Dashboard 2021:

a visual mapping of outcomes and indicators demonstrating institutional effectiveness and progress on

Strategic Plan 2018-2021:

Fulfilling Our Promise

RAMAPO COLLEGE OF NEW JERSEY

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Version: Spring 2019

Mapping Template

GOAL

Goals are broad-based statements of purpose. There are four goals in Strategic Plan 2018-2021: Fulfilling Our Promise.

OBJECTIVE

Objectives are narrower statements that describe what the College should be able to do or know in order to advance a goal. There are 25 objectives in *Fulfilling Our Promise*.

OUTCOME

Outcomes are what we seek to achieve by pursuing our objectives. There are 26 outcomes in *Fulfilling Our Promise.*

INDICATOR

Indicators help demonstrate if the outcome has or has not been achieved. Indicators are not strategies. Dashboard 2021 tracks 63 indicators.

For each fiscal year of *Fulfilling Our Promise* (July 1 to June 30), where appropriate, indicator data will be collected, vetted, populated, and posted by the Office of Planning.
The "2018" column is already populated for each indicator as is the "2021 Goal" column.

Each indicator is assigned a number.

The source of data for each indicator is identified.

Indicator	2018	2019	2020	2021 Goal	2021 Actual
# Fictitious Example: Total Number of Course Offerings (*source: Course Catalogue*)	539			550	

GOAL 1

Increase Student Success and Student Engagement

OBJECTIVES

1.1 To enroll diverse students who actively contribute to campus life.

1.2 To increase the enrollment of residential first year students.

1.3 To increase the number of students transferring from partner institutions.

OUTCOME

1a. Strategic management of student enrollment in line with the College mission, program capacities, and budget and demographic projections.

INDICATORS

	Indicator	2018	2019	2020	2021 Goal	2021 Actual
1	Percent of residential capacity filled (source: RCNJ Fact Book)	86.5% (2017)			90%	
2	Percent of first-time, full-time, non-White degree seeking students (source: RCNJ Fact Book)	41.5% (2017)			> 40%	
3	Percent of new transfer students from partner colleges (source: RCNJ Fact Book)	45.2% (2017)			50%	

GOAL 1

Increase Student Success and Student Engagement

OBJECTIVES

1.4 To increase the four-year graduation rate.

1.5 To increase the six-year graduation rate.

1.6 To increase the first year retention rate.

OUTCOME

1b. Student retention and graduation rates meet or exceed state and national averages.

INDICATORS

	Indicator	2018	2019	2020	2021 Goal	2021 Actual
4	Four-year graduation rate for first-time, full-time degree seeking students *(source: RCNJ Fact Book)*	2013 Cohort: 59.3%	2014 Cohort:	2015 Cohort:	2016 Cohort: 65%	2016 Cohort:
5	Six-year graduation rate for first-time, full-time degree seeking students *(source: RCNJ Fact Book)*	2011 Cohort: 74.0%	2012 Cohort:	2013 Cohort:	2014 Cohort: 75%	2014 Cohort:
6	First-year retention rate *(source: RCNJ Fact Book)*	2016 Cohort: 85.9%	2017 Cohort:	2018 Cohort:	2019 Cohort: 90%	2019 Cohort:

GOAL 1

Increase Student Success and Student Engagement

OBJECTIVE

1.7 To support and develop a diverse, highly qualified, engaged, and accessible faculty through activities centered on teaching, learning, and advising; scholarship and creative work; and service and college governance.

OUTCOME

1c. Faculty are diverse, highly qualified, accessible, and engaged in teaching and learning, advising, scholarship and creative work, and service and college governance.

See also Metrics #32 and #34.

INDICATORS

	Indicator	2018	2019	2020	2021 Goal	2021 Actual
7	Percent of faculty who report working with undergraduates on research as part of a typical 7-day week *(source: Faculty Survey of Student Engagement fdresearch)*	59% (2016)	(2018)	NA	65% (2020)	(2020)
8	Increase revenues from competitive grants to reach a three-year average of $3.5 million *(source: Foundation Annual Report)*	$3,046,905			$3,500,000	
9	Total number of competitive grant applications submitted with faculty *(source: Foundation Annual Report)*	42			52	

GOAL 1

Increase Student Success and Student Engagement

OBJECTIVE

1.8 To facilitate student success, in terms of completion and employment, via experiential learning opportunities.

OUTCOME

1d. Increased student participation in experiential learning opportunities.

INDICATORS

	Indicator	2018	2019	2020	2021 Goal	2021 Actual
10	Total number of students participating in Alternative Break Programs *(source: June EMSA Report to the Board of Trustees)*	46			60	
11	Percent of unduplicated graduating seniors participating in co-op, internship, clinical, or student teaching *(source: Institutional Research Addendum to Graduating Senior Survey Results)*	73%			80%	
12	Percent of undergraduate major programs with an experiential learning component (ELC) *(source: Experiential Learning Component Analysis)*	80%			90%	

GOAL 1

Increase Student Success and Student Engagement

OBJECTIVE

1.9 To demonstrate the value of a Ramapo College degree through Indicators associated with employment and educational attainment.

OUTCOME

1e. Robust data on the employment and/or educational achievements of graduates is available.

INDICATORS

	Indicator	2018	2019	2020	2021 Goal	2021 Actual
13	Educational Outcomes: Percent of the graduating class pursuing advanced degrees *(source: National Student Clearinghouse)*	25.1% (Class of 2017: Aug. '16, Jan. & June '17)	(Class of 2018)	(Class of 2019)	30% (Class of 2020)	(Class of 2020)
14	Employment Outcomes: Percent of participating graduates from the classes of 2018, 2019, and 2020 for whom alumni employment data is collected. *(source: Institutional Research)*	87% (Class of 2017)	(Class of 2018)	(Class of 2019)	100% (Class of 2020)	(Class of 2020)

GOAL 1

Increase Student Success and Student Engagement

OBJECTIVE

1.10 To increase students' academic, personal, social, and civic engagement through curricular, co-curricular, and extra-curricular programming.

OUTCOME

1f. Students demonstrate increased engagement and higher level critical thinking skills.

INDICATORS

	Indicator	2018	2019	2020	2021 Goal	2021 Actual
15	First-year/Senior-year students report that their undergraduate experience has contributed to their ability to think critically and analytically at a rate (mean) equal to or above the College's Carnegie peers (*source: National Survey of Student Engagement Variable pgthink*)	RCNJ: 3.0/3.3 Peers: 3.1/3.3 (2016)	RCNJ: / Peers: / (2018)	NA	RCNJ: / ≥ Peers: / (2020)	RCNJ: / Peers: / (2020)
16	Percent of faculty who describe the extent to which they structure their course sections so that students learn and develop critical thinking and analytical skills as "quite a bit" or "very much" (*source: Faculty Survey of Student Engagement fcgthink*)	94% (2016)	(2018)	NA	95% (2020)	(2020)
17	First-year /Senior-year students report being an informed and active citizens at a rate (mean) equal to or above the College's Carnegie peers (*source: National Survey of Student Engagement Variable pgcitizen*)	RCNJ: 2.7/2.7 Peers: 2.6/2.7 (2016)	RCNJ: / Peers: / (2018)	NA	RCNJ: / ≥ Peers: / (2020)	RCNJ: / Peers: / (2020)
18	Percent of faculty who describe the extent to which they structure their course sections so that students learn and develop as informed and active citizens as "quite a bit" or "very much" (*source: Faculty Survey of Student Engagement fcgcitizen*)	59% (2016)	(2018)	NA	50% (2020)	(2020)
19	First-year/Senior-year students report that they participate in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) at a rate (mean) equal to or above the College's Carnegie peers (*source: National Survey of Student Engagement Variable tmcocurrhrs*)	RCNJ: 7.5/5.2 Peers: 5.8/4.6 (2016)	RCNJ: / Peers: / (2018)	NA	RCNJ: / ≥ Peers: / (2020)	RCNJ: / Peers: / (2020)

GOAL 2

Cultivate and Support Equity, Diversity, & Inclusion

OBJECTIVE

2.1 To deliver and promote curricular, co-curricular, extra-curricular, and development programs that strive to eliminate stereotypes and negative biases, demonstrate a commitment to diversity, and promote self-awareness, an examination of multiple perspectives, and respect for others.

OUTCOMES

2a. Students demonstrate self-awareness, respect for others, an understanding of the value of diversity, and can examine societal issues from multiple perspectives.

2b. Employees are knowledgeable about issues of equity, diversity, inclusion and compliance and appropriate forms of dispute resolution

INDICATORS

	Indicator	2018	2019	2020	2021 Goal	2021 Actual
20	Total number of Foundation-based grant opportunities designed to enhance diversity and inclusiveness *(source: Foundation Annual Report)*	0 (2017)			10	
21	By 2021, 100% of full-time employees will participate in a diversity-focused workshop/training *(source: Human Resources Annual Report)*	25%			100%	
22	First-year and Senior-year students report that they developed or clarified a personal code of values and ethics at a rate equal to or above the College's Carnegie peers *(source: National Survey of Student Engagement pgvalues)*	RCNJ: 2.7/2.9 Peers: 2.8/2.9 (2016)	RCNJ: / Peers: / (2018)	NA	RCNJ: / ≥ Peers: / (2020)	RCNJ: / Peers: / (2020)
23	Percent of faculty who describe the extent to which they structure their course sections so that students develop or clarify a personal code of values and ethics as "quite a bit" or "very much" *(Source: Faculty Survey of Student Engagement fcgvalues)*	54% (2016)	(2018)	NA	>50% (2020)	(2020)
24	Number of undergraduate participants per academic year in international credit-bearing study abroad programs *(source: Institutional Research)*	159 (AY17-18)	(AY18-19)	(AY19-20)	300 (AY20-21)	(AY20-21)
25	Percent of faculty who describe student participation in a study abroad program as "not important"*(source: Faculty Survey of Student Engagement fabroad)*	14% (2016)	(2018)	NA	<10% (2020)	(2020)
26	Percent of major programs that deliver an International Education Component *(source: SLO Assessment Inventory)*	50%			75%	

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GOAL 2

Cultivate and Support Equity, Diversity, & Inclusion

OBJECTIVE

2.2 To close the achievement gap by increasing retention and graduation rates of students by student type and by race/ethnicity.

*non-White is defined as Hispanic or Latino/a, any race; American Indian/Native Alaskan, Non-Hispanic; Asian, Non-Hispanic; Hawaiian/Pacific Islander, Non-Hispanic; Black, Non-Hispanic; Multiple Races, Non-Hispanic; Non-Resident Aliens

OUTCOMES

2c. Enrollment of a diverse student population and increased retention and graduation rates for these students.

INDICATORS

	Indicator	.8	2019	2020	2021 Goal	2021 Actual
27	Four-year graduation rate for first-time , full-time , non-White* degree seeking students shall be within 10% of the overall four-year graduation rate *(source: RCNJ Factbook)*	2013 Cohort non-White: 47.9% (N=289); Overall: 59.3%	2014 Cohort non-White: Overall:	2015 Cohort non-White: Overall:	2016 Cohort non-White: Overall:	2016 Cohort non-White: Overall:
28	Six-year graduation rate for first-time ,full-time, non-White* degree seeking students shall be within 10% of the overall six-year graduation rate *(source: RCNJ Factbook)*	2011 Cohort non-White: 62.92% (N=256); Overall: 74%	2012 Cohort non-White: Overall:	2013 Cohort non-White: Overall:	2014 Cohort non-White: Overall:	2014 Cohort non-White: Overall:
29	First -year retention rate for non-White* students shall be within 10% of the overall first-year retention rate *(source: RCNJ Factbook)*	2016 Cohort non-White: 76.4% (N=336); Overall: 85.9%	2017 Cohort non-White: Overall:	2018 Cohort non-White: Overall:	2019 Cohort non-White: Overall:	2019 Cohort non-White: Overall:
30	Percent of faculty that report they spend "some" or "quite a bit" of time structuring their courses so that students learn about understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) *(source: Faculty Survey of Student Engagement fcgdiverse)*	44% (2016)	(2018)	NA	>50% (2020)	(2020)
31	First-year and senior-year students report that they understand people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) at a rate (mean) equal to or above the College's Carnegie peers *(source: National Survey of Student Engagement pgdiverse)*	RCNJ: 2.8/2.8 Peers: 2.8/2.8 (2016)	RCNJ: / Peers: / (2018)	NA	RCNJ: / Peers: / (2020)	RCNJ: / Peers: / (2020)

GOAL 2

Cultivate and Support Equity, Diversity, & Inclusion

OBJECTIVE

2.3 To recruit employees who reflect and are committed to diversity and inclusiveness.

2.4 To foster collegiality and collaboration by advancing recommendations of the 2017 Report of the Task Force on Shared Governance.

OUTCOMES

2d. Ramapo College is an inclusive, diverse, collegial, and supportive work environment.

*non-White is defined as Hispanic or Latino/a, any race; American Indian/Native Alaskan, Non-Hispanic; Asian, Non-Hispanic; Hawaiian/Pacific Islander, Non-Hispanic; Black, Non-Hispanic; Multiple Races, Non-Hispanic; Non-Resident Aliens

INDICATORS

	Indicator	2018	2019	2020	2021 Goal	2021 Actual
32	% of non-White*, full-time employees (faculty /non-faculty) *(source: RCNJ FactBook)*	29.9%/27.9% Overall: 27.9% (2017)	/ Overall: (2018)	/ Overall: (2019)	35%/33% Overall: 33% (2020)	/ Overall: (2020)
33	Two-year retention rate of non-white, full-time employees (non-faculty) will be within 5% of the two-year overall retention rate of full-time employees (non-faculty) *(source: Institutional Research & RCNJ Factbook)*	86.6% Overall: 86.7% (2016 cohort)	% Overall: (2017 cohort)	% Overall: (2018 Cohort)	% Overall: (2019 cohort)	% Overall: (2019 cohort)
34	Three-year retention rate of non-White faculty (including librarians) will be within 5% of the overall three-year retention rate of full-time faculty (including librarians)	89.4% Overall 85.2:% (2015 cohort)	% Overall: (2016 cohort)	% Overall: (2017 cohort)	% Overall: (2018 cohort)	% Overall: (2018 cohort)
35	Average number of decisions per annum that are considered through the established Shared Governance Protocols *(source: Shared Governance Annual Report)*	1			≥3	

GOAL 3

Advance Innovation as the College's Promise and Obligation to its Students, Community, and the State of New Jersey

OBJECTIVE

3.1 To facilitate curricular innovation and to ensure that curriculum remains relevant, founded in the liberal arts, attuned to students' needs, and responsive to the economic environment.

OUTCOMES

3a. New academic programs are evaluated and offered, as appropriate.

3b. A systematic approach is used to review and, when appropriate, re-envision academic programs and modes of delivery.

INDICATORS

	Indicator	2018	2019	2020	2021 Goal	2021 Actual
36	Percent of academic program units that conducted self-studies (source: Provost's June Report to the Board of Trustees)	0%	(AY 18-19)	(AY 19-20)	85% (AY 20-21)	(AY 20-21)
37	Total number of new major programs/new transfer, freshmen, or graduate students enrolled per year in major programs established since Fall 2017 (source: RCNJ Fact Book)	1/58 (Elementary Education)			5/100	

GOAL 3

Advance Innovation as the College's Promise and Obligation to its Students, Community, and the State of New Jersey

OBJECTIVE

3.2 To strengthen mutually beneficial partnerships with alumni, parents, friends, business, professional organizations, as well as community and government agencies.

OUTCOMES

3c. Institutional visibility and reputation is advanced through communication and partnerships with external constituents.

3d. Opportunities to expand continuing education and credential offerings are evaluated and advanced, as appropriate.

INDICATORS

	Indicator	2018	2019	2020	2021 Goal	2021 Actual
38	Total number of Fortune 1000/Forbes Global 2000 employers that are engaged with Cahill Career Center programming *(source: Cahill Career Center Annual Report)*	20			50	
39	Total number of non-matriculated enrollments from high school partnerships *(source: Admissions Annual Report)*	153			200	
40	Total number of new partnerships with external constituents to support College initiatives *(source: Prospect Research Office Report)*	NA			200	
41	Total number of active members in Graduate Alumni Councils *(source: Foundation Annual Report)*	0			60	

GOAL 3

Advance Innovation as the College's Promise and Obligation to its Students, Community, and the State of New Jersey

OBJECTIVE

3.3 To optimize technology and software to automate functions and expand the capacity of existing systems for reporting and assessment.

OUTCOMES

3e. Work processes will be more efficient.

3f. There will be more time for analysis of data and data-informed decision making.

3g. Enhanced reporting will track unit-level indicators and foster unit-level assessment.

INDICATORS

	Indicator	2018	2019	2020	2021 Goal	2021 Actual
42	Percent of unit-level indicators that are assessed on a bi-annual basis *(source: Adaptive Biannual Unit Reports)*	NA			100%	
43	Total number of multi-unit automated workflows implemented by 2021 *(source: ITS Annual Report)*	NA			10	

GOAL 3

Advance Innovation as the College's Promise and Obligation to its Students, Community, and the State of New Jersey

OBJECTIVE

3.4 To cultivate the next generation of higher education leaders through the delivery of an internal Leadership, Development and Performance (LDP) Program.

OUTCOME

3h. Employees grow their abilities and skills and a culture of continuous improvement is cultivated.

INDICATORS

	Indicator	2018	2019	2020	2021 Goal	2021 Actual
44	Employee participation rate (non-Faculty) in an LDP-sponsored offering *(source: HR Annual Report)*	38%			85%	
45	Percent of managers that will complete the Leadership Scorecard and will receive a 360 Evaluation *(source: HR Annual Report)*	NA			100%	
46	Total number of faculty visits to the Instructional Design Center and the Faculty Resource Center *(source: IDC and FRC Participation Reports)*	281			300	

GOAL 4

Improve Long-term Financial Strength

OBJECTIVE

4.1 To address systemic long-term deficits created by the reliance on State funding and practical limitations of increasing tuition.

OUTCOME

4a. Implementation of a multi-year financial plan.

4b. Decisions are made in consideration of their long-term financial impact and resources are focused on mission-critical endeavors that support the fiscal health of the College.

INDICATORS

	Indicator	2018	2019	2020	2021 Goal	2021 Actual
47	Maintain Debt Burden Ratio under 12% *(source: Annual Assessment of Financial Ratios)*	11.8%			<12%	
48	Maintain Reserve Build of no less than $4 million per annum *(source: Audited Financial Statements)*	$4M			≥ $4M	
49	Composite Financial Index of 3.0 or higher per annum *(source: Annual Assessment of Financial Ratios)*	2.12			≥ 3.0	
50	Annual Board of Trustees approval of a balanced budget *(source: Board Updates)*	✓			✓	
51	The mean score of "Sustainability Knowledge" among individual enablers at Ramapo College *(source: Sustainability Culture Indicator Survey)*	NA			>2019 Mean	

GOAL 4

Improve Long-term Financial Strength

OBJECTIVE

4.2 To strengthen the College's presence in Trenton to ensure it receives due consideration in decisions affecting higher education.

OUTCOME

4c. The College receives equitable support from the State.

INDICATORS

	Indicator	2018	2019	2020	2021 Goal	2021 Actual
52	Percent of full-time positions that are State-recognized funded positions *(source: Annual Budget)*	84% (N=685)			≥ 95%	
53	Operational State Appropriations per Capita FTE will be at or above the NJASCU average *(source: NJASCU Source Book)*	RCNJ: $2,970 NJASCU Avg.: $3,594	RCNJ: NJASCU Avg.:	RCNJ: NJASCU Avg.:	RCNJ ≥ NJASCU Avg.	RCNJ: NJASCU Avg.:
54	Establishment of a Public Transit link to campus by 2021.	NA	NA	NA	Transit Link Active	

GOAL 4

Improve Long-term Financial Strength

OBJECTIVE

4.3 To address space allocation, its optimization, and deferred maintenance, in light of enrollment and economic trends.

OUTCOME

4d. College resources are allocated to ensure the long-term security and safety of its assets and the effective use of space.

4e. The Learning Commons fosters connectivity, innovation, creation of knowledge, community, and collaboration (Seal, 2014).

INDICATORS

	Indicator	2018	2019	2020	2021 Goal	2021 Actual
55	Increase existing assignable square feet of campus space repurposed or reallocated for student/instructional use *(source: Facilities Condition Index)*	NA			+10,000	
56	The Learning Commons will open in 2021 and will incorporate spaces for students and faculty *(source: Foundation Annual Report)*	NA	NA	NA	Doors Open	

GOAL 4

Improve Long-term Financial Strength

OBJECTIVES

4.4 To publicly position the College through advocacy, marketing and public relations as the premier public college in the region.

4.5 To leverage relationships with alumni, parents, corporations and friends to advance the College's visibility.

4.6 To enhance financial strength through increasing support from the Foundation.

OUTCOME

4f. Enhanced reputation and visibility of Ramapo College across key constituent groups.

INDICATORS

	Indicator	20	2019	2020	2021 Goal	2021 Actual
57	Increase Foundation Operational (non-Capital) Support Payments to the College (*Source: Audited Financial Statements*)	$1.4M			$1,610,000	
58	Increase the Alumni Giving Rate *(source: Ramapo Banner System Report)*	3.9%			5%	
59	Increase the Peer Reputation Score *(source: US News and World Report)*	2.7			3.0	
60	Net revenue generated by the Office of Events and Conferences/Retention Rate of Current Renters (*source: Events and Conferences Annual Report*)	$257,030/ 65%			$303,295/ 80%	

GOAL 4

Improve Long-term Financial Strength

OBJECTIVE

4.7 To align fundraising efforts for capital, operations, student access, and grant initiatives with annual College priorities.

OUTCOMES

4g. Funds raised for the College reflect the established priorities.

4h. Additional awards and funds are available for student scholarships to help defray the cost of attendance.

INDICATORS

	Indicator	2018	2019	2020	2021 Goal	2021 Actual
61	Total revenue, gifts, and pledges raised for the Learning Commons *(source: Foundation Audited Financial Statements)*	$8M			$15M	
62	Total dollars/number of awarded scholarships to support College priorities or student success *(source: Foundation Annual Report)*	$649,550/ 473	$/#	$/#	$766,469/ 509	$/#
63	Percent of total endowment corpus growth/total endowment *(source: Foundation Audited Financial Statements)*	NA %/ $14.1M	/	/	10.7%/$15M	/

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www.ramapo.edu/president/stratplan