's reputation, relationships and influence with vital stakeholders will grow through the effective communication of our differentiating strengths and achievements.

KPI 1: Near Term. 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.

KPI 2: Near Term. Every public-facing department will develop an integrated communication plan in partnership with Public Affairs and Marketing.

KPI 3: Longer Term. 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. [No baseline.]

KPI 4: Longer Term. Increase the percentage of student applicants from outside the region to 30% over the next ten years. [Baseline: 20% of applicants for 2015-2016 incoming class from outside the Midwest (Michigan, Illinois, Indiana, Ohio, Wisconsin). [Source: Admissions Office]

KPI 5: Longer Term. 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. [No baseline.]

Objective 2: Longer Term. 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.

KPI 1: Longer Term. National and international media coverage featuring the strengths of Hope's academic program and faculty expertise will increase annually. [No baseline.]

KPI 2: Longer Term. Increase to 15 per year the number of national and international media outlets featuring faculty and staff experts on matters related to Christian faith. [Baseline: Increase from 3 annually. Source: Public Affairs and Marketing.]

KPI 3: Longer Term. 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. [No baseline.]

KPI 4: Longer Term. 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.

Objective 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.

KPI 1: Longer Term. The college will provide services and programs important to alumni as identified and measured by a comprehensive alumni survey.

KPI 2: Longer Term. 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.]

KPI 3: Longer Term. Alumni and parent referrals of prospective students will increase annually, with a focused effort to support admissions recruiting priorities. [No baseline.]

KPI 4: Longer Term. Beginning in 2018, the number of alumni and parent provided leads and opportunities for student internships and new graduates' employment will increase annually. [No baseline.]

Goal 6

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

KPI 1: Near Term. Determine process to establish appropriate peer and aspirant comparison groups.

KPI 2: Near Term. Identify gaps between Hope and comparison groups and develop plans to assess the gaps.

KPI 3: Longer Term. Prioritize the gaps we discern and identify appropriate KPIs to assess our progress toward closing the gaps.

Objective 2: The College will plan enrollment to the number of students that can be supported by staffing and infrastructure to achieve desired student outcomes.

KPI 1: Longer Term. First-year retention rates will reach 91% and four-year graduation rates will reach 71% over the next ten years. [Baseline: 2013 first-year retention is 88%. Four-year graduation is 67%. Source: Registrar's Office.]

KPI 2: Longer Term. 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. [Baseline: 95%. Source: Office of Alumni and Parent Relations.]

KPI 3: Near Term. 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.)*

KPI 4: Longer Term. 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. [Baseline: significantly higher in student faculty interaction in senior year. Currently there is no difference in supportive environment at senior year. Source: 2013 NSSE Hope College Snapshot.] *(Also appears in 1.2.3)*

KPI 5: Near Term. 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.

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.)*

KPI 1: Near Term. 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.)*

KPI 2: Longer Term. 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. [No baseline. To be established in spring 2015.] *(Also appears in 1.4.3)*

KPI 3: Longer Term. 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. [No baseline. To be established in spring 2015.] (*Also appears in 1.4.4.*)

Objective 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.

KPI 1: Longer Term. Non-tuition-room-and-board revenue sources will increase as a percentage of the college’s operating budget over a ten year period. [Baseline: 2014-2015 percent of non-tuition-room-and-board revenue sources of the total revenue budget is 23%. Source: Business Services]

KPI 2: Longer Term. 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. [Baseline: January 2015 value \$200 million. Assumes average annual rate of return of 7%, draw of 4.5%, and new contributions of \$80 million over the next ten years. Source: Business Services]

KPI 3: Longer Term. Annual contributions to the Hope Fund will increase to \$4.1million utilizing re-envisioned annual giving strategies supporting this strategic plan. [Baseline: 2015 Hope Fund goal is \$2.9 million. Assumes an increase in giving of 3.5% per annum. Source: Business Services.]

Objective 5: Resource allocation and prioritization decisions will support this strategic plan while retaining flexibility and nimbleness to respond to opportunities and challenges.

KPI 1: Near Term. Budget managers will identify opportunities to prioritize resources to support the goals and objectives of this strategic plan.

KPI 2: Near Term. Relevant departmental programming priorities and annual operating budgets will be aligned to support the goals and objectives of the strategic plan.

ATTACHMENTS

ATTACHMENT 1

Strategic Planning Steering Committee

Hope College President John C. Knapp appointed a committee of faculty, staff, trustees and students to oversee the strategic planning process. The charge for this group was to:

- Engage the campus in assessing and evaluating the college on areas of strategic significance in the next ten years;
- Recommend overarching goals that will guide the college's strategic decisions; and
- Develop a strategic plan with both short and long term initiatives that will allow the college to achieve the vision for increased national and international stature as both a premier liberal arts college and leader in Christ centered higher education.

Committee Members

John Knapp, Co-Chair, President

Nancy DeWitt, Co-Chair, Trustee

Mary Bauman, Board Chair & Trustee

Tom Bylsma, CFO

Jennifer Fellingner, VP of Public Affairs & Marketing

Richard Frost, VP of Student Development

Jason Gillmore, Faculty: Natural Sciences & Chemistry

Aaron Goodyke, Student representative

Alfredo Gonzales, Dean for International & Multicultural Education

Dan Gordon, Trustee

Mike Jipping, Faculty Moderator & Computer Science

Fred Johnson, Faculty: Humanities & History

Trygve Johnson, Dean of the Chapel

Huw Lewis, Faculty: Arts & Music

Lori Mulder, Director of Human Resources

Jeff Puckett, VP of Development & Alumni Engagement

Rich Ray, Provost

Mary Remenschneider, Director of Strategic Initiatives

Santiago Rios, Student representative

John Ruiter, Director of Development

Daria Solomon, Student representative

Sonja Trent-Brown, Faculty: Social Sciences & Psychology

Bill Vanderbilt, VP of Admissions

ATTACHMENT 2

Strategic Plan Definitions

Mission Statement

Hope's mission statement defines our reason for being; who we are, what we do, why we do it, and who we serve. Hope's Christ-centered mission is the guiding principle for the strategic plan vision, goals and objectives.

Strategic Plan Vision

Hope College's strategic planning process is guided by a vision statement which establishes an inspirational and aspirational future state for the college. Building on the strength of the past and present and the potential of the future, the vision statement appeals to our common values and challenges us to hope and dream for a better future. Anchored in our historic Christian mission, the plan is a roadmap to achieve the vision set forth as our guide.

Goals

Goals drive the strategic planning preparation. In Hope's strategic plan, the goals are aspirational, qualitative statements of a desired future state for Hope College. They are founded in the college's mission and the strategic plan vision. The goals provide the consistent framework that organize and prioritize the details of the strategic. Each goal is clear, inspirational and aspirational, and can be supported by measurable objectives. While some elements in the strategic plan will be flexible and may change over the course of the strategic plan, the goals, the destination we are traveling toward, will remain constant.

Objectives

Objectives define steps toward the attainment of the identified goals. Objectives drive strategy development by identifying what is to be achieved. Objectives can be measured with appropriate performance indicators, they can be accomplished within a given timeframe, and they challenge the college to focus on significant improvements and adjustments that will bring the college closer to achieving the strategic goals.

Key Performance Indicators (KPIs)

A key performance indicator (KPI) is a metric used to evaluate factors that are crucial to the success of the college and the accomplishment of objectives. KPIs will be used to produce data and dashboards for monitoring progress. They may change over the life of the plan in response to progress, changes in resource levels, emerging campus priorities, or other unknown factors. Specific completion dates will be assigned to KPIs as the tactics are developed; but for purposes of this document they are organized into two categories:

Near Term = To be conducted and/or completed in the first three years of the strategic plan; often to establish baseline research or operational strategies and tactics. Near Term KPIs may be replaced with new KPIs once completed.

Longer Term = To be conducted and/or completed over a longer period or for the entirety of the plan or initiated after three years of implementation.

ATTACHMENT 3

Glossary of Terms

Alumni Involvement Rating - Internally developed predictive modeling tool used to measure alumni engagement/involvement.

Best Value - A dual commitment and aspiration to high quality and comparatively lower cost among the nation's premier liberal arts colleges.

Campus Master Plan - A campus master plan is designed to support the mission of the college by establishing a unifying framework for the campus that aligns with the college's strategic plan. Its goal is to preserve the historic identity of our campus while planning for careful stewardship of future investments in facilities and land.

Comparison Groups - A listing of institutions Hope sees as its peers, or aspirational peers, in one or more factors or categories.

Convergent Approaches - A broad rethinking of how knowledge can be taught, learned and furthered that capitalizes on collaboration among and integration of a range of disciplinary approaches that were originally viewed as separate and distinct.

Covenant Partnership - Mutual relationship between a local congregation and Hope College Campus Ministry Office. Hope has three partnerships at present - Pillar Church, Engedi Church, and St. Francis deSales Catholic Church.

Cross-Cultural Proficiency/Perspectives - Knowledge, values, and behavior that hold culture and other diversity factors in high esteem, including use as an organizing frame of reference and foundation to understand relationships between individuals, groups, organizations, systems, etc. A culturally proficient individual or institution establishes and promotes authentic relationships with people from different backgrounds, implements culturally inclusive policies, practices and procedures, models behaviors that exemplify best practices for inclusion, and makes adjustments as needed to foster continuous growth.

Ecumenical - A Trinitarian understanding of the Christian Church as shared by Catholic, Orthodox, and Protestant traditions. Hope has long been an ecumenical Christian community affiliated with the Reformed Church in America. This is reflected in the composition of Hope's faculty, which represents a breadth of Christian traditions, and in our desire to welcome both Christian and non-Christian students.

Faith Formation - The ongoing experience of deepening an understanding of and commitment to the Christian faith through educational and enrichment opportunities. This encourages and nurtures a faith that believes, serves, and honors God's self-revelation in the person of Jesus Christ.

Global Institutional Partnerships - Formal agreements between Hope College and international universities and consortia designed to mutually advance each other's teaching, learning, research, and - where applicable - faith formation missions.

Global Perspectives Inventory - An evaluation tool that measures global and holistic student learning and development and student experiences and perceptions of their campus environment. The GPI measures how students think, views themselves as persons with a cultural heritage, and relate to others from other cultures, backgrounds and values.

Graduation Rate - Percentage of first-time, first-year students who complete their curricular and program requirements within 4, 5 or 6 years.

Great Place to Work® Trust Index© Employee Survey - A standardized and reliable instrument developed by the Great Place to Work Institute to measure the 5 dimensions of trust within an organization: Credibility, Respect, Fairness, Pride and Camaraderie

Inclusive/Inclusion - The act of ensuring that all members of a community have equal access to the benefits inherent to that community, and that the flourishing of any individual or group is not prevented by policies or practices that privilege one group to the exclusion of another.

Learning Commons - A physical space collocating academic support services and enabling constructive overlap and synergy.

National Survey of Student Engagement (NSSE) - A survey Hope and many other institutions have long used to assess a range of student self-reported attitudes and experiences related to engagement and high-impact learning practices. First-year students and graduating seniors are surveyed; see <http://nsse.iub.edu/html/about.cfm>.

Nyenhuys Funds - Internally awarded endowed research funds for faculty and student-faculty collaborative scholarship awarded on a competitive basis for proposals submitted to the Deans Council and Status Committee.

Out(side) of Region - Geographic locations outside the Midwest (Michigan, Illinois, Indiana, Ohio and Wisconsin).

Professional Development Plan – A professional development plan documents skills, competencies and accomplishments faculty and staff will need in order to support continuous improvement and career development.

Public-Facing Department - Departments whose primary functions include regular engagement with audiences outside the Hope College campus.

Retention Rate - Percentage of students who are enrolled at the end of one academic year and again at the beginning of the next academic year.

RFP Processes - Request for Proposal; a process whereby a vendor can bid on offering goods and services to the college.

SES - Socioeconomic status. Low SES is defined as Pell Grant Eligible.

Shared Governance System - The internal policy-making process comprised of elected, appointed, and ex officio committee members with representation by students, staff, faculty, and administrators, as outlined in the faculty handbook.

The Hope Fund - Hope's annual fundraising campaign to provide revenue that supports a portion of the college's annual operating budget.

Vocation - Our response to God's call to be faithful in the living of our lives, including our work lives as is understood in Christian theology. Other religious and philosophical traditions also speak of calling or vocation as a meaningful use of one's talents and interests. Yet in today's everyday usage, vocation has lost much of this richer meaning and is virtually synonymous with words like occupation and career. Hope students should encounter specifically Christian understandings of vocation, but should also discern and develop their own sense of purpose in life, whether Christian or otherwise.

ATTACHMENT 4

Strategic Planning Timeline

Pre-Planning

August – September, 2013

- Administrative Council Strategic Planning Retreat
 - Review “Hope in the Millennium Strategic Plan”
 - Identify future internal and external threats and opportunities
- Director of Strategic Initiatives appointed in the President’s Office

October – November, 2013

- Identify strategic themes to guide strategic planning process
- Develop philosophy and timeline for strategic planning process

December 2013

- Board of Trustee retreat
 - Approval to initiate strategic planning process
 - Approval of strategic vision statement
 - Approval of three trustees to serve on the Strategic Planning Steering Committee (SPSC)
- Campus communications regarding strategic planning process
- Assembly of the SPSC

Environmental Assessment

January – February, 2014

- Interactive work session at the Board of Trustees January meeting
- SPSC initiate work
- Creation of study groups to assess ten thematic issues
 - Academic Distinctiveness
 - Alumni Engagement
 - Campus Community
 - Campus Infrastructure and Resources
 - Christian Formation
 - Co-Curricular Experience
 - Competitive Positioning and Reputation
 - Enrollment and Student Profile
 - Global Hope
 - Talent Recruitment and Retention
- Multiple campus meetings to share information introducing the strategic planning process and develop questions for study groups to consider during their assessment process

March 2014 – June, 2014

- Study Group assessments, including both internal and external evaluation of strengths, weaknesses, opportunities and threats to the college
 - Study groups utilized expert visits, interviews, site visits, best practice research, surveys, and focus group discussions
 - Resulted in ten comprehensive reports that identified top priorities for consideration in a strategic plan
 - Reports were presented to the SPSC and the Board of Trustees

- Design and implementation of a multi-constituent survey to understand strategic priorities of faculty, staff, students, alumni, parents, and trustees. (4944 surveys were completed)
 - Developed, administered and analyzed in partnership with the Frost Research Center
 - Reports prepared and presented to multiple campus constituents, the SPSC, and the Board of Trustees
 - Reports were also provided to the Alumni Association Board of Directors and the Parents' Council
- Board of Trustee spring meeting progress report

Goal Development

July – October, 2014

- SPSC Goals Retreat to identify significant themes from the study group reports
- SPSC writing team tasked to construct the six goals of the strategic plan
- Campus and Board of Trustee communication to share a planning progress update
- Presentation of the recommended strategic goals with the Board of Trustees with opportunities for discussion and feedback prior to the board meeting through conference calls and personal conversations.
- Board of Trustees approved the goals at their fall meeting
- Presentation of the goals to the campus community following board approval, including a process update on the next phase of strategic planning.
- Presentation to the Alumni Association Board of Directors and Parents' Council at their fall meetings.

Objective and KPI Development

November 2014 – January 2015

- Presidential Colloquium and small group strategic planning discussions open to the entire campus community
- SPSC writing teams, supplemented by a few members of the campus community
- SPSC revised drafts prepared by writing teams
- Decision made to extend strategic planning process through April 2015
- Progress report at the Board of Trustee Executive Committee meeting as well as January board meeting

Writing the Strategic Plan

February – April, 2015

- SPSC wrote first draft of the strategic plan
- Cost analysis of strategic planning priorities
- Campus Comment Period - presented draft to the campus community and solicited feedback for the first two weeks in March
 - Encouraged feedback through an online feedback form
 - Hosted eight meetings for faculty, staff and students to ask questions and share thoughts
 - Presented at governance committee meetings
 - Presented to Parents' Council
- Rewrote draft using feedback from the campus input
- Presented draft to the Executive Committee of the Board of Trustees
- Presented final draft to the Board of Trustees and host informational webinars prior to the spring board meeting
- Strategic Plan affirmed by the Board of Trustees on April 30, 2015.