Boldly Ascending: Ramapo College Strategic Plan 2023-2029

KEY PERFORMANCE INDICATORS
Key Performance Indicators

Keep People Informed
Keep People Involved
Keep People Interested
Keep People Inspired

Image source: Rootinc.com
Mission: Reaffirmed

Values: Reaffirmed

Vision: Reimagined

**Boldly Ascending’s** three goals:

- Academic Excellence & Student Success
- Inclusive Campus
- Agile Stewardship

13 Objectives

Unit Effectiveness Plans
CONTINUOUS LEARNING

Mission
Vision
Values

Boldly Ascending

Unit Effectiveness Plans

Goals
Objectives

Unit Purpose
Unit Outcomes
Tasks
Measures
Targets
Findings
Use of Results

Key Performance Indicators
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Key Performance Indicators

1. **Graduation Rate (GR) (4-Year)** is reflective of full-time, first-time, degree-/certificate-seeking students who started and finished at the same institution. Students included in graduation rates do not represent all of the students at an institution (e.g., GR excludes part-time and transfer students). The IPEDS graduation rate is calculated as:

   \[ GR = \frac{\text{# of students who completed their program within a specific percentage of normal time to completion}}{\text{# of students in the entering cohort (adjusted)}} \]

2. **Retention Rate** is defined by IPEDS as the percentage of first-time, full-time bachelor’s degree-seeking students beginning in a Fall term who are subsequently enrolled for credit in that same institution in future Fall terms.

3. **Enrollment: Undergraduate headcount** is defined by IPEDS as the sum of the institutional counts (non-duplicated) of students taken on a prescribed census date after the end of the drop/add period. A **graduate credit hour** is defined by IPEDS as an institutionally established equivalency that reasonably approximates some minimum amount of graduate student work reflective of the amount of work expected. A credit hour, graduate or undergraduate, is a unit of measure that gives value to the level of instruction, academic rigor, and time requirements for a course taken at an educational institution.

Source: https://nces.ed.gov/ipeds/
Key Performance Indicators

4. RCNJ Community Diversity in Relation to New Jersey Diversity:

RCNJ Community Diversity is defined by Ramapo College in accordance with six of the race categories recognized by IPEDS and the College Fact Book’s reported “minority rate” as the percent of:

- RCNJ undergraduate students and graduate students (full-time) who self-report as:
  - Hispanic (Hispanic or Latino/a only, Hispanic and American Indian/Nat. Alaskan, Hispanic and Asian, Hispanic and Black, Hispanic and Hawaiian/Pacific Islander, Hispanic and White, Hispanic and Multiple Races); American Indian/Native Alaskan; Asian; Black; Hawaiian/Pacific Islander; Two or More/Multiple Races
- RCNJ faculty (full-time instructional staff) who self-report as:
  - Hispanic (Hispanic or Latino/a only, Hispanic and American Indian/Nat. Alaskan, Hispanic and Asian, Hispanic and Black, Hispanic and Hawaiian/Pacific Islander, Hispanic and White, Hispanic and Multiple Races); American Indian/Native Alaskan; Asian; Black; Hawaiian/Pacific Islander; Two or More/Multiple Races
- RCNJ non-faculty/staff (full-time non-instructional staff including librarians) who self-report as:
  - Hispanic (Hispanic or Latino/a only, Hispanic and American Indian/Nat. Alaskan, Hispanic and Asian, Hispanic and Black, Hispanic and Hawaiian/Pacific Islander, Hispanic and White, Hispanic and Multiple Races); American Indian/Native Alaskan; Asian; Black; Hawaiian/Pacific Islander; Two or More/Multiple Races

New Jersey Diversity is defined in accordance with 6 of the race categories recognized by the federal American Community Survey (U.S. Census) as the percent of:

- New Jersey residents who self-report as:
  - Hispanic or Latino; American Indian/Alaska Native; Asian; Black; Pacific Islander; Two or More/Multiple Races
5. **Supportive Campus** is defined by the National Survey of Student Engagement (14a-i) as the extent to which (very much, quite a bit, some, very little) students report the College emphasizes:

- Spending significant amounts of time studying and on academic work
- Providing support to help students succeed academically
- Using learning support services (tutoring services, writing center, etc.)
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
- Providing opportunities to be involved socially
- Providing support for your overall well-being (recreation, health care, counseling, etc.)
- Helping you manage your non-academic responsibilities (work, family, etc.)
- Attending campus activities and events (performing arts, athletic events, etc.)
- Attending events that address important social, economic, or political issues

Source: https://nsse.indiana.edu/
6. **Average Alumni Giving Rate.** Defined by *US News*, Average Alumni Giving Rate is the non-weighted mean percentage of undergraduate alumni of record who donated money to the college, as such:

- Following guidelines of reporting to the Voluntary Support of Education Survey, alumni of record are former full- or part-time students who received an undergraduate degree and for whom the college has a current address. Alumni who earned only a graduate degree are excluded.

- Undergraduate alumni donors are alumni with undergraduate degrees from an institution who made one or more gifts for either current operations or capital expenses during the specified academic year.

- The alumni giving rate is calculated by dividing the number of alumni donors during a given academic year by the number of alumni of record for that same year. The two most recent years of alumni giving rates available are averaged (added together and divided by two) and used when *US News* calculates the rate.

Source: https://www.usnews.com/education/best-colleges/articles/ranking-criteria-and-weights
7. **Employee Satisfaction**: Employee satisfaction is derived from the *Great Colleges to Work For* survey (ModernThink LLC) as the extent to which (strongly agree, agree, sometimes agree/sometimes disagree, disagree, strongly disagree) employees evaluate:

- **Collaboration**: Perceived cooperation and collegiality within workgroups and across the College
- **Job Satisfaction & Support**: Employee satisfaction with job fit, autonomy, and resources
- **Pride & Mission**: Sense of pride and connection employees report regarding their affiliation with the college

Source: https://greatcollegesprogram.com/
8. **Peer Assessment Score** is a factor used by *US News* to measure undergraduate academic reputation. Through a seventeen-point qualitative survey, *US News* generally asks the president, provost and dean of admissions at each school to rate the quality of the academic programs at schools in the same ranking category, including their own. It is helpful in assessing the College’s reputation and visibility. Peer Assessment Score is weighted as 20% of the overall *US News* institutional ranking score.

9. **Revenue Diversification** is defined by Ramapo College as the percent of revenue that is *not* generated by credit-bearing tuition and related fees; this includes auxiliary income, state operating and fringe support, grants, and other.
10. **Course Structure** is defined, in part, by the Faculty Survey of Student Engagement as the extent to which (very much, quite a bit, some, very little) faculty report structuring selected course sections so that students learn and develop in the following areas:

- Thinking critically and analytically
- Working effectively with others
- Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)
- Solving complex real-world problems
- Being an informed and active citizen

Source: https://nsse.indiana.edu/fsse/index.html
11. Energy Use Intensity (EUI) is a measure used to express a building’s energy use as a function of its size or other characteristics. EUI is defined by Energy Star and is calculated by dividing the total energy consumed by a building in one year (measured in kBtu or GJ) by the total gross floor area of the building (measured in square feet or square meters). A low EUI generally, but not always, signifies good energy performance.

Source: https://www.energystar.gov/buildings/benchmark/understand_metrics/what_eui

12. Strength of WiFi Coverage Across Academic, Administrative, and Residential Interior Spaces. Wireless signal strength is measured in decibel milliwatts (dBm). The measurement is represented using negative numbers. The higher the number the better the signal.
• Administrative Assessment Committee
  • https://www.ramapo.edu/assessment-committee/

• College Wide Academic Assessment Committee
  • https://www.ramapo.edu/assessment/committee/

• General Education Curriculum Committee
  • https://www.ramapo.edu/fa/gecco/

• Strategic Planning at Ramapo
  • https://www.ramapo.edu/president/stratplan/

• Institutional Research
  • https://www.ramapo.edu/ir/