



GRCC Strategic Plan 2014-2018

grcc.edu/strategicplanning

Revised: July 2017

Letter from the President

Grand Rapids Community College launched the second phase of its strategic planning process with the 2014-18 Strategic Plan during 2014. Since then, much work has taken place during years one to three of this four-year plan, with some projects being completed, others combined, and yet a few more closed. These changes reflect how GRCC maintains its nimbleness to continually improve the work faculty and staff do to address the needs of the West Michigan community. Outlined within this report are the strategies, action projects, and indicators of success that will continue to drive our work during the coming years.

That includes reviewing in detail college initiatives and processes to identify strengths and challenges, and developing solutions that move the college forward. Regular monitoring reports to the Strategic Leadership Team and Board of Trustees allow us to track the plan and move the needle in a positive direction through a series of eight success indicators.

The 2014-18 Strategic Plan organizes our work under three college ends:

- Student success pathways
- Workforce pathways
- Transfer pathways

Under each college end, strategies have been developed to guide college action projects. There are a total of six strategies and 17 college action projects.

The strategies are:

- Access and inclusion
- Persistence and completion
- Student support
- Student learning
- Knowledge and infrastructure
- Student pathways

Please review our 2014-18 Strategic Plan. It is the map that helps us chart the course for GRCC's future. I extend my thanks in advance for all the work our faculty and staff will do to move these initiatives forward and improve the learning process and college experience for our students. GRCC has been – and will continue to be – the best choice for West Michigan residents as they embark on their educational journeys.

Sincerely,

A handwritten signature in black ink, appearing to read 'Bill Pink', with a stylized flourish extending to the right.

Bill Pink, Ph.D., President



GRCC STRATEGIC PLAN 2014-2018

END #1: STUDENT SUCCESS PATHWAYS

A student-centered experience will ensure opportunities for students to learn the skills necessary to achieve their educational goals.

Strategy 1.1 Access and Inclusion

Improve services and outreach initiatives to students considering GRCC while creating a welcoming and inclusive environment for all at GRCC.

CAP #1.1.1: Improve outreach and recruitment of new students.

CAP# 1.1.3: Implement projects related to Campus Climate Study to foster an inclusive, welcoming college.

Strategy 1.2 Persistence and Completion

Provide college programs, resources and systems to support students in their educational pathway, including the attainment of a credential.

CAP #1.2.1: Student success in developmental education.

CAP #1.2.3: Increase the readiness of students taking online courses.

CAP #1.2.4: Reduction of financial barriers for students.

CAP #1.2.5: Implement First Scholars Project: Increasing completion rates for first time/full-time students.

Strategy 1.3 Student Support

Improve support services to instill in students the skills necessary to be effective learners, citizens and individuals.

CAP #1.3.3: Provide additional student support for Latino students.



CAP #1.3.4: Support an academic leadership program (Alpha Beta Omega) to support the success of the college's most challenged students.

CAP #1.3.5: Implement the Women Empowering Leadership and Learning (WELL) program to increase success of female African American students.

CAP #1.3.6: Strengthen our systems to better support students with food assistance and housing assistance.

Strategy 1.4 Student Learning

Improve student success through the creation, revision, and monitoring of curriculum and assessment.

CAP #1.4.1: Implement institutional assessment of student learning.

Indicators of Success:

Student Success

- Fall to winter retention (first time students by gender, ethnicity, age, full time/part time status), % of all attending students who return for winter semester (State of MI indicator)
- Fall to fall retention (first time students by gender, ethnicity, age, full-time/part-time status)
- 3-year cohort rates (still attending, graduated, transfer without degree, transfer with degree, unknown)
- Graduation yield (% of all students attending in an academic year who earn a credential)



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END #2: WORKFORCE PATHWAYS

GRCC will prepare students for the workforce in our community and the world.

Strategy 2.1 Knowledge and Infrastructure

Ensure that resources and infrastructure are effectively organized and consistently aligned to provide students and other stakeholders with an efficient, successful, user-centered system to promote the attainment of skills necessary to enter the workforce.

CAP #2.1.2: Increase use of labor market information forecasting.

CAP #2.1.3/#3.1.4: Implement the Academic Pathways Initiative.

Strategy 2.2 Student Pathways

Provide expanded engagement opportunities for students related to work goals.

CAP #2.2.3: Strengthen our systems to support students in increasing employability skills, seeking employment, and job placement.

Indicators of Success:

Workforce Pathways

- Perkins indicators reported at the college level
- Licensure pass rates for workforce programs



END #3: TRANSFER PATHWAYS

GRCC prepares students to transfer to the college or university of their choice.

Strategy 3.1: Knowledge and Infrastructure

Ensure that college messaging, alignment with secondary and other post-secondary institutions, resources, and infrastructure are effectively organized to provide students and other stakeholders with an efficient and effective system to promote transfer.

CAP #2.1.3/#3.1.4: Implement the Academic Pathways Initiative.

Strategy 3.2: Student Pathways

Provide students with the experiences, preparation, and support necessary for successful transfer to a four-year college.

CAP #3.2.1: Enhance transfer resources throughout the college and integrate services for students on a transfer pathway.

CAP #3.2.2: Strengthen our systems for the assessment of general education.

Indicators of Success:

Transfer Pathways

- GPA comparison of GRCC transfers vs. native students at top two transfers (GVSU, Ferris)
- 6-year transfer rate (with or without graduating first)

Vision

As a college of distinction, GRCC inspires students to meet the needs of the community and the world.

Mission

GRCC is an open access college that prepares individuals to attain their goals and contribute to the community.

Values

Excellence – We commit to the highest standards in our learning and working environment as we strive for distinction in all aspects of our work.

Diversity – We create an inclusive learning and working environment that recognizes the value and dignity of each person.

Responsiveness – We anticipate and address the needs of students, colleagues, and community.

Innovation – We seek creative solutions to problems through experimentation and adaptation.

Accountability – We set benchmarks and outcomes to frame our decision-making, measure our performance, and evaluate our results.

Sustainability – We use resources in responsible ways to achieve balance among our social, economic, and environmental practices and policies.

Respect – We treat others with courtesy, consideration and civility.

Integrity – We commit to GRCC values and take personal responsibility for our words and actions.

Ends

Student Success Pathways – A student-centered experience will ensure opportunities for students to learn the skills necessary to achieve their educational goals.

Workforce Pathways – GRCC will prepare students for the workforce in our community and the world.

Transfer Pathways – GRCC prepares students to transfer to the college or university of their choice.

Institutional Learning Outcomes

Communication Skills – Students will effectively express and exchange ideas through listening, speaking, reading, writing, and other modes of interpersonal expression.

Critical Thinking Skills – Students will be able to gather and synthesize relevant information, evaluate alternatives, and implement creative and effective solutions.

Social Responsibility Skills – Students will be prepared to practice community engagement that addresses environmental responsibility, social justice, and cultural diversity.

Personal Responsibility Skills – Students will become independent learners who understand and express the lifelong skills necessary for physical, social, economic, mental, and emotional health.

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