



2013-14

Grinnell College FY 2014 Strategic Action Plan



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Strategic Action Plans 2013-14

Introduction

Grinnell College’s Strategic Plan was conceived to be a flexible, ongoing process. It was born of a campus-wide conversation that outlined six major strategic directions to guide Grinnell’s future decisions. At the end of the 2011-2012 planning year, President Raynard Kington described Grinnell’s strategic plan and its implementation:

Many strategic planning processes have failed at the implementation stage. In my observation, this often happened because the initial conversations were allowed to trail off or because no one felt that she/he was responsible for the implementation. In a truly effective planning process there are multiple steps: we need to determine where we want to go; figure out how to get there; do the work; and measure our progress. To avoid the traditional pitfalls, Grinnell needs to employ a process of distributed leadership and shared governance.

Through a continuous process of reflection and evaluation, strategic planning and actions help the College set priorities, manage resources, define performance expectations, and ensure integrated

actions—ultimately enhancing the College’s ability to carry out its mission in the rapidly changing landscape of higher education.

Background/History

Academic year 2012-2013 marked the first year of implementation of the Strategic Plan. To facilitate this process, the College chose a distributed leadership model, assigning each major strategic priority to a corresponding administrative and faculty team most naturally engaged in that priority. Distributed leadership will help avoid the pitfalls of a centralized leadership system in which goals and actions may become separated from the daily fabric of the College and the people whose work is most intimately connected to and should inform such goals. The names of implementation leads are included in the Action Plan below.

Early in the strategic planning process, the College identified the critical need to build the College’s operational and staffing infrastructure in the key strategic areas of enrollment, alumni relations and development, career services, and communications. 2013’s implementation primarily focused on establishing this basic infrastructure. Additionally, 2013’s launch of the Innovation Fund was a major step taken to build the research and development atmosphere to support promising, innovative teaching and learning ideas. A list of the currently funded projects appears on page 15.

2012-13 was also marked by campus-wide conversations (“cross cutting themes”) on two very different themes: need-blind policy and Title IX. As different as they appear at face value, both themes are fundamentally about providing educational opportunity to current and future students. The campus and alumni engaged in an open and involved discussion of the need-blind admission policy and the College’s ability to maintain the policy under Grinnell’s current financial model. After a rigorous examination, the College reaffirmed its commitment to maintaining the College’s need-blind policy; however, a change in the balance of revenue sources would be required to continue the policy beyond academic year 2015-2016.

Along with many colleges and universities across the nation, Grinnell began a series of conversations about Title IX. At its core, Title IX exists to maintain and promote educational opportunities for all students. It prohibits discrimination based on an individual’s sex, as such discrimination would limit educational opportunities. This campus-wide work continues in 2013-14, including a redrafted policy statement, the development of a prevention task force, and the enthusiastic commitment of the student body. For a detailed report of the how the College is strengthening its commitment to Title IX, see www.grinnell.edu/sexualrespect.

Going forward, the 2014 Action Plan (below) provides a general summary of the next major strategic steps the College will take, followed by the detailed actions plans for each strategy.

2013-2014 Strategic Action Plan Summary

In the coming year, the College will build on last year's work which focused on Enrollment (Strategy 1), Post-Graduate Success (Strategy 4), and Alumni Engagement (Strategy 5). Academic Year 2013-2014 strategic energies and resources will focus on the areas of Teaching and Learning (Strategy 2) and the Grinnell Learning Space (Strategy 3).

The College will conceive a Center for Teaching, Learning, and Assessment. The purpose of this center is to support the learning endeavor through exploration of best uses of technology in learning; to support faculty in curricular development and pedagogy; to support students in reading, writing, and quantitative skills; and to improve learning using assessment tools. The College will also explore ways to change the current academic schedule to facilitate learning opportunities for students and professional development for faculty and staff.

College Services and the Office for Community Enhancement will focus on comprehensive facilities planning and a timeline for building new learning spaces that foster creativity, collaboration, and critical inquiry in the study of Social Studies and Humanities. This will include an update to the campus plan offering recommendations for best uses of Carnegie, ARH, the Library, and the Forum.

Personal safety and wellbeing is a prerequisite to learning. To foster campus safety and prevent and treat alcohol abuse, the Prevention Task Force will work on development of an active bystander training program and other harm reduction strategies. The Campus Emergency Preparedness Committee – lead by staff from Campus Safety and Security and the Office of Communications – is focusing a major initiative in the area of emergency preparedness, ensuring that the College is in compliance with all expectations and is fully prepared for any of a variety of emergency incidents. A nationally known consultant is being engaged to assist with this important work.

As the underpinning of all the College's strategies, the management of the College's Human and Financial Resources (Strategy 6) will continue to be a major area of focus. The College's Office of Analytic Support & Institutional Research will work with the Board of Trustees to develop a full set of Board and Strategic Planning Metrics. Assistant Professor of Mathematics and Statistics Jeffrey Blanchard, working with Investment and Finance Office staff, will continue to refine the College's financial modeling tool. In conjunction with the Development and Alumni Relations Office, the College will continue to address the challenges of strengthening the philanthropic support of the College and meeting staffing needs in both the Pioneer Fund Office and Major Gifts area.

Finally, as the primary gateway to the College for all internal and external constituents, the launch of the new Grinnell College website and College branding efforts will also be a major focus of 2013-2014, one that impacts all of the strategies. The Office of Communications will ensure integrated communication of strategic planning through the web, board materials, the Scarlet and Black, and other publications.

Campus-wide conversations during 2013-14 (“cross cutting themes”) will focus on two themes that underlie the College’s mission and planning at all levels: diversity in the Liberal Arts and maximizing technology-rich learning in the Liberal Arts.

Action Plans 2013-14

Co-chair of Strategic Implementation: David Lopatto, Interim Vice President for Academic Affairs and Dean of the College, Professor of Psychology

Co-chair of Strategic Implementation: Angela Voos, Vice President for Strategic Planning and Chief of Staff

STRATEGY 1: Enrollment

Staff Lead: Joe Bagnoli, Vice President for Enrollment and Dean of Admission and Financial Aid

Faculty Lead: Jack Mutti, Professor of Economics

Goal: Attract, enrich, and graduate a diverse and talented student community. Create a student body that individually and collectively reaches a remarkable record of achievement and that maximizes the interactive learning opportunities for all Grinnell students.

Objectives:

- Develop financially sustainable admission and financial-aid policies consistent with a mission of academic excellence and educational access.
- Develop *Guiding Principles for the Composition of the Student Body*.
- Reduce the reliance on the endowment for the operating budget.
- Maintain the academic profile of the incoming classes of students.
- Focus financial aid to provide access to a Grinnell education for academically qualified students with significant financial need or backgrounds that would create an obstacle to earning a college degree.
- Increase the diversity of the student body to provide a robust learning environment.
- Understand and positively influence market perceptions of prospective students and their families.
- Enroll entering classes of students who are strongly matched to Grinnell and therefore are likely to succeed and graduate.
- Retain and graduate students who choose to pursue an education at Grinnell.

2014 Enrollment Actions

The Office of Admission and Financial Aid will:

- Reduce the tuition discount rate by developing a more comprehensive assessment of student financial need resulting in financial aid awards that are more sensitive to total available family resources.
- Review all financial aid awarding policies and revise them according to best practices of our national, college comparison group.
- Develop the campus visit program to improve applicant-visitor experience.
- Revise the College's Admission Rating Scale.
- Develop a strategic communication plan and related correspondence.
- Utilize website and web advertising to help close the gap between Grinnell College and other schools in terms of site visits and links to homepage.
- Increase net tuition revenue while maintaining a diverse and talented student body.

STRATEGY 2: Teaching and Learning

Staff Lead: David Lopatto, Interim Vice President for Academic Affairs and Dean of the College, Professor of Psychology

Faculty Lead: Kathryn Kamp, Chair of the Faculty, Earl D. Strong Professor of Social Studies, Professor of Anthropology

Goal: Re-envision Grinnell's commitment to a liberal education and its value in the twenty-first century. Create an innovative and evolving student centered, liberal arts curriculum (academic experience) that enables students to be successful in an ever-changing world and informs and enriches the lives of Grinnell graduates.

Objectives:

- Create an adaptive curriculum and pedagogy that will evolve fluidly, creatively, and intentionally in response to new and sometimes unanticipated challenges.
- Cultivate students who can integrate knowledge across disciplines, who are sophisticated in their writing, analysis, and research, and who understand the social basis and responsibilities of knowledge.
- Create a flexible environment that allows for creativity and collaboration across disciplines.
- Increase the accessibility and sharing of knowledge, scholarship, and primary source materials created at or owned by the College.

2014 Teaching and Learning Actions

The Dean of the College and Chair of the Faculty, with the faculty will:

- Form a committee to make recommendations regarding resource allocation and policy for technology-rich teaching and learning.

- Led by David Lopatto and Kathy Kamp, will plan for a Center for Teaching, Learning, and Assessment.
- Explore alternative academic schedules that accommodate for engagement with alumni, celebrate student research and global experiences, allow more time for assessment, and encourage a range of innovative teaching methods. Among the possibilities being explored are 1) differential start times for courses, 2) incorporating short, intensive blocks of time in some courses, and 3) setting aside days in the semester for College-wide activities.
- Create learning outcomes assessment tools that support learning assessment campus-wide, with support from the Office of Analytic Support and Institutional Research.

The Office of Student Affairs will:

- Strengthen the Campus Advocates program in collaboration with the campus Title IX officer and the Task Force for Prevention, Safety, & Responsibility.
- Enhance programming for first-generation college students.
- Grow academic tutoring programs on campus, sponsored by the A.V. Davis Grant.
- Develop a robust Group Therapy program in SHACS, in order to address common issues (stress, mindfulness, loss) with a wider circle of students.

STRATEGY 3: The Grinnell Learning Space

Staff Lead: John Kalkbrenner, Vice President for College Services

Faculty Leads: Jim Swartz, Professor of Chemistry, Dack Professor of Chemistry; Erik Simpson, Professor of English

Goal: Build learning spaces that encourage collaboration, creativity, and inquiry. Design, operate, and support all spaces on the campus to enhance the academic, social, and environmental success of the Grinnell College community.

Objectives:

- Create learning spaces that promote collaboration, creativity, and inquiry.
- Configure facilities with the right technology and access to necessary data and primary source material to support emerging forms of inquiry-based learning.
- Design spaces to enable faculty to show films, do in-class work on statistics packages, or use databases of images and sounds, and allow students to create different forms of work products.
- Design mission-driven architecture that supports the full creative range of original materials and scholarship products generated at Grinnell.
- Make better use of College facilities during the summer.

2014 Actions:

The Office of College Services will:

- Develop recommendations for best uses of Carnegie, ARH, Library, and Forum Buildings.
 - a) Complete the conceptual design stage of academic space to support teaching and learning of Social Studies and Humanities.
 - b) Integrate academic space planning findings with earlier studies on student housing and campus/town visitor experience studies. Propose an implementation plan with corresponding costs and financing options.
- Complete an update to the Campus Plan for academic spaces.
- Create a unified, highly responsive technology support structure for teaching and learning.
 - a) Develop a comprehensive multi-year plan for ITS projects, services, and governance.
 - b) Define an information architecture that will support analytic projects and strategic decision making.
- Complete a comprehensive plan for the spaces between campus buildings.
 - a) Create a comprehensive campus landscaping plan to create an appealing and consistent theme for the spaces between the College's diverse buildings. This will include thoughtful routing of pedestrian traffic and creating distinctive spaces between our buildings.

The Office of Student Affairs will:

- Initiate a new Orientation (NSO) program that emphasizes the welcome from and responsibility to the town of Grinnell, with campus and community partners.

STRATEGY 4: Career Development/Post Graduation Success

Staff Lead: Mark Peltz, Associate Dean and Director of Career Development

Faculty Lead: Janet Davis, Associate Professor of Computer Science

Goal: Instill an orientation to the future and intentionally connect the Grinnell educational experience to post-graduate endeavors. Create a curriculum and learning environment that enables and encourages students to pursue and succeed along multiple life paths and careers.

Objectives:

- Provide opportunities for students to make connections between course experiences and other learning experiences (internships, externships, apprenticeships, fellowships, employment, service opportunities, travel, performances, etc.).
- Increase learning experiences outside the classroom.
- Guide students to apply, reflect on, and articulate how their skills are applicable to their futures.
- Develop programs that facilitate networking and mentoring relationships between students and alumni.
- Expand career development support to young alumni.

2014 Actions:

The Center for Careers, Life, and Service will:

- Revamp content for new CLS website.
- Finalize recruiting brochure with support from Communications office.
- Acquire and implement on-campus recruiting module in PioneerLink (Symplicity).
- Implement real-time, student feedback process.
- Finalize CLS metrics and student learning goals to drive assessment.
- Evaluate GRINNELLINK Internship program funding model, investigate student interest/market-driven strategy.
- Develop and implement CLS social media strategy.
- Develop and implement new slate of programming associated with the new Grinnell Careers in Education Professions Program.
- Pilot Student/Alumni Mentor Program.
- Plan and execute an industry tour to Chicago.
- Provide scholarship support to at least 5 students participating in the Booth, Fullbridge, and other bridge program providers.
- Conduct feasibility study on the CLS introducing a fall Career Fair.
- Pilot “senior series” workshop sequence.
- Build “Grinnell Careers in Business” track.
- Co-sponsor Business Symposium with Wilson Program.
- Pilot expansion of curricular service learning courses to include local paid employment opportunities for students to implement service projects and recommendations.
- Plan Fall 2014 Industry Tour to NYC with a focus on Finance & Consulting.

STRATEGY 5: Alumni Engagement

Staff Lead: Beth Halloran, Vice President for Development and Alumni Relations

Faculty Lead: Sarah Purcell, Professor of History, Director of Rosenfield Program

Goal: Foster life-long learning and contributions of alumni in the College’s intellectual life, service, and mentorship and advising. Design the Grinnell alumni community, the alumni-to-alumni relations, and the College-to-alumni relations by purposefully including alumni in all of the strategies.

Objectives:

- Actively serve alumni in ways that they deem meaningful.
- Increase the quality and frequency of engagement activities involved with faculty, staff, students, and other alumni.
- Create engagement opportunities that reflect Grinnell’s commitment to academic rigor, independent thinking, service, and mentorship.
- Instill in each student a strong sense of attachment to the College, its mission, and its

community.

- Foster a culture of philanthropy that recognizes the crucial role of alumni giving and provides alumni with meaningful opportunities to give back to the College community through their time, energy, expertise, and money.

2014 Actions:

The Office of Development and Alumni Relations will:

- Establish ways to capture volunteer engagement across the entire College for a more comprehensive picture of alumni, parents, and friends who are engaging with the College; honor that service in the Annual Report and Honor Roll.
- Pilot an alumni-student mentoring project on campus in partnership with the Dean's Office and the Center for Careers, Life, and Service. For this mentoring project, alumni volunteers from our Black and African American Reunion alumni committee will be partnered with students of color who have self-selected into the mentoring program. This pilot will tentatively impact 30 students.
- In partnership with the Athletics and Recreation staff, advance plans for a reimagining of the Grinnell College Athletic Hall of Fame selection processes and events; launch marketing plan in fall 2013 for a fall 2014 induction ceremony.
- Continue to explore feasibility of "Alumni Week" concept by building on commitment to affinity reunion programs. 2013-14 will host the following:
 - Fall Athletic Weekend (football, tennis, soccer and volleyball);
 - Swimming and Diving Reunion Weekend;
 - Cross Country Reunion Weekend;
 - Languages For Life Reunion Weekend (foreign language and classics' majors);
 - African-American and Black Alumni Weekend
- Take steps toward the continued enhancements of student programming, most notably the fall 2013 merger of the Student Alumni Association and the Student Philanthropy Committee into a single Student Alumni Council. We look forward to the expansion of this program under the leadership of a new team member, Assistant Director of Alumni Relations for Student Programs.
- Create stewardship plans to celebrate those who have invested significantly in the College.
- Add Reunion and Class Fund Director roles to the Pioneer Fund in order to deepen engagement within classes.
- Determine the key indicators of alumni engagement that turn regard for the College and involvement with the College into philanthropic productivity.
- Launch comprehensive, streamlined Alumni College "roadshow" with three-year plan for faculty presence in each Tier 1-3 market. Plan and host ten faculty events in FY2014.
- Work with faculty to create opportunities for alumni engagement during professional conference travel. Deliberately structure intellectual engagement around discipline-specific events (e.g. College Art Association Annual Meeting, Women In Computer Science, etc.).

- Launch pilot partnership with Grinnell-in-Washington off-campus study program to take advantage of opportunities for alumni support (through internships, mentoring, receptions, and informal gatherings) of students in this program.
- Continue to develop regional network infrastructure to empower, engage, and support alumni in the creation of community-building activities to supplement the College's regional event calendar.
- Anticipate effective re-launch of the Grinnell Alumni Travel program with a June 2014 trip to Greece and a 2015 service travel program to Ghana in partnership with 2011 Grinnell Prize winner James Kofi-Annan and his organization, Challenging Heights. Continue summer "adventure" tour of Grinnellians on RAGBRAI.
- Develop and support *Forum*: an electronic platform which builds community in a way that connects alumni back to campus, connects them in their regional areas off campus, and connects them with other regional groups and the world of Grinnellians.
- In January 2014, launch online Grinnell College Book Club with the partnership of to-be-identified faculty (recommended by the Dean's Office) and alumni. Objective is to create intellectual exchange between alumni and faculty, and promote lifetime learning.

STRATEGY 6: The Management of Grinnell's Human and Financial Resources

Staff Leads: Angela Voos, Vice President for Strategic Planning and Chief of Staff; Kate Walker, Vice President for Finance and Treasurer of the College; Carlie VanWilligen, Associate Director of Analytic Support and Institutional Research

Goal: Transform administrative practices to maintain continuous, collaborative, and adaptive planning for the College. Create a fiscally sustainable business model that supports the College's continuing enhancements and maintains stability through variations in revenue sources and expenditure patterns.

Objectives:

- Invest strategically in the College's program and facilities to ensure a high quality educational experience.
- Maintain prospective student demand for a Grinnell education.
- Develop a mechanism to support innovation by faculty, staff, and students that allows for experimenting and developing new programs, courses, and practices.
- Develop a research and development environment in operations, where appropriate.
- Develop a culture of continuous planning and evidence-based decision making.

2014 Actions:

College Services will:

- Renovate the JCC to be more appealing to prospective students and their families.

- Increase marketing presence in Conference Operations and Events to grow facility rentals and catering services throughout the year.
- Develop Grinnell initiated summer programs that will be revenue positive and raise the profile of the college.
- College Services will implement an operation and maintenance process and budget that ensure the continual attention to high-quality spaces and plans for future space-related expenses.
 - a) Use facilities maintenance forecasts to help build a comprehensive long-term financial model for the college.

Communications will:

- Roll out the new website.
- Strengthen social media presence through coordinated and strategic use of Facebook, Twitter, Instagram, and other social technologies, producing targeted messaging.
- Focus media coverage on the College's most important issues.
- Working with Admission, Analytic Support and Institutional Research, and Information Technology Services, will take out strategic ads to bring the College to the attention of its target audiences.
- Produce more feature-rich online editions of both the Grinnell Magazine and the Honor Roll of Donors; if approved, will deploy a reader survey to print users of the Grinnell Magazine and Honor Roll of Donors to better understand what the print editions of these publications are accomplishing.
- The Division of Student Affairs will create and implement an assessment tool for students who participate in the Student Conduct system.
- The Office of Student Affairs with the Office of Communication will develop a comprehensive, campus-wide Emergency Preparedness Plan.
- Paula Smith, former Dean of the College and current professor of English, will work on refining a business model of enterprise risk management into a mission-based higher education model of enterprise risk management.
- The Treasurer's Office will develop a new budget planning process and position planning/approval process.
- The President's Office, with all offices, will develop a comprehensive, campus-wide policy manual.
- The Student Government Association (SGA) will strategically allocate the Student Activity Fund to promote healthier social events on campus.

Metrics

Part of strategic work is to develop feedback loops that inform next actions. Metrics provide a frame through which the College can judge whether its actions are serving its goals, whether changes are happening in a desired direction, and, at the highest level, whether the work of the College meets its

mission. The graphic below illustrates the board-level, draft of core metrics. The role of the Board of Trustees is to assure that Grinnell College sustainably meets its mission. To that end, there is a set of metrics that reflect sustainability and a set that reflect mission. These are a work-in-progress and the core subset of board-committee metrics, which are in turn, a subset of college operational metrics.

Financial Sustainability Core Metrics (Draft)

- Admission Rate (Strategy 1)
- Net Tuition Revenue per Student (Strategy 1,6)
- Percentage No-Need Students (Strategy 1,6)
- Total Gifts per Year (Strategy 5,6)
- New Pledges/Year (Strategy 5)
- Change in Percent Revenue by Source (Philanthropy, Net Student Revenue, Endowment) (Strategy 6)
- Change in Percent Expenditure by Category: (Instruction, Academic Support, Student Services, Institutional Support, Operation/Maintenance of Plant, Auxiliary) (Strategy 6)
- Endowment Actual Value (Strategy 6)
- FY Investment Return (Strategy 6)

Mission Core Metrics (Draft)

- Six-year Graduation Rate (Strategy 2)
- Learning Outcomes*
- Mission Effectiveness Composite Measure
- Diversity
 - Percentage Students of Color in Entering Class (Strategy 1)
 - Six-year Retention Rate of Faculty of Color (Strategy 2,6)
 - Percentage of all Faculty of Color Employed/year (Strategy 2,6)
 - Four-year Retention Rate of Staff of Color (Strategy 6)
 - Percentage of all Staff of Color employed/year. (Strategy 6)
 - Six-year Graduation Rate of Students of Color (Strategy 2)
 - % of all students current enrollment/year
 - International Off-campus Study Rate (Strategy 2)
- First Year Retention Rate (Strategy 2)
- Graduate School Competitive Index (Strategy 4)
- Alumni Engagement Volunteers (Strategy 5)

- Alumni 5-Year Satisfaction (Strategy 5)
- Alumni 10-Year Satisfaction (Strategy 5)

2014 Innovation Fund Current Projects:

Year-round, For-profit Apprenticeships in Iowa's Leading Industries

Project Contacts: Monica Chavez, Mark Peltz, Melissa Strovers

This project provides a framework for testing a for-profit apprenticeship program. Five students will work year-round with executive leadership in local companies to learn about the organizations, develop new skills, and apply their Grinnell education to meaningful projects for local employers.

Digital Asset Management

Project Contacts: Lesley Wright, Richard Fyffe, Julia Bauder, Mike Conner, Chris Jones, Cecilia Knight, Mark McFate, Kay Wilson, and Becky Yoose

The Faulconer Gallery, along with the Curricular Technology Specialists and the staff of the Grinnell College Libraries, will develop a prototype collection management system (CMS) as part of Digital Grinnell. The system created for Faulconer Gallery will be developed in such a way that it can be adapted for other collections on campus. An effective CMS created for Digital Grinnell will become the basis for future web based course projects, research on and off campus, and an expanded awareness of and utilization of primary source materials at Grinnell.

Data in Courses

Project Contact: Kathy Kamp

The goal of this project is to simultaneously facilitate the design and implementation of innovative and technologically-sophisticated coursework by Grinnell faculty and to increase Grinnell's visibility by sharing the materials Grinnell has developed via the internet. The funding will support two Data Analysis and Social Inquiry Lab (DASIL) fellowships, one full-time year-long position for a recent graduate and the other to provide a single course release for a faculty member to develop innovative materials for teaching quantitative or qualitative engagement with original data, as well as website development.

Music, Art, and English Interdisciplinary Course

Project Contacts: Dean Bakopoulos, John Rommereim, Lee Running

The project makes possible a team-taught course in composition, creative writing, and visual art to be offered in the spring of 2014. The advanced creative writing students, advanced studio art students, and advanced student composers will be developing collaborative projects, and the courses will culminate in a public performance and an exhibition.

The Impact of MAPs on Student Outcomes (pilot project)

Project Contacts: Keith Brouhle, Brad Graham

This project will investigate the impact of Mentored Advanced Projects on student academic, personal, and professional success at Grinnell and beyond.

Partners in Education: An Academic Recovery Program for First-Year Students (pilot project)

Project Contacts: Mark Schneider, Joe Bagnoli, Narren Brown, Jim Swartz

This project is designed to intervene with first-year students who have struggled academically in their first semester to build the skills and habits necessary for academic success.

Instructional Video Production Studio (pilot project)

Project Contacts: Mike Conner, Ralph Helt, Caleb Sponheim '15, Janet Carl

This project will create a modest video production studio with appropriate technology and staffing to combine necessary tools, a streamlined workflow, and knowledgeable staff to provide support in two key areas: faculty who wish to explore new technologies for increasing student engagement, and students who produce video essays or films for course work.

Appendix A: Core Metric Definitions

| GRINNELL COLLEGE - CORE METRICS | | | |
|----------------------------------|--|----------------------------------|--|
| MISSION METRICS | | | |
| Category | Metric | Source | |
| Students | First-Year Retention Rate | Analytic Support/IPEDS | Percentage of full-time degree-seeking students from the previous fall who are again enrolled in the current fall. |
| | 6-Year Overall Graduation Rate | Analytic Support/IPEDS | The percentage of students entering as full-time, first-time, degree/certificate-seeking undergraduate students in a particular year (cohort) completing their program within 150 percent of normal time to completion |
| | 6-Year Graduation Rate for Students of Color | Analytic Support/IPEDS | The percentage of students entering as full-time, first-time, degree/certificate-seeking undergraduate students in a particular year (cohort), self identifying as a person of color, completing their program within 150 percent of normal time to completion |
| | International Off-Campus Study Rate | Registrar | The number of full-time degree-seeking students who studied outside of the United States at any time during their enrollment at Grinnell College |
| | Mission Effectiveness Composite Measure | Analytic Support | UNDER CONSTRUCTION |
| | Learning Outcomes | Assessment Committee/NSSE | UNDER CONSTRUCTION |
| | Graduate School Competitiveness Index | Careers, Life, and Service | Of those students who applied to graduate school, the percentage of those who were admitted to their first choice school |
| Admission | Selectivity Rate | Admission/IPEDS | The percentage of students who applied for admission and were admitted |
| | Students of color | Admissions/IPEDS | The percentage of students self-identified as a person of color who were admitted and enrolled that year |
| Faculty | 6-Year Retention Rate for Faculty of Color | Dean | The percentage of faculty who self-identify as a person of color and who remain employed for six consecutive years |
| | Overall % of Faculty of Color | Dean | The percentage of faculty who self-identify as a person of color |
| Staff | 4-Year Retention Rate for Staff of Color | Human Resources | The percentage of staff who self-identify as a person of color and remain employed for 4 consecutive years |
| | Overall % of Staff of Color | Human Resources | The percent of staff who self-identify as a person of color |
| Alumni | 5-Year Post Graduate Career Path Satisfaction | Development and Alumni Relations | The percentage of alumni within five years of graduation and responding to the alumni survey indicating that they are satisfied or very satisfied with their career path following graduation from Grinnell |
| | 10-Year Post Graduate Career Path Satisfaction | Development and Alumni Relations | UNDER CONSTRUCTION |
| | Alumni Engagement Participation | Development and Alumni Relations | Count of alumni volunteers |
| FINANCIAL SUSTAINABILITY METRICS | | | |
| Category | Metric | Source | |
| Finance | Net Tuition Revenue | Admission/IPEDS | Tuition and fees less scholarship and grants divided by the number of current students |
| | % Students with No Need | Admission/IPEDS | Percentage of students who, based on financial aid data, were not identified as at need students (this does not indicate that they did not receive any additional monies from the College) |
| | Major categories of revenues as a percent of the total | Treasurer/IPEDS | Allocations of net tuition and fees, gifts and grants, endowment distribution, and auxiliaries/other as a percentage of total revenue |
| | Major categories of expenditures as a percent of the total | Treasurer/IPEDS | Allocations of institutional support, student services, academic support and instruction as a percentage of total expenditures |
| | Philanthropy Index: Total Gifts Per Year | Development and Alumni Relations | Total face value of gifts to the college during the fiscal year |
| | Philanthropy Pipeline: New Pledges Per Year | Development and Alumni Relations | Total face value of all new gifts for the college during the fiscal year |
| Endowment | Endowment Actual Value | Investments | Total actual value of the endowment at end of the fiscal year |
| | Fiscal year return on investment for the endowment | Investments | Return on investment for the endowment at the end of the fiscal year |

