RAMAPO COLLEGE OF NEW JERSEY

INSTITUTIONAL EFFECTIVENESS

Fiscal Years 2009, 2010, and 2011

INSTITUTIONAL EFFECTIVENESS

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Introduction

The primary purpose of the Institutional Effectiveness Report is to provide evidence that the College is accomplishing its mission and goals This Institutional Effectiveness Report first provides the history of the planning process implementation including the structures put in place to ensure the efficient use of institutional resources. Then, the report offers selected data points that measure Ramapo College's progress toward achieving mission and goals, institutional priorities, and unit outcomes and tracking institutional indicators.

Indication of institutional effectiveness (although measured on a continuous basis) will be formalized in report form every three years. This is the first of such reports. The information provided will be utilized to gauge progress towards achieving Strategic Planning goals during planning cycle FY 2009 - FY 2011 and will be used to inform Strategic Planning updates and modifications (done every five years). The first Strategic Plan update will be completed in FY 2012. Insights from this report provide awareness and support data-informed decision making that guides the institution toward its vision. The next Institutional Effectiveness Report will address progress made in planning cycle FY 2012 - FY 2014 and will be available fall 2014.

This first Effectiveness Report finds Ramapo successfully addressing all institutional priorities, monitoring seven institutional indicators, carefully tracking institutional resource allocations, and meeting more than 73% of planning initiatives. In order to ensure that our planning process is followed, administrative structures and services are reviewed annually through WEAVE planning/assessment reports and program review questions. This report will describe progress to-date and will identify where improvements are needed.

<div align="center">**Institutional Overview**</div>

Vision, Mission, Guiding Principles

Ramapo College's vision is a pathway to excellence that helps direct our activities toward becoming the *…premier public college in the greater New Jersey/New York metropolitan area providing a high quality education across programs whose curricula are founded on a commitment to the liberal arts …*

The mission of Ramapo College is a description of what we promise our students and is the keystone to all activities, programs and services of the institution *…committed to providing service and ethical leadership through international understanding and the creation of 21st century partnerships.…* Our Guiding Principles are "basic assumptions" that underlie the strategic planning goals.

Major Achievements

The College has received both honor and recognition during the past three years. These achievements include but are not limited to:

- Identification as a leader of New Jersey public and private colleges and universities in endowment growth by the *National Association of College and University Business Officers (NACUBO).*
- Initial accreditation for the business degree program from the *Association to Advance Collegiate Schools of Business* (AACSB). Less than 5% of the schools of business internationally, have earned this distinguished hallmark of excellence in business education.
- Obtained the highest (4 and 6 year) graduation rates; has the fourth best graduation rate of the state's 27 colleges and universities, exceeded only by Princeton University, Drew University, and The College of New Jersey; ranked #2 among New Jersey state colleges as reported by the *Star Ledger.*
- Increased enrollment yield, decreased acceptance rate.
- Increased incoming freshman SAT scores; fall 2011 enrolled freshman class SAT scores increased 18 percentage points to 1170 from 1152 in fall 2009.
- Met all fourteen standards required for Middle States Commission on Higher Education (MSCHE) re-accreditation, June 24, 2010.

- Ranked among the "100 Best Values in Public Colleges" for the sixth consecutive year, *Kiplinger's Personal Finance Magazine*

- Identified by the *Chronicle of Higher Education* as a *"Great Colleges to Work For."*

- Featured in the *Princeton Review's "Best in the Northeast."*

Historic Context and Strategic Planning

In September 2005 the formation of a Commission on the Future of Higher Education, also known as the Spellings Commission was announced. The Commission was charged with recommending a national strategy for reforming post-secondary education, with a particular focus on how well colleges and universities are preparing students for the 21st-century workplaces, as well as a secondary focus on how well high schools are preparing the students for post-secondary education. The published report was titled *A Test of Leadership: Charting the Future of U.S. Higher Education.* It proposed several solutions to the problems facing higher education today, corresponding to the four primary concerns of the commission: access, affordability, quality and accountability.

Since its release the report has been the target of severe criticism from the higher education community. But the National Center for Public Policy and Higher Education's "Measuring Up 2006: The National Report Card on Higher Education" focuses on most of the same areas as the Spellings Commission report. This is a very strong indication the call for reform is not going to go away.

Since the Spellings Report higher education has been besieged with demands for accountability. Accountability has become a key component of all Ramapo College activities under President Mercer's tenure. This national climate when coupled with the steady decline in state support (in FY 2000 the state supported 43.4% of Ramapo's operating budget and in FY 2010 25.4%) forced institutions to examine all aspects of their operations. Higher education is being called upon to develop working processes and policies that demonstrate: strategic planning and its effectiveness, the value of a college education through student learning outcomes, and the efficiencies of administrative operations. It became apparent we needed to "do much more with much less" and the only way to succeed involved many changes in all operations.

Dr. Peter Philip Mercer became Ramapo College's fourth president on July 1, 2005. Within the context outlined above, President Mercer refreshed Ramapo's existing Strategic Plan. In December 2006, the Ramapo College Board of Trustees approved 21 objectives that appear under three institutional goals: Enhancing Academic Excellence; Investing in the Future; and Enriching College Life and Community Presence. These goals provided the benchmarks by which the College would measure its accomplishments.

Implementing Planning

Administrative Structures

One of the first steps taken in implementing planning was creating a senior level position to oversee and manage the process. The vice president of administration and finance position was eliminated and the Chief Planning Officer position created. However, this administrative restructuring was not sufficient. Without institutional support the planning initiative would never succeed.

Challenges

A few of the challenges to implementing a culture of planning are noted below:

- Communicating the planning process to the community;
- Obtaining a high rate of compliance with the planning process;
- Need for additional financial and human resources for planning and assessment training;
- Assisting managers in finding time for the new process when most managers were already doing more with less;
- Reassessing the roll forward budgeting process;
- Collecting and analyzing data to demonstrate greater efficiencies and effectiveness; and
- Coordinating institutional calendars.

The largest challenge, long-lived, vacillating, and informal infrastructures (that often eluded identification) had to be change in order to achieve an integrated planning, budgeting and assessment process. Much progress has been made towards meeting and overcoming these challenges.

The Planning Map

The figure below maps the College's planning process, identifying three levels which engage a significant part of the community. Planning Level I is represented by the Strategic Plan. Based on the outcomes of planning at Level I, the strategic priorities form the basis for divisional plans created at Level II. Divisional plans include the academic plan, the financial plan, the human resources plan, the marketing plan, the information technology plan, the enrollment management plan, the diversity plan, and the facilities/master plan. Divisional plans form the broad agenda for Level III, the academic unit plans and individual unit plans. Annual budgeting flows from academic unit and administrative unit plans and feeds back to the divisional plans. Deans and unit managers translate short and long-term plans aligned with the strategic priorities, mission, and vision into action plans. This continuous process allows for flexibility in planning and budgeting. Education and training for stakeholders, as well as translucent decision-making, are critical for ensuring the integrity of the process.
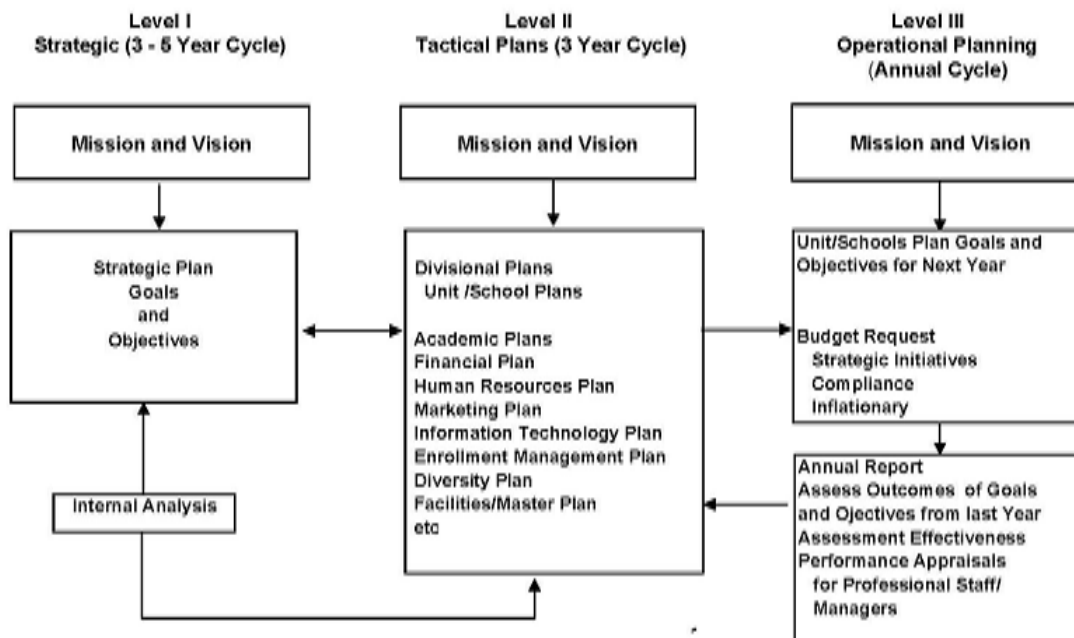
Adapted Model: University of Scranton

Planning and Assessment Software

Transitioning to new processes required the community to understand planning and assessment while simultaneously learning a new software program (WEAVE). The WEAVE online software is used to ensure an organized and sustainable assessment process by establishing and preserving

a history of the unit's planning documents. During this period of the process we assessed training needs. The May 2010 One-Minute Survey referenced above indicated that 72% of respondents felt comfortable or somewhat comfortable using WEAVE software for planning initiatives; 43% of respondents indicated they did not want additional performance indicator training; 93% said they understand why assessment and evaluation are important; and 43% said they did not need additional assessment training.

In response to these survey results (57% respondents needing additional training), the Office of Institutional Effectiveness provided WEAVE software and assessment training every Tuesday and Friday from June through November 2011.

In spite of all efforts made to seamlessly transition to the new processes, implementation glitches continued to surface and were addressed. A WEAVE Task Force was established in January 2011 by the President and charged with evaluating the WEAVE software. Task Force findings indicated WEAVE software was adequate but there was a need for additional training on assessment.

In summer 2011 formal assessment training was provided utilizing the WEAVE software product. Attendees again completed the One-Minute Survey. Results of the survey indicated assessment training to be effective. There was a 32 percentage point increase in respondents reporting that they did not need additional training in assessment;

   2010 43% of respondents indicated they did not need additional assessment training

   2011 75% of respondents indicated they did not need additional assessment training

Assessment of the Planning Process

The integrated planning process at Ramapo College is operational. The One-Minute Survey administered in May 2010 found that 100% of respondents reported being more or somewhat more familiar with Ramapo's Strategic Plan since engaging in the 3-year planning process. Additionally, the Middle States Evaluation Team Report said, "In a conscious effort to enhance institutional effectiveness, Ramapo College has taken significant steps over the past five years to improve efficiency, link planning and budgeting, and use assessment to drive decision-making." By aligning funding decisions with strategic priorities, the college can ensure that resources are

being used to execute the strategic plan. Middle States commented on Ramapo's planning process by saying "Since 2005 great strides have been made in developing a comprehensive planning process at the campus level and then using the process to drive assessment of the institution's programs in various units, thereby improving programs and service...The institution has remained flexible and responded effectively to the difficult environment in which it must operate."

Through the work of many, we have created an integrated planning, budgeting and assessment process which has been presented at a regional and two national conferences, as well as in a WEAVE web-cam presentation.

Outcomes for the challenges identified at the beginning of this section are as follows:

- Communicating planning process to the community
  Outcome: The new Planning Process was discussed at the Communication Meetings, Institutional Effectiveness Meetings, Professional Staff Meetings, by unit head's with their staff, and during one-to three person training sessions. Required participation in the process engaged community participation in planning development and outcomes assessment.
- Obtaining a high rate of compliance with the planning process
  Outcome: As of fall 2011 familiarity and comfort surrounding the process matured, 95% of administrative units participated. Compliance in FY 2009 was just about 60% and many of the reports were done incorrectly.
- Need for additional financial and human resources for planning and assessment training
  Outcome: As of Fall 2011 additional financial resources, SPIF and WEAVE were provided by existing operating budget reallocations and human resources were provided by existing staff.
- Reassessing roll forward budgeting process
  Outcome: *As of fall 2011 the College announced zero based budgeting would be implemented over a 3-year period, budget process was reviewed throughout the three year period and budgets were selectively reduced with funds reallocated to institutional priorities.*

- Collecting and analyzing data to demonstrate greater efficiencies and effectiveness

  Outcome: Analysis and assessment of progress toward institutional priorities, institutional indicators and unit level outcomes is required on an annual basis. This information informs all initiatives and recalibration of the Strategic Plan.

- Coordinating institutional calendars

  Outcome: The annual reporting date for unit Strategic Plan assessment moved from June to the following October, budget submission date moved from August to the following October, and employee evaluation (where possible) dates moved to the fall.

Resource Allocation

The success of the planning process is contingent upon resource allocation. Recognizing that "all strategic objectives must be realistically attainable within the context of funding" President Mercer established the Strategic Planning Incentive Fund (SPIF). The fund was created by reallocating 2% of the college's operating budget and dedicating it to strategic initiatives. The creation of this fund was a huge step toward institutionalizing the planning, budget and assessment process at Ramapo.

Resource Committees

To assist in the planning process and provide accountability, in 2009 four resource committees were created to support institutional planning and effectiveness.

The Institutional Effectiveness Committee (IEC) was charged (see attachment A) by President Mercer to review all unit/school plans, divisional plans, and other pertinent institutional plans and to inform the Cabinet of the progress made toward achieving the goals as set forth in the Strategic Plan. The IEC made recommendations, based on principles of allocation, (see attachment B) to the President's Cabinet regarding the Strategic Priority Incentive Fund (SPIF) allocation. The Cabinet then made final decisions on the allocation of SPIF funds. To date, annually recurring SPIF allocations total just over $2 million dollars.

In November 2011, the first assessment of three-year recurring SPIF initiatives was completed

and the Cabinet made decisions regarding continuation of funding. Continued funding was determined by the degree to which strategic initiatives met projected outcomes. The following initiatives received funding for three years in the initial decisions on SPIF funding: Center for Innovative and Professional Learning (CIPL); Anisfield School of Business (ASB) Trading Lab; ASB Faculty Development; Provost Faculty Travel; Center Counseling and Health Services Psychiatrist Consulting Hours; EOF financial aid grants; and the capital reserve fund. Of the seven initial SPIF funded initiatives, six (89%) were able to demonstrate attainment of their outcomes; their funding was continued. One initiative (11%) was not able to meet projected outcomes because its targets required adjustment. With new achievement targets in mind funding was progressively reduced over 3-years until the initiative reaches its goal of self-funding through net revenue.

The IEC, in addition to fulfilling its change of reviewing plans and making recommendations to Cabinet regarding SPIF allocation, also served as a conduit for information as well as an educational tool. The rotating membership is exposed to planning and assessment methodology and results. A significant benefit of the process was the ability to identify strengths, weaknesses, opportunities, and threats based on information gathered from students, faculty, employees and other stakeholders. Information collected (through survey administration) about Ramapo's faculty, administration, academic excellence, student life, etc. is shared with the group. Community exposure to institutional research data facilitates the opportunity for widespread constituency group knowledge and input. This organizational knowledge provides support for the key themes arising out of Ramapo's vision, mission, goals, and objectives. The themes and various analyses form the basis for developing strategic priorities.

Community exposure to institutional processes facilitates the opportunity for widespread constituency group input. Processes crafted and modified with broadly received input encourage community buy-in. The IEC provided the opportunity for input regarding all aspects of the College.

All information relative to the work of the IEC is posted on the Institutional Effectiveness website. Further, all managers can view the plans of any unit or division on campus using

WEAVE. The IEC met its charge, however, there was criticism about its decision-making process, membership, structure, and charge.

During its retreat in January 2012, the Cabinet moved the review of SPIF requests and recommendation of SPIF funding to the Vice Presidents with the Assistant Vice President for Institutional Effectiveness and Planning serving as a resource to this group. The IEC will continue to review both internal and external data and will provide analyses to inform the decision making process.

Recommendation: The SWOT analyses undertaken by the IEC should be formalized (in writing) and distributed broadly. The planning process has matured and the initial IE committee charge needs to be reviewed.

The Budget Committee regularly reviews the budget process to ensure that it provides the capacity and flexibility to allow for progress toward strategic initiatives. The Committee analyzes use of resources as a part of the on-going process towards institutional effectiveness and efficiency. The college's budget development and planning process helps the college manage resources efficiently; maintain fiscal control; improve services and processes; and allocate resources effectively. The Budget Committee discusses the financial health of the institution and makes recommendations based on the budget principles. (see attachment C)

Over the past three years the committee's discussions have included, but have not been limited to; tuition and fees, institutional grants and scholarships, budget allocation rigor, SPIF, institutional effectiveness, annual state budget submissions, institutional indicators, and capital budget requests.

Ramapo's operating budget has increased by only 15% since 2007 while the average increase for other New Jersey state public colleges was 25%. Institutional expenditures have been successfully reallocated to provide greater support for the academic areas (see Institutional Indicator # 4) at the same time cost containment measures were applied to other areas of the operating budget. To insure transparency, minutes of Committee meetings are posted on the Chief Planning Officer's website.

Recommendation: Integrate capital budget and planning into the planning process. Although there is a great deal of planning for capital projects, the planning is not consistently integrated into the institutional planning process. Additionally, and as more initiatives are viewed as independent cost-revenue centers which contribute their net revenue back to the center, review and assess the effectiveness of continuing an FTE based budget process.

The Position Review Committee (PRC) reviews requests for new and replacement positions, including agency temps; grant-funded positions; upgrades, reclassifications, and bona fide offers of employment. The committee does not review faculty positions. The committee conducts a thorough analysis of current and future staff positions to facilitate institutional staffing decisions based on qualitative and quantitative data.

The committee reviews each request within the current and future context of the entire college. In its deliberations the committee weighs fiscal considerations and the reallocation of resources to fund strategic priorities.

Demonstrating the effectiveness of this committee's work is evident in the number of positions reallocated and eliminated to further institutional goals. This is identified by the number of staff in employment categories. Ramapo's faculty increased 13% while the average increase for other New Jersey State Public Colleges was 3% and the number of non-teaching employees increased 4% which matched the average rate of growth of other New Jersey state colleges. To insure translucency, information about the Committee's recommendations are posted on the Chief Planning Officer's website. Due to the nature of the work of this highly visible committee, there was criticism about its decision-making process and membership.

Recommendation: Membership on this committee should be reviewed. Review of the essential functions data should be made public.

The Space Allocation Committee establishes procedures to allocate space; maintains an up-to-date space inventory that identifies what space is used and for what purpose; and reviews space requests. After reviewing space requests based on specific criteria, the committee makes final recommendations to the President's Cabinet. The cabinet reviews requests based on: logic of the request, efficiency and effectiveness of unit's current space utilization, required time frame, benchmarking, government mandates, cost, and impact of not obtaining the space.

Information demonstrating the Space Committee's effectiveness is not available. This group's viability differed from the other resource committees in that capital planning and its budgeting has not been fully integrated into the planning process.

Recommendation: Rethink committee charge in relation to capital planning and budgeting.

The Technology Committee determines the allocation of technological resources by Ramapo's Chief Information Officer under the supervision of the Provost. The CIO consults with appropriate persons when notable decisions are made. No reports are circulated about actions and decisions.

Recommendation: Provide information with the same translucency as that provided by the other resource committees.

Planning Outcomes

Institutional Priorities

Strategic planning drives development of the college's institutional goals and division objectives. All units at the college annually engage in planning exercises that respond to these goals and objectives. The plans that most closely address unit issues, college goals and institutional direction are eligible for SPIF funding. Upon examining Ramapo's divisional goals and unit objectives, the following four themes emerged as the college's 2011 priorities.

Priorities will be updated to include all fiscal years in the current planning cycle upon completion of the revitalized Strategic Plan (June 2012).

Priority #1: Meeting Middle States Expectations

P.1 Goal 1: Implement clearly articulated performance indicators that are purposefully related to institutional goals and objectives.

Achievement Target (2010-11): Cabinet will approve institutional indicators and institutional priorities linked to the strategic plan.

Progress/Findings: Cabinet approved institutional indicators linked to the Strategic Plan, Goal 1 and approved institutional priorities linked to the Strategic Plan, Goals 2 and 3.

Achievement Target (2011-12): Evaluate 2010-2011 baseline outcomes for institutional indicators and institutional priorities; set targets for all indicators and update action plans for all priorities.

| Progress/Findings: | The group defined and endorsed targets for the seven Key Performance Indicators (KPI). (detailed in the Indicator section of this report) |

P.1 Goal 2: Implement policies and procedures to assure that the experiential learning components of all courses are conducted with rigor appropriate to the programs offered and are designed, delivered and evaluated to foster a coherent student learning experience.

| Achievement Target (2010-11): | The appropriate bodies will review a policy and procedures as well as a learning goal and outcome for the Course Enrichment Component (CEC). |

| Progress/Findings: | The appropriate bodies reviewed, and the Provost and Cabinet approved policy and procedures for the CEC. Learning goal and outcomes for CEC were developed by the Academic Review Committee (ARC) and approved by the Provost. |

| Achievement Target (2011-12): | Assess policy and procedure compliance for the CEC; Assess student learning outcomes for the CEC. |

P.1 Goal 3: Implement an organized and sustained assessment process for general education.

| Achievement Target (2010-11): | Review and refresh goals and outcomes for the general-education program. Create a curriculum map for the program and assess at least two outcomes or clusters of outcomes. |

| Progress/Findings: | GECCO revised goals and outcomes for the general-education program, drafted a curriculum map, assessed writing and quantitative reasoning. GECCO needs to close the loop on quantitative reasoning. |

| Achievement Target (2011-12): | Assess five outcomes or clusters of outcomes and complete any unfinished business from 2010-11. |

P.1 Goal 4: Implement an organized and sustainable process to assess the achievement of student learning goals at the course and program levels with evidence that assessment information is used to improve teaching and learning.

Achievement Target (2010-11):	Plan and implement assessment of learning outcomes in every major and graduate program using a standardized process that includes both an assessment schedule and a report documenting loop-closing activities. Create curriculum maps for all programs.
Progress/Findings:	All majors and graduate programs—except for joint majors, two contract majors, and one other major, which were, for all intents and purposes, exempt this year for particular reasons—assessed student learning using a standardized process with both plans and reports. All programs except for the ones listed above created curriculum maps.
Achievement Target (2011-12):	All majors and graduate programs except for joint majors will assess student learning using a standardized process with both plans and reports.

Priority #2: Enhancing Student Engagement

P.2 Goal 1: Hold a forum on student engagement to develop action items.

Achievement Target (2010-11):	Hold a series of retreats on student engagement in the first year and, as a result of those retreats, create a plan to engage first-year students.
Progress/Findings:	Student-engagement goals and outcomes and Key Points of Engagement (KPEs)* for the first year were established; outcomes were mapped to KPEs; assessment plans for the KPEs were established.
Achievement Target (2011-12):	Implement a pilot student-engagement plan for first-year students; assess first-year KPEs and create new first-year KPEs where gaps exist; hold a series of retreats on student engagement in the sophomore year and, as a result of those retreats, create a plan to engage sophomore students.

*A KPE is defined as a high-impact activity or an activity leading to a high-impact activity. These structured opportunities are designed for and open to all first-year students.

Priority #3: Renovating Academic and Administrative Space

P.3 Goal 1: Refurbish G-Wing and Construct a 25,000 Square Foot Addition.

Achievement Target (2009-2010):   Cabinet approves initial refurbishment and funding plan (includes bond financing, NSF grant, reserves) to renovate G-Wing; implement second installment of capital improvement fee

Progress/Findings: Cabinet approved initial refurbishment and funding plan to renovate G-Wing; implemented second installment of capital improvement fee; accepted NSF grant to refurbish biology labs ($1.552)

Achievement Target (2010-2011):   Board approves plan to renovate G-Wing and accepts Adler gift for G-Wing addition; implement third installment of capital improved fees

Progress/Findings: Board approved plan to renovate G-Wing and accepted Adler gift for G-Wing addition, implemented third installment of capital improved fees

Achievement Target (2011-2012)   Work with faculty and staff in TAS and SSHS to program the building; attain bond financing $38.9 million; begin construction of G-wing addition and renovation of G-wing in spring 2012

P.3 Goal 2: Renovate Student Center HVAC

Achievement Target (2009-2010):   Cabinet approves initial renovation and funding plan for Student Center HVAC

Progress/Findings: Cabinet approved initial renovation and funding plan for Student Center HVAC

Achievement Target (2010-2011):   Board approves initial plan and financing for the project; start renovation in May 2011; acquire financing for project

Progress/Findings: Board approved initial plan and financing for the project; acquired $8 million dollar financing for project; started renovation in May 2011

Achievement Target (2011-2012)   Complete renovation by August 2011

| Progress/Findings: | Renovation of Student Center HVAC completed in August 2011. |

P.3 Goal 3: Repair Academic Building Roofs

| Achievement Target (2009-2010): | Cabinet approves initial plan to replace the roofs in academic wings A-E, Library, G-H Buildings, Student Center, Pine Hall and financing plan; Board approves re-roofing plan; find a private partner to fund the capital cost of the roof replacement and install solar panels on the roofs |

| Progress/Findings: | Cabinet approved initial plan to replace the roofs in academic wings A-E, Library, G-H Buildings, Student Center, Pine Hall and financing plan; Board approves re-roofing plan; RFQs were sent to interested firms willing to enter into a partnership. |

| Achievement Target (2010-2011): | Replace the roofs in academic wings A-E, Library, G-H Buildings, Student Center, and Pine Hall; find a private partner to fund the capital cost of the roof replacement and install solar panels on the roofs |

| Progress/Findings: | Interviewed finalist private partners who would fund the capital cost of the roof replacement and install solar panels on the roofs. |

| Achievement Target (2011-2012) | Replace the roofs in academic wings A-E, Library, G-H Buildings, Student Center, Pine Hall; begin roof replacement; find a private partner to fund the capital cost of the roof replacement and install solar panels on the roofs in exchange for tax incentives and energy revenues; get Economic Development Authority (EDA) approval for public/private partnership |

| Progress/Findings: | Contract with private partners signed for funding of capital cost of roof replacement and installment of solar panels; received EDA approval for public/private partnership |

P.3 Goal 4. Address Deferred Maintenance

| Achievement Target (2009-2010): | Complete Facility Condition Assessment of deferred maintenance, capital renewal and replacement, capital improvements and capital construction; create capital reserve fund at 5% of depreciable capital assets to address capital needs |

Progress/Findings:	Hatch Mott MacDonald completed a Facility Condition Assessment; used SPIF funds and the capital improvement fee to create a capital reserve fund

Achievement Target (2010-2011):	Create a capital renewal and replacement plan

Progress/Findings:	Facilities created a capital renewal and replacement plan

Achievement Target (2011-2012)	Address deferred maintenance issues

P.3 Goal 5. Renovate A and B Wing

Achievement Target (2011-2012)	Fundraise multi-million dollar gift for project; work with faculty and staff in AIS to program the building; begin first phase of construction in spring of 2012

Progress/Findings:	Board of Trustees accepted Salameno gift of $3 million, $2 million of which will be used for renovation project

Achievement Target (2012-2013)	Begin second and final phase of construction in spring of 2013; complete project by August 2013

P.3 Goal 6. Relocate Center for Reading and Writing to Library

Achievement Target (2010-2011)	Cabinet approve initial renovation and finance plan to relocate Center and renovate space in Library; Board approve drawdown of reserves for project; work with faculty and staff to program the space; begin renovation of space in spring 2011

Progress/Findings:	Cabinet approved initial plans to relocate Center and renovate space in Library; Board approved drawdown of reserves for project; worked with faculty and staff to program the space; construction began in spring 2011

Achievement Target (2011-2012)	Complete project by May 2012

P.3 Goal 7. Relocate Teacher Education E Wing

Achievement Target (2011-2012)	Cabinet approved initial renovation and finance plan to relocate Teacher Education and renovate vacated Center for Reading and Writing space; Board approve drawdown of reserves for project; work with faculty and staff to program the space; begin renovation of space in spring 2012

Progress/Findings:	Cabinet approved initial renovation and finance plan to relocate Teacher Education and renovate vacated Center for Reading and Writing space; Board approved drawdown of reserves for project; faculty and staff agreed on program for the space
Achievement Target (2012-2013)	Complete project by August 2012

P.3 Goal 8. Convert D-wing Lab to Office Space

Achievement Target (2011-2012)	Cabinet approve initial plan to relocate Teacher Education including D-wing lab to newly constructed Teacher Education space in E; approve finance plan to create office space in vacated lab
Progress/Findings:	Cabinet approved initial plan to relocate Teacher Education including D-wing lab to newly constructed Teacher Education space in E; approved finance plan to create office space in vacated lab

P.3 Goal 9. Obtain Grant Funding for Central Heating and Cooling Co-generation Plant

Achievement Target (2010-2011)	Receive grant funds from BPU to partially fund project; obtain funds for feasibility study; find a private partner to fund the capital cost of the central heating and cooling unit
Progress/Findings:	Grant to fund project was denied; funds obtained for feasibility study which was positive; researched possible private partners
Achievement Target (2011-2012)	Apply for and receive grant funds from BPU to partially fund project; solicit and find a private partner to fund the capital cost of the central heating and cooling unit

P.3 Goal 10. Renovate Phase 2 Housing

Achievement Target (2011-2012)	Obtain Cabinet and Board approval of renovation project and initial financing plan ($6.7/capital reserves); project to start in May 2012 with completion by end of calendar year 2012.
Progress/Findings:	Cabinet and Board of Trustees approved project;
Achievement Target (2012-2013)	Complete project by end of calendar year 2012.

P.3 Goal 11. Obtain Funding for Stadium Scoreboard

Achievement Target (2010-2011)   Fundraise (Athletics) sufficient funds to purchase scoreboard

Progress/Findings: Raised $52,009 in pledges

Achievement Target (2011-2012)   Cabinet approve additional funding to erect the scoreboard; financing plan include fundraising ($52009), College reserves ($55501), College operating ($7500); erect scoreboard

P.3 Goal 12.Update Master Plan

Achievement Target (2011-2012)   Cabinet approve initial plan to update master plan and financing plan; RFPs sent to interested firms; select firm.

Progress/Findings: Cabinet approved initial plan to update master plan and financing plan; RFPs were sent to interested firms; interested firms were interviewed and narrowed to the top three; reviewing cost estimates before selecting firm for the project

Achievement Target (2012-2013)   Selected vendor will begin the process for creating the master plan with scheduled completion by end of 2012

P.3 Goal 13. Carriage House Conversion to Campus Commons

Achievement Target (2011-2012)   Approval of Campus Commons and initial financing plan; work with faculty, staff, and students to program the building

Progress/Findings:

Priority #4: Revenue Generation and Cost Containment

P.4 Goal 1. Implement a P-Card Program

Achievement Target (2010-2011):   Implement procurement card (P-card) across campus to facilitate the purchase of low dollar goods.

Progress/Findings: Issued RFP cooperatively with other state colleges and universities in order to maximize rebate income potential. Awarded contract to vendor in December 2010. Policies and procedures were written in March 2011. Pilot group

consisting of 25% of units were provided with P-cards and testing of transaction posting to finance completed.

Achievement Target (2011-2012):   Roll out program to entire campus. Determine amount of revenue earned from rebate portion of program.

Progress/Findings: P-cards have been distributed to all units on campus. Estimated cost avoidance savings since inception due to streamlined processing is estimated to be $63,000.

P.4 Goal 2. Increase investment earnings by diversifying investment portfolio

Achievement Target (2010-2011):   Create a new investment policy allowing more investment options. Determine amount of funds which may be invested in funds other than liquid money market accounts and certificate of deposits.

Progress/Findings: New policy has been written and analysis of cash investment balances and return on investments has been completed for the past 3 years.

Achievement Target (2011-2012):   Present new investment policy to Board of Trustees for approval. If approved, select investment manager to invest funds and monitor market conditions in order to maximize returns.

Progress/Findings:

P.4 Goal 3. Review market conditions for refinancing outstanding debt

Achievement Target (2010-2011):   Review market conditions on a regular basis to determine when conditions are favorable for refinancing all or a portion of certain outstanding bonds through the issuance of new bonds.

Progress/Findings: Based on current market conditions, the college refunded $11.49 million of outstanding bonds and reissued new bonds at a lower interest rate. This refunding will provide a net present value savings of approximately $425,000 or 3.70% of refunded principal.

Achievement Target (2011-2012):   Continue to monitor market conditions and refinance outstanding bonds when refunded principal will garner savings of at least 3%.

P.4 Goal 4: Email direct deposit notices

<u>Achievement Target (2010-2011):</u>	Reduce printing and postage costs by emailing direct deposit pay advice for both employees and students.
<u>Progress/Findings:</u>	Emails are sent to all employees and students enrolled in direct deposit of pay. Pay stub notices are no longer printed and mailed. Annual savings estimated at approximately $18,000.
<u>Achievement Target (2011-2012):</u>	Reduce printing and postage costs by providing direct deposit on employee expense reimbursements thereby reducing check printing and postage costs.
<u>Progress/Findings:</u>	Develop process in Banner to allow for direct deposit of employee expense reimbursement. Implement direct deposit by fiscal year end. Notify community of the availability and benefits of new process. Have at least 50% of employees receiving expense reimbursements through direct deposits.

P.4 Goal 5. Reduce printing and copying costs

<u>Achievement Target (2009-2010):</u>	Reduce printing and mailing expenses by updating purchasing bid packages and post bid packages on Purchasing's website.
<u>Progress/Findings:</u>	Implemented electronic RFP and website posting in February 2009. Purchasing's postage and printing costs were reduced by 30% over the prior year.
<u>Achievement Target (2010-2011):</u>	Combine two printed versions (vendor and file copy) into one thereby reducing annual printing of purchase orders by 6000 copies.
<u>Progress/Findings:</u>	Vendor and file copies are combined into one and internal copies to units are automatically emailed. Estimated savings per year approximately $600.
<u>Achievement Target (2011-2012):</u>	Continue to identify opportunities for reducing printing and postage costs.

P.4 Goal 6. Generate cost savings through strategic purchasing

Achievement Target (2010-2011):   Generate cost savings by increasing bidding of campus wide aggregated demand for commodity items, increasing cooperative purchasing efforts with other state colleges and universities and simplifying the procurement process for college units.

Progress/Findings: Cooperative purchasing contracts were completed for office supplies and laundry equipment leasing. New commodities were publically bid for the first time in many years including yearbook printing, letterhead printing, bottled water and HR recruitment advertising. Estimated savings to date is $50,000.

Achievement Target (2011-2012):   Continue to identify opportunities for cooperative purchasing and commodity bidding.

Progress/Findings: Utility (natural gas and electric) were competitively bid resulting in an estimated savings of over $500,000.

P.4 Goal 7. Increase enrollment of international students

Achievement Target (2010-11):   Make SPIF request to support international recruitment; assign one admissions counselor responsibility; enrollment goal: 1% of incoming class will be international students.

Progress/Findings: SPIF request was supported; international recruitment was assigned to Assistant Director; enrollment goal exceeded (12 students enrolled).

Achievement Target (2011-12):   Implement a formal international recruitment plan that includes assignment of territories; enrollment goal: 1.5% of incoming class will be international students.

P.4 Goal 8. Increase enrollment of adult students

Achievement Target (2010-11):   Utilize research from Carnegie Communications to inform development of Adult Learner Degree Completion program; work with SSHS to identify curriculum to be used in Degree Completion program in Social Science; plan for pilot program to start in fall 2011.

| Progress/Findings: | Pilot program implemented with 6 students. |

| Achievement Target (2011-12): | Submit Degree Completion business plan to Cabinet for final approval; incorporate degree completion into marketing strategy; establish curriculum and accelerated semesters for adult students; appoint director of degree completion program; seek approval to offer RN-BSN completely on-line. |

P.4 Goal 9. Increase enrollment of graduate students

| Achievement Target (2010-11): | Implement M.A. Sustainability Studies program; plan for and gain final approvals for M.A. Educational Leadership program. |

| Progress/Findings: | M.A. Sustainability Studies implemented in fall 2010; all approvals granted for MA Educational Leadership. |

| Achievement Target (2011-12): | Implement M.A. Educational Leadership program; plan for and gain final approvals for M.A. Special Education program; present to Cabinet business plan for MBA program; incorporate graduate into marketing strategy. |

P.4 Goal 10. Increase winter session revenue

| Achievement Target (2010-11): | Continue to offer winter on line session and grow winter gross revenue. |

| Progress/Findings: | Winter gross revenue grew 40.9% from winter 2010 to winter 2011. |

| Achievement Target (2011-12): | Implement waitlist program for winter courses to identify high demand courses and increase gross revenue by 25%. |

P.4 Goal 11. Implement CIPL self-sustaining budget model

| Achievement Target (2010-11): | Utilize Carnegie Study to inform certificate and program offerings; establish new partnerships; implement CIPL self-sustaining budget model |

Progress/Findings:	Implemented Project Management Certificate program; partnerships with Eastern China University of Political Science and Law and the Center for Legal Studies established; gross revenue grew 159.8%;

Achievement Target (2011-12):	Year 1 of self-sufficiency model implemented; college investment in CIPL reduced by 33.3%; gross revenue grows at least 33.3% over FY11.

P.4 Goal 12. Launch a comprehensive campaign

Achievement Target (2009–10):	Secure significant Campaign funding; strongly market and advance the Planned Giving Program; increase the federal grant process; launch additional Dean Advisory Boards; formally dedicate the ASB 5th Floor and Salameno Spiritual Center.

Progress/Findings:	$6,370,201 secured, bringing Campaign total to $28,092,063; took advantage of poor financial markets to advance the Annuity Program.

Achievement Target (2010–11):	Secure significant Campaign funding; name an additional academic facility; secure strong parents, alumni and staff participation; increase corporate giving; retain Ramapo's leadership role in alumni participation giving.

Progress/Findings:	$6,713,780 secured, bringing Campaign totals to $34,806,383; announced $2 million gift for Adler Center for Nursing Excellence; secured $1.8 million NSF Grant for science lab research renovation; endowment principal had a 1-year growth of 27.9% and established first endowed faculty chair.

Achievement Target (2011–2):	Successfully launch campaign kick-off; complete campaign case statement and video; hire regional coordinator; implement 8 regional receptions/launches; secure significant funding; implement "Pushing Boundaries" with "Further our Promise."

Progress/Findings:	(To-date - $3,997,803 secured, bringing Campaign totals to $38,804,186 as of 11/11; both marketing efforts launched.)

P.4 Goal 13. Focus on Student Scholarships and Capital Construction

| Achievement Target (2009–10): | Complete funding for the Salameno Spiritual Center; raise additional funds for the Anisfield School of Business; secure new $40,000 endowments to celebrate College's anniversary and increase scholarship awards; market Planned Giving to faculty and staff for named scholarships. |

Achievement Target (2009–10):	Complete funding for the Salameno Spiritual Center; raise additional funds for the Anisfield School of Business; secure new $40,000 endowments to celebrate College's anniversary and increase scholarship awards; market Planned Giving to faculty and staff for named scholarships.

Progress/Findings:	Capital Construction funds increased by $1.6 million; 20 new endowments for scholarships established; total endowment grew to $8,105,459 up 27.9% from FY-09.

Achievement Target (2010–11):	Secure funding for renovation of the G Wing; submit proposals for renovation to the Carriage House; secure endowments for need based, merit based, and study abroad scholarships, better market Legacy Society to ensure future funding.

Progress/Findings:	Secured $2 million for the Adler Center for Nursing Excellence; secured significant NSF funding for science renovations; dedicated the Salameno Spiritual Center; endowment surpassed $10 million mark for a 3-year increase of 79.04% in principal and 53.96% total (principal and investments.)

Achievement Target (2011-12):	Secure funding for academic renovations for TAS, SSHS and AIS; advance all endowment needs to $20 million goal by June 30, 2013; better link endowment purposes with academic and student engagement goals.

Progress/Findings:	(To date - $3,997,803 secured, bringing Campaign totals to $38,804,186 as of 11/11; both marketing efforts launched.)
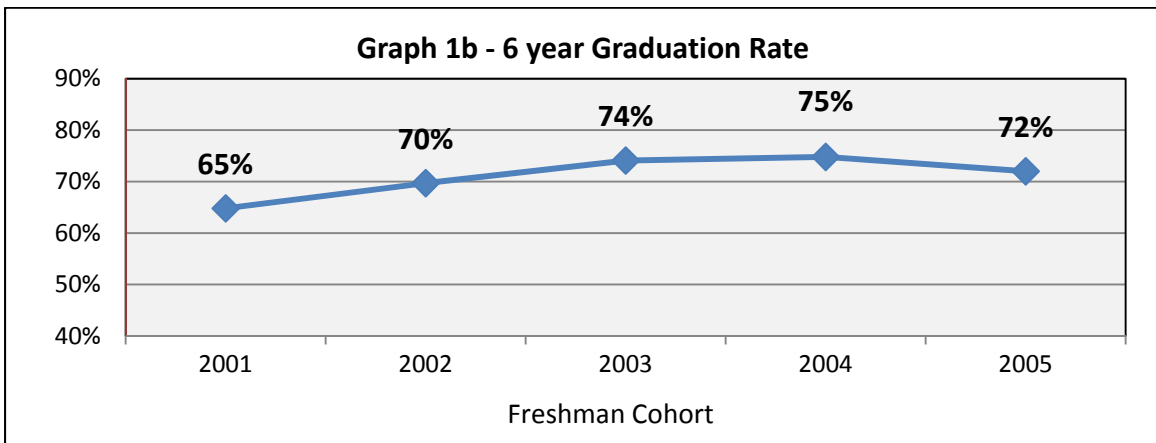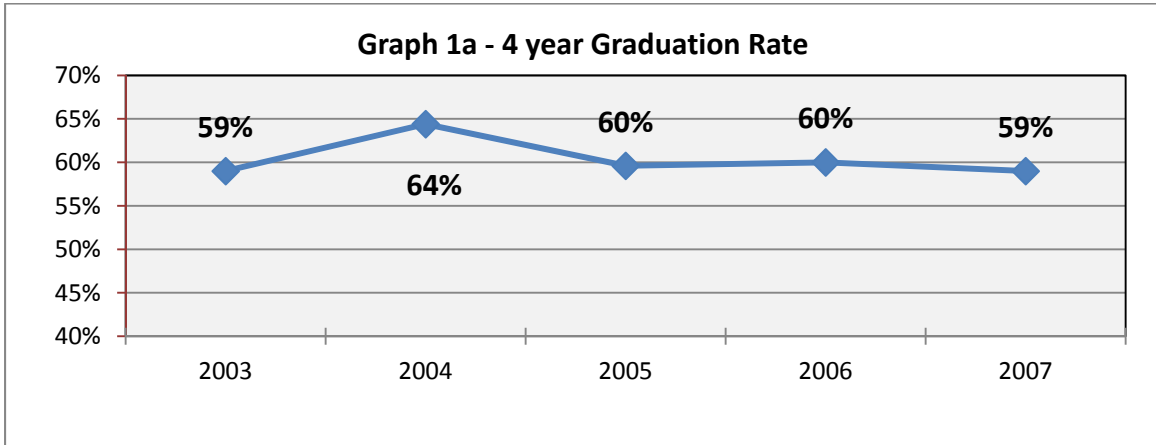
Key Performance Indicators

Key Performance Indicators (KPI's) are quantifiable measurements, agreed to beforehand, that reflect the critical success factors of an institution. Performance indicators are monitored on an annual basis. Ramapo has identified seven performance indicators. Indicators that have not met targets are required to develop an action plan to reach achievement target.

I.1. Graduation Rates: 4 and 6 year

Achievement Target (2012-14):   Ramapo will remain in the top 5 of all New Jersey Colleges and Universities for 4 and 6 year graduation rates.

Graph 1a - 4 year Graduation Rate

The graph shows the 4 year graduation rate from 2003 to 2007: 59% (2003), 64% (2004), 60% (2005), 60% (2006), 59% (2007).

Graph 1b - 6 year Graduation Rate

The graph shows the 6 year graduation rate by Freshman Cohort from 2001 to 2005: 65% (2001), 70% (2002), 74% (2003), 75% (2004), 72% (2005).

I.2. SAT Scores

Achievement Target (Fall 2010):   Combined SAT score mean for regularly admitted freshmen of 1,160.

Progress/Findings: Fall 2010 target of 1,160 was exceeded by 5 points.

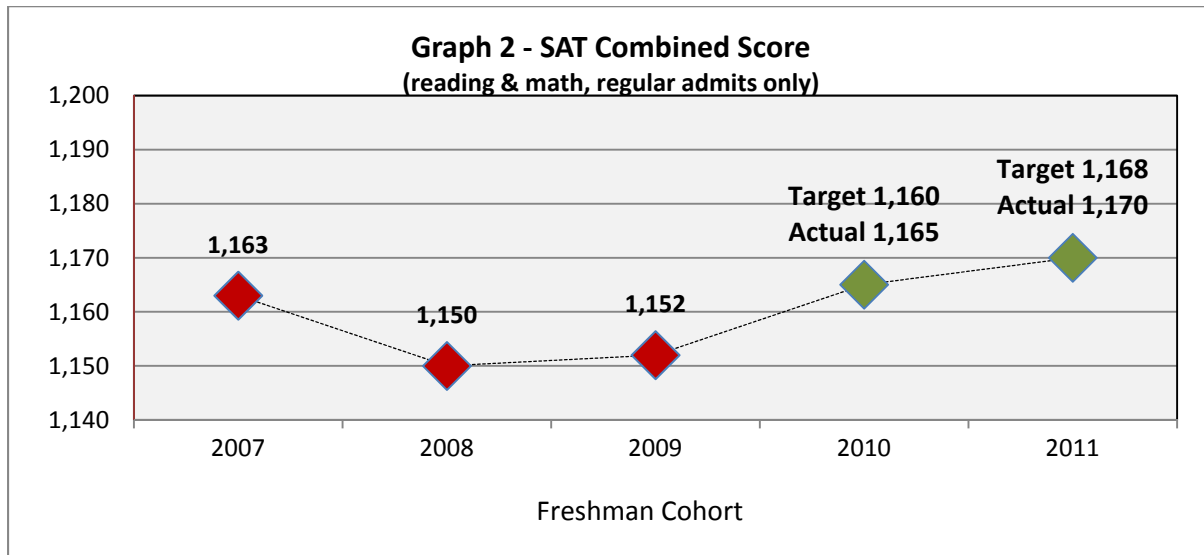Achievement Target (Fall 2011):   Combined SAT score mean for regularly admitted freshmen of 1,168.

Progress/Findings: Fall 2011 target of 1,168 was exceeded by 2
                              points.

Achievement Target (Fall 2012):   Combined SAT score mean for regularly admitted
                                  freshmen of 1,170.

Graph 2 - SAT Combined Score
(reading & math, regular admits only)

1,200

1,190   Target 1,168
                                                         Actual 1,170
1,180   Target 1,160
                                            Actual 1,165
1,170   1,163

1,160   1,152

1,150   1,150

1,140

        2007   2008   2009   2010   2011

                    Freshman Cohort

I.3. Undergraduate Retention Rates 1st to 2nd Year

Achievement Target (Fall 2010):   Attain retention rate of 88%

Progress/Findings: Fall 2010 target of 88% was met.

Achievement Target (Fall 2011):   Attain retention rate of 89%

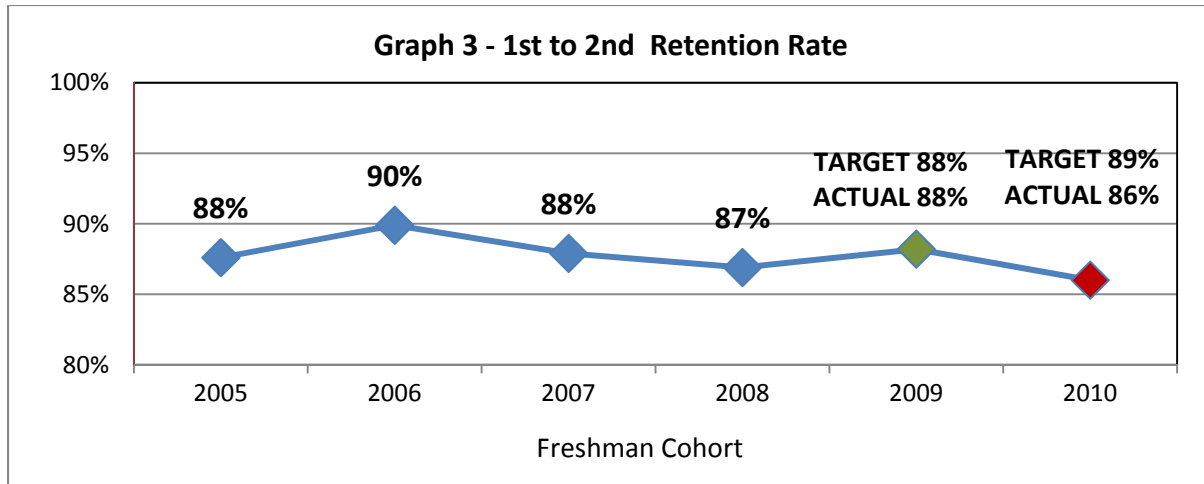Progress/Findings: Fall 2011 target of 89% was not met.

Action Plan: Detailed in Enrollment Management Plan

Achievement Target (Fall 2012):   Attain retention rate of 89%

Graph 3 - 1st to 2nd Retention Rate

88% 90% 88% 87% TARGET 88% ACTUAL 88% TARGET 89% ACTUAL 86%

2005 2006 2007 2008 2009 2010

Freshman Cohort

I.4. Percent of Operating Budget Dedicated to Academic Instruction

Achievement Target FY 2009:   Increase percent of operating budget allocated to Instructional Expenditures category.

Progress/Findings: Expenditure increase of 1.9 million, percent of operating budget allocated remained the same at 33%.

Achievement Target FY 2010:   Increase percent of operating budget allocated to Instructional Expenditures category

Progress/Findings: Expenditure increase of 1.3 million, percent of operating budget allocated increased 1%.

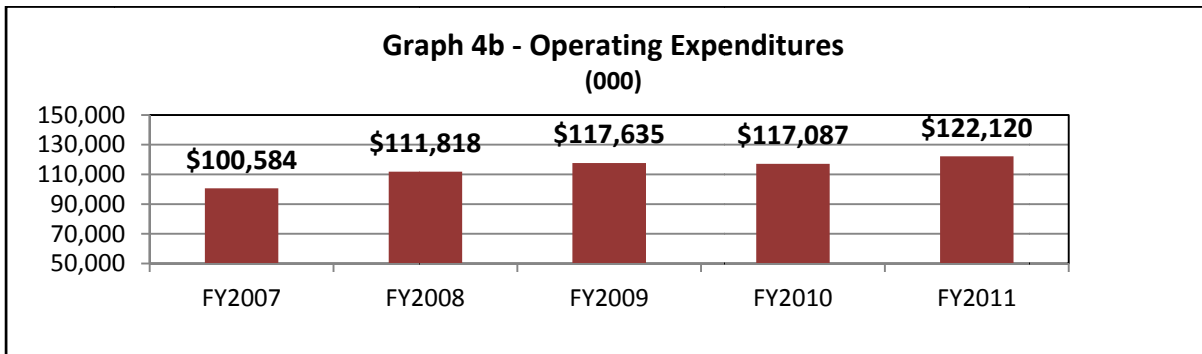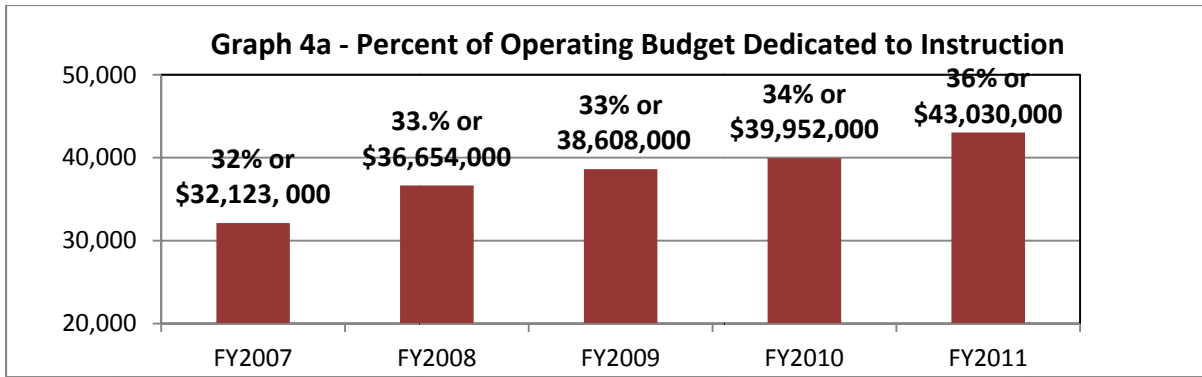Achievement Target FY 2011:   Increase percent of operating budget allocated to Instructional Expenditures category.

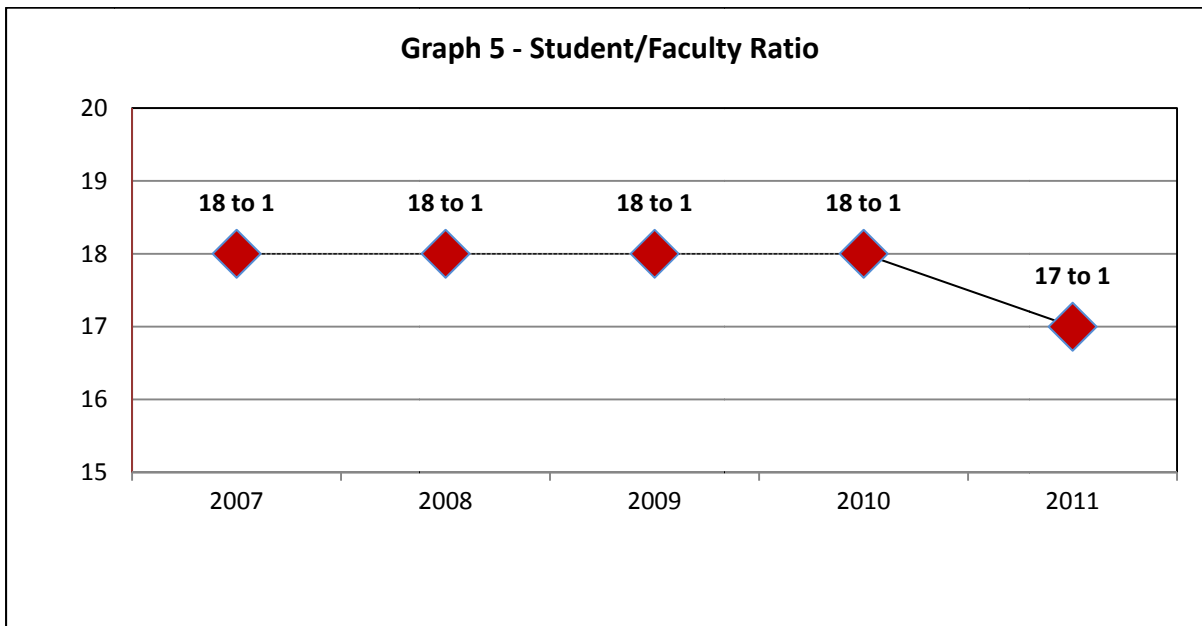Progress/Findings: Expenditure increase of 3 million, percent of operating budget allocated increased 2%.

Achievement Target FY 2012- 2014:   The College will maintain its current percentages of operating funds by program/function.

Graph 4a - Percent of Operating Budget Dedicated to Instruction

Bar chart with y-axis from 20,000 to 50,000.

- FY2007: 32% or $32,123,000
- FY2008: 33.% or $36,654,000
- FY2009: 33% or 38,608,000
- FY2010: 34% or $39,952,000
- FY2011: 36% or $43,030,000

Graph 4b - Operating Expenditures
(000)

Bar chart with y-axis from 50,000 to 150,000.

- FY2007: $100,584
- FY2008: $111,818
- FY2009: $117,635
- FY2010: $117,087
- FY2011: $122,120

I.5. Student/Faculty Ratios

Achievement Target (Fall 2012 - 2014):   The College will maintain its current student/ faculty ratio of 17/1.

Graph 5 - Student/Faculty Ratio

Line chart with y-axis from 15 to 20.

- 2007: 18 to 1
- 2008: 18 to 1
- 2009: 18 to 1
- 2010: 18 to 1
- 2011: 17 to 1

I.6. Average Class Size

Achievement Target (Fall 2012 - 2014):   The College will maintain its current class size of 22.

Graph 6 - Class Size
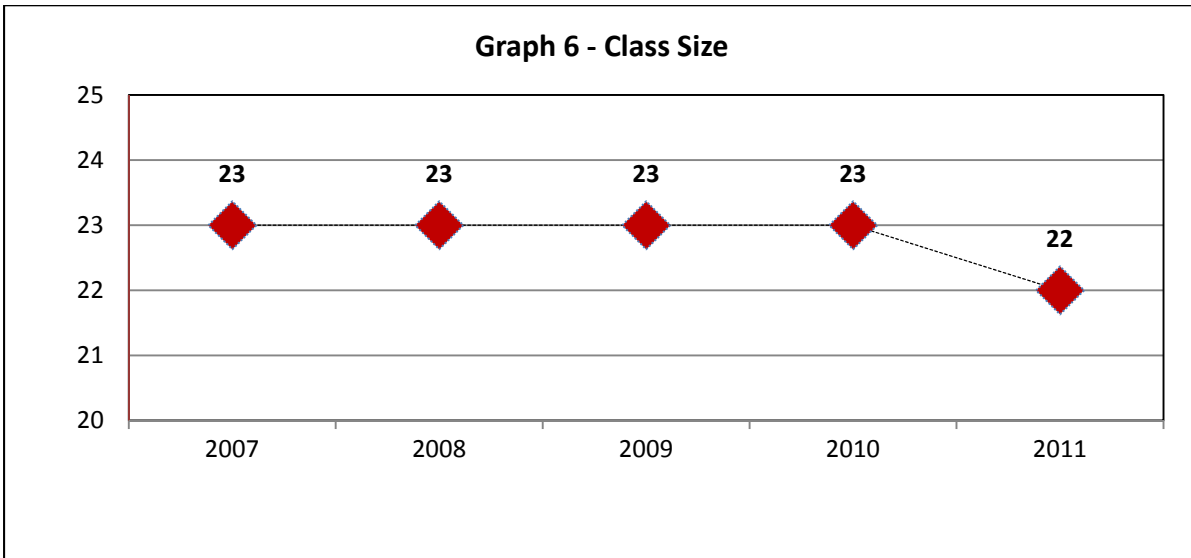
I.7. Institutional Financial Viability

Achievement Target (Fall 2012 - 2014):   The College will maintain its current viability rating.

Graph 7 - Financial Ratios						
	FY2007	FY2008	FY2009	FY2010	FY2011	Target/ Range
Primary Reserve Ratio	0.229	0.259	0.266	0.341	0.432	0.400
Viability Ratio	0.10	0.12	0.14	0.18	0.23	0.30
Return on Net Asset Ratio	1.99%	13.88%	3.19%	8.96%	12.44%	3%-4%
Net Operating Revenue Ratio	2.61%	6.38%	2.58%	5.23%	5.67%	Positive
Composite Financial Index CFI)	1.02	2.83	2.86	3.09	3.37	At least 3

Divisional and Unit Planning Initiatives – (Planning Cycle: FY 2009, FY 2010, and FY 2011)

In addition to Institutional Priorities and Indicators, planning and assessment reports for all administrative and service units are thoroughly reviewed annually. Many of the unit plans report out on component outcomes of the larger institutional priorities and indicators as well as strategic initiatives unique to their units. Unit outcomes are linked to Ramapo's vision, mission, guiding principles, general education targets, strategic goals and institutional priorities with which they are associated. (see attachment D)

The disposition of initiatives identified in the annual planning process is summarized below:

Met	Partially Met	Not Met
73%	16%	11%

Met:	Pre-defined measures successfully met
Partially Met:	In progress
Not Met:	Pre-defined measures not met
Not Reported in this Cycle:	Not included in percentages
Incomplete Assessment Reports:	Not included in percentages

New Strategic Plan

At the end of the existing Strategic Plans' five-year implementation, we find it provided a framework and a direction for institutional decision making. The process has created the necessary focus to achieving College goals. The infrastructure for "continuous improvement" has been set in place. On-going improvement is now possible through annual assessment of organizational processes resulting in improved quality of services for our students. Student learning assessment provides the opportunity to routinely review and raise curricular standards. Broad engagement in the planning process has also improved decision making about institutional resources including, human, financial, physical and technological. We have also gotten closer to realizing a unified vision that pulls members of our community in the same direction.

As we begin to update the Strategic Plan, we will continue to have challenges. An assessment of those identified at the beginning of this report will not be among them. However, we will always be meeting new challenges.

The Top 10 Higher Education State Policy Issues for 2012 article published by the American Association of State Colleges and Universities identified the following as areas of focus are: State Operating Support for Public Higher Education

- Productivity (The Cost of Providing a College Education)
- Governance Restructuring and Regulatory Reform
- College Completion
- Performance-based Funding
- Tuition Policy
- State Student Grant Program Funding and Reform
- College Readiness
- Veterans Education
- Immigration Policy

President Mercer has identified a list of current and future challenges facing Ramapo:

Institutional Challenges Looking Ahead
- Continue to raise the academic standards of the College.
- Protect academic quality and enhance academic support services
- Address the concerns expressed in the Middle States Evaluation Team report.
- Develop criteria for program sustainability.
- Develop additional/alternative sources of revenue.
- Continue to provide access and affordability.
- Improve student engagement by implementing an integrated, intentional, and synergistic plan.
- Maintain and enhance the liberal arts mission of the college.
- Work at the state level to encourage adoption of a rational funding formula for higher education.

- Increase the visibility and reputation of the College.
- Continue to limit undergraduate enrollment while selectively increasing graduate programs and enrollment.
- Address the issue of housing for College employees as a result of the new residency law for College employees.
- Continue to increase the number of full-time faculty.

The current challenges as well as information collected from the annual analysis and assessment of progress toward institutional priorities, institutional indicators and unit level outcomes will inform the recalibration of the Strategic Plan.

On January 23, 2012 President Mercer convened a Strategic Planning Task Force. In addition to weekly meetings, the Task Force will also be breaking into smaller group meetings for more focused discussions. June 2012 has been set as the achievement target for completion of a draft to present to the Ramapo Board of Trustees.