



2023 STRATEGIC ENROLLMENT MANAGEMENT PLAN: FORMATIVE ASSESSMENT REPORT



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WHAT IS SEMP?

The Strategic Enrollment Management Plan (SEMP) was created to enable distinct learner-ready strategies by harnessing strengths and resources from across Grand Valley State University. This annual report is written to reflect the work of countless faculty, staff, and administrators who have engaged in action-oriented change for creating the conditions for success for all of our students.

SEMP is built around outlined university-wide goals and objectives which are supported by 16 transformation teams, led by change agents, as well as plans from every college.

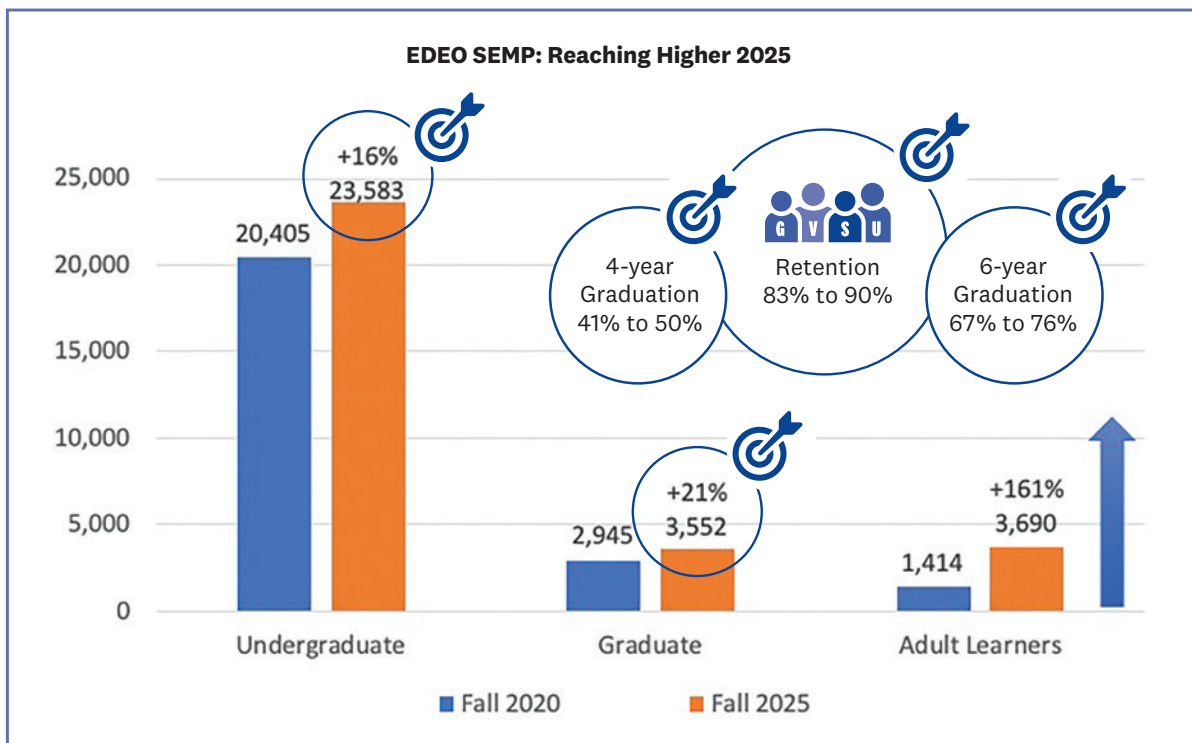
This report makes explicit our living roadmap to date by highlighting progress on strategies, identifying ongoing efforts, noting gaps, and telling stories. It is both an acknowledgment of the need for continual effort and a celebration of what we have achieved so far.

Thank you for your continued work and collaboration.



GOALS

The SEMP was developed “from the bottom up”. The participants collaborated to identify subpopulations of interest and benchmarks for enrollment progress. Benchmarks were assessed and goals were set within each subpopulation. The result of attaining those goals can be estimated and is useful as a university-wide illustration of the SEMP’s impact, but it is still imperative to remember that these are the result of goals that are attuned to the needs of identified subgroups of learners. When SEMP goals are reached, we could expect overall enrollment in fall 2025 to be around 23,500 undergraduates and 3,500 graduate-level learners for a total near 27,000 learners. First Time in Any College (FTIAC) learners graduation rates would increase by 7 percentage points to 90%, and graduation rates would increase to 50% after four years and 76% over six years. The diversity of our learners would be much broader, and GVSU will have developed a well-earned reputation as a learner-centered and learner-ready university.



The subpopulation goals are ambitious, measurable, and transparent. They consider both recruitment and retention as vital components of enrollment within the identified subpopulations. On the **recruitment side**, subpopulation goals call to increase the number of learners who apply for admission, the number offered admission, and the number who attend GVSU. On the **retention side**, SEMP calls for increases in the percentage of new students who remain at GVSU through their first year, and the elimination of demographic gaps in that percentage. Similarly, subpopulation goals call for improvement in the percentage of students in each subpopulation who graduate from GVSU within 4, 6, and 7 years, with no demographic gaps in those graduation rates.

GOALS (CONTINUED)

The recruitment goals were developed with the premise that SEMP efforts can simultaneously increase the number of learners who want to apply to GVSU, the proportion of applicants who are admitted, and the share of admitted learners who choose to attend. Those three conditions create a synergy, where the number of admissions grow faster than the number of applications, and the number of new enrollees grows faster than the number of admissions.

The retention goals were guided by two fundamental intentions: that GVSU students' retention should be at least as good as that of students at our most salient competitor; and that there should be no effective differences in GVSU retention and graduation among demographic groups. Combined, these principles call for GVSU to assure that 90% of our fall FTIACs return for their second GVSU year, and for that rate to apply within each of our FTIAC subpopulations by 2025. Similarly, we should guide at least half of our FTIACs to successfully complete their GVSU bachelor's degree within four years, irrespective of demographic background, and for 76% to graduate within six years of entry. For our non-FTIAC subpopulations (for which external benchmarks are less available), we selected goals that were comparably ambitious to the FTIAC goals.



HOW TO READ THE GOAL/PROGRESS TABLES:

In this report we have provided a summary table displaying certain information about each subpopulation’s goals and progress to date. Each section of the report begins with a table that looks similar to the following.

In each case, the baseline values were established in Fall 2020, and are set at the most recent value that was available at that time. The 2025 goals are also displayed, along with the overall percentage change required to meet each goal (labeled “Proposed Change”).

	APPLICATIONS	ADMITS	NEW ENROLLEES	FIRST-YEAR RETENTION	4-YEAR GRADUATION	6-YEAR GRADUATION	7-YEAR GRADUATION
BASELINE VALUE	17,683	13,535	3,886	83.0%	41.3%	67.4%	69.3%
2025 GOAL	18,567	14,889	4,467	90.0%	50.0%	76.1%	78.0%
PROPOSED CHANGE (BY 2025)	+5%	+10%	+15%	+7%	+9%	+9%	+9%
CHANGE (2020 TO PRESENT)	+36%	+57%	+3%	-5%	+8%	-2%	-1%
2023 VERSUS 2022	+59%	+62%	+3%	-5%	+5%	-1%	-3%

Current progress is reported in two ways.

One row shows the change from the 2020 baseline to the present value, while the following row shows the change that has occurred in just the last year. This allows readers to consider both overall progress and the most current trend for each measure.

What follows is a detailed walkthrough of the data in the shaded column, to help readers understand the data presented.

BASELINE VALUE	17,683	This is the number of applications for this group in Fall 2020, the most recent data that were available when the SEMP was created. This is the baseline from which progress towards the SEMP applications goal for this subpopulation will be measured.
2025 GOAL	18,567	This is the target number of applications set for this subpopulation at the end of this SEMP. If the number of fall 2025 applications for this subpopulation is at least 18,567 the goal will have been successfully achieved.
PROPOSED CHANGE (BY 2025)	+5%	This is the percentage change between the baseline and the 2025 goal. In this case, it is: $(18567 - 17683) / 17683 = 5\%$
CHANGE (2020 TO PRESENT)	+36%	This is the percentage change between the baseline value and the most current measurement at the time of this report. In this case, the most current value is 24,098 (for Fall 2023, measured 2/13/23), so the value is: $(24098 - 17683) / 17683 = 36\%$ In cases like this where the value is larger than the proposed change, that indicates that the 2025 goal has already been exceeded. If the number shown has a negative value, it would indicate that the current value is less than the baseline value and that no net progress has occurred toward the goal.
2023 VERSUS 2022	+59%	This is the percentage change that has occurred over the one year leading up to the current measurement. As noted directly above the most current value in this case is 24,098. One year before that, we had 15,188 applications submitted for fall 2022 by 2/14/22. So the annual change is: $(24098 - 15188) / 15188 = 59\%$ Since the denominators are different, comparing the overall percent change value to the 2022 vs 2021 change can be a little complex, but the most useful interpretation is this: if the annual value is higher than the overall value, it indicates that progress toward the goal is accelerating, that the SEMP interventions are increasingly leading toward the proposed outcome.

FIRST TIME IN ANY COLLEGE LEARNERS

	APPLICATIONS	ADMITS	NEW ENROLLEES	FIRST-YEAR RETENTION	4-YEAR GRADUATION	6-YEAR GRADUATION	7-YEAR GRADUATION
BASELINE VALUE	17,683	13,535	3,886	83.0%	41.3%	67.4%	69.3%
2025 GOAL	18,567	14,889	4,467	90.0%	50.0%	76.1%	78.0%
PROPOSED CHANGE (BY 2025)	+5%	+10%	+15%	+7%	+9%	+9%	+9%
CHANGE (2020 TO PRESENT)	+50%	+71%	+28%	-8%	+8%	+2%	-2%
2023 VERSUS 2022	+54%	+49%	+25%	-3%	0%	+4%	-1%

Progress on recruitment goals has been much greater than the proposed increase, and the 2025 goals for applications, admits, and new enrollment have already been exceeded. Progress on the retention side has not yet occurred, with rates sliding in the first few years of the plan. Four-Year Graduation rates are approaching the goal, and six-year rates have improved modestly. Seven year rates have declined by 2%, although it is far too soon for the plan to affect those measurably.



FIRST TIME IN ANY COLLEGE LEARNERS

RECRUITMENT STRATEGIES

	RECRUITMENT STRATEGY	COMPLETED PERCENTAGE
1	Use Predictive Analytics and Artificial Intelligence to identify learners most likely to move through the enrollment funnel and for accurate forecasting. Additionally, use financial aid optimization to ensure that packaging supports recruitment strategies and subpopulations.	80%
2	Review AP policy to see if GVSU is in line with national trends in terms of total number of credits allowed.	50%
3	Explore options to offer housing scholarships, since we now require learners to live on campus, for learners who need it.	50%
4	Create “microscholarships” for when learners do things early on with GVSU (attend football game, Girls of Color Summit, and other DEI or TRIO based opportunities) or do other sponsored GVSU events or GVSU related activities (summer camps, etc.) at any time from junior high through high school. GVSU would have a tracking system and then when they finally come to GVSU, they can “turn in” their voucher for a scholarship for their first semester. Something similar to this program: http://prepare.admission.ucla.edu .	100%
5	Create an internal dashboard with data so Enrollment Development can easily track and receive reports to be more strategic with their planning and follow up.	50%
6	Explore a “portal” of sorts that is easy for incoming learners to use (not overwhelm them) and understand and create a checklist for them within this portal.	20%
7	Create a parent portal so they can be educated, stay informed, and stay connected.	20%
8	Create more incentives for our charter school learners (free application, free special visit day each year they are in high school and/or middle school, swag). Scholarships for GVSU charter school learners.	100%
9	Create a summer bridge program.	100%
10	Design a scholarship strategy that meets market expectations and aligns with institutional enrollment priorities. Implement financial aid leveraging.	100%
11	Develop a need-based financial aid strategy and campaign. Offer free tuition for families with \$50,000 or less household incomes. Look at more scholarships by geographic area. Have a GVSU Grand Valley Pledge.	100%
12	Develop an Early Recruitment Strategy.	20%
13	Utilize MyCollegeRoomie connection and find a roommate before you come.	100%

RECRUITMENT STRATEGIES (CONTINUED)

	RECRUITMENT STRATEGY	COMPLETED PERCENTAGE
14	Create a unified brand strategy (one GVSU voice). Ensure consistency with communications and marketing from all of GVSU. Involve many audiences in the CRM process to assist with this.	50%
15	Evaluate current advising, registration, and orientation program and make recommendations for improvement.	90%
16	Promote the Be a Laker, Bring a Laker program.	100%
17	Send GVSU swag with acceptance letter to put on social media.	0%
18	Develop a more sophisticated marketing approach and deliver a more customized experience to grow a larger applicant pool to include a social media campaign with admitted learners, a video on how to apply to GVSU, a podcast that addresses different Q and As — involve current learners with different tips, and an easier way for learners to log about their experiences and visits to campus.	0%
19	Permanently fund the Lakers Go Abroad Scholarship to give 100 new freshman each year a \$2,000 scholarship towards a study abroad program during their UG career. (This program has been extremely successful, but funding will expire this year.)	50%
20	Continue open study abroad policy to allow flexibility in choice to students interested in studying abroad.	0%



RETENTION STRATEGIES

	RETENTION STRATEGY	COMPLETED PERCENTAGE
1	Develop a plan to meet NACADA advisor- ratio of 1:300-350.	75%
2	Continue to develop or improve programs such as the Student Academic Success Center (SASC) scholars program for learners who get off track academically during their first year. Expand the program for learners in any year at GVSU.	75%
3	Identify high DFW rate courses and work with faculty to improve success in those courses, through course redesign, tutoring, and other initiatives.	75%
4	Increase learning and living-learning community opportunities.	50%
5	Explore an organized and collaborative first-year experience, possibly grouping learners by the sub-populations named in this report.	25%
6	Develop an expanded Student Success Office to coordinate and support success programs and initiatives.	10%
7	Continue to expand use of the early alert efforts through CARE and Navigate, and develop effective outreach processes for learners who need support.	100%
8	Continue to train faculty and staff across campus on how to utilize Navigate, to quickly identify learners who need additional support.	25%
9	Create a Reading Center on campus to support all learners, including international learners, second language learners, learners with demonstrated reading support needs, etc.	100%
10	Have intrusive advising for all learners, with campaigns targeted to the various subpopulations.	50%
11	Add cultural competence/intelligence (Native American, first generation, DACA, Latinx, and others), sensitivity training regarding food insecurity, LGTBQIA+, “Green Zone” training (for working with veterans), and generally more inclusion and equity training to new faculty orientation and to adjunct orientation/training.	60%
12	Implement a program to reach out to learners with 100+ credits to ensure they are on track to graduation and to remove final barriers to completion.	25%
13	Review the graduation audit process and develop a process that does not wait for the student to submit a graduation application.	25%

Grand Valley Pledge expands

Last year, university leaders expanded a tuition-free program that opens its doors to any qualified Michigan student who wants to enroll at the university.

The [Grand Valley Pledge](#) awards full undergraduate tuition (renewable for four years) to qualified students who have a family income of less than \$50,000. It is available to new first-year or transfer students. When the program was announced in 2021, it initially included students in six counties where Grand Valley had a presence.

President Philomena V. Mantella said the program aligns with the university's mission of increased access and breaks down a common barrier for many FTIAC students: affordability.

"We never want finances to be a barrier that stops students from moving forward," Mantella said. "I am so pleased Grand Valley is able to expand its access to all Michigan students who want to go to college. Talented students with a passion for learning belong at GVSU."



ADULT AND NONTRADITIONAL LEARNERS

	APPLICATIONS	ADMITS	NEW ENROLLEES	FIRST-YEAR RETENTION	4-YEAR GRADUATION	6-YEAR GRADUATION	7-YEAR GRADUATION
BASELINE VALUE	691	444	267	69.5%	38.2%	52.0%	47.8%
2025 GOAL	4,146	2,664	2,000	80.0%	45.0%	70.0%	78.0%
PROPOSED CHANGE (BY 2025)	+500%	+500%	+649%	+11%	+7%	+18%	+30%
CHANGE (2020 TO PRESENT)	+44%	+28%	+12%	+1%	+10%	-5%	-5%
2023 VERSUS 2022	+75%	+8%	+10%	+3%	+27%	+14%	+1%

Through fall 2023, there has been progress towards the shorter-term SEMP goals. Applications, admissions, and enrollment have all shown increases, although progress has been short of the ambitious SEMP goals. Retention has improved slightly, and the most recent four-year graduation exceeds the 2025 goal. Longer-term graduation rates have declined slightly, but it is far too soon in the plan to affect those measurably.



RECRUITMENT STRATEGIES

	RECRUITMENT STRATEGY	COMPLETED PERCENTAGE
1	Provide credit for previous work experiences where applicable. Promote all opportunities for prior learning including, but not limited to, CLEP testing, military credit, institutional placement tests, etc.	100%
2	Centralize all admissions website information pertaining to adult/nontraditional learners, including transfer and online degree completion.	75%
3	Review and modify orientation content. Develop content that is program specific (required coursework, GPA requirements, etc.) and additional content for general university life to successfully navigate their education.	100%
4	Create marketing materials for employers and other community stakeholders to attract new learners.	55%
5	Develop more profiles to be featured in marketing campaigns to show a variety of circumstances and degree options.	75%
6	Implement an outreach model to ensure recruitment of learners that identify as pregnant or parents.	50%
7	Clearly identify which programs and areas of study are friendly for all adult learners; including, nontraditional and learners who are pregnant/parents.	100%
8	Create opportunities to connect with learners at the community college level to leverage the Future for Frontliners (Michigan, 2020) and Michigan Reconnect scholarships.	50%
9	Review need-based aid policies with this population in mind.	75%
10	Partner with employers to negotiate tuition reimbursement or financial support options.	25%
11	Allow degree holding students to return to earn certificates/badges; currently only available to degree-seeking students (non-LEADS options)	100%
12	Make Financial Aid/Support resources more visible.	75%

RETENTION STRATEGIES

	RETENTION STRATEGY	COMPLETED PERCENTAGE
1	Continue to support the LEADs program for the adult/nontraditional population, including adding additional certificate options to the major.	80%
2	Expand the emphasis on adult degree completion to other majors beyond integrative studies (as appropriate).	80%
3	Make it easier for adult/nontraditional learners to navigate the GVSU system by reviewing and revising processes for readmission or reentry (for learners who have been out of school for two or more semesters).	60%
4	Create an undergraduate policy for evaluating prior learning for credit.	100%
5	Ensure prompt processing of the awarding of transfer credit equivalency.	80%
6	Align course offerings to the labor market.	100%
7	Provide career coaching to learners who are completing a degree or microcredential, including options for continued learning.	20%
8	Create a well-defined communication plan for sharing information and resources with adult/nontraditional learners to also include learner parents (those responsible for the care and well-being of a dependent child).	50%
9	Create targeted advertising around services and information available for adult learners and learners with children. Reimagine promotional materials to include learners with their children.	60%
10	Explore a variety of financial supports for adult/nontraditional learners including pregnant and parenting learners.	20%
11	Formalize a learner parent advocate role with funding streams through the Gayle R. Davis Center for Women and Gender Equity that works in collaboration with Adult and Continuing Studies.	20%
12	Promote availability of adult and learner parent focused advising support services available through the Center for Adult and Continuing Studies.	60%
13	Grow resources for learner pregnant/parents to potentially include child friendly study spaces, a playground, family housing (on-campus OR identify best place for off-campus), donors, etc.	20%
14	Liaise with local childcare providers to obtain vouchers for student parents and save reduced or free spots at the Children's Enrichment Center.	80%
15	Identify and help learner parents access infant care resources.	40%
16	Utilize syllabi language and rights and responsibilities information for learners who are pregnant and parenting and share broadly.	40%
17	Increase internal assessments/evaluation of the needs of learners within this population.	60%

Students can quickly get into jobs they want via new degree program – Bachelor of Applied Science will launch in Fall 2023

The strategies involved in recruitment and retention of adult or nontraditional learners are as diverse as the students themselves.

The new Bachelor of Applied Science (BAS) degree program launched in February. It is designed for students who completed an associate of applied science (AAS) degree and want to strengthen their academic skills to take the next step in their careers.

Melanie Shell-Weiss, associate dean for Brooks College of Interdisciplinary Studies, said the BAS program will follow the success of the [LEADS program](#), which launched in 2020.

“We followed best-practice recommendations about how to support student persistence, and the program expands avenues for students to demonstrate advanced skills sets to employers or prospective employers,” Shell-Weiss said.

The BAS program is jointly housed in the Brooks College of Interdisciplinary Studies and Padnos College of Engineering and Computing. Starting in the Fall 2023 semester, students in the BAS program can choose from four majors: leadership and business fundamentals, professional innovation, technology project management, and web design and development.

Paul Plotkowski, dean of the Padnos College of Engineering and Computing, said employers

value the technical content of an AAS degree, but also desire employees who have the background to grow into leadership positions within their organizations. The four BAS majors will provide that preparation through advanced courses in a specific field complemented by professional preparation through liberal education courses.

“This program will support students to develop high-order thinking and problem-solving skills that are directly relevant to employers today,” Plotkowski said.

Learn more about the [Bachelor of Applied Science degree](#), including details of each major.



AFRICAN AMERICAN OR BLACK LEARNERS

	APPLICATIONS	ADMITS	NEW ENROLLEES	FIRST-YEAR RETENTION	4-YEAR GRADUATION	6-YEAR GRADUATION	7-YEAR GRADUATION
BASELINE VALUE	2,589	1,288	206	75.8%	20.7%	46.7%	55.0%
2025 GOAL	2,848	1,546	464	90.0%	50.0%	76.1%	78.0%
PROPOSED CHANGE (BY 2025)	+10%	+20%	+125%	+14%	+29%	+29%	+23%
CHANGE (2020 TO PRESENT)	+95%	+194%	+238%	-23%	+24%	+8%	-3%
2023 VERSUS 2022	+148%	+88%	+47%	-15%	-5%	-2%	-10%

Progress toward recruitment goals has been very strong, with applications, admits, and new students already far surpassing the 2025 goals. Applications are trending at 148% and admits at nearly 90%. Progress on the retention side has been less favorable; however, we are seeing progress in pockets that we anticipate will impact our overall retention gains. We are seeing some success in growth of our four- and six-year graduation rates.



RECRUITMENT STRATEGIES

	RECRUITMENT STRATEGY	COMPLETED PERCENTAGE
1	Develop 3/2 programs with historically black colleges and universities (HBCUs) and other minority serving institutions.	100%
2	Host targeted recruitment events at the Detroit Center for Detroit metropolitan middle and high school learners.	100%
3	Modify the campus tour process by highlighting cultural awareness and resources for all students.	100%
4	Continue to participate in/collaborate with the annual African American Male Achievement Conference (GRCC/ GVSU/GRPS/URBAN League) and the annual G-Cubed event for African American females in Grand Rapids Public Schools.	100%
5	Host a Black Caucus or social and strengthen the initiative implemented by Black Excellence Orientation (BEO) and Black Faculty Staff Association (BFSA) for incoming BEO attendees annually.	100%
6	Partner with OMA and capitalize on the Girls of Color Summit event that brings middle and high school learners of color to campus.	100%
7	Create continuous engagement programs that target learners starting from middle school age learners.	85%
8	Create a learning-living community focused on supporting African American learners.	62%
9	Elevate Black Excellence Orientation as a pre-college through graduation office with dedicated staff, resources, etc. for specific African American recruitment strategy implementation.	80%
10	Hire more recruiters of color and place them in metropolitan areas (e.g. Detroit, Chicago, Toledo).	100%
11	Increase the number of visits to schools with a high number of African American learners. Admit eligible learners on the spot.	100%
12	Develop campus Admitted Day for African American learners.	100%
13	Host/create multicultural days for high school juniors and seniors – one-day programs for each group that focuses on college preparation for juniors, and for seniors, a focus on support services and opportunities to meet current African American learners, faculty, and staff.	100%
14	Create a Return Home Plan/Idea for African American learners who left the West Michigan area and desire to return.	0%
15	Detroit Senior Sendoff	100%
16	Implement a domestic exchange program with colleges and universities throughout the country. Offer learners an opportunity to enhance their academic majors, or investigate other fields of study while experiencing a year or term on the GVSU campus.	0%

RETENTION STRATEGIES

	RETENTION STRATEGY	COMPLETED PERCENTAGE
1	Increase supports, such as setting targeted meetings with learners during summer advising/registration prior to their first semester, and follow-up appointments at regular intervals.	100%
2	Create a Black Family Network with an opt-out process to increase connections with current African American and Black learners, alumni, and family members.	50%
3	Seek annual feedback on university practices from learners, faculty, and staff of color via an opt-in system to ensure measures are in place to report back how feedback is being utilized and integrated.	0%
4	Continue to strengthen the Oliver Wilson Scholars program and implement a coordinated care approach.	100%
5	Create programming and communication specific to the families of Black and African American learners that continues throughout the year.	0%
6	Facilitate the opening of beautification and barbering services on the campus.	50%
7	Expand resources for Black Excellence Retention Program.	40%
8	Establish a black and African American living center community option for learners with Black and African American living center staff.	62%
9	Develop and mandate training series for faculty and staff regarding racial justice/white consciousness raising and best practices.	60%
10	Recruit, hire, and retain more Black and African American faculty and staff.	45%
11	Address concerns with Allendale community to create a more welcoming environment for learners, which could include connecting with businesses to do DEI work through the I&E Institute.	45%
12	Pair Juniors and Seniors with incoming learners for 1:1 mentoring.	20%

RETENTION STRATEGIES (CONTINUED)

	RETENTION STRATEGY	COMPLETED PERCENTAGE
13	Create a Black Excellence informational video with insight from black alumni, existing learners, and parents and supporters to share with incoming learners.	25%
14	Hire a full-time staff member to work with the Black Male Scholars program and to serve as part of the Office of Multicultural Affairs team.	100%
15	Bring Black (potentially alumni-owned) businesses to campus and create opportunities for learners as employees, interns, etc.	50%
16	Create an experiential education/career program with businesses that are seeking diverse leadership as the future of their business.	45%
17	Develop a viable opportunity for African American learners to live on the Grand Rapids Campus. Wrap support services around these learners and provide an opportunity for urban living.	60%
18	Provide grant support for underrepresented students in study abroad to apply for their passport.	45%
19	Develop additional study abroad programming for underrepresented students based off the successful TRIO Chile program and Spain Athletes program with funding available to support a co-director who is a trusted advisor to the target population.	0%



Pipeline programs offer students strong connections to GVSU before, during enrollment

A key component of strategic recruitment and retention for African American and Black learners is building and enhancing pipeline programs.

There is an array of pipeline programs at Grand Valley to address needs of learners in middle school, in college or post-baccalaureate, and reach learners in West Michigan, Battle Creek, Detroit and elsewhere.

V’Lecea Hunter, senior director of Diverse Populations and Retention Initiatives, said Oliver Wilson Scholars (OWS) exemplifies the success of these programs. The learning community is named for Oliver Wilson, former dean of the Office of Multicultural Affairs, who died in 2009. The program identifies and recruits students to campus during the summer, then provides them with academic, professional and social support.

One of the SEMP retention goals is to continue to strengthen the Oliver Wilson Scholars program and implement a coordinated care approach.

“Coordinated care allows for one point of contact, which decreases the number of individuals a student needs to communicate with,” Hunter said. “The dedication of the staff members in Diverse Populations has had a big impact and participants in OWS are now connected to multiple programs.”

More than 100 OWS participants spent six weeks on campus last summer, taking classes and learning to navigate university resources.

Sophomore Kaiya Smith is a student worker for the program. She recalled her own summer program and the anxiety she felt leading up to it.

“At first I dreaded it, having to give up part of my summer to do that,” said Smith, who is studying psychology. “But I came away with six credits and I felt more confident and comfortable when I came back in August for orientation. I was able to help my own friends find their way to class.”

Several graduate students who enrolled at Grand Valley through the [HBCU/HSI Pipeline Consortium](#) serve as OWS mentors. Erin Searcy graduated from Fort Valley State University and is now pursuing a master’s degree in mechanical engineering.

Searcy said serving as a mentor also aided her own adjustment to Grand Valley. “The program also helped me improve my communication skills, expanded my network of resources and helped ease my transition to a new city and a new environment,” she said.



Pathway to GVSU adds youth from Detroit PAL

With the addition of youth from the Detroit Police Athletic League (PAL), more students in Detroit and Muskegon now participate in the university's Pathway to GVSU program.

Pathway to GVSU connects middle and high school students with Grand Valley through college readiness programs, including visits from Financial Aid and Admissions staff members, workshops and campus visits.

And there's the fun stuff. Detroit PAL football players played their championship game at Ford Field October 29. B. Donta Truss, vice president for Enrollment Development and Educational Outreach, addressed the audience during halftime, introducing the Detroit PAL-Pathway to GVSU program.

"I relayed the message that Grand Valley is here for them, and we want to connect with them early so they have a better understanding of the college-going process. We will guide the students and their families through high school and on to college," Truss said. "It's important for everyone in the Detroit community to understand Grand Valley is a resource and can also be a destination."

Astin Martin, associate director of Admissions, said talks with the Detroit PAL to partner with Pathway to GVSU began about a year ago. Since then, 30 ninth graders from 15 Detroit schools have participated in the program.



AMERICAN INDIAN OR ALASKAN NATIVE LEARNERS

	APPLICATIONS	ADMITS	NEW ENROLLEES	FIRST-YEAR RETENTION	4-YEAR GRADUATION	6-YEAR GRADUATION	7-YEAR GRADUATION
BASELINE VALUE	460	316	84	76.5%	29.1%	55.1%	51.9%
2025 GOAL	483	348	104	90.0%	50.0%	76.1%	78.0%
PROPOSED CHANGE (BY 2025)	+5%	+10%	+24%	+14%	+21%	+21%	+26%
CHANGE (2020 TO PRESENT)	+15%	+40%	+27%	+2%	+20%	+2%	+20%
2023 VERSUS 2022	+78%	+49%	+57%	+8%	+5%	-10%	+20%

We have already far exceeded the 2025 recruitment targets for applications, admitted FTIACs, and new enrollees. Retention has also improved, particularly in the last year. We are seeing progress with four (+20%) and seven-year (+20%) graduation rates; however, it is far too soon for the plan to affect those measurably.



AMERICAN INDIAN OR ALASKAN NATIVE LEARNERS

RECRUITMENT STRATEGIES

	RECRUITMENT STRATEGY	COMPLETED PERCENTAGE
1	Hire one FTE to support on-going recruitment and retention efforts of Native American learners to include community outreach through culturally relevant practices.	100%
a.	Secure funding for a grad assistant-ship - research the cost	50%
b.	Find funding for student support staff	100%
2	Create natural K-12 pathways with the local districts serving Native American learners and build relationships with state tribal governments' youth programs.	
a.	Focus on building a better relationship with the Grand Rapids Public Schools' NAEP for inclusion into our programming - get them on campus w students	95%
b.	Schedule times to meet with MI NAEP sites - market summer camp to them, schedule events on campus/zoom with admissions/NASA	5%
3	Secure base annual funding and continue Maajtaadaa Native orientation, and the Anishinaabe Leadership Summer camp for native youth.	
a.	Maajtaadaa Native Student Orientation	100%
b.	Anishinaabe Summer Leadership Youth Camp	50%
4	Develop specialized campus tours for tribal youth programs/Title VII Tribal Indian Education Legislation (1972), specifically Grand Rapids Public Schools.	
a.	Recruit a NASA student to be trained on campus tour	0%
b.	Create a sample agenda: modeled after best practices	20%
c.	Marketing of materials, work with Admissions and current student population to create "hot spots" for our students, include FinAid, UCC	10%
5	Collaborate with Confederation of Michigan Tribal Education Departments (CMTED) to ensure tribal citizen success at GVSU.	
a.	Create outreach for each TED for purposes of marketing our degree completion opportunities for adult learners and gen. info about GVSU	0%
b.	Find out IF they are able to track stopped-out students	0%
c.	Secure travel funding to attend in person meetings	0%
d.	Continue to attend CMTED Meetings on a quarterly basis for updates, and feedback opportunities	10%

RECRUITMENT STRATEGIES

	RECRUITMENT STRATEGY	COMPLETED PERCENTAGE
6	Increase statewide collaboration with C-THEM, to develop a community of native learners to include both on/off campus within the State of Michigan.	
a.	Continue to work with CTHEM to build student peer to peer mentors from other institutions as a support system - work through NASA	10%
b.	Utilizing the Critical Issues Conference as a place to host all Native student retreats	0%
c.	Funding for student travel and accommodations and sponsoring of one presenter	0%
7	Build relationships with tribal communities for experiential educational, internship, and leadership growth opportunities.	
a.	Communication with Tribal HR departments for potential internships/job recruitment/training/workshops	20%
b.	Continue to work with MnoBmadsen of the Pokagon Potawatomi tribal community to build in Mno'Chigewin opportunities for personal/professional growth	100%
c.	Work with GVSU Career Center to build relationships with those tribal communities for stronger networking	20%
8	Develop specific Anishinaabe marketing for all native resources to increase visibility.	
a.	Create an all things Native website, with professional assistance to revamp our website	1%
b.	Purchase stock for tabling events for increase in visibility on campus and in the community, swag and giveaway stock	0%
c.	Utilize 2021-2022 events for creating marketing material for recruitment purposes	10%
d.	Construct an email to be sent from admissions (in my name) informing them of our programming campus wide for AI students upon acceptance	0%
e.	Creation of a welcome packet to AI students giving them information on all of our programming specific to Indigenous students once committed	20%
9	Provide faculty/staff with cultural competency/intelligence training.	0%
10	Develop a native initiative committee and a work plan to embed best practices throughout the university.	
a.	Create a committed team of faculty and staff who is willing to assist in this work	5%
b.	Schedule a set of meetings	0%

RECRUITMENT STRATEGIES

	RECRUITMENT STRATEGY	COMPLETED PERCENTAGE
11	Build stronger transfer pathways to recruit Native American learners.	
a.	Secure funding for the Anishinaabe Summer Leadership Camp for 20-30 students.	50%
b.	Schedule 4 events to invite campers back to campus to work with our college students curriculum is college preparedness and cultural activities	0%
c.	Utilize MTED, tribal youth specialists, and NAEP to recruit	30%
12	Build stronger transfer pathways from our feeder CCs - transfer AND adult learners	
a.	GRCC, MCC, NMC, NCMC	0%
b.	Find the AI students who are enrolled into this GRCC/GVSU collaboration	0%
c.	Fold these students into our NASA and work with GRCC NASA Students, combined programming efforts	0%
d.	Stay connected to our AI students who have been denied enrollment	0%
e.	Develop list of Stop Out students and reach out to them and call into our programming services	40%

RETENTION STRATEGIES

	RETENTION STRATEGY	COMPLETED PERCENTAGE
1	Hire one FTE to support ongoing recruitment and retention efforts of Native American learners to include community outreach through culturally relevant practices.	100%
2	Build relationships with regional agencies for added supports for their academic, spiritual, cultural, and professional growth.	
a.	Attend quarterly CMTED meetings	10%
b.	Academic success support of our AI/AN students through culturally appropriate programming.	0%
c.	Provision of appropriate academic advising and support given our unique political and financial status	0%
3	Secure base annual funding and continue Maaajtaadaa Native Orientation	100%
4	Develop a Peer-to-Peer mentorship program, connecting upper-class learners with first-year learners.	0%
5	Build relationships with tribal communities for experiential educational, internship, and leadership growth opportunities.	20%
6	Develop specific Anishinaabe marketing videos/flyers to increase visibility.	
a.	Purchase of pens, swag etc.	100%
7	Work with Academic Affairs to decolonize university curriculum.	
a.	Indigenize the campus tour a bit; center our narrative	50%
8	Develop a Native Initiative Committee and develop work plan to embed lead practices throughout the university.	20%
9	Develop and market a centralized website for all native resources.	75%

Connections on campus and community strengthen programs for Native students

In August, Native students held a number of Maahtaadaa Native orientation activities in a traditional teaching lodge, the first such dwelling built on public university land in Michigan.

The lodge was constructed in summer 2022 with help from Native community members. Lin Bardwell, program coordinator for the Office of Multicultural Affairs, said the area's Native community plays an important role in recruitment and retention of students.

"In our community, there needs to be a high level of trust before someone feels like joining," Bardwell said. "It takes years of growing a program to earn trust."

During Maahtaadaa orientation, upperclass students serve as peer mentors, assisting with programming and helping first-year and transfer students navigate campus resources. Bardwell

said parents often stay for some activities.

"With parents and our alumni, we want them to have a positive experience, so they will share that with their kids," Bardwell said. "Word of mouth is very important to the Native community."

The Native American Advisory Council (NAAC) and Native American Student Association (NASA) plan orientation and year-round events for students. Bardwell said the connections between the area Native community and GVSU are strong; the NAAC contributed funds toward the teaching lodge.

"The first person who was president of NASA now has a student attending Grand Valley," Bardwell said. "What we are doing on campus is making an impact, through our faculty and staff affinity group, our connections with OMA and the Division of Inclusion and Equity."



Teaching lodge is first built on public university land in Michigan

Students, faculty and alumni worked with community members to build a traditional Native teaching lodge on Grand Valley's campus, the first lodge built on public university land in Michigan.

The Three Fires Teaching Lodge is named for the people of the area — Ojibwe, Odawa and Potawatomi — and located at the Sustainable Agriculture Project on Luce Street.

Andrea Riley Mukavetz, associate professor of integrative, religious and intercultural studies, had served as faculty advisor to the Native American Student Association (NASA). Riley Mukavetz said NASA has long wanted a dedicated space for students to gather.

"This lodge is a space for Native students to come together," Riley Mukavetz said. "We started working on this project in 2020 and we are making space for students in different ways, such as through the [land acknowledgment statement](#); this is yet another component." Anishinaabeg visibility is also incorporated within the [Reach Higher 2025 commitments](#), she said.

In late June, more than 30 people worked for two days to construct the 48-foot by 16-foot lodge, led by lodge builder Jonathan Rinehart. Maple saplings measuring 20 feet long were gathered then bent and tied together; holes were dug for posts then filled with dirt and

rocks. Riley Mukavetz said the lodge faces east to west and people enter through the east entrance. "Life begins in the east," she said.

Jacob Klanke, a senior majoring in anthropology, is a NASA member and served as a research assistant, through the Office of Undergraduate Research and Scholarship, on this project. Klanke said watching the group work together was amazing.

"This lodge is a unique opportunity for a lot of students who didn't grow up in a traditional setting to be connected to their culture," he said. "I know the active members of NASA have a deep desire to connect with their culture."

Riley Mukavetz received a grant from the Pew Faculty Teaching and Learning Center to help fund the lodge.



UNDOCUMENTED/DACA LEARNERS

	APPLICATIONS, ADMITS, NEW ENROLLEES	FIRST-YEAR RETENTION, 4-YEAR GRADUATION, 6-YEAR GRADUATION, 7-YEAR GRADUATION
2025 GOAL	To be determined if appropriate.	Not able to track since population is not identified. Need to find qualitative ways to capture progress.

It is our goal to make GVSU an attractive and welcoming destination for undocumented/DACA learners. The Student Advocate for DACA and Undocumented Students will provide qualitative accounts of progress and challenges related to recruitment, retention, and graduation. At the time of writing, baseline rates have not been established.



UNDOCUMENTED/DACA LEARNERS

RECRUITMENT STRATEGIES

	RECRUITMENT STRATEGY	COMPLETED PERCENTAGE
1	Create a coordinated effort between Admissions, Financial Aid, and University Undocumented/DACA Liaison that provides outreach to learners who do not answer the citizenship question on the application for admission, disclose personal information in the short answer section on the application for admission and/or who file the institutional grant assistance form. There currently is no coordinated care for these learners.	40%
2	Utilize Peer Support Group list-serve as a means to track outcomes for recruitment/retention through a yearly report that protects identity.	100%
3	Maintain leadership and connection via a liaison to the Michigan Coalition for Undocumented Success and the Michigan Network for Undocumented Success.	100%
4	Maintain ongoing financial support via institutional grant assistance. We need to remain financially committed to funding these learners, and we additionally need to explore ways in which we are not meeting financial needs (housing, DACA renewal costs, health coverage, fees).	20%
5	Further implement DREAMER scholarships (tuition, housing, mandatory fees).	20%
6	Use explicit language on undocumented/DACA website that explains institutional grant assistance form vs. undocumented financial support.	50%
7	Include undocumented/DACA support services in admissions/financial aid presentations.	10%
8	Coordinate workshops that specifically target undocumented/DACA recruitment across the State of Michigan and in Chicago, Illinois.	0%
9	Create GVSU undocumented toolkit for success utilizing the Undocumented Guide to College in Michigan during recruitment events.	100%

RETENTION STRATEGIES

	RETENTION STRATEGY	COMPLETED PERCENTAGE
1	Implement targeted outreach to learners who do not answer the citizenship question on application for admission, or who identify in the short answer section on application for admission.	10%
2	Utilize Peer Support Group list-serve as a means to track recruitment/retention.	100%
3	Maintain leadership and connection via a liaison.	100%
4	Explore housing scholarships for undocumented/DACA learners.	100%
5	Maintain ongoing financial support via institutional grant assistance form.	100%
6	Implement DREAMER scholarships (tuition, housing, mandatory fees).	20%
7	Expand resources and support services on undocumented/DACA website.	100%
8	Create a landing page for the DACA website on Office of Multicultural Affairs website.	100%
9	Create a GVSU Undocumented Learners toolkit for success.	100%
10	Include faculty and staff voices in Undocumented Task Force.	0%
11	Implement UndocuWeek.	100%
12	Implement UndocuAlly training for faculty, staff, and learners across campus.	100%

FIRST-GENERATION LEARNERS

	APPLICATIONS	ADMITS	NEW ENROLLEES	FIRST-YEAR RETENTION	4-YEAR GRADUATION	6-YEAR GRADUATION	7-YEAR GRADUATION
BASELINE VALUE	6,721	4,413	1,133	77.7%	35.5%	61.4%	61.0%
2025 GOAL	7,393	5,296	1,589	90.0%	50.0%	76.1%	78.0%
PROPOSED CHANGE (BY 2025)	+10%	+20%	+40%	+12%	+15%	+15%	+17%
CHANGE (2020 TO PRESENT)	+43%	+116%	+90%	-10%	+11%	0%	+2%
2023 VERSUS 2022	+33%	+54%	+36%	-6%	+4%	0%	-1%

Progress toward recruitment goals has been excellent, already surpassing the 2025 application, admission, and new student goals by a wide margin. Since the adoption of the plan, we have seen a 43% increase in applications, and have more than doubled the number of admitted FTIACs. There is more work to be done on the retention goals. We are optimistic that the strategies we have put in place will positively impact these goals. Four-year graduation rates have increased by 11%; however, it is far too soon for the plan to affect those measurably.



RECRUITMENT STRATEGIES

	RECRUITMENT STRATEGY	COMPLETED PERCENTAGE
1	Develop a Summer Bridge Program for math, science, writing, and leadership development during spring/summer prior to first year.	50%
2	Reduce financial barriers that impact attendance by providing family education regarding financial aid including loans, FAFSA, and eligibility requirements.	50%
3	Create “College Life 101” seminar for parents and supporters and provide opportunities to orient first-gen parents and supporters to higher education and advise them on how to support their child throughout the first year and beyond.	0%
4	Create parent and supporters newsletter/Zoom/webinar format focusing on what is going on in learners’ lives at that time of the year, highlighting a specific issue. Possible development of a parent portal.	100%
5	Develop a first-generation program for learners to include Anchor First mentoring program.	0%
6	Throughout the summer, faculty/staff/learners can send emails to learners welcoming them to GVSU and introducing key resources and support networks, creating a welcoming environment before learners arrive on campus.	50%
7	Create consistent messaging and unique branding: “Anchored Together.”	0%
8	Create networking opportunities with faculty, staff, peers, and alumni raising awareness of unique first-generation experiences, fostering community, and promoting academic success.	0%
9	Create Anchor First residential living-learning community. Learners who chose to live in this community can gain an extra layer of support in navigating through the university, increased connections to faculty, staff, and first-generation specific resources and a fostered support system of first-generation peers.	50%
10	Develop a Web portal that is dedicated to the Anchor First Initiative. This can serve as a central place for first-generation college learners to access information about resources and provides a sense of the community that awaits them on campus, including information about how many learners, faculty, and staff on campus are also first-generation and stories from current first-generation college learners.	0%

RETENTION STRATEGIES

	RETENTION STRATEGY	COMPLETED PERCENTAGE
1	Develop a comprehensive first-generation program at GVSU and staff with first-generation team members focused on success.	50%
2	Expand work-study hours so that learners can work 20-25 hrs./week or more in one position and not have to manage multiple positions.	50%
3	Be intentional about who is tasked with working with first-generation learners; must have individuals who have demonstrated success advising/supporting first-generation learners; people who demonstrate an ethic of care.	80%
4	Implement more curricular, classroom, or first-generation, learner-based learning communities.	0%
5	Build in effective TRIO program strategies.	80%
6	Utilize high-touch, holistic advising grounded in Jennifer Bloom’s Appreciative Advising model.	50%
7	Expand cultural capital through the arts, study abroad, professional conferences, graduate school tours, alternative spring break, financial literacy, career guidance, and access to other enrichment opportunities.	100%
8	Intentionally create a second-family atmosphere.	50%
9	Create an interactive digital visual that displays/monitors progress in a variety of domains from application to graduation.	100%
10	Become a NASPA First-Generation Forward Institution.	100%



Pipeline programs, TRIO set first-time learners up for success

Of the 1,000-plus graduates at Winter Commencement, nearly half were First-Time In Any College Learners. While those graduates ended their college journey, more FTIAC learners than ever are enrolling at Grand Valley.

In the Fall 2022 semester, Grand Valley reported a 28.4 percent increase (351) in students who are the first in their families to attend college. B. Donta Truss, vice president for Enrollment Development and Educational Outreach, said FTIAC students understand they will be set up for success as Lakers.

“Grand Valley delivers a high-value education that is accessible and affordable,” Truss said. “When students get on campus, they find out quickly that our professors and advisors truly care about them and their progress. Students can take part in quality experiences with support systems in place to help them be successful.”

Recruitment strategies to get those students to campus begin with pipeline programs that start in middle or high school. In October, Grand Valley announced it was establishing new TRIO programs in Wyoming and Detroit to serve high school students, especially those who would be FTIACs, to strengthen their skills in STEM areas.

Nykia Gaines, assistant vice president for federal TRIO programs, said the Wyoming Upward Bound Math-Science program will serve 60 students in Kelloggsville and Lee high schools. The Upward Bound Math-Science program in Detroit will serve

60 students in University Preparatory Academy, University Prep Science and Math, and University Prep Art and Design. All three are among the charter schools authorized by GVSU.

“We are increasing our physical presence in Wyoming, right in the university’s backyard, and increasing our exposure in the Detroit area,” Gaines said. “Upward Bound students can choose to go to any college, and they are prepared to do so. Hopefully by participating in all the opportunities we will offer through these programs, many of these Upward Bound students will choose GVSU.”



PELL-ELIGIBLE/FOOD/HOUSING INSECURE LEARNERS

	APPLICATIONS	ADMITS	NEW ENROLLEES	FIRST-YEAR RETENTION	4-YEAR GRADUATION	6-YEAR GRADUATION	7-YEAR GRADUATION
BASELINE VALUE	3,673	2,892	933	79.9%	32.9%	61.6%	64.0%
2025 GOAL	3,857	3,181	954	90.0%	50.0%	76.1%	78.0%
PROPOSED CHANGE (BY 2025)	+5%	+10%	+2%	+10%	+17%	+15%	+14%
CHANGE (2020 TO PRESENT)	+49%	+86%	+82%	-15%	+12%	0%	-1%
2023 VERSUS 2022	+60%	+58%	+37%	-5%	-5%	0%	-1%

Progress toward recruitment goals has been very strong. Goals for applications, admits, and new enrollees have already been surpassed. Since the implementation of the SEMP, we have seen an increase in applications by 49% and an increase in admits by 86%. In the present year, we have seen significant increases in this population of learners (60% applications and 58% admits). Further, we have seen increases in new enrollees since the launch of the plan of 82% and in the most recent year 37%. We are working towards improved retention outcomes with the implementation of new initiatives and support for this population of learners. Four-year graduation trends have been noteworthy at an increase of 12% since the launch of the plan.



RECRUITMENT AND RETENTION STRATEGIES

	RECRUITMENT AND RETENTION STRATEGY	COMPLETED PERCENTAGE
1	Create a basic needs website.	100%
2	Provide resources for low-income learners to be engaged on campus through fee waivers and/or reductions. This would include social programs, study abroad, fees for late payment or applications, etc. Engage in review of funding source of fee/payment structure to make recommendation regarding Department and Unit funding.	50%
3	Expand the Laker Meal Share (food insecurity) program to be open all times of the year.	50%
4	Work with Campus Dining to allow students to use SNAP Benefits in Campus Dining locations	50%
5	Review for possible adoption the Rapid Re-Housing Proposal from the Fostering Laker Success Program. The goal is to create a process to follow.	50%
6	Expand Replenish to create a full basic needs center. Establish base funding for the Center	100%
7	Require all employment positions be posted in Handshake and comply with state and federal equal opportunity requirements.	50%
8	Increase grant support for study abroad with particular attention to offering more funding to students who are underrepresented in study abroad and students with a low EFC.	20%
9	Review impact of cashless campus initiative on student population and suggest changes to system	20%
10	Expand transportation services for students given the limitations of public transportation in the area	20%
11	Expand funding for laptop loan program	50%
12	Increase community outreach for mental health services that are low-cost or operate on sliding fee scale.	100%
13	Adopt policies regarding textbooks and other course supplies that reduce costs (require disclosure of all course costs).	100%
14	Increase need-based financial aid broadly, and review specific populations with access area issues (students formerly in foster care, etc.)	100%
15	Remove IS 380/IS 680 course fee for students who participate in study abroad exchange programs.	100%
16	Create a success retention team for each learner in this subpopulation, focused on needs other than the academic needs, and with ties to one or more formal programs on campus.	100%

Campus community rallies around Replenish – Food, basic needs pantry soon to expand to meet needs

One of Grand Valley’s tenets is Lakers helping other Lakers. That principle rang true on Giving Tuesday, when the university community came together to raise more than \$34,000 for Replenish, the student food and basic needs pantry.

It was the first time on campus that Giving Tuesday, a national day of philanthropy following Black Friday in November, was largely devoted to one university fund: the Replenish Student Food Resource Fund.

Jessica Jennrich, director of the Center for Women and Gender Equity, said more than 1,000 students struggle with food security each year and that population is growing. Expanding Replenish, which has [locations on the Allendale, Pew Grand Rapids and Health campuses](#), helps students and serves another purpose, she said.

“By expanding our services to better offer other basic needs services, such as laptop loans, community liaison work or volunteer opportunities, we help educate our community about food security while also helping our students meet their basic needs,” Jennrich said.

The \$34,000 raised for Replenish is enough to fill 2,678 grocery bags full of healthy groceries for students in need. Raising money was one aspect of the Giving Tuesday campaign:

- More than 1,000 nonperishable food items were collected for Replenish
- Students donated 154 meals from their on-campus meal plans through the Laker Meal Share program
- Lakers signed more than 70 thank you cards for donors and decorated more than 80 care bags

Jennrich said when students are anxious about the cost of food and other basic needs, their performance in the classroom can suffer.

“The anxiety that accompanies hunger and other economic stress impacts a student’s ability to succeed, and expanding Replenish’s physical space as well as its reach to other campuses is crucial to helping address that concern and work to find long-term solutions,” she said.

Lariesha Lee, assistant director of CWGE, said Replenish assists an average of 250 students per month. “We see expanding Replenish as a way to provide a short-term solution to students in need. I am proud to be a part of an institution that seeks to provide support and stand with our students when they need it the most,” Lee said.

Replenish started in 2009 with two Rubbermaid tubs that held non-perishable food. The idea grew from conversations by two students, now GVSU alumni, who used to work in the Gayle R. Davis Center for Women and Gender Equity.

Susana Villagomez-Barajas, ’11, and Rachael DeWitt, ’11, said they never would have guessed that casual conversations in 2009 about helping students find food would turn into dedicated spaces on three campuses.

“This is a very exceptional feeling,” said Villagomez-Barajas, who earned a bachelor’s degree in biomedical sciences. “This far exceeds my goal of helping students on campus.”

GRADUATE LEARNERS

	APPLICATIONS	ADMITS	NEW ENROLLEES	FIRST-YEAR RETENTION	4-YEAR GRADUATION	6-YEAR GRADUATION	7-YEAR GRADUATION
BASELINE VALUE	2,963	1,978	1,228	83.8%	72.2%	66.9%	68.6%
2025 GOAL	3,556	2,275	1,412	90.0%	80.0%	80.0%	80.0%
PROPOSED CHANGE (BY 2025)	+20%	+15%	+15%	+6%	+8%	+13%	+11%
CHANGE (2020 TO PRESENT)	+77%	+74%	+17%	-4%	+6%	+16%	+12%
2023 VERSUS 2022	+21%	+27%	+1%	+1%	+8%	+1%	+4%

Progress through fall 2023 has been strong, with an increase of 77% in applications since the launch of the plan and an increase in applications in the present year of 21%. Admitted graduate learners has seen similar trends, with an increase since the launch of the plan of 74% and in the present year of 27%. Enrollment of new students is also on track to meet the plan goal. Retention and graduation have been less predictable and have fluctuated below our expectations. However, we are optimistic that the work being done to support this population of learners will improve their outcomes.



RECRUITMENT STRATEGIES

	RECRUITMENT STRATEGY	COMPLETED PERCENTAGE
1	Ensure that professors are equipped to talk about their programs and know what learners need and want to know.	25%
2	Include – “How to Do Grad School” information/introduction – virtually and in-person.	50%
3	Increase access to graduate school via increased number of combined degree programs.	75%
4	Create pipeline partnerships with HBCUs and HSIs.	75%
5	Increase number of graduate assistantships.	20%
6	Collaborate with Michigan community colleges to draw recruitment to combined degree programs.	20%
7	Establish new articulation agreements to foster a seamless transfer of credits with goal to be no time loss.	50%
8	Utilize FTLC/professional advisors to teach new faculty about GVSU graduate programs.	0%
9	Coordinate with undergraduate STEM programs to develop internal GVSU pipeline.	0%
10	Extend work-life support. (Strong example of this at Stanford University)	0%
11	Establish central contact point/clearing house (in The Graduate School office) for all grad school inquiries where prospective students can be directed to correct resource/contact.	50%
12	Require all programs to host monthly Zoom or in-person program information sessions.	50%
13	Identify which programs are available part-time for working professionals.	50%

RECRUITMENT STRATEGIES (CONTINUED)

	RECRUITMENT STRATEGY	COMPLETED PERCENTAGE
14	Provide learners with realistic expectation of workload/hours required to complete courses/programs.	0%
15	Strengthen messaging and marketing, including FAQs for each program.	100%
16	Make grad landing pages accurate and informative. Each program should have a single information page/infographic (Does this already exist with grad landing pages).	100%
17	Utilize Capstone classes as learners’ introduction to GVSU graduate programs.	0%
18	Ensure that available support systems are in place for when learners arrive including advising, Career Center, Writing Center, counseling, library resources, recreation center, speech center, financial aid, and Ombuds Office.	50%
19	Increase the number of internal combined degrees.	75%



GRADUATE LEARNERS

RETENTION STRATEGIES

	RETENTION STRATEGY	COMPLETED PERCENTAGE
1	Educate students on available support systems, e.g. advising, career center, writing center, counseling, library resources, recreation center, speech center, financial aid, Ombuds Office, and learners should be made aware of how to access the support.	75%
2	Extend work-life support.	0%
3	Provide evening child care — develop partnership for night time child care with the YMCA.	100%
4	Examine the cost and availability of parking for each campus.	100%
5	Critically examine workload for graduate faculty to support retention and high-impact research activities.	40%
6	Increase use of myPath by graduate learners and faculty.	40%
7	Ensure that all graduate learners have a faculty advisor listed in myPath, EAB Navigate, and Banner.	25%
8	Tease apart GVSU requirements and certification requirements for graduate programs that lead to teacher certification in myPath.	0%
9	Increase profile, visibility of Career Center, and offer a specific focus on graduate learners.	50%
10	Within programs, assign current learners as mentors to help new learners.	25%
11	Hire graduate-only professional advisors.	0%
12	Offer 1:1 graduate orientation/advising prior to arrival.	0%
13	Require all new grad learners to visit with an academic advisor and identify their faculty advisor.	25%
14	Create tracking mechanism and communication to learners who intentionally stop/drop out.	75%
15	Implement a recruit-back program for graduate learners.	75%

Removing barriers to education

Removing a barrier to education opened the door for more graduate students to enroll at Grand Valley.

In August 2022, university leaders signed an agreement with the YMCA of Greater Grand Rapids that provides undergraduate and graduate students (and also faculty and staff members) with child care services during the evenings.

Child care services for children 6 weeks to 5 years old will be provided at the David D. Hunting location (475 Lake Michigan Dr. NW, Grand Rapids) on Mondays-Thursdays from 5:30-9:30 p.m. GVSU students and employees will pay \$35 per evening of care, with a

semester-long commitment. They do not have to be YMCA members to participate.

The idea to partner with the YMCA was broached by Tonya Parker, professor and clinical education coordinator of athletic training.

“Barriers were quickly identified in childcare for evening classes, especially for programs on the Pew and Health campuses,” Parker said. “The David D. Hunting YMCA was a natural fit as staff there offer excellent child care during the day. They were enthusiastic to partner with us for an evening program for all students, staff and faculty.”

More information about the program is available on the [Children’s Enrichment Center website](#).



HISPANIC/LATINX LEARNERS

	APPLICATIONS	ADMITS	NEW ENROLLEES	FIRST-YEAR RETENTION	4-YEAR GRADUATION	6-YEAR GRADUATION	7-YEAR GRADUATION
BASELINE VALUE	1,537	1,040	235	80.2%	30.5%	61.9%	70.7%
2025 GOAL	1,768	1,300	390	90.0%	50.0%	76.1%	78.0%
PROPOSED CHANGE (BY 2025)	+15%	+25%	+66%	+10%	+20%	+14%	+7%
CHANGE (2020 TO PRESENT)	+69%	+116%	+103%	-6%	+11%	-4%	-17%
2023 VERSUS 2022	+105%	+79%	+47%	+7%	+12%	+8%	-3%

Three years into SEMP, progress toward recruitment goals has been very positive, with an increase in applications of 69% since the launch of the plan and 105% in the last year. Admits are also seeing similar increases with 116% increase since the launch of the plan and 79% increase in the latest year alone. New enrollees have also doubled since the launch of the plan. Retention has seen some improvement in the last year, but is still not constantly exceeding the baseline rate. Four-year graduation rates improved considerably in the last year. As stated throughout this report, we anticipate the resources and support dedicated to our retention efforts will result in marked improvements in retention and graduation rates that should manifest in the future of the SEMP.



RECRUITMENT STRATEGIES

	RECRUITMENT STRATEGY	COMPLETED PERCENTAGE
1	Expand Spanish Admissions programming (appointments, presentations, virtual sessions).	100%
2	Expand test-optional policies for (general and secondary admit program) admissions and merit-scholarships.	50%
3	Identify additional participation in Latinx college fairs beyond current participation.	100%
4	Waive application fees during a set time period.	100%
5	Utilize Detroit and Battle Creek centers to showcase Grand Valley State University during recruiting events.	100%
6	Build and formalize partnership between VOCES and Battle Creek Outreach Center.	50%
7	Work with nonprofit groups to increase Latinx networking and outreach.	90%
8	Support Trio Upward Bound programs especially within GRPS (emphasis on GR Innovation Central and Union HS through programming and tutoring).	100%
9	Increase hiring former TRIO high schools learners as TRIO workers/tutors.	50%
10	Create a VIP experience for TRIO high school learners.	100%
11	Host a multicultural recruitment day event.	100%
12	Evaluate and enhance GVSU's professional development with regard to cultural awareness.	20%
13	Build mentorship programs between Latinx high school learners and GVSU learners.	0%
14	Increase funding for Latinx/Hispanic scholarships such as the Laker Familia grant.	0%
15	Develop high school to college to career pipelines, especially in the education and health fields, similar to Building Bridges Through Education.	80%

RETENTION STRATEGIES

	RETENTION STRATEGY	COMPLETED PERCENTAGE
1	Actively identify and engage newly enrolled Latinx learners into Laker Familia retention program each semester with an Opt-Out option at any time.	100%
2	Conduct assessment of publications, communication, and signage for Spanish translation (or broad inclusion assessment).	30%
3	Create a rubric or baseline of examples/comparisons in order to review the publications, communications, and signage	30%
4	After Assessment occurs; revision of current publications, communication, and signage	25%
5	Prioritize the publications, communication, and signage to be updated and create timeline to carry out the changes	30%
6	Retain someone as a translator to assess publications, communication, and signage to be updated as well as to develop the rubric and oversee revisions	80%
7	Add retention specialist/student success coach to Office of Multicultural Affairs staff.	100%
8	Implement family outreach initiatives, including bilingual newsletters each semester.	50%
9	Send postcard to students at their home address at the end of each semester	50%
10	Identify and then Invest in Hispanic/Latinx community partnerships. (Latin/ Hispanic Studies Dept., Spanish Churches, Hispanic Chamber, LAUP, VAN 92.7 radio, GVSU Radio/TV, events)	10%
11	LatinX youth Conference collaboration/sponsorship	100%
12	Alsame Youth Conference collaboration; May 6,2022; GVSU	100%
13	Recruit Student Volunteers for Alsame conference	100%
14	Hispanic Center Youth Conference; March 1st; GRCC; 8:30am - 1pm	100%
15	Spanish churches (services, collaboration, events)	100%

RETENTION STRATEGIES (CONTINUED)

	RETENTION STRATEGY	COMPLETED PERCENTAGE
16	Advising that is intentional, culturally competent, and centered in Hispanic/Latinx culture.	50%
17	Connect with Dr. Benet to find out how this looks on the Academic Advising side (Culturally Competence)	50%
18	Connect with LAAN to develop a plan for supporting cultural competence	20%
19	Develop and explore mentorship to Latinx learners via several mentoring options on campus.	100%
20	Faculty mentor Training and engagement	100%
21	Peer mentor Training and engagement	100%
22	Develop Alumni connections, engagement, and events	40%
23	Offer robust Latinx programming.	100%
24	Create a one-credit course (first-year seminar) for Laker Familia learners offered both fall and winter, which includes an experiential learning component.	50%
25	Provide grant support for underrepresented students in study abroad to apply for their passport.	100%
26	Develop additional study abroad programming for underrepresented students based off the successful TRIO Chile program and Spain Athletes program with funding available to support a co-director who is a trusted advisor to the target population.	0%
27	Offering LatinX friendly food, drinks, and snack items at GVSU retail operations	0%

Grand Valley recognized nationally for its support of Latino students

Grand Valley remains the only predominantly white institution to have earned Excelencia in Education's Seal of Excelencia, recognizing the university's commitment to Latino student success.

A co-founder of that Washington, D.C.-based organization visited campus in mid-March and said Grand Valley was unknown to her and other Excelencia colleagues until they read a 2019 application stating the university's intention and goals to serve Latino students.

"Grand Valley was nowhere on our radar in Washington, D.C.," said Deborah Santiago, co-founder and CEO of Excelencia in Education. "What we discovered through that written piece was intriguing. It told the story of how the university had made a commitment to intentionally serve Latino students."

One component of that application was Laker Familia, orientation programming established in 2014 to help new Latino students connect to campus resources, forge friendship bonds and succeed at Grand Valley.

The program expanded beyond its original three-day program quickly as the initial cohort of students who attended that inaugural orientation took it upon themselves to continue meeting periodically throughout the rest of the academic year. It also served as a model for other affinity group programs that serve Asian,

Black/African American and Native students under the Laker Connections umbrella.

Jesse Bernal, chief of staff to the president and vice president for Inclusion and Equity, said the rise in population of Latino/Hispanic residents in Michigan in the early 2000s prompted Grand Valley to create a Latino Student Success Task Force.

"If we are not serving the Latino population in a meaningful way in Michigan, the state is going to be challenged in many ways economically," Bernal said. "Since the task force was established, rates for Latino student retention and graduation have increased."

Students have credited Laker Familia for helping them feel comfortable on campus. "Laker Familia helped me from the get-go," Fátima Alonso-Chavez said. "They helped me with my culture shock, my anxiety and depression."

Thalia Guerra-Flores, assistant director of the Office of Multicultural Affairs, leads Laker Familia and has expanded programming to include mentorship. Hispanic and Latino alumni are updated on Laker Familia events via a newsletter. Guerra-Flores said 14 alumni have agreed to serve on panels and connect with current students.

NONRESIDENTIAL INTERNATIONAL LEARNERS

	APPLICATIONS	ADMITS	NEW ENROLLEES	FIRST-YEAR RETENTION	4-YEAR GRADUATION	6-YEAR GRADUATION	7-YEAR GRADUATION
BASELINE VALUE	412	159	41	50.6%	22.2%	29.6%	26.5%
2025 GOAL	824	318	82	60.0%	40.0%	50.0%	50.0%
PROPOSED CHANGE (BY 2025)	+100%	+100%	+100%	+9%	+18%	+20%	+24%
CHANGE (2020 TO PRESENT)	+223%	+261%	+168%	+1%	+19%	+22%	+7%
2023 VERSUS 2022	+268%	+65%	+8%	+12%	-7%	+27%	-3%

Progress toward recruitment goals has been highly positive. We have seen incredible gains in applications since the launch of SEMP at over 200%. Similarly, we have more than tripled the number of admitted international students with an increase of 261% since the launch of the plan. New enrollees in this population have also seen sizable increases, by nearly 170% since the launch of the plan. There is a need to increase our focus on the experiences of this population of learners to gain a better understanding of what is impacting their retention and graduation rates.



RECRUITMENT STRATEGIES

	RECRUITMENT STRATEGY	COMPLETED PERCENTAGE
1	Allow undergraduate international learners studying in Michigan to pay the Michigan resident tuition rate. All F-1 learners are required to pay non-Michigan resident tuition, but learners on other visa types such as H-4, L-2 and TD are eligible to receive in-state tuition.	100%
2	Allow all undergraduate international learners to qualify for FTIAC and transfer scholarships. The International Merit Scholarship is \$5,000 per year and the award amount has not changed since 2008.	100%
3	Develop partnerships with designated community colleges in Michigan, Illinois, Indiana, and Ohio. Grand Valley is located close to several large cities, such as Chicago and Detroit, with larger international populations than Grand Rapids.	0%
4	Add PSS positions and allocate graduate assistantship positions to support international recruitment, assist with I-20 processing and to serve as communications liaisons for admitted and enrolled learners. Proper staffing levels will be determined using benchmark universities. A 100 percent increase in the number of applications, admits, and new enrollees by 2025 will require additional assistance to process the increased amount of immigration documentation for a larger international population.	100%
5	Make international undergraduate admission test optional for learners who have studied in the U.S. for at least three years. If test optional admission is continued for FTIAC admission, the same option can be provided for international learners.	100%
6	Waive application fees for international applicants.	100%
7	Develop 2+2-degree programs with international universities. These partnerships can help strengthen international connections at Grand Valley, while also providing a consistent source of international learners.	50%
8	Provide faculty and staff financial support when traveling internationally for recruitment efforts. Faculty can submit a memorandum of understanding that outlines tasks and sets goals for designated international recruitment. The work can include presentations at high schools, universities, or Education USA centers.	0%
9	Increase use of virtual recruitment events for international learners. The traditional international recruitment model of international travel is disrupted due to COVID-19 and virtual events will be the primary recruitment model for the foreseeable future.	100%

RECRUITMENT STRATEGIES (CONTINUED)

	RECRUITMENT STRATEGY	COMPLETED PERCENTAGE
10	Develop international ambassador program for learners (domestic and international) to perform recruitment duties while traveling internationally. Many learners travel internationally to their home countries or for study abroad and these learners can meet with prospective international learners.	100%
11	Increase the recruitment budget of the China- and India-based recruiters.	0%
12	Partner with a third-party bridge program that works with international students to get them prepared for U.S. college, both undergraduate and graduate, and create a pipeline to GVSU. Implement intensive English-language prep, gen ed, etc.	0%
13	Designate a staff member in the Alumni Office to develop an international alumni network. We have limited information about the location and positions of Grand Valley graduates living outside of the U.S. Collection of this information is imperative as many universities use international graduates to represent universities at college fairs, give presentations at high schools, or host recruitment events.	0%
14	Expedite international transcript evaluation process. A faster response to course evaluations will help convert admitted learners.	50%



RETENTION STRATEGIES

	RETENTION STRATEGY	COMPLETED PERCENTAGE
1	Create and implement an exit survey for international learners who have left GVSU prior to graduation as well as to learners who successfully graduate.	10%
2	Create a parents and supporters page on the website.	100%
3	Offer in-state tuition to international learners.	100%
4	Allow all undergraduate learners to qualify for existing GVSU merit scholarships.	0%
5	Increase student employment opportunities for international students	90%
6	Create international mentoring positions in PIC to support international learners.	10%
7	Permanently fund the Lakers Go Abroad Scholarship to give 100 new freshman each year a \$2,000 scholarship toward a study abroad program during their undergraduate career.	0%
8	Continue open study abroad policy to allow flexibility in choice to students interested in studying abroad.	0%
9	Develop a curriculum integration plan for all majors and minors that guides students to study abroad opportunities that will meet major or minor degree requirements so that students can access this high-impact experience and still stay on track for graduation. (University of Minnesota model)	75%
10	Increase grant support for study abroad with particular attention to offering more funding to students who are underrepresented in study abroad and students with a low EFC.	0%
11	Charge in-state tuition to out-of-state students who participate in study abroad across all program types.	0%
12	Eliminate the tuition charge and associated tuition credit that is applied to the IS 380/IS 680 study abroad placeholder course for those students who participate in study abroad programs where tuition is paid to their host institution.	20%
13	Provide grant support for underrepresented students in study abroad to apply for their passport.	50%
14	Develop additional study abroad programming for underrepresented students based off the successful TRIO Chile program and Spain Athletes program with funding available to support a co-director who is a trusted advisor to the target population.	0%
15	Develop virtual exchange opportunities for students to collaborate with peers from GVSU's international partners.	25%
16	Remove IS 380/IS 680 course fee for students who participate in study abroad exchange programs.	0%

Easing the financial burden for international students

International students have many reasons to join the Laker community, but some students find it difficult to afford an education in the United States.

To help ease the financial burden, Grand Valley has implemented a recruitment and retention scholarship program that would equate international student tuition to in-state tuition. Chris Hendree, associate director for Admissions, said this tactic will expand access for international students to join the community and widen GVSU's reach overseas.

For the 2022-2023 academic year, a record number 600 international students enrolled at GVSU.

Kate Stoetzner, interim executive director of the Padnos International Center, said this new tactic will allow undergraduate international learners to pay the Michigan resident tuition rate, with minor stipulations. Additionally, new Strategic Enrollment Management Plan strategies will allow international students to qualify for a wider range of scholarships, including transfer scholarships.

Stoetzner said there has been an increase in international graduate students at Grand Valley and she

is hopeful that the university will see a similar increase in international undergraduate students because of this new initiative.

"Students and their families make sacrifices to attend GVSU, and this scholarship makes GVSU a possibility for many students," said Stoetzner.

The Padnos International Center also works closely with international students to solve any issues that may arise from the application process. Farhad Kadkhodazadeh, who joined the Laker community in January to study cybersecurity, said he struggled for two years to acquire a student visa.

"Kate noticed how eager I was to come here and said to keep fighting despite all of the visa problems," said Kadkhodazadeh. "She encouraged me to push through all of the issues."

Kadkhodazadeh, from Iran, has since fostered relationships with other Lakers.



LGBTQIA+ LEARNERS

	APPLICATIONS, ADMITS, NEW ENROLLEES	FIRST-YEAR RETENTION, 4-YEAR GRADUATION, 6-YEAR GRADUATION, 7-YEAR GRADUATION
2025 GOAL	Develop a way to collect or estimate	Establish baselines; Effect improvements at least parallel to overall rate improvements

The LGBTQIA+ Learners SEMP team has adopted the approach of using data from databases already implemented within the university and Ottawa County Community. The team will also be looking at earlier data from the admissions application and using Behavioral Risk Factor Surveillance System data from the CDC to decipher who is within the greater Ottawa community and Kent County as a proximity determinant of which demographics have the potential of attending this institution. There has also been progress to create stronger cross departmental relationships and the SEMP change agents from this group are working on building trust and engagement with the student population by creating an interactive landing page of LGBTQIA+ available resources.



RECRUITMENT AND RETENTION STRATEGIES

	RECRUITMENT AND RETENTION STRATEGY	COMPLETED PERCENTAGE
1	Develop and improve university systems and structures to support the holistic inclusion and well-being of LGBTQIA+ learners.	40%
2	Collect optional demographic information related to sexual orientation and gender identity at various points of the lifecycle (including but not limited to interest forms, applications, enrolled data, alumni data).	60%
3	Upgrade systems and provide education to ensure use of chosen name and pronouns throughout university communications, services, and interactions. Market these processes broadly to learners, faculty, and staff.	40%
4	Review and provide recommendations and take action on university policies and procedures to include a systematic process and commitment to make gender-inclusive facilities available in all academic and nonacademic buildings by 2030 on all campuses including regional centers. This would include retrofitting existing buildings and ensuring new building designs include gender-inclusive facilities (including bathrooms, locker rooms, changing rooms, etc.).	75%
5	Review and update university policies and procedures to ensure inclusion, support, and protection of LGBTQIA+ learners. Market and make inclusion-related reporting processes easily accessible and ensure transparency in follow-up as appropriate.	90%
6	Provide education, programming, social and academic engagement, and access to resources to ensure a vibrant, inclusive campus climate for LGBTQIA+ learners that includes their intersecting marginalized identities.	100%
7	Clearly communicate university policies, practices, and procedures to inform learners about how their information can or cannot be accessed by caregivers, families, and/or guardians with consideration of both FERPA and HIPAA rights.	80%
8	Review LGBTQIA+ inclusive and affirming physical and mental health care, health insurance, and health resources. Provide recommended strategies to address gaps and opportunities related to inclusive and affirming physical and mental health care, health insurance, and health resources.	50%
9	Continue to market (via HRL, Admissions, Institutional Marketing, LGBT Resource Center, etc.) and make gender-inclusive housing and Gender Justice House available broadly as part of the primary housing application.	45%
10	Provide LGBTQIA+ inclusive programming, education, and resources through Housing and Residence Life channels.	100%

RECRUITMENT AND RETENTION STRATEGIES (CONTINUED)

	RECRUITMENT AND RETENTION STRATEGY	COMPLETED PERCENTAGE
11	Broadly market and highlight state and national recognition received by GVSU related to support for LGBTQ inclusion, including 2020 Best University in Michigan for LGBTQ+ learners by Campus Pride and Best Colleges, the perfect score received on the Athletic Equality Index by Athlete Ally, and others.	100%
12	Develop an LGBTQIA+ roommate pairing process for first-year, returning, and transfer learners in on-campus housing.	75%
13	Work with Inclusion and Equity Councils, cross-divisional partners, and the President’s Cabinet to develop robust buy-in for broad LGBTQIA+ inclusion education and training for faculty, staff, and administration. Education and training would include LGBTQIA+ inclusive classroom, direct-service, and support practices.	80%
14	Hire and retain LGBTQIA+ faculty and staff at all levels including those holding multiple marginalized identities.	100%
15	Develop and implement marketing and community engagement strategies to reach prospective LGBTQIA+ learners.	45%
16	Develop cross-divisional relationships and strategies to engage and recruit LGBTQIA+ people at community and campus events locally, statewide, and nationally including pride events, BMM Pride LGBTQIA+ Youth Summit, diversity recruitment strategy, etc.	85%
17	Increase LGBTQIA+ resources, events, spotlights, academic program supports, etc. in prospective marketing and communication materials.	100%
18	Include LGBTQIA+ resources in on-boarding and orientation materials for traditional FTIAC, transfer, and nontraditional learners.	75%



LGBT Resource Center has new initiatives planned to increase inclusivity, build trust

New initiatives, including a campus database, will help Grand Valley maintain and foster its status as an accepting environment for LGBTQIA+ students.

The campuswide database will soon be launched and serve as a repository for updated information on LGBTQIA+ students, who choose to self-identify and share their sexual orientation and gender identity. This optional demographic information will be collected through interest forms. Because of this, class lists will now include students' pronouns and preferred names.

Mirroring that initiative, the university is also working to include a myProfile/myName system included in Banner, BlackBoard and beyond.

“The myProfile initiative builds trust and serves as a way to hold the entire institution accountable, so our students know that there isn't a special door they have to go through to be celebrated,” said D.L. McKinney, director of the LGBT Resource Center, “Acknowledging and affirming how someone identifies is the first step to trust.”

Additionally, the Michigan Organization on Sexual Health (MOASH) and Grand Valley partnered to again host the Building a Movement for Michigan (BAMM) Pride Summit, which will be held May 5.

“The BAMM Pride Summit was created with a focus on incoming learners. This allows the youth who attend to have autonomy over their experiences and how they engage with others in the LGBTQIA+ (and ally) community. This really speaks to how affirming experiences can be when we acknowledge that representation matters,” said McKinney.

To accommodate everyone, events will be held in-person and virtually, with in-person activities planned for middle and high school students.

Last March, more than 450 students attended BAMM workshops that were led by experts and college students, including GVSU students from the LGBT Resource Center and the Center for Women and Gender Equity.

These initiatives, along with others, will continue to shape GVSU into a place where students are heard, McKinney said.



TRANSFER LEARNERS

	APPLICATIONS	ADMITS	NEW ENROLLEES	FIRST-YEAR RETENTION	4-YEAR GRADUATION	6-YEAR GRADUATION	7-YEAR GRADUATION
BASELINE VALUE	3,167	2,220	1,352	74.0%	38.0%	66.2%	64.0%
2025 GOAL	3,484	2,620	1,600	90.0%	50.0%	76.1%	78.0%
PROPOSED CHANGE (BY 2025)	+10%	+18%	+18%	+16%	+12%	+10%	+14%
CHANGE (2020 TO PRESENT)	+7%	+4%	-5%	+5%	+53%	-2%	+3%
2023 VERSUS 2022	+6%	0%	-2%	+3%	-1%	0%	+2%

Since the launch of the plan, applications have grown on pace with the established 2025 goal. Admissions and new enrollment have not yet matched the pace needed to reach the plan’s goals. We continue to innovate and make our case to attract these students during a time of unprecedented enrollment challenges for community colleges in Michigan in general, and West Michigan, specifically. We have seen improvements in retention rates and are optimistic that these metrics will increase towards the end of the plan.



RECRUITMENT STRATEGIES

	RECRUITMENT STRATEGY	COMPLETED PERCENTAGE
1	Allow transfer learners to be eligible for all merit-based scholarships regardless of semester of enrollment.	100%
2	Take a holistic approach to scholarships and reduce or eliminate GPA requirements for scholarships for transfer learners.	50%
3	Provide scholarship opportunities to learners transferring to GVSU from regional schools. (4 year schools)	100%
4	Review admission GPA requirement for transfer learners (current = 2.5).	100%
5	Create easier pathways to connect with advisers before applying to GVSU, including increased availability of advisors to potential transfer learners.	50%
6	Create transition program to GVSU for GR Promise and Challenge Scholars learners who go to community college first.	10%
7	Expand recruitment initiatives on the east side of the state using our regional recruiters.	100%
8	Reevaluate process and implementation of articulation agreements when curriculum guides do not meet the needs of the program. Involve the admissions and advising offices in this process.	100%
9	Foster relationships between similar offices/departments at GRCC and GVSU (OMA, TRIO, orgs, faculty) to better share resources/information/outreach opportunities	25%
10	Re-evaluate transfer communication/marketing to prospective learners.	100%
11	Create degree completion partnerships with minority serving institutions.	100%
12	Identify Michigan community colleges with high numbers of international learners as prospects.	100%
13	Use current transfer learners to recruit prospective transfer learners.	5%
14	Update Transfer Scholarship Deadlines for all semesters	100%

RETENTION STRATEGIES

	RETENTION STRATEGY	COMPLETED PERCENTAGE
1	Develop a Transfer Bridge program that starts at the community college they transfer from and supports learners through their time at GVSU. Meet with these learners on their campus to address any concerns and meet again to welcome them on their first day at GVSU.	10%
2	Explore additional Financial Aid Office strategies to address the financial needs of all transfer learners.	100%
3	Consider further developing the Transfer Support office. Develop and enhance our current Transfer Connections office. Increase staff, expand recruitment to other counties, and include entire transfer population. Create designated space for Allendale and downtown.	10%
4	Create an entry year experience for transfer learners.	5%
5	Opt all newly enrolled transfer learners into the SSN retention program with opt-out option.	100%
6	Provide peer mentors for all transfer learners.	5%
7	Identify new ways to offer a resource fair for or push resource information to transfer learners.	100%
8	Develop a welcome program focused on receiving transfer students and get them acclimated with the university beyond orientation. Reach out to transfer students to help them adjust, settle in, and focus on succeeding by connecting them with peer mentors coordinated by the academic departments.	100%
9	Create campus engagement activities specifically targeting transfer students.	25%
10	TRIO Transfer Orientation	100%

Shifting financial aid deadlines accommodates more transfer students, eliminates barriers

Programs like Michigan Reconnect, which offers free community college tuition to Pell-eligible learners over age 25, have made it easier for students to enroll at community colleges and earn associate degrees.

Gabe Peña, senior success coach for the Student Academic Success Center, said he and other members of the Transfer Learners team focused on getting those students into Grand Valley to further their education.

“There’s been a lot of heavy state and national attention on free community college,” Peña said. “We talked a lot about how Grand Valley can prepare for these students. How do we connect and support these transfer students who want to earn a GVSU degree?”

The team found its answer: meeting students where they are.

Shannon Owen, director of the Traverse City Regional Center, said the team realized previous scholarship deadlines made it difficult for some transfer students to keep up their momentum of taking classes.

“The biggest impact we saw was the barrier of the scholarship timeline,” Owen said. “Prior to our work, with the university’s deadlines for scholarships, students would need to apply by March to be eligible for scholarships in the fall semester.”

Owen said those deadlines meant many students would delay their applications for up to a year.

New deadlines from Financial Aid mean students can apply for scholarships in November for the following winter semester, and in July for the following fall semester. The amount of financial aid available to transfer students has been increased.

“Students are really money savvy when it comes to educational access,” Owen said. “We’re so glad the university was able to make this accommodation.”

Peña said applications from transfer students will now go through a more holistic process, and the university will expand its partnerships with community colleges, aiding a seamless transition from community college to GVSU.



VETERAN/MILITARY LEARNERS

	APPLICATIONS	ADMITS	NEW ENROLLEES	FIRST-YEAR RETENTION	4-YEAR GRADUATION	6-YEAR GRADUATION	7-YEAR GRADUATION
BASELINE VALUE	209	131	68	71.6%	38.2%	59.6%	57.5%
2025 GOAL	240	164	85	80.0%	45.0%	70.0%	78.0%
PROPOSED CHANGE (BY 2025)	+15%	+25%	+25%	+8%	+7%	+10%	+21%
CHANGE (2020 TO PRESENT)	-26%	+15%	+12%	0%	+22%	-2%	+1%
2023 VERSUS 2022	+1%	+1%	+6%	+6%	+60%	+3%	+8%

Progress on recruitment goals has been mixed but relatively encouraging. Admission gains have been roughly consistent with reaching the target, and we are seeing increases in new enrollees too. Progress on retention has been less favorable, and we are hopeful that the new initiatives to support this population of learners will positively affect these outcomes. While graduation rates have improved, it is far too soon for the plan to affect those measurably.



RECRUITMENT STRATEGIES

	RECRUITMENT STRATEGY	COMPLETED PERCENTAGE
1	Offer discounted fees and scholarship funds — possibly funded by major donor gifts — for active duty, veterans, reserve, guard, and dependents (both spouses and children).	50%
2	Streamline credit awarding process for military experience and courses taken at other schools during veteran student’s enlistment.	100%
3	Explore launching GVSU ROTC program, integrating ROTC recruiting and scholarships to the recruitment process.	100%
4	Create personalized touch points to veterans throughout the application process, leverage new CRM system to do so.	100%
5	Modify and improve content on gvsu.edu/veterans to leverage as a recruitment tool and resource center.	100%
6	Launch and promote the new Laker Military Resource Center (LMRC).	100%
7	Work with University Communications and Institutional Marketing to create more internal and external vet-specific messaging and programming around Memorial Day, Flag Day, Military Spouse Appreciation Day, etc.	100%
8	Leverage Veteran Promise in marketing materials.	100%



RETENTION STRATEGIES

	RETENTION STRATEGY	COMPLETED PERCENTAGE
1	Child care grants: Provide funding grants for veterans who need help paying for child care.	90%
2	Develop a veteran student orientation for new learners.	100%
3	Utilize the Military and Veterans Resource Center to create on-campus employment for student veterans.	100%
4	Create population-specific programming (tailgate, leadership, etc.), including for women veterans, veterans of color, LGBTQIA veterans, and military families.	90%
5	Launch the Secchia Military Family Lounge in Fall 2021.	100%
6	Create a “Green Zone” program of faculty and staff who are trained in veterans issues.	40%
7	Partner with Career Services to help veterans leverage their service, their education and their story to secure higher-quality job offers.	100%



Student veterans connect to campus, find success

There are many reasons veterans and military-connected students choose Grand Valley but many relate to a central principle of connectedness — connecting students to resources, employment programs and entrepreneurship opportunities.

The newest program connects student veterans with jobs. President Philomena V. Mantella announced the [Veterans Advance: Progressive Work-Based Learning](#) program on the Allendale Campus at the 2022 Veterans Day Breakfast.

The program is designed to acknowledge the strong transferable skills veterans have from their service that can be used to advance their civilian career while pursuing a degree at GVSU. SpartanNash, a longtime supporter of veterans and military families as well as a food distributor for the U.S. military, is GVSU's launch partner for the initial pilot program.

Mantella said Grand Valley is aware veterans often delay college to serve their country. "Veterans can suffer unintended negative consequences, and college admission is often more difficult for veterans simply due to their distance from high school," Mantella said.

Two years ago, GVSU was the first in the nation to launch the [Veteran Promise](#), aimed at supporting those with an intention to start college after or during service. Michigan high school seniors who enlist in the military have pre-approved admission to Grand Valley deferred until they are ready to enroll.

The Peter Secchia Military and Veterans Program was established at Grand Valley in 2021 to expand student support and programming; provide career support, including the transition from military to civilian careers; and support the development of multifunctional spaces, including a presence in downtown Grand Rapids.

U.S. Army Lt. Jackson Wierenga made Grand Valley history in December, becoming the first military officer ever to be commissioned on campus.

In a ceremony held at the Kirkhof Center attended by friends, family, President Philomena V. Mantella, and President Emeritus and retired Coast Guard Capt. Thomas J. Haas, among others, Wierenga was commissioned as a second lieutenant into the United States Army Quartermaster Corps.

Wierenga said he chose GVSU for the ceremony because, "I'm a Laker for a lifetime."

"I love my school. I wouldn't want it to be any other place. I met my wife in the ROTC program here," he said.

Wierenga said he appreciates that it took a lot of support and coordination between his military commanders and Grand Valley to make the special event happen. The December ceremony was a reflection of the growing cooperation among Grand Valley, Western Michigan University (where Wierenga's Army's ROTC program is based) and the military.

STORY CONTINUES ON NEXT PAGE >>

STORY CONTINUED >>

Student veterans connect to campus, find success

There are about 400 military-connected students at GVSU.

Grand Valley is committed to helping service members and their families successfully transition from military service to graduation and beyond with several programs and initiatives.

- [Michigan Veteran Entrepreneurship-Lab](#): Gives veterans and military families the skills, knowledge and opportunities they need to develop and launch a business.
- Two dedicated veterans' lounges: The Laker Military Resource Center is located on the Allendale Campus and a second meeting space is located on the Health Campus on the Medical Mile in downtown Grand Rapids.

- [LEADS](#) for Vets accelerated bachelor's program: A fast-paced, online program designed specifically for career veterans who are looking to jump-start their second careers.
- [TRIO Veterans Upward Bound](#): Provides free academic support services to low-income veterans who want to complete degree programs.

Last year, Grand Valley again earned Gold Status, the highest ranking from the Michigan Veterans Affairs Agency in its annual ranking of veteran-friendly schools. Learn more [online about how the university supports student veterans](#).



UNDERREPRESENTED IN STEM LEARNERS

	APPLICATIONS	ADMITS	NEW ENROLLEES	FIRST-YEAR RETENTION	4-YEAR GRADUATION	6-YEAR GRADUATION	7-YEAR GRADUATION
BASELINE VALUE	4,049	2,190	729	83.4%	36.6%	67.6%	66.3%
2025 GOAL	5,061	3,988	911	90.0%	50.0%	76.1%	78.0%
PROPOSED CHANGE (BY 2025)	+25%	+25%	+25%	+7%	+13%	+8%	+12%
CHANGE (2020 TO PRESENT)	+28%	+62%	-11%	-5%	+13%	+1%	-4%
2023 VERSUS 2022	+22%	+21%	+17%	-2%	-10%	+9%	-4%

Through fall 2023, we have seen an increase in applications of 28% since the launch of the plan and of 22% in the present year. Admits have increased 62% since the launch of the plan and 21% in the present year. There is opportunity to make greater progress on new enrollees and retention, and it is too soon to understand the SEMP impact on graduation rates.



RECRUITMENT STRATEGIES

	RECRUITMENT STRATEGY	COMPLETED PERCENTAGE
1	First-year experience with STEM focus — “Full STEM Ahead.”	10%
2	STEM bridge programs that focus on science and math; include elements such as participation in a summer bridge program, building networks of peer support, tutoring, and personal advising.	10%
3	STEM events (like a teach-in/mixers/social gatherings).	100%
4	Match up new learners to upper-class and faculty, through Laker Connections, or TRIO STEM	25%
5	Utilize Laker Connection programs to facilitate STEM mentorship/connections. STEM FTIAC students will participate in orientation programming lead by STEM Peer Mentors in conjunction with STEM faculty.	25%
6	Expand learning/living community for STEM and underrepresented groups — help to create a sense of belonging and home — tailor programs and resources toward STEM.	45%
7	Research experience — learners, high school learners — a summer program that allows learners to learn lab/science work/STEM (resource — OURS, McNair Scholars).	100%
8	Utilize STEM programs for early exposure (elementary and middle school learners). Create survey of current landscape	100%
9	Use alumni, faculty, and staff from STEM programs for recruitment and events.	40%
10	Create an HBCU and HSI articulation agreements for STEM.	100%
11	Utilize visual representation (URM and gender) in recruitment materials, course materials, textbooks, podcasts, videos, and so on showing diversity/inclusion in STEM majors (utilizing some of our campus resources like OMA, Center for Women and Gender Equity).	10%
12	Market GVSU STEM mentoring programs with faculty/staff/peers — high touch and culturally competent mentoring (example Howard University).	15%
13	Designate part of the library for underrepresented groups and programming for STEM and other programs — equity library.	75%
14	Develop a more personalized approach to maintaining connection with learners who have stepped away for a semester.	50%

RETENTION STRATEGIES

	RETENTION STRATEGY	COMPLETED PERCENTAGE
1	Broaden GVSU understanding of STEM to include health professions.	50%
2	Devise welcoming strategies for these fields that are aimed at women, particularly women of color, other underrepresented categories, and first-generation.	40%
3	Employ current learners of these identities, as well as faculty and staff from these programs to create a marketing program to re-brand STEM at GVSU.	100%
4	Create SE+ employment positions directly related to STEM roles via liaison with our community partners in health locations in the community to better anchor learners to GVSU throughout their academic career.	25%
5	Create a first-year experience for women, underrepresented, first-generation learners interested in newly broadened STEM majors (see Goal 1).	25%
6	Co-enroll learners in two or more courses each semester with members of their first-year experience cohort; this will increase their rate of success in this course, encourage group study skills, and promote degree progression. Partner with Laker Connections to utilize study tables as a first step to co-enrollment.	25%
7	This feature to assign STEM faculty and STEM staff is available in EAB Navigate	100%
8	Develop mentoring pairs with faculty, and with staff, in STEM areas, for all learners to cultivate important relationships within learners' majors, and in departments and units within their areas of interest. Host social events and pair with Blackboard reminders for all learners so that learners have to opt out of receiving information. Utilize Laker and TRIO	25%
9	Host a (or enhance existing) research symposium each year with prizes in the form of grants or book scholarships.	100%

Pipeline consortium provides opportunities for STEM master's degrees

Emanuel Murphy, a Fort Valley State University student, toured Grand Valley in the fall 2022 semester and said his visit was partly prompted by an old charge from his family.

“My family has always said, ‘If an opportunity presents itself, you go,’” said Murphy, who is a native of Detroit but went to high school in Georgia.

Murphy was among the 40 students, faculty and administrators from Historically Black Colleges and Universities who toured the Allendale and Pew Grand Rapids campuses to learn more about Grand Valley’s graduate degree programs.

The group came from colleges involved in the university’s [HBCU/Hispanic Serving Institutions Pipeline Consortium](#), a collaboration with four institutions to provide students greater opportunities to further their education and expand the talent pipeline in West Michigan. Participating consortium members are Fort Valley State, Savannah State, Saint Augustine’s and Alabama State universities.

The consortium was established in 2021. B. Donta Truss, vice president for Enrollment Development and Educational Management, and Paul Plotkowski, dean of the Padnos College of Engineering and Computing, initiated the consortium and have arranged agreements with participating HBCUs.

Since 2021, two cohorts of nearly 20 students have enrolled at Grand Valley. Most students are interested in pursuing master’s degrees in STEM fields.

Plotkowski said HBCU institutions provide strong undergraduate foundations in science, computing, mathematics or engineering, but few offer graduate degrees. Access to West Michigan industry is a key component of the consortium, he added.

“The interest from the community in this program is very important as it relates to talent recruitment and diversifying the talent pool in West Michigan,” Plotkowski said. “Our partners can explain to the students how they will be supported by the university and area businesses if they participate in the program.”

HBCU or HSI students will have access to scholarship and financial support, student support and retention services, Michigan in-state tuition rates, and opportunities to visit GVSU before enrolling.

Samhita Rhodes, professor of biomedical engineering and director of the graduate engineering program, created a summer transition institute for the second HBCU cohort to streamline their transition to GVSU, using first cohort HBCU students as mentors.

BROOKS COLLEGE OF INTERDISCIPLINARY STUDIES (BCOIS)

Updates from the Colleges

BCOIS saw its enrollment go up by about 4% year-on-year. Observable trends this year are increased interest by students in Women, Gender & Sexuality Studies (WGS) courses and continued steady growth in our four-year-old program in Environmental and Sustainability Studies (ENS).

For the coming few years, we expect both trends to continue, along with continued growth in our online offerings for adult learners: especially the established LEADS program and the new Bachelors of Applied Science (BAS). The two new BAS majors are the result of several years of faculty efforts via the BAS Task Force and are aimed at working adults who have an applied two year degree and want to complete a Bachelors degree that respects their work experience, prior learning, and the technical skills they deepened through their Applied Associates degree.

The anticipated growth areas for BCOIS are:

1. New BAS degree program in general, and the two new majors (Leadership & Business Fundamentals and Professional Innovation) that are housed in BCOIS. We look forward to supporting Admissions on their efforts to identify and reach out to adults, across Michigan, for whom this program is intended.
2. Continued growth in the ENS major, African-American Studies, WGS, and Digital Studies minors.
3. Continued growth in the adult learner-serving program: LEADS
4. The Meijer Honors College, as the applications for Honors are up significantly



COLLEGE OF EDUCATION & COMMUNITY INNOVATION (CECI)

Updates from the Colleges

The following is a summary of progress on some key items in the College of Education and Community Innovation's Strategic Enrollment Management Plan.

As an undergraduate recruitment strategy, we are working with staff in Kent ISD and OAISD to align their courses for a direct credit partnership. Two MOUs have been signed and six more are in process.

An undergraduate retention strategy advanced by the CECI Advising Center is a Peer Mentor Program. This year, we had 12 mentors and 18 mentees that met regularly throughout the year. We are continuing with this program next year and hoping to grow to 25 mentors, involving alumni as well. This program will be rebranded as "CECI Fellows."

One graduate recruitment strategy advancing is a combined degree program in Criminal Justice with Savannah State University which allows students to complete a bachelor's degree from SSU and master's degree from GVSU in 5 years. We expect to have two SSU students joining us this Fall. Two of our faculty members traveled to SSU this Winter semester to recruit and continue to build this relationship. Additionally, we are in the process of finalizing an agreement with Talladega College and will have four students joining us this fall to pursue M. Ed. degrees.

A graduate recruitment strategy we are expanding is our K-12 partnerships. We are using Field and Practicum courses as a means to get into K-12 districts and buildings to expand upon partnerships and recruitment with our Educational Leadership program. Our School Counseling program is collaborating with Prepare, on school safety and social emotional learning. We partnered with GRPS to enroll 16 teachers in a sequence of global perspective courses that includes a study abroad. We have also received grants worth 2.7 million to fund teachers to earn ESL/ESOL endorsements. Our developing northern Michigan partnership has hit some funding challenges which may postpone implementation until May 2024.

One graduate retention strategy being implemented in Criminal Justice is brown bag seminars for graduate students. This year one topic was professional development (resume building, cover-letters, interviews, etc.) and the other was Academic Conferences (submitting abstracts, preparing presentations, etc.).

To support both graduate and undergraduate enrollment, we worked with the Registrar to establishing credit equivalencies for nine industry credentials issued by the Healthcare Financial Management Association and the Foundation for Educational Administration.

COLLEGE OF HEALTH PROFESSIONS (CHP)

Updates from the Colleges

Recruitment Strategies

- Pipelines for diverse student populations via the HBCU/HSI Consortium (Athletic Training), and health campus fairs at both GRCC and MCC as well as supporting GVSU's Detroit Center.
- New programs: Audiology (AuD) admitted its third cohort Fall 2022; MS in Recreational Therapy started its first cohort this Fall; and the BS in Applied Food and Nutrition (AFN) started its second cohort Fall 2022 and is at capacity for the Fall 2023 cohort.
- Enhanced domestic recruitment via college open houses at health campus and regional campuses; and collaboration with tech centers, high schools, and charter schools.
- Adult/international recruitment - continued promotion of the Allied Health Sciences Degree Completion for those with an associate degree and working in their respective discipline.
- Started international recruitment through multiple international recruiters to develop potential collaborations on 4+0, 3+2 and other BS and MS undergraduate programs.
- Holistic approach in admissions for most undergraduate secondary admit programs; graduate programs use a holistic approach that includes interviews, personal statements, resumes, potential contributions to cohorts in leadership, extra-curricular activities etc.
- AHS online curriculum - The Allied Health Sciences (AHS) program has a degree completion emphasis, that allows students with certain associate degree disciplines to apply up to 80 credits from their associate degree to the 120 required to graduate from GVSU. To serve working learners; all courses to be completely online starting Fall 2023 in a 6 week format.
- The sHaPe summer camp will be expanded beyond middle school to include high school students this year as part of the Kellogg Foundation grant.

Retention Strategies Include

- Graduate tutoring to support students in remaining with their cohort
- Remediation via individual faculty intervention to ensure student competency in a given skill
- Parallel planning for students who cannot be accommodated with their first choice program. Collaboration with the career center and other colleges to develop a website to assist students (Parallel Planning - GVSU Career Center - Grand Valley State University), as well as to look at non-clinical health care options.
- Student empowerment and success council – developed to enrich student experiences, student life and engagements. Proactively identify issues that impede success and develop strategies to increase retention and improve student satisfaction.
- Student advising and connections with other student services offices around GVSU

COLLEGE OF LIBERAL ARTS AND SCIENCES (CLAS)

Updates from the Colleges

CLAS has concentrated on aligning our visioning and planning initiatives with those identified through Reach Higher 2025 and the SEMP. Strategies identified in the SEMP have been combined into one cohesive partnership, and as the KPIs for RH 2025 have been established, CLAS continues to use that information as the foundation for our commitment to providing a liberal arts education at GVSU. Specifically, CLAS has made significant progress in the following areas:

Community Engagement and Partnerships

- Established additional transfer agreements with GRCC for majors in Exercise Science, Sport Management, Pedagogical Content Knowledge for Elementary Teaching. Updates to existing transfer plans is ongoing to provide seamless transfer from all MI community colleges.
- Launched the collaborative Laker Accelerated Talent Link (LATL), an innovative co-op program for liberal arts and sciences students. Twenty-five students per year for each of the next three years will receive an employer-sponsored scholarship to layer a certificate in business or data sciences on top of their liberal arts and sciences major while engaging in a co-curricular cohort experience and intern for the employer partners at market rate before joining the company should a position exist when graduating. This pilot looks to expand the awareness of the wide options available to students with liberal arts and sciences degrees, particularly focusing on the many skills built during a liberal education such as critical thinking, global competence, problem-solving, and ethical reasoning. Students in other colleges are also eligible.

Curriculum Development

- Launched the CLAS Voyage, which represents a strategic direction of support for the College tied to all SEMP goals. It will ensure that all students in CLAS engage in at least five high-impact practices throughout their educational career, including three in their major, once in their first year, an ongoing reflection process and skills transcript. Supporting a career-connected liberal arts and sciences education that intentionally assists students in meaning-making and connection-building, the Voyage will affect and attend to all areas of the SEMP, including increasing retention in all demographic groups identified in the plan. The Voyage intends to also lead to higher recruitment as future students continue to understand the value of their GVSU degree. The Voyage is the result of significant faculty and staff ideation and reflection, and as a responsive plan supports faculty and staff thriving and success.
- This year, the Voyage team has created a college-wide definition of high-impact practices and experiential learning, created curricular frameworks for implementation, and began ideating on models to scale this work across the College. The College has identified some potential short- and long-term multi-faceted funding opportunities for this work to remove barriers to student access. The College has also begun highlighting this work and process at academic conferences.

COLLEGE OF LIBERAL ARTS AND SCIENCES (CLAS) (CONTINUED)

Updates from the Colleges

Student Success

- Established the CLAS Student Success Team to provide leadership and guidance for student success efforts and to foster partnerships with other university student success initiatives.
- The Tutoring and Reading Center (TRC) saw a 6% increase in appointment tutoring. With the upcoming move to a more centralized location in Henry Hall, and an expansive outreach and marketing plan, those numbers are expected to increase significantly in 2023/2024. Through partnerships with the drop-in centers for Math and Statistics, Chemistry, Biology and Biomedical Sciences, Engineering and Computing, Business, and Physics, the TRC is providing wrap-around services for many 100- and 200-level courses at GVSU.
- In the CLAS Academic Advising Center (CAAC), the transition of 6 adjunct positions to permanent full-time positions has allowed the director to implement additional targeted outreach campaigns to a wider audience of first and second year students. Additionally, all first and second year students, including transfers, have been assigned a professional academic advisor as well as faculty advisor (based on their major(s)). This has facilitated the ability to meet the university initiative to require all new-to-GVSU students meet with a professional academic advisor prior to registration for 2023/2024.
- Chemistry and Biology worked closely with the Student Success Team to implement a pilot program of support and experiential pedagogies for the high DFW courses in those units via shared resources on Blackboard.
- The Student Success Team has begun the implementation of Experiential Learning Maps for all majors in CLAS. These complement the existing curriculum guides and career maps already in place. Initial maps will be created and implemented in Fall 2023 for Biology, Natural Resource Management, Psychology, Behavioral Neurosciences, Chemistry, Biochemistry, Classics, and Cell and Molecular Biology. Full implementation of all maps is planned for Fall 2025.

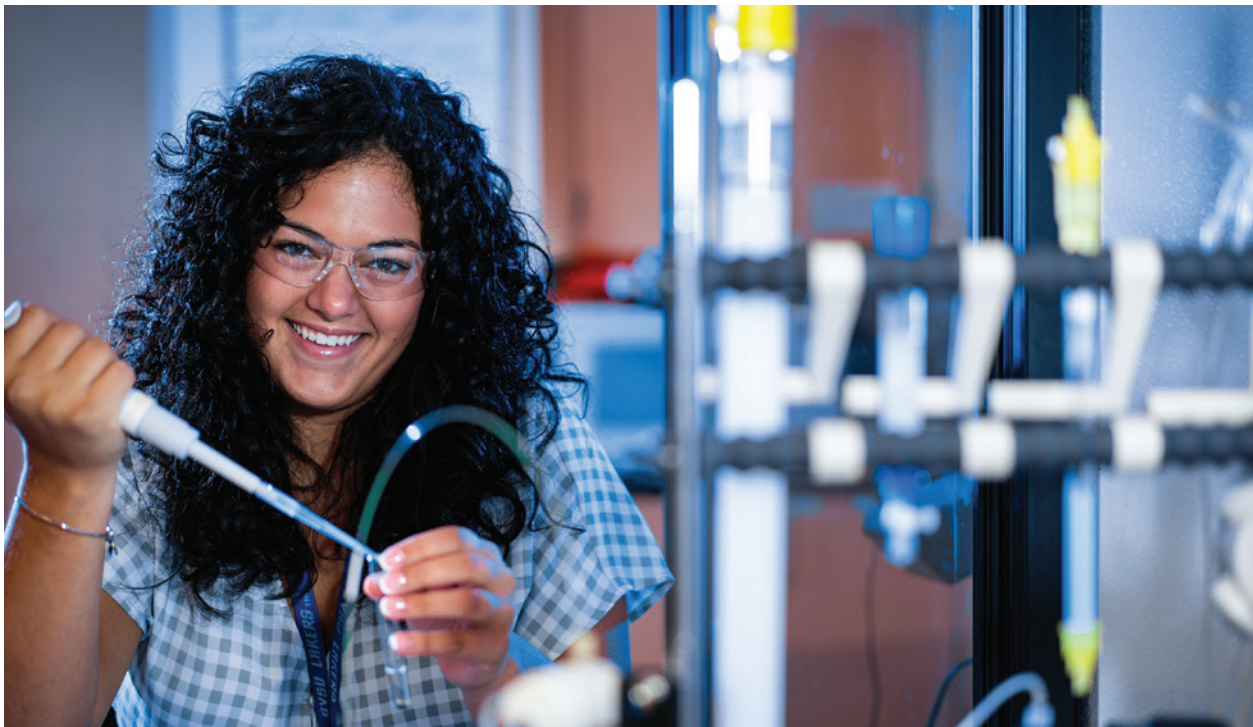
KIRKHOF COLLEGE OF NURSING (KCON)

Updates from the Colleges

KCON has worked diligently and collaboratively with community and practice partners as well as colleagues at GVSU to create initiatives that further the mission and vision of Reach Higher 2025 and the SEMP Plan. College faculty and staff are extremely proud of this work and the positive impact on student experience.

The four initiatives led by the Kirkhof College of Nursing include:

1. Discussion with Enrollment Management to explore partnering with Historically Black Colleges and Universities (HBCUs) to re-establish nursing programs.
2. The holistic admissions process for graduate and undergraduate programs with engagement of community members during the Bachelor of Science in Nursing (BSN) admission interview process.
3. Implementation of the HRSA Nursing Workforce Diversity (NWD) grant in partnership with two large health systems to recruit and educate underrepresented students to provide care and lead in underrepresented communities.
4. Expansion of the BSN program through the implementation of the Corewell Health West and Pine Rest initiatives by attracting a diverse student cohort in the second degree and traditional programs.



KIRKHOF COLLEGE OF NURSING (KCON) (CONTINUED)

Updates from the Colleges

Working with Dr. Donta Truss, vice president for Enrollment Development and Educational Outreach, discussions are underway to partner with HBCUs to offer nursing degrees. This initiative aligns with KCON's strategy to increase the African American student recruitment in undergraduate and graduate programs. Although early in collaborative conversations, we are confident and energized by the relationship building for future positive outcomes.

KCON continues to develop strong community partnerships that strengthen our holistic admissions process. As a result of this work, the percentage of males and diversity of KCON students has increased. In collaboration with our community partners, Corewell Health and Pine Rest, KCON exceeded the goal of 24 Accelerated Second Degree (ASD) BSN students by adding a total of 28 students (Winter 2023). The established KCON plan is to add 24 ASD BSN students in each of the 3 admission cycles annually made possible through community partners who have committed to the provision of adequate clinical site placements for the additional students.

KCON has made significant progress in increasing workforce diversity through the implementation of the HRSA Nursing Workforce Diversity (NWD) grant in partnership with McLaren and Corewell Health West health systems. The HRSA NWD grant aims to recruit and educate diverse undergraduate and graduate students who will provide care and lead in underrepresented communities. Enrollment of 38 students into the fully online RN to BSN program was anticipated, however enrollment initially dropped. Because of the comprehensive interventions and services in recruitment, retention, and financial support, enrollment has stabilized at 30. Outcomes to date (2021-2023) for the HRSA NWD are represented by 30 full-time training awards provided to 20 BSN, 6 MSN, and 4 post-MSN-DNP students with financial awards averaging \$7400.

PADNOS COLLEGE OF ENGINEERING & COMPUTING (PCEC)

Updates from the Colleges

PCEC has worked in close collaboration with the GVSU community to create initiatives that further the mission and vision of Reach Higher 2025 and the SEMP.

The four initiatives led by the Padnos College of Engineering and Computing are the HBCU/HSI Consortium, enhanced academic advising offerings, robust K-12 outreach initiatives, and ongoing curriculum development. Our college is extremely proud of these initiatives and their impact on the student experience at Grand Valley State University.

The HBCU pipeline is tied to the Strategic Enrollment Management Plan (SEMP) goal of increasing the enrollment of underrepresented in STEM learners. Our partnership with four HBCUs has brought 17 students to GVSU. Dr. Samhita Rhodes, the Director of the Engineering Graduate Program at GVSU, created a summer transition institute for our incoming HBCU students to provide additional support as they transition to GVSU. The transition program utilizes first cohort HBCU students as mentors and has significantly improved the academic success of the second cohort.



PADNOS COLLEGE OF ENGINEERING & COMPUTING (PCEC) (CONTINUED)

Updates from the Colleges

PCEC enhanced our academic advising offerings to further the SEMP goal of supporting first-generation learners. Two of our PCEC advisors were moved from soft to base funding, strengthening the cohort of PCEC advisors. Our advisors have also continued to provide remote advising opportunities to make advising as accessible as possible for our student population. 179 detailed program plans posted to the PCEC advising website has also increased accessibility for PCEC students. The recent creation of a Living Learning Center (LLC) with faculty and professional advisors has fostered community among our students, and we hope to create an additional LLC as our college continues to grow.

Our K-12 outreach initiatives support the SEMP goal of supporting first-generation learners. PCEC interacts with thousands of K-12 students each year through our support of FIRST Robotics, local science festivals, PCEC Project Day, classroom tours, career fairs, and more. In collaboration with the Regional Math and Science Center we have created a series of summer camps for K-12 students. Our robust partnership with FIRST Robotics includes hosting a district competition, creating a practice field for local teams, and awarding \$40,000 in scholarships each year to first year PCEC students. Our outreach programs are designed to create positive, experiential learning opportunities for students. Our hope is that students involved in these activities will develop an interest to pursue education and careers in STEM.

Ongoing curriculum development at PCEC has focused on the SEMP goal of increasing enrollment of adult and nontraditional learners, transfer learners, and graduate learners. Beginning in the Fall 2023 semester, PCEC will offer two new Bachelor of Applied Science (BAS) degrees for students who earned an Associate of Applied Science (AAS) degree and want to advance their careers. The two degrees, Technology Project Management and Web Design and Development, will provide students with a real-world experience from an internship to develop the skills their employers need. PCEC has also launched an articulation agreement with the Kendall College of Art and Design, as well as combined degree programs, and a one-year Master of Science in Engineering program. PCEC courses are increasingly offered in the evening or off-cycle to support adult learner schedules. A Bachelor of Science in Data Science is being created to meet the demand we've seen from both students and industry partners.

SEIDMAN COLLEGE OF BUSINESS (SCB)

Updates from the Colleges

The Seidman College of Business (SCB) has collaborated closely with the GVSU community to create initiatives that further the mission and vision of Reach Higher 2025, the Seidman Strategic Plan, and the SEMP.

The five initiatives led by the Seidman College of Business:

1. First and second-year Mentoring Program (year 2).
2. Advising students by “Meeting students where they are.”
3. Recreating First-Year Course to expose students to experiential learning to acquaint them with business careers and program education (renewed pilot after COVID).
4. Scheduling efficiency to improve student persistence-to-completion of their program of study, given the challenges of lack of sufficient advising resources (staffing) relative to the number of students in Seidman.
5. Accounting Summer Camp targeting underserved K-12 students.

First and Second-Year Mentoring Program

During 2021-22 Seidman started a first-year mentoring program. It paired first-year students with juniors in the SCB. It then provided the juniors with professionals from the Grand Rapids community as Pro Mentors. It was highly successful, with students participating showing higher retention rates and higher GPA improvements than those seen outside of the program. In fact, first-year students in the program had a .5 higher GPA than those who did not participate. This year we worked to expand the program, as seen in the following table.

	2021/22	2022/23	CHANGE
MENTEES	97	130	134%
PEER MENTORS	90	124	138%
PRO MENTORS	71	121	170%
EVENTS	5	17	

We also expanded to second-year students in 2022-2023. This was a small-scale pilot to see if the success in the first year could be continued into the second year. Students are finding the program helpful and provided glowing feedback on its effectiveness of the program.

UNIVERSITY LIBRARIES

Updates from the Colleges

The University Libraries has been actively advancing their SEMP. Key highlights include:

- Open Educational Resources (OER) - Thanks to a grant from the President’s Innovation Fund, the initiative is expanding Grand Valley’s capacity to support faculty using, adapting, and creating Open Educational Resources (OER). Highlights of the Initiative include an OER Curation service and OER development funding for faculty. These programs and other activities offer opportunities for individual faculty as well as academic units to engage with OER and thereby advance the university’s strategic commitments. (<https://www.gvsu.edu/library/sc/acceleratingoer>)
- Undergraduate Assistantship Pilot - Leaning on our commitment to equity and Universal Design of learning, we launched a collaborative pilot project to create workplace-based learning opportunities for those who may not have access to paid internships. The focus will be on supporting DACA students in this high-impact experiential learning opportunity. The pilot project will create a guide that can be used by others across the campus to create their own program.
- Digital Creator Lab - In a collaboration between University Libraries and Information Technology, the Digital Creator Lab (DLC) opened. Staffed with highly trained Digital Skills Consultants to help students on their digital projects, the DCL now offers dual monitor computers with audio and video software, lendable hardware, online tutorials, and five sound-reducing booths. As a service partner of the Knowledge Market, the DCL aims to reduce technology access gaps and advance digital literacy for diversely situated students. (<https://www.gvsu.edu/library/km/digital-creator-lab-%7C-now-open-14.htm>)



THE GRADUATE SCHOOL

Updates from the Colleges

The Graduate School is making very good progress on achieving the designated goals and strategies for recruitment and retention of the SEMP. We continue to move forward on implementing our recruitment strategies and provide several examples. This year, with the Slate platform being made available to graduate program directors, the ability to communicate with, recruit, and track potential graduate students has been dramatically improved. We have enhanced the promotion of co-curricular activities (e.g. 3MT, Graduate Showcase, Academic Conference Fund, Presidential Research Grants) on website, marketing, and recruitment materials. Additionally, we continue to identify student success stories, record videos, and highlight those videos on the Graduate School webpages, as well as the university recruitment and marketing pages.

Additionally, we continue to make very good progress on implementing our retention strategies and provide several examples. The Graduate School Programming and Communication AP has been working with the Social Justice Center to identify diverse events of interest to graduate students and promoting these events to our students through email, Blackboard, and various social media platforms. We now offer both face-to-face and virtual components for all of our orientations and workshops (e.g. new Graduate Student Orientation, Thesis/Dissertation workshop). Finally, the Graduate School promotes Graduate Student Association Registered Student Organizations at new graduate student orientation and on various website, marketing, and recruitment materials.



At Grand Valley State University, we empower learners in their pursuits, professions, and purpose. The university enriches society through excellent teaching, active scholarship, advancement of equity, and public service.

Grand Valley State University is an affirmative action, equal opportunity institution. It encourages diversity and provides equal opportunity in education, employment, all of its programs, and the use of its facilities. It is committed to protecting the constitutional and statutory civil rights of persons connected with the university. 5/23

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