

INSTITUTIONAL EFFECTIVENESS PLAN

2018 – 2023

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MONROE COLLEGE

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EXECUTIVE SUMMARY

The Office of Institutional Planning Effectiveness and Budget is responsible for evaluating and tracking institutional effectiveness (IE) at the College. This function includes effectiveness measures of academic programs as well as administrative units of the college. The College views IE through the lens of the following six critical mission-based themes:

- **Access:** The ability to provide ready access to the benefits of higher education as demonstrated by outcomes of programs such as the Presidential Partnership Program and the Dreamer Initiative
- **Affordability:** Providing an effective combination of affordable tuition and institutional and government aid as validated by external recognition by publications such as *US News and World Report* (Best Value Colleges & Universities)
- **Attainment:** Supporting students so they can achieve, persist, and graduate; evidenced by strong completion rates, especially among Black and Hispanic students, as reported by the NYSED Office of Research & Information Systems and the National Student Clearinghouse Research Center
- **Outcomes:** Creating long-term outcomes that enable graduates to achieve career success and improve family incomes as shown through social mobility rates reported in the *Chronicle of Higher Education*
- **Student Support:** Student-centered policies that support and challenge students as revealed in initial outcomes of the First Year Experience, as well as satisfaction reports of Graduate Research and Academic Support Centers
- **Student Achievement:** The ultimate goal of the mission, to graduate prepared students, as shown by the accomplishments of Honors Program students, strong internship outcomes (satisfaction of the employer and the intern) and excellent state and national licensure exam results

The highlighted and underlined sections below demonstrate the mapping of these six themes to the mission:

*Monroe College, founded in 1933, is a national leader in higher education **access**, **affordability**, and **attainment**. We believe in the power of education to facilitate social mobility and transform communities, and embrace our responsibility to advocate national policies that **serve students' best interests**. **We are proud of our outcomes** and unique caring environment, especially for first-generation college students, newly arriving immigrants, and international students. Our innovative curriculum, taught by experienced industry professionals, integrates local, national, and global perspectives. Our academic programs align with industries that drive the New York and international*

economies that we serve. Our graduates are prepared for continued scholarship, professional growth, and career advancement.

The 2018–2023 Institutional Effectiveness Plan begins with a reflection on key IE achievements from the prior planning period. Specifically, achievements related to each mission-based theme are presented.

Section Three of this plan provides an analysis of all measurements of effectiveness linked to strategic goals, mission-based factors, and departmental units. An analysis of academic assessment also appears in this section.

The following chart identifies the links of key effectiveness indicators to the College’s strategic goals. Details for each indicator including analysis and an overview of the strategic focus for 2018–2023 are found in Section Three – Strategic Planning Goals and Metrics Used to Measure Effectiveness – of the plan.

Table 1. Analysis of Institutional Effectiveness Linked to Strategic Goals

IE Plan Metric #	Metrics Used to Track Effectiveness	Linked to Strategic Plan Goal/Sub-Goal #
Strategic Goal 1. Ensure graduates possess the competencies for successful careers, advanced education, and lifelong learning		
<i>IE-1a</i>	Graduate rates required by regulatory authorities (federal and state)	1
<i>IE-1b</i>	Graduate outcomes rates: overall, in-field, average salaries, continuing education	1, 1.1, 1.7, 1.9
<i>IE-1c</i>	Satisfaction and effectiveness rates of academic support services and centers (student satisfaction, improved learning outcomes)	1, 1.4, 1.5
Strategic Goal 2. To shape institutional enrollment by attracting, enrolling, and retaining students with the potential to succeed academically, graduate, and advance professionally		
<i>IE-2a</i>	Graduation rates by segment and program	2, 2.1
<i>IE-2b</i>	Enrollment by segment and program	2, 2.2
Strategic Goal 3. To formally cultivate and institutionalize a responsive culture and structure to more effectively serve students, faculty, and staff		
<i>IE-3a</i>	Survey results of satisfaction with on-boarding and orientation	3, 3.1
<i>IE-3b</i>	Survey results of professional development opportunities	3, 3.2
<i>IE-3c</i>	Measure students' perception of College departmental responsiveness	3, 3.3
Strategic Goal 4. To validate program quality and learning outcomes through rigorous self-assessment and enhanced external institutional and programmatic recognition		
<i>IE-4a</i>	Outcomes evaluation by school, Fall 2018 (key indicators to evaluate status of outcomes by school)	1.7, 1.9, 4
<i>IE-4b</i>	Assessment evaluation by school, Fall 2018 (key indicators to evaluate status of assessment by school)	4
Strategic Goal 5. To allocate resources effectively and efficiently in support of the Strategic Plan and institutional priorities		
<i>IE-5a</i>	Percentage of high priority projects implemented	5
<i>IE-5b</i>	Percentage of actual spending vs. budget	5

SECTION ONE: INTRODUCTION

Monroe College’s 2015–2018 Institutional Effectiveness Plan demonstrates the College’s commitment to institutional improvement. The College evaluates institutional effectiveness within the scope of the College mission, and the strategic goals provide a roadmap to achieve the strategic priorities. In order to monitor, measure, and evaluate progress toward these goals, the College has identified effectiveness indicators within key departments. Additionally, an ongoing, integrated, evidence-based planning and evaluation cycle allows for the review of programs and services through these effectiveness indicators, accomplishing the mission and planning for improvement and innovation across the College. Institutional effectiveness activities at the College operate on an annual cycle that is documented by the table below:

Table 2. Annual Planning and Improvement Process

Activity	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Implementation of Current Plans	[Yellow bar spanning Sep to Aug]											
Assessment of Annual Outcomes	[Green bar spanning Sep to Oct]											
Evaluation and Analysis of Institutional Effectiveness			[Blue bar spanning Nov to Dec]									
Annual Strategic Planning retreat			[Orange bar spanning Nov]									
Planning for Next Cycle			[Purple bar spanning Nov to May]									
Budget Submissions									[Yellow bar spanning May to Jun]			
Development of Five-year Enrollment Forecast											[Grey bar spanning Jul to Aug]	
Budget Approvals											[Blue bar spanning Jul to Aug]	
Budget reforecasts	[Light blue bar spanning Sep]							[Light blue bar spanning Mar]				

The assessments made at the end of each academic year form the heart of the IE process; they become the basis for analysis, planning, budgeting, and execution. The IE plan focuses on the validity and reliability of these assessments while the other sub-plans, listed and linked below, carry out the work of moving the College forward in achieving its mission.

- Academic Plan
- Facilities Management Plan
- Financial Plan
- Strategic Enrollment Management Plan
- Technology Plan

The objectives described in this plan are integrated with the College's other sub-plans through the annual Integration Maps. The IE Plan is driven by the College's Vision, Mission, Core Values, and Strategic Goals.

VISION

To be a national leader in educating urban and international students.

MISSION

Monroe College, founded in 1933, is a national leader in higher education access, affordability, and attainment. We believe in the power of education to facilitate social mobility and transform communities, and embrace our responsibility to advocate national policies that serve students' best interests. We are proud of our outcomes and unique caring environment, especially for first-generation college students, newly arriving immigrants, and international students. Our innovative curriculum, taught by experienced industry professionals, integrates local, national, and global perspectives. Our academic programs align with industries that drive the New York and international economies that we serve. Our graduates are prepared for continued scholarship, professional growth, and career advancement.

CORE VALUES

- ***Outcomes drive us.***

We are committed to remaining a national leader in delivering strong outcomes for students and always strive for continuous improvement.

- ***Integrity guides us.***

Honesty, transparency, accountability, and fairness are the bedrock of our work.

- ***Relationships define us.***

We build strong personal connections among students, faculty, and staff, as well as with external educational, corporate, and community partners.

2018–2023 STRATEGIC GOALS

Goal 1. To ensure graduates possess the competencies for successful careers, advanced education, and lifelong learning

Goal 2. To shape institutional enrollment by attracting, enrolling, and retaining students with the potential to succeed academically, graduate, and advance professionally

Goal 3. To formally cultivate and institutionalize a responsive culture and structure to more effectively serve students, faculty, and staff

- Goal 4.** To validate program quality and learning outcomes through rigorous self-assessment and enhanced external institutional and programmatic recognition
- Goal 5.** To allocate resources effectively and efficiently in support of the Strategic Plan and institutional priorities

SECTION TWO: BACKGROUND

REFLECTIONS ON THE PRIOR PLANNING PERIOD

Selected institutional effectiveness achievements related to the prior planning period (2015–2018) are presented below:

1. Access

Underrepresented Traditional High School Graduates. The Presidential Partnership Program (PPP), launched in 2016, is a “bridge to college” initiative that brings together financial scholarship, academic mentorship, special personal development programming, and heightened performance monitoring to help first-year students adapt to the rigors of college and thrive on campus. Its goal: to increase college access, affordability, and attainment (all mission-based outcomes) for students who are largely underrepresented and underserved on today’s college campuses.

Monroe College’s PPP, which pre-dates New York State’s Excelsior Scholarship¹, offers selected students an opportunity to obtain a post-secondary education – *in most cases, with zero debt* – from a private college renowned for some of the best outcomes for low-income students in the state.

The table below presents the enrollment impact of the PPP:

Table 3. Presidential Partnership Program, Partners, and Enrollment

Semester	# High School Partners	# Enrolled Students
Fall 2016	2	11
Fall 2017	84	529
Fall 2018	132	674

Dreamers’ Initiative. In 2017, the College introduced its Dreamers’ Initiative, a part of the Presidential Partnership Program, to help undocumented students pursue their college ambitions. Monroe College believes in the power of education to change lives. In keeping with this value, it reserves a number of full- and partial-tuition scholarships specifically for Dreamers to help them afford an undergraduate education. As part of the Dreamers’ Initiative, special mentorship opportunities and other resources are made available to scholarship recipients

¹ The Excelsior Scholarship, in combination with other student financial aid programs, allows students to attend a SUNY or CUNY college tuition-free. <https://www.hesc.ny.gov/pay-for-college/financial-aid/types-of-financial-aid/nys-grants-scholarships-awards/the-excelsior-scholarship.html>

tailored to their unique concerns and needs. There were 80 students attending the College under the Dreamers’ Initiative in Fall 2018. For the 2017–2018 academic year, over \$700,000 was awarded in institutional aid to Dreamers.

2. Affordability

Affordable Tuition. Monroe College is one of the most affordable private colleges in New York. Monroe’s 2017–2018 tuition was \$14,976. *US News & World Reports* cites the national average tuition for a private college to be \$34,740 in 2017–2018.

External Recognition. *US News & World Reports* ranked Monroe College #88 in Best Value School (2019). The ranking takes into consideration the quality of the program and the affordability of tuition and fees. The *US News and World Reports* methodology only considers schools ranked in or near the top half of their categories to be included because it deems the most significant value to be among colleges that are above average academically. The College has a robust institutional aid (IA) budget that consists of 26 scholarship programs and 21 grant programs. Each of these programs is designed to assist a specific student population. Institutional aid provides additional resources for need-based and merit-based students as well as attracting desired populations to the College. For the 2017–2018 academic year, 4,485 students received over \$26,000,000 in IA.

3. Attainment

Strong Graduation Rates. The College graduates more Black and Hispanic students than any other institution in New York State (NYSED, Office of Research & Information Systems). Given that Monroe is a small to mid-size college, this speaks to strong graduation outcomes. National graduation data from the National Student Clearinghouse Research Center reports the following national data for Black and Hispanic students:

Table 4a. Six-Year Outcomes, 2011 Black and Hispanic Cohort by Race and Ethnicity

MONROE COLLEGE*		NATIONAL**	
Black	Hispanic	Black	Hispanic
52.0%	54.0%	29.3%	38.2%

Table 4b. Six-Year Outcomes, 2011 Black and Hispanic Cohort by Starting Institution Type

Monroe College***	4-Year Public**	4-Year Private Not-for-Profit **	4-Year Private For Profit**
74.0%	53.5%	63.7%	22.1%

* IPEDS, all first-time, full-time students

** 2017 National Student Clearinghouse Research Center

*** IPEDS, students pursuing a bachelor's degree

In addition, the College was cited by Third Way² in 2017 as having the highest Pell graduation rate in the U.S. of any for-profit institution with a Pell cohort of at least 300 students. If the College were compared to the private, non-profit sector, its ranking would be third in the nation (for all private institutions with at least a 50% Pell population).

4. Outcomes and Social Mobility

Overall Outcomes for Graduates. The overall outcomes rate for the class of 2017 was 96%. This rate includes all students who are employed, plus students who are continuing their education. The 2017 overall outcomes rate increased to 96%, up from the previous year's outcome rate of 94%³. (Note that the overall outcomes rate excludes students who are unavailable for employment, such as international students who do not have work authorization in the U.S.)

- In 2017, the overall working in-field rate increased to 60%, up from the previous year's rate of 57%.

² Third Way is a national think tank that combines rigorous policy research with a unique and incisive understanding of the American political landscape. <https://www.thirdway.org/>

³ Outcome data appears in the Monroe College Office of Career Services annual report, *Class of 2017 Undergraduate and Graduate Outcome Report*, prepared June 2018, and the report of the previous year.

Table 5a. Outcome Rates, Class of 2017, Working In-field, by Degree Type

School of	2015	2016	2017
Allied Health Professions	44%	61%	60%
Business and Accounting	48%	66%	58%
Criminal Justice	29%	31%	41%
Education	95%	100%	92%
Hospitality Management/CINY	61%	61%	61%
Information Technology	46%	46%	55%
Nursing	88%	96%	88%
King Graduate School	75%	88%	88%
Total College	48%	57%	60%

- In 2017, the overall “unemployed and seeking” rate decreased from the previous year’s rate of 6%:

Table 5b. Outcome Rates, Class of 2017, Employed, Unemployed & Seeking, by Degree Type

Categories	ASSOCIATE SAMPLE SIZE 90%		BACHELOR'S SAMPLE SIZE 88%		MASTER'S SAMPLE SIZE 91%		TOTAL	
	#	%	#	%	#	%	#	%
Employed	157	16%	607	64%	134	34%	898	38%
Employed/ Continuing Education	209	21%	106	11%	5	1%	320	14%
Continuing Education	549	55%	61	6%	8	2%	618	26%
Unavailable*	65	7%	111	12%	249	63%	425	18%
Unemployed and Seeking	15	2%	61	6%	2	1%	78	3%
Total in Sample	995		946		398		2,339	
Total in Class	1,101		1,073		435		2,609	
Official Outcome Rate	98%		93%		99%		96%	

Social Mobility. Social mobility refers to the ability of individuals or groups to move upward or downward in status based on wealth, occupation, or some other social variable. Education is often seen as one of the strongest drivers of social mobility. According to the *Chronicle of*

*Higher Education*⁴, Monroe College ranks among colleges with the highest student mobility rates in 2014. Monroe ranks number one among for-profit two- and four-year colleges. If evaluated with all private four-year institutions, Monroe would rank 13th.

Table 6. Student Mobility Rates, Two-Year and Four-Year For-Profit Institutions

Rank	Institution	Mobility Rate
1.	Monroe College (NY)	3.82%
2.	ITT Technical Inst./Indianapolis (now closed)	3.63%
3.	Strayer University, Arlington (VA)	3.15%
4.	Anthem Institute (now closed)	3.14%
5.	University of Phoenix in Phoenix (AZ)	3.03%

If evaluated with all private four-year institutions, Monroe would rank 13th, as shown below.

Table 7. Student Mobility Rates, Four-Year Private Non-Profit Institutions

Rank	Institution	Mobility Rate
1.	Pace University	8.43%
2.	St. John's University (NY)	6.80%
3.	College of Mount Saint Vincent / Manhattan College	5.78%
4.	Long Island University system	5.54%
5.	New York Inst. of Technology/Old Westbury	5.40%
6.	Xavier University of Louisiana	5.26%
7.	Tuskegee University	5.23%
8.	University of the Pacific	4.25%
9.	Howard University	4.00%
10.	Fordham University	3.98%
11.	University of Southern California	3.93%
12.	Park University	3.87%
13.	Monroe College (NY)	3.82%
14.	Saint Leo University	3.63%
15.	New York University	3.63%

⁴ *Colleges with the Highest Student-Mobility Rates, 2014* (Oct 2017), <https://www.chronicle.com/article/Colleges-With-the-Highest/241450>

5. Student Support

The College provides holistic support to students at all degree levels and at all levels of academic preparedness. These programs, initiatives, and services are rooted across campuses and disciplines.

First Year Experience. In 2017, the College established the First Year Experience (FYE) offices on both the Bronx and New Rochelle campuses to focus on “traditional” college students. FYE counselors provide holistic support with the goal of improving overall associate degree retention and academic success. As a result of the creation of FYE, along with additional human resources staffing, traditional high school graduate retention increased from Fall 2017 to Fall 2018 on both campuses: from 61% to 74% in the Bronx, and from 64% to 67% in New Rochelle.

Graduate Research and Academic Support Centers. Expansion of the King Graduate School’s academic research infrastructure was accomplished with the establishment of Graduate Research Centers staffed with a research librarian, research faculty, professional and peer tutors on both the Bronx and New Rochelle Campuses. Research centers are an important component of the graduate experience as several graduate programs contain a thesis requirement or the option of thesis submission. Staff and informational resources are designed to support students’ effort with academic research and thesis development. Since the opening of the Graduate Research Centers over the 2015–2016 academic year, the average completion time for students pursuing the thesis track has been reduced to 6 semesters. This is in line with academic expectations.

Table 8. Graduate Students Completing the Thesis Track, Fall 2013–Winter 2017

Beginning Semester	Number of Students Completing Thesis Track	Average Number of Semesters to Completion
Fall 2013	6	8.8
Winter 2014	2	8.0
Spring 2014	3	10.3
Fall 2014	15	9.5
Winter 2015	9	8.2
Spring 2015	0	0
Fall 2015	8	7.3
Winter 2016	5	6.8
Spring 2016	3	6.3
Fall 2016	11	6.6
Winter 2017	1	6.0
Total	63	

6. Student Achievement (Preparedness):

Honors Program. Monroe’s student body is diverse ethnically, geographically, and academically. The Monroe Honors Program offers the unique opportunity for the most academically accomplished students to engage in advanced academic work and to participate in enhanced intellectual experiences with distinguished professors and experiential learning opportunities. These opportunities include presenting at National Collegiate Honors Council and Northeast Regional Honors Council conferences. The program allows students who enter college fully prepared for the rigor and challenge an opportunity to delve deeper into the curricula, grow intellectually and prepare for further graduate and doctoral education.

Table 9. Student Presentations at National and Regional Honors Conferences

Annual Conferences	2016	2017	2018
National Collegiate Honors Council	4	4	5
Northeast Regional Honors Council	8	6	9

New Enrollment in the Honors Program has grown over the last planning cycle. Thirty-eight new students enrolled in the Honors Program in Fall 2016. In Fall 2017, there were 93 new students who joined the Honors Program and 98 started in Fall 2018. 100% of the students who started in Fall 2017 were retained.

Table 10. Honors Program Enrollment by Campus Fall 2016–Fall 2018

Campus	FALL 2016		FALL 2017		FALL 2018	
	New	Total	New	Total	New	Total
Bronx	18	76	42	90	48	111
New Rochelle	20	79	51	122	50	131
Totals	38	155	93	212	98	242

Internship Employer Evaluation: A key indicator of students’ preparedness comes from the Internship Employer Evaluation which is submitted by the internship site supervisor when a student completes an internship. The assessment is an objective evaluation comparing an individual student (1) with other students of comparable academic level, (2) with other personnel assigned the same or similarly classified jobs, and/or (3) with individual standards. The internship supervisors assess students in nine areas: attitude, ability to learn, dependability, initiative, quality of work, ability to work with others, maturity, communication skills, judgment, and overall performance. In both 2017 and 2018, employers rated overall performance as *good*, *very good*, or *excellent* for 96% of student interns. An overall performance rating of *excellent* increased from 58% in 2017 to 68% in 2018.

Table 11. Internship Employer Satisfaction, 2017 and 2018

Evaluation	2017	Satisfaction %	2018	Satisfaction %
Excellent	782	58%	917	68%
Very Good	381	28%	279	21%
Good	142	10%	97	7%
Average	32	2%	42	3%
Below Average	16	1%	5	1%
Grand Total	1,353		1,340	

National Licensure Exam Results: Monroe earns external validation of students' preparedness through national examinations. Nursing students continue to score well above the school benchmark of 80% and also above national trends. Practical nurse and registered nurse licensure pass rates for 2015–2017 follow.

Table 12a. Practical Nurse Licensure Pass Rate (Aggregate)

Practical Nurse License	2015		2016		2017	
	Sat for Exam	Passed Exam	Sat for Exam	Passed Exam	Sat for Exam	Passed Exam
Annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period.	46	42	36	35	41	41
Pass rates*	91.3%		97.2%		100%	
Change from previous year	+ 3.8 pts		+ 5.9 pts		+ 2.8 pts	

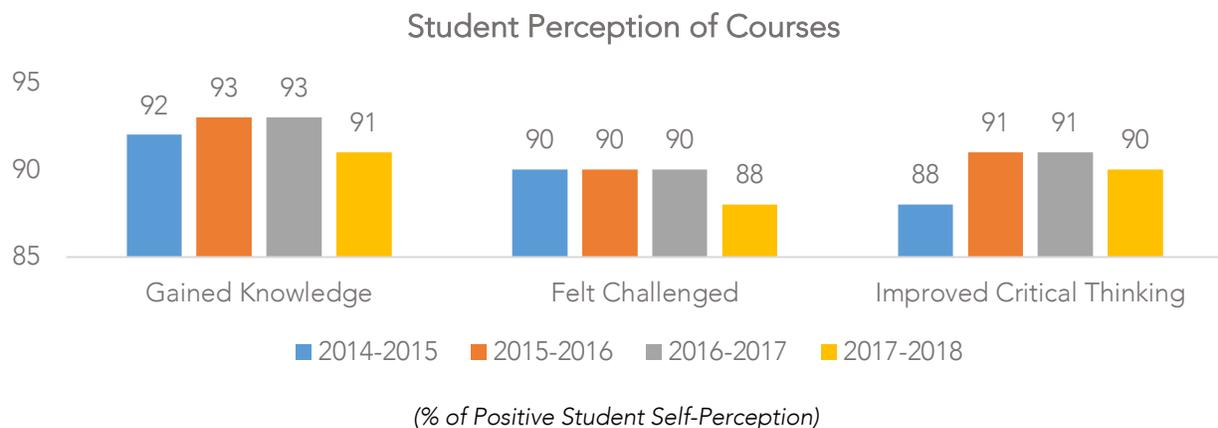
Table 12b. Registered Nurse Licensure Pass Rate (Aggregate)

Registered Nurse License	2015		2016		2017	
	Sat for Exam	Passed Exam	Sat for Exam	Passed Exam	Sat for Exam	Passed Exam
Annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period.	36	302	46	40	43	38
Pass rates*	83.3%		87.0%		88.3%	
Change from previous year	+ 21.1 pts		+ 3.7 pts		+ 1.3 pts	

* Reported by NY State Education Department

Students Perceptions of Rigor: Monroe students consistently perceive courses as challenging. Each semester students complete course evaluations. This survey includes questions on students' perception of gaining knowledge, feeling challenged, and improving critical thinking through their coursework. Over the past four academic years, more than 90% of students perceive they gained knowledge from their coursework. Approximately 90% of students report they were challenged by their coursework and the same percentage of students felt the coursework facilitated improved critical thinking.

Figure 1. Onsite Student Course Evaluation Results



SECTION THREE: STRATEGIC PLANNING GOALS AND METRICS USED TO MEASURE EFFECTIVENESS

STRATEGIC PLAN GOAL 1. TO ENSURE GRADUATES POSSESS THE COMPETENCIES FOR SUCCESSFUL CAREERS, ADVANCED EDUCATION, AND LIFELONG LEARNING

- *Connected Mission-Based Factors:* Attainment, Student Achievement, Outcomes
- *Departments Involved with this Goal:* All Schools, Academic Affairs, Student Services, Career Services

Metric IE-1a	Graduate rates required by regulatory authorities (federal and state)	Linked to SP Goal 1
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Metrics Used to Measure Effectiveness

- Reporting Cycle: Annually
- Responsible Office: IPEB
- Published: Annual Databook, IPEDs, Website
- Sample Data: Last Three Years

Graduation Data

Table 13a. Graduate Rates – Federal (IPEDS⁵)

Type	2015	2016	2017
Overall	53%	53%	53%
Bachelor's	68%	71%	74%

Table 13b. Graduate Rates – New York State

Campus/Type of Degree	2015	2016	2017
Bronx Campus			
Associate	49%	55%	61%
Bachelor's	68%	71%	96%
New Rochelle Campus			
Associate	49%	50%	47%
Bachelor's	68%	62%	60%

⁵ IPEDS is the Integrated Postsecondary Education Data System. It is a system of interrelated surveys conducted annually by the U.S. Department of Education's National Center for Education Statistics (NCES).

Analysis of Data

The College reports graduation rates as required by regulatory authorities. Federal data is reported as one institution with an overall graduation rate that is widely used by external sources to evaluate college outcomes. NYS requires that the College file separately for the Bronx and New Rochelle and breaks graduation rates down by undergraduate degree level. Only first-time, full-time freshmen are included in the cohort. Master's degree data for the two New York campuses and the St. Lucia campus, in general, are not reported at all. The data reported are both systematic and reliable.

Strategic Focus for 2018–2023

The College must continue to comply with regulatory graduation reporting, but should recognize the limits of this data and produce other internal graduation rate data that will include transfer students, part-time students, breakdowns by school/major, graduate students, and the St. Lucia Campus.

Metric IE-1b

Graduate outcomes rates: overall, in-field, average salaries, continuing education

Linked to SP
Goals 1, 1.1, 1.7,
1.9

Metrics Used to Track Effectiveness

- Reporting Cycle: Annually
- Responsible Office: Career Services
- Published: Annual Databook, Annual Career Services Report
- Sample Data: Last Three Years

Monroe College's proprietary outcome rate formula follows:

Figure 2. Monroe College Outcome Rate

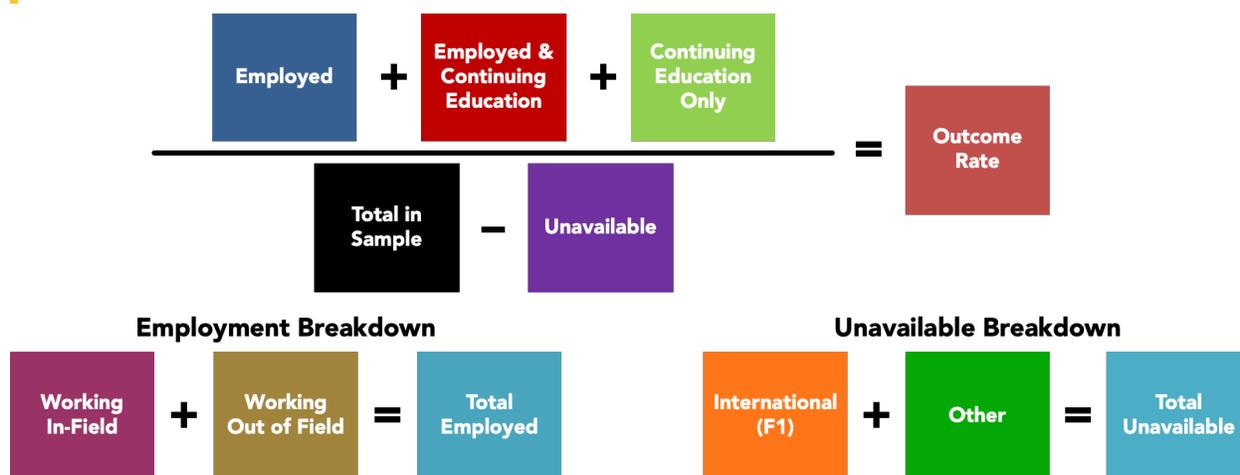


Table 14a. Graduate Outcomes Summary by Degree

Degree Level	SAMPLE SIZE			OUTCOME RATE		
	2015	2016	2017	2015	2016	2017
Associate Degree	90%	91%	90%	97%	97%	98%
Bachelor's Degree	86%	92%	88%	92%	89%	93%
Master's Degree	93%	90%	91%	96%	97%	99%
Total College	88%	91%	90%	95%	94%	96%

Table 14b. Graduate Outcomes Summary by School

School of	SAMPLE SIZE			OUTCOME RATE		
	2015	2016	2017	2015	2016	2017
Allied Health Professions	87%	90%	94%	94%	92%	96%
Business & Accounting	90%	91%	88%	94%	94%	98%
Criminal Justice	92%	92%	86%	94%	94%	93%
Education	86%	100%	90%	92%	100%	92%
Hospitality Management/ CINY	88%	94%	91%	97%	94%	97%
Information Technology	71%	89%	93%	92%	88%	94%
Nursing	85%	87%	85%	95%	99%	100%
King Graduate School	93%	90%	91%	96%	97%	99%
Total College	88%	91%	90%	95%	94%	96%

Table 15. Graduate Outcomes Rates by School, Class of 2017 – Working In Field, by Degree Type

School of	2015	2016	2017
Allied Health Professions	44%	61%	60%
Business and Accounting	48%	66%	58%
Criminal Justice	29%	31%	41%
Education	95%	100%	92%
Hospitality Management/CINY	61%	61%	61%
Information Technology	46%	46%	55%
Nursing	88%	96%	88%
King Graduate School	75%	88%	88%
Total College	48%	57%	60%

Analysis of Data

The College continues to have strong response rates to graduate surveys. Response rates have been close to benchmark (90%) over the past three years: 88%, 91% and 90% respectively.

The overall graduate outcomes rate has been close to the benchmark (95%) over the past three years: 95%, 94%, and 96% respectively. With most schools and programs meeting or exceeding the overall rate of 95% for the past three years.

Working in-field has had a positive upward trend over the past three years as well:

- 2015: 48%,
- 2016: 57%,
- 2017: 60%

While the overall working in-field rate has reached 60%, some school rates are below this threshold. Bachelor degree working-in-field rates in 2017 ranged from a low of 46% for Criminal Justice to a high of 92% for Early Childhood Education. Size of program as well as discipline and degree level are factors that influence these results. A more focused analysis on the degree program level needs to be conducted to understand what and why the results are low and what interventions, if any, are needed to increase in-field employment for those programs.

Strategic Focus for 2018–2023

The College will continue to track key Graduate Outcomes Indicators. This assessment will include: Graduate Response Rate (Sample Size), Overall Outcome Rate, Outcome by School and Program, and Working in Field by School and Program.

Benchmarks for each indicator:

- Response rate: 90% or above
- Overall outcomes rate: 95% or above
- Outcomes by school/program: 95% or above
- Working in-field: an increase for each program in keeping with the benchmarks set forth in the school plans

Metric IE-1c	Satisfaction and effectiveness rates of academic support services and centers (student satisfaction, improved learning outcomes)	Linked to SP Goals 1, 1.4, 1.5
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Metrics Used to Track Effectiveness

- Reporting Cycle: Annually
- Responsible Office: Academic Affairs
- Published: Annual Databook
- Sample Data: Last Four Years (annually)

Figure 3. Sample Academic Support Center Usage Chart

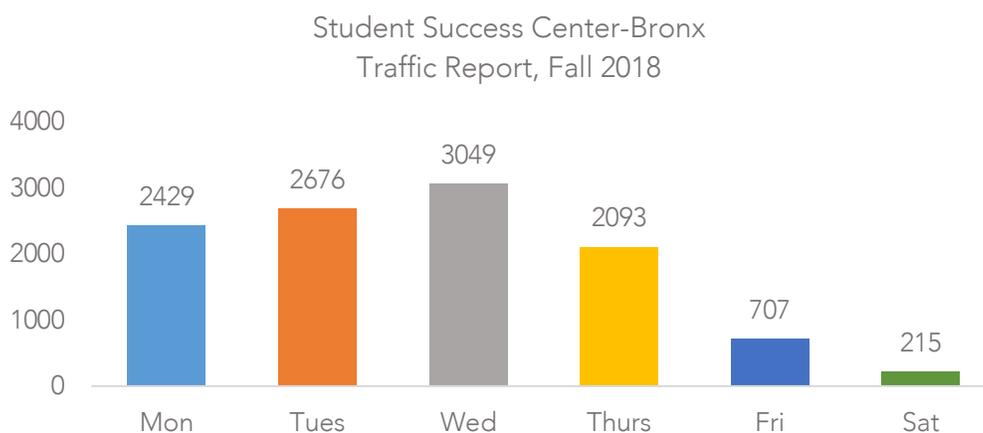
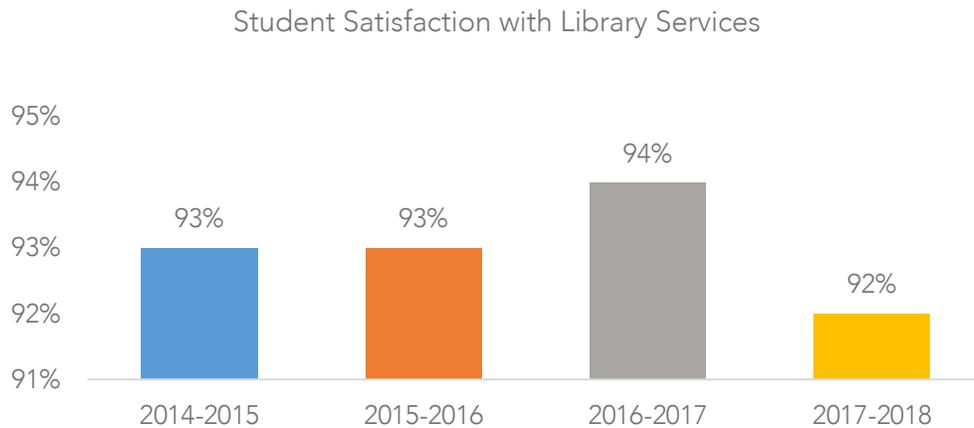


Figure 4. Sample Academic Support (Library) Satisfaction Data

Analysis of Data

The College provides an array of academic support services to its students. The efficacy of these units should be determined by measuring usage, satisfaction, and effectiveness.

Usage. Measuring usage is a well-established practice at the College. Usage reports of academic support units have been run and studied for more than a decade, recording student visits (day and time) and the degree level of the user. Usage reports provide units, schools, and Academic Affairs with a valuable metric that answers whether or not students are taking advantage of the support services being offered. A variety of reports can be run to assess usage through the Monroe Tracking System (MTS). Usage across academic support centers continues to be high.

The College recognizes that usage does not tell the whole story. It merely provides an indicator of the flow of students in and out, and not the effectiveness of the center.

Satisfaction. Measuring satisfaction of academic support services is an evolving practice at the College. Several, but not all of the units regularly administer their own unique student satisfaction surveys, and although their efforts are commendable, the results are generally inconclusive for the College at large. Responses to a climate survey and annual faculty survey have been helpful; nonetheless, the College is aware that a closer look at satisfaction within each support unit can provide valuable information toward improvement and innovation in the effectiveness of the units. Steps are being taken to institutionalize a common survey that will be administered to all users in all units.

Effectiveness. While usage and satisfaction are of interest to the College, it is really effectiveness that determines the impact on student learning and outcomes. Measuring

effectiveness of academic support services is an emerging practice at the College that has not yet resulted in agreed upon methodology and consistent application.

Strategic Focus

Over this strategic cycle, the focus will be to:

- Determine and define appropriate metrics to evaluate impact on student learning, and get consensus from appropriate stakeholders
- Implement a process that allows for an understanding of the effectiveness of academic support centers and strategies across campuses.

STRATEGIC PLAN GOAL 2. TO SHAPE INSTITUTIONAL ENROLLMENT BY ATTRACTING, ENROLLING, AND RETAINING STUDENTS WITH THE POTENTIAL TO SUCCEED ACADEMICALLY, GRADUATE, AND ADVANCE PROFESSIONALLY

- *Connected Mission-Based factors: Access, Attainment*
- *Departments Involved in Directly with this Goal: Admissions, Student Services, Corporate Partnerships*

Metric IE-2a	Graduation Rates by Segment and Program	Linked to SP Goals 2, 2.1
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Metrics Used to Measure Effectiveness

- Reporting Cycle: Annually
- Responsible Office: IPEB
- Published: Add to Annual Databook, Website
- Sample Data: Last Three Years

Table 16. Graduation Rates of Bachelor Students, Fall 2012 Start

Overall Rate	4-Year Rate	5-Year Rate	6-Year Rate
2012 Cohort	56%	58%	58%
Overall Rate by Campus	4-Year Rate	5-Year Rate	6-Year Rate
Bronx	63%	65%	65%
New Rochelle	48%	49%	49%
Monroe Online	46%	50%	52%
St. Lucia	66%	69%	71%
Traditional Graduates	4-Year Rate	5-Year Rate	6-Year Rate
2012 Cohort	44%	45%	46%
Adult Graduates	4-Year Rate	5-Year Rate	6-Year Rate
2012 Cohort	63%	66%	67%
Bachelor Type	4-Year Rate	5-Year Rate	6-Year Rate
Bachelor Transfers	70%	73%	73%
Direct Admits	34%	37%	37%
Monroe College 2+2 (Associate to Bachelor's)	67%	69%	70%
School/Program	4-Year Rate	5-Year Rate	6-Year Rate
2012 Cohort	56%	58%	58%
School of Allied Health Professions	60%	63%	63%
BBA Health Services Admin	76%	77%	77%
BS Public Health	46%	50%	51%
School of Business & Accounting	60%	61%	61%
BBA Accounting	67%	69%	69%
BBA Business Management	57%	57%	58%
BBA Public Accounting*	100%	100%	100%
School of Criminal Justice	47%	50%	52%
BS Criminal Justice	47%	50%	52%
School of Education	53%	61%	61%
BS Early Childhood Education	53%	61%	61%
School of Hospitality Management & CINY	57%	58%	58%
BBA Hospitality Management	57%	58%	58%
School of Information Technology	50%	52%	54%
BBA Information Technology*	100%	100%	100%
BS Information Technology	49%	52%	54%

* Note: small sample sizes

Table 17. Graduation Rates of Graduate Students, Fall 2014 Start

School/Program	4-Year Rate
2014 Cohort	70%
School of Allied Health Professions	
Master's in Public Health	53%
School of Business & Accounting	
Master's of Business Administration	73%
School of Criminal Justice	
Master's of Science in Criminal Justice	82%
School of Hospitality Management & CINY	
Master's of Science in Executive Leadership in Hospitality Management*	88%

* Note: small sample sizes

Analysis of Data

The calculation of graduation rates beyond what is required by the state and federal government has never been a focus of the College's strategic data. Going forward, graduation rates by select segments and academic schools and programs will be assessed to track effectiveness. In order to set meaningful benchmarks, data for the 2012 cohorts was generated and an analysis was conducted for all baccalaureate programs:

- The six-year graduation rate for Monroe's 2012 bachelor's cohort is 58%.
- The national average of the six-year graduation rate is 59%.

Graduation rates by campus for the 2012 cohort:

- The Bronx exceeded the national rate at 65%.
- St. Lucia also exceeded the national rate at 71%.
- New Rochelle's rate was 49%.
- Monroe Online's rate was 52%.

Other graduation rates of the 2012 cohort:

- Adult students had a higher graduation rate than traditional students (67% vs. 46%, respectively).
- Bachelor Transfer Students and Monroe 2 + 2 students had impressive graduation rates of 73% and 70%.
- Direct Admit students graduated at a much lower rate, 37%.

Graduation rates of the 2012 cohort by school:

- The schools of Allied Health Professions, Business and Accounting, and Education were above the Overall College Average and the National Average.
- The School of Hospitality and CINY had a 58% graduation rate, equal to the Overall College Average and slightly below the National Average.
- The schools of Criminal Justice and Information Technology had graduation rates below 58%.

Graduation rates of the 2014 Master's cohort by program:

- This is the first time Master's degree graduation rates by program are presented.
- The results are based on 4 year rates. This method was chosen due to the following factors:
 - While International students maintain full-time enrollment, the vast majority of local students attend part-time.
 - The MPH program is a 45 credit program with a thesis.
- The 2014 cohort rate serves as a benchmark for further assessment.

The same analysis will be completed for Associate's degree students

Strategic Focus for 2018–2023

Going forward, the College will expand reporting of graduation rates to include: rates by select segments (adult, traditional, and international) as well as academic schools and programs.

The goal will be for all graduate rates to equal or exceed the national average and trend positively with internal benchmarks.

Metric
IE-2b

Enrollment by Segment and Program

Linked to SP
Goals 2, 2.2

Metrics Used to Track Efficiencies

- Reporting Cycle: Annually
- Responsible Office: IPEB
- Published: Annual Databook
- Sample Data: Last Five Years

Table 18. Comparison of Enrollment by School, 2014–2018

School of	2014	2015	2016	2017	2018	Change 2014–2018
Allied Health Professions	1,596	1,691	1,381	1,351	1,217	-24%
Business & Accounting	2,044	2,269	2,272	2,157	2,182	7%
School of Criminal Justice	1,766	1,587	1,714	1,518	1,743	-1%
School of Education	134	112	88	88	83	-38%
Hospitality Management/ CINY	823	740	693	616	591	-28%
Information Technology	562	550	669	653	719	28%
School of Nursing	112	122	105	113	106	-5%
Grand Total	7,037	7,071	6,922	6,496	6,641	-6%

Analysis of Data

Enrollment is down 6% over the past five years.

In years past, three of the schools of the College could boast the biggest enrollment numbers. Known as “the Big Three,” they were (1) the School of Allied Health Professions (with the highest enrollment), (2) the School of Criminal Justice, and (3) the School of Business and Accounting. More recently, though, there has been a shift: analysis shows that Business & Accounting has secured the top spot with the largest enrollment, followed by the Criminal Justice, and then the Allied Health Professions. In other words, the College no longer has three schools vying for the top spot. Instead, there is a clear number one, number two, and number three.

School of Information Technology has increased enrollment by 28% over the past five years. This change can be directly attributed to the addition of the Masters of Science in Computer Science. School of Business and Accounting has grown 7% and the School of Criminal Justice has remained flat. School of Nursing reflects a similar decrease to the College’s overall decline and the School of Allied Health Professions and School of Hospitality and Culinary Arts have the largest decreases.

The primary focus of enrollment analysis has been on the school and campus level. An effort to understand enrollment on the segment and program level should provide a more granular view to better evaluate and craft plans for improvement among these communities.

Strategic Focus for 2018–2023

The strategic focus is to better assess outcomes. In order to present a more sophisticated evaluation, the College will start to assess enrollment by segment, as well as by school and program. For academic schools/programs an Assessment and Outcomes model has been developed. The model proposes to evaluate outcomes by school, including enrollment, retention, and external validation for each. Additionally, the model evaluates program and student learning outcomes assessment for each school. (See Appendix C, Outcomes and Assessment Model By School)

STRATEGIC PLAN GOAL 3. TO FORMALLY CULTIVATE AND INSTITUTIONALIZE A RESPONSIVE CULTURE AND STRUCTURE TO MORE EFFECTIVELY SERVE STUDENTS, FACULTY, AND STAFF

- *Connected Mission-Based factors:* Student Support
- *Departments Involved with this Goal:* Human Resources, Academic Affairs, All Administrative Offices

Metric
IE-3a

Survey results of satisfaction with on-boarding and orientation

Linked to SP
Goals 3, 3.1

Metrics Used to Measure Effectiveness

- Reporting Cycle: Annually
- Responsible Office: Human Resources and Academic Affairs
- Published: New Annual Reports to be submitted by Human Resources and Academic Affairs
- Sample Data: Summary of feedback provided via three new survey instruments implemented during the 2018–2019 academic year:
 - New hire survey sent to employees hired in all administrative areas across the institution within six months of their hire.
 - New adjunct orientation survey – administered to all new adjuncts after they attend required orientation.
 - New adjunct follow-up survey administered to all adjuncts hired during the previous academic year.

Analysis of Data

Up until 2015, Human Resources conducted one-on-one employee orientations. Since then, new employee orientations for staff are held in group sessions two to three times a year.

Informal feedback indicates that the sessions are well-received. However, the College has not administered a follow-up survey to elicit feedback from the participants. In December 2018, a new hire survey was created and administered for the first time. An analysis of the results should become part of the assessment cycle.

Academic Affairs has been facilitating new faculty orientations for more than 10 years. Paper evaluations are completed and reviewed. Changes to the sessions and focus have been made over the years based on participant feedback. For reporting purposes, moving to an electronic feedback form is recommended. An electronic survey was piloted in Winter 2019.

Strategic Focus for 2018–2023

Data collection, assessment, and dissemination are the focus for the 2018–2023 planning period. A report summarizing the results from the three new survey instruments will be added to the assessment cycle. (See Appendix D – New Surveys)

**Metric
IE-3b**

Survey Results of Professional Development Opportunities

**Linked to SP
Goals 3, 3.2**

Metrics Used to Measure Effectiveness

- Reporting Cycle: Annually
- Responsible Office: Human Resources and Academic Affairs
- Published: New annual reports to be submitted by Human Resources and Academic Affairs
- Sample Data: Human Resources and Academic Affairs should report on the number of individuals who participated in onsite Professional development, offsite professional development, conferences, etc., sponsored (funded or facilitated) by the school. Also, for College facilitated workshops, feedback surveys should be summarized. Academics has this information for the past several years.

Table 19a. Faculty Satisfaction with Professional Development Opportunities

Activities	2016–2017	2017–2018
Professional Development provided (school and academic retreats, academic workshops, guest speakers/panels)	90%	93%

Table 19b. Faculty Satisfaction with Faculty Development Conference Day

Activities	Fall 2017	Spring 2018	Fall 2018
Faculty Development Conference Day	100%	97%	93%

Analysis of Data

The Monroe College Faculty Annual Survey is conducted every August. In August 2018, there were 146 respondents, 39% full-time faculty and 61% adjunct faculty. All schools and programs were represented. Fifty-nine percent cited their home campus as the Bronx, 27% cited New Rochelle, and 14% cited Online. Eighty percent of the Faculty indicated that they have taught on the Bronx campus, 63% have taught in New Rochelle, 36% have taught online, 8% have taught in Queens, and 3% have taught in Manhattan.

93% of faculty were satisfied with Professional Development provided on-site (school & academic retreats, academic workshops, guest speakers/panels)

Instead of holding an annual faculty retreat that included professional development, during the 2017–2018 academic year, the College committed to facilitating faculty development conference days every semester. To date, these professional development conferences have been well received by the faculty. Also, in response to faculty feedback, In Service Sessions and Lunch and Learn sessions were added to professional development offerings. These workshops were rolled out in Winter 2019. Post-session surveys were not conducted.

Feedback from the Faculty Development Conference that were launched during the 2017–2018 has been very positive.

Strategic Focus for 2018–2023

The strategic focus for the 2018–2023 cycle is to develop a system for tracking, quantifying, and assessing the professional development activities for staff and faculty. The St. Lucia campus will be included in future surveys.

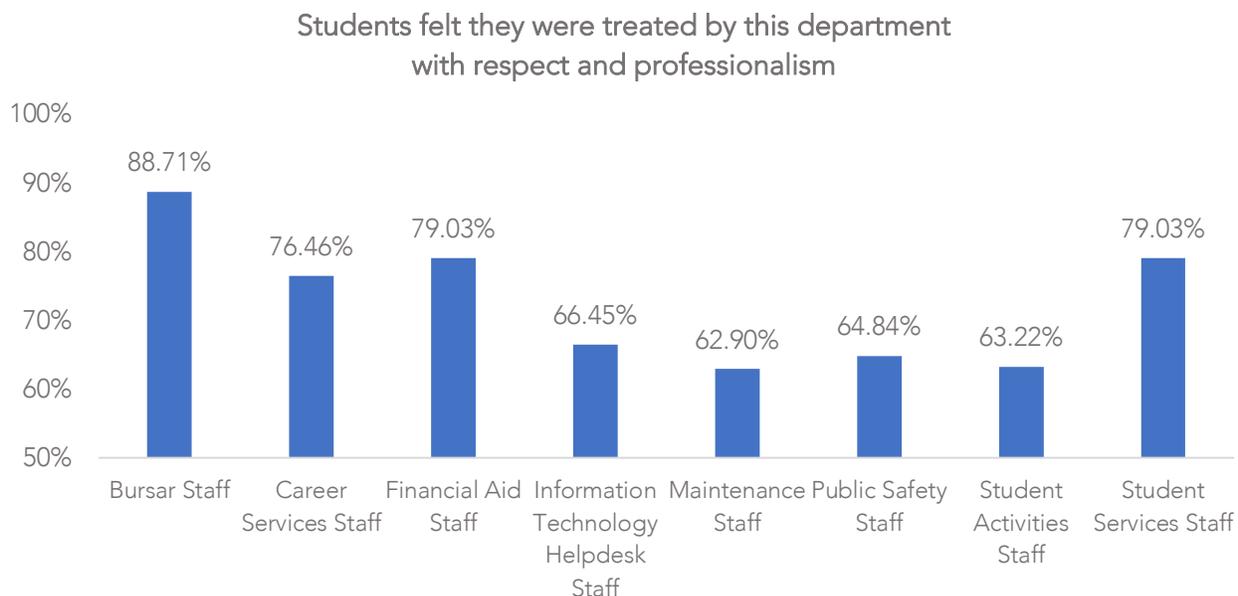
Metric IE-3c	Measure Students’ Perception of College Departmental Responsiveness	Linked to SP Goals 3, 3.3
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Metrics Used to Measure Effectiveness

- Reporting Cycle: Annually
- Responsible Office: IPEB
- Published: Annual Student Satisfaction Survey Administered each Fall

- Sample Data: Choice questions will be gleaned included from the annual survey (see bar chart)

Figure 5. Student Perceptions of Treatment by College Departments



Analysis of Data

A Campus Climate/Student Satisfaction Survey has been administered for the past two academic years:

- While there was an increase in response rate from 2017 to 2018, there remains a large margin for improvement to capture more students
- The findings must be better disseminated
- Departments should be using the results in their annual departmental assessments

Fall 2018 vs. Fall 2017 Campus Climate/Student Satisfaction Survey

- Response rate increased by 31% (310 student respondents in Fall 2018 compared to 235 student respondents in Fall 2017).

Key Findings:

- Overall satisfaction with the departments and staff rose to 64% from 60% in Fall 2017.
- 73% of students indicated that the staff treated them with respect and professionalism, this is an increase from 68% in Fall 2017.

- 68% of students felt their questions/concerns were addressed satisfactorily in Fall 2018 up from 64% in Fall 2017

Strategic Focus for 2018–2023

- Increase survey response rate
- Add findings to IPEB Webpage
- Review findings with department heads and implement follow up reporting

STRATEGIC PLAN GOAL 4. TO VALIDATE PROGRAM QUALITY AND LEARNING OUTCOMES THROUGH RIGOROUS SELF-ASSESSMENT AND ENHANCED EXTERNAL INSTITUTIONAL AND PROGRAMMATIC RECOGNITION

- *Connected Mission-Based factors:* Outcomes, Student Achievement
- *Departments Involved with this Goal:* Academic Affairs

Metric IE-4a	Outcomes evaluation by school, Fall 2018 (key indicators to evaluate status of outcomes by school)	Linked to SP Goals 1.7, 1.9, 4
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Metrics Used to Measure Effectiveness

- Reporting Cycle: Annually
- Responsible Office: IPEB
- Published: Academic Metrics Book

Outcome Measures:

- External Validation (working in field, outcome data, internship supervisor evaluation)
- Retention (Fall to Fall)
- Enrollment (snapshot and trend)

Table 20a. Outcomes Evaluation – External Validation

Evaluation	Weight	RATING*				
		5	4	3	2	1
Working in-field	30%	80+	70–79	56–69	40–55	< 40
Outcome data	50%	>95	90–94	85–89	70–84	< 70
Internship supervisor evaluation	20%	Excellent	Very Good	Good	Average	Below Average

Table 20b. Outcomes Evaluation – Retention

Period	RATING*				
	5	4	3	2	1
Fall 2017 to Fall 2018	80+	70–79	60–69	50–59	< 50

Table 20c. Outcomes Evaluation – Enrollment

Source	Weight	RATING*				
		5	4	3	2	1
Snapshot	30%	1,500+	1,001–1,499	500–999	201–499	<200
Trend	70%	+10%	+1–9%	0–5%	-9–6%	< -10%

* 5 = highest rating; 1 = lowest rating

Analysis of Data

Table 21a. Outcomes Evaluation – External Validation (Outcome Rate and Working In Field) 2015–2017

Degree Level	OUTCOME RATE			WORKING IN-FIELD		
	2015	2016	2017	2015	2016	2017
Degree Level Total	95%	94%	96%	48%	57%	60%
Associate Degree	97%	97%	98%	35%	42%	43%
Bachelor's Degree	92%	89%	93%	53%	62%	63%
Master's Degree	96%	97%	99%	75%	88%	88%

Table 21b. Outcomes Evaluation – Retention by School (including Graduate)
Fall 2017–Fall 2018

School of	Grand Total	Retained	Graduated	Total Retention	% Retention	Retention Rating
Allied Health Professions	353	256	6	262	74%	4
Business & Accounting	799	525	17	542	68%	3
Criminal Justice	632	428	6	434	69%	3
Education	37	34	0	34	92%	5
Hospitality Management/CINY	214	144	6	150	70%	4
Information Technology	241	152	2	154	64%	3
Nursing	35	20	12	32	91%	5
Grand Total	2311	1559	12	1571	68%	3

Table 21c. Outcomes Evaluation – Enrollment by School (including Graduate)
Fall 2014–Fall 2018

School of	2014	2015	2016	2017	2018	Change 2018 vs. 2014	Snapshot Rating 30%	Trend Rating 70%	Enrollment Weighted Rating
Allied Health Professions	1,596	1,691	1,381	1,351	1,217	-24%	4	1	1.9
Business & Accounting	2,044	2,269	2,272	2,157	2,182	7%	5	4	4.3
Criminal Justice	1,766	1,587	1,714	1,518	1,743	-1%	5	3	3.6
Education	134	112	88	88	83	-38%	1	1	1.0
Hospitality Management/CINY	823	740	693	616	591	-28%	3	1	1.6
Information Technology	562	550	669	653	719	28%	3	5	4.4
Nursing	112	122	105	113	106	-5%	1	3	2.4
Grand Total	7,037	7,071	6,922	6,496	6,641	-6%			

Table 22. Weighted Outcomes by School, 2017–2018

Allied Health Professions	Rating	Business & Accounting	Rating
External Validation	4.2	External Validation	4.1
Retention	4.0	Retention	3.0
Enrollment	1.9	Enrollment	4.3
Weighted Rating	3.4	Weighted Rating	3.8
Criminal Justice	Rating	Education	Rating
External Validation	3.2	External Validation	4.5
Retention	3.0	Retention	5.0
Enrollment	3.6	Enrollment	1.0
Weighted Rating	3.3	Weighted Rating	3.5
Hospitality Management/CINY	Rating	Information Technology	Rating
External Validation	4.0	External Validation	4.0
Retention	4.0	Retention	3.0
Enrollment	1.6	Enrollment	4.4
Weighted Rating	3.2	Weighted Rating	3.8
Nursing	Rating		
External Validation	5.0		
Retention	5.0		
Enrollment	2.4		
Weighted Rating	4.1		

Strategies for 2018–2023

IPEB to work with Academic Deans and Administration to fully inform them on the components and implications of the new Assessment/Outcome Model.

IPEB to provide School Deans and Academic Administration with pertinent data and assist them with analysis and developing plans for improvement.

**Metric
IE-4b**

Assessment evaluation by school, Fall 2018 (key indicators to evaluate status of assessment by school)

**Linked to SP
Goal 4**

Metrics Used to Measure Effectiveness

- Reporting Cycle: Annually
- Responsible Office: IPEB
- Published: Academic Metrics Book

Assessment Measures:

- Appropriate and measurable program learning outcomes (PLO) for all programs
- PLOs mapped to required courses for all programs
- Evidence improvement plans based on assessment results

Table 23. Program Learning Outcome (PLO) Ratings

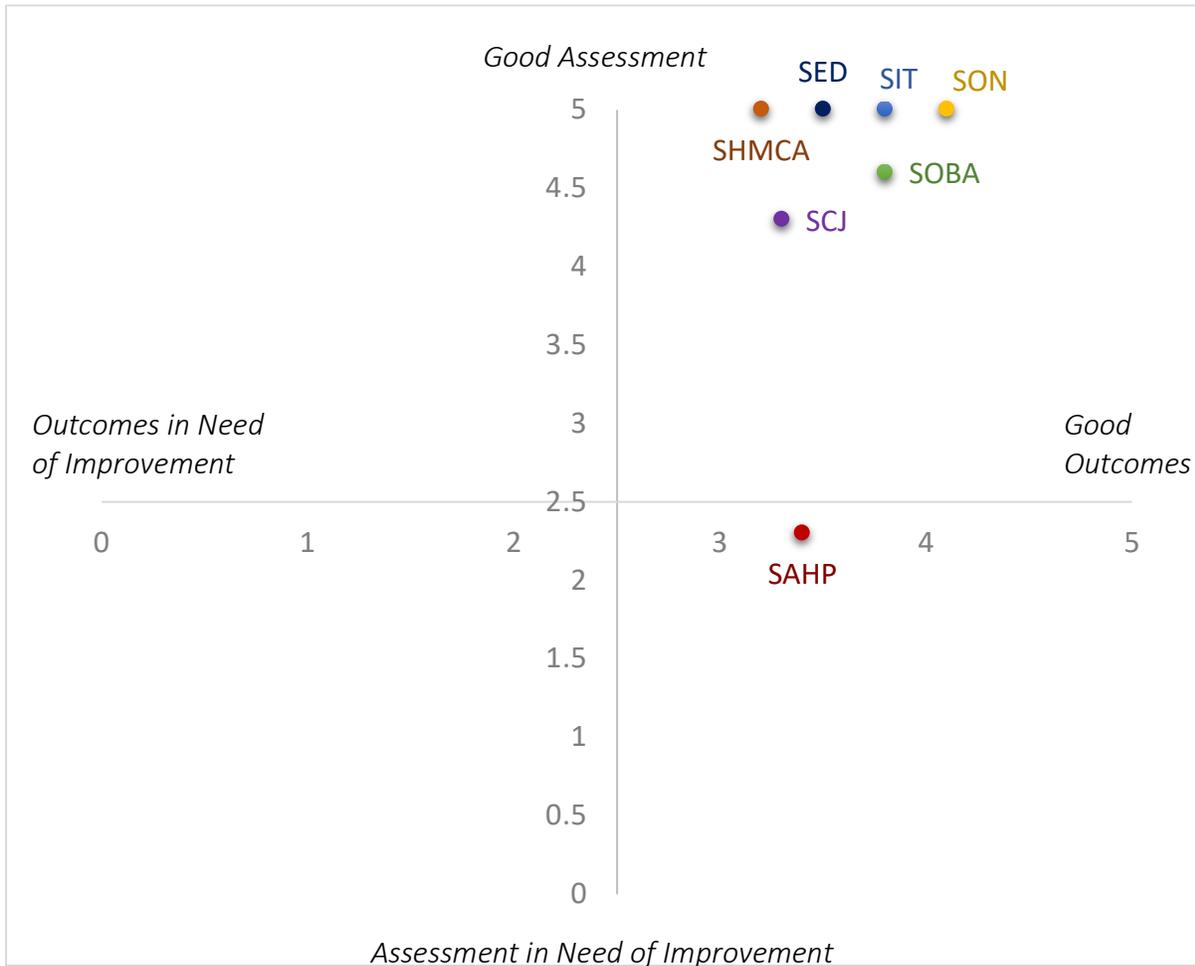
Applicable	Weight	RATINGS %*				
		5	4	3	2	1
Appropriate and measurable for all programs	20%	100	99–80	79–60	59–50	< 50
PLOs mapped to curriculum	40%	100	99–80	79–60	59–50	< 50
Evidence-based plans for improvement and innovation	40%	100	99–80	79–60	59–50	< 50

* 5 = highest rating; 1 = lowest rating

Table 24. Assessment Ratings by School

Allied Health Professions		Business and Accounting	
	Rating		Rating
PLOs	3	PLOs	5
Curriculum Maps	2	Curriculum Maps	5
Plans	2	Plans	4
	2.3		4.6
Criminal Justice		Education	
	Rating		Rating
PLOs	5	PLOs	5
Curriculum Maps	4	Curriculum Maps	5
Plans	4	Plans	5
	4.3		5.0
Hospitality Management/CINY		Information Technology	
	Rating		Rating
PLOs	5	PLOs	5
Curriculum Maps	5	Curriculum Maps	5
Plans	5	Plans	5
	5.0		5.0
Nursing		Rating	
PLOs	5		
Curriculum Maps	5		
Plans	5		
	5.0		

Figure 6. School Assessment Ratings Plotted on an Outcomes Axis



- Allied Health Professions SAHP (3.4, 2.3)
- Education SED (3.5, 5.0)
- Business & Accounting SOBA (3.8, 4.6)
- Nursing SON (4.1, 5.0)
- Information Technology SIT (3.8, 5.0)
- Criminal Justice SCJ (3.3, 4.3)
- Hospitality Management & CINY SHMCA (2, 5.0)

All of the schools are actively participating in academic outcomes assessment. Due to administrative change and transitions coupled with the size and number of programs in each school, progress is varied. IPEB is working with the deans, directors, and faculty to assist the process. Group and individual school/departmental meetings are being conducted to provide the support where needed.

Since this method of evaluating assessment efforts is new, the initial benchmarks were set low for “Good Assessment.” Benchmarks will be adjusted appropriately going forward, as the College moves into the next phase employing the Assessment/Outcomes Model.

Strategic Focus for 2018–2023

IPEB to work with Academic Deans and Administration to fully inform them on the components and implications of the new Assessment/Outcome Model.

IPEB to provide Academic Deans and Administration with pertinent data and assist them with analysis and developing plans for improvement

STRATEGIC PLAN GOAL 5. TO ALLOCATE RESOURCES EFFECTIVELY AND EFFICIENTLY IN SUPPORT OF THE STRATEGIC PLAN AND INSTITUTIONAL PRIORITIES

- *Connected Mission-Based factors:* Access, affordability, attainment
- *Departments Involved with this Goal:* IPEB

<p>Metric IE-5a</p>	<p>Percentage of high priority projects implemented</p>	<p>Linked to SP Goals 5</p>
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Metrics Used to Measure Effectiveness

- Reporting Cycle: Annually
- Responsible Office: IPEB
- Published: Financial Plan

Budget Reforecasting:

- The total budget for the College is \$105M.
- There are 107 separate budgets at the College.
- In 2018–2019, 57% of the departments are under budget (43% are over).
- The total budget overage, college-wide, is 1.9%.

Analysis of Data

Since 2015, the following principles of resource allocation are now followed as part of the College’s annual budgeting process: Budgets include both operational expenses and strategic priorities. Strategic priorities are ranked with codes ranging from one to ten, with ten being the highest priority code. If budgets require adjustments, operational expenses are reduced to the extent possible. If further reductions are necessary, strategic items with high priority codes are

protected, while those with lower priority codes might be eliminated or deferred to a future budget period.

Strategic Focus for 2018–2023

The strategic goal for the budgeting process is to continue the process started during the 2016–2017 academic year of using the actual figures at the end of every semester to reforecast the budget.

Another goal is to more effectively partner with budget owners providing timely budget reports, so they can better understand and manage their budgets.

Metric IE-5b	Percentage of actual spending vs. budget	Linked to SP Goals 5
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Metrics Used to Measure Effectiveness

- Reporting Cycle: Annually
- Responsible Office: IPEB
- Published: Financial Plan

Metric of Priorities:

Table 25. Spending Priorities – Percentage of Strategic Initiatives Implemented

Budget Year	# of Strategic Initiatives	% Implemented
2017–2018	24	100
2018–2019	20	95

Analysis of Data

The College was able to implement the overwhelming majority of identified strategic initiatives over the past two years despite a challenging financial landscape.

Strategic Focus for 2018–2023

During the 2018–2023 strategic cycle, the College plans to improve its mechanisms for flagging prioritized initiatives. Additionally, an analysis of the College’s priority codes and the methods used to code assignment will be assessed.

SECTION FOUR: CONCLUSION

With the implementation of the new plan, Monroe College has laid a roadmap for a deliberate and focused approach to demonstrate institutional effectiveness. The effectiveness indicators identified in the plan will allow the College to monitor, measure, and evaluate progress toward achieving strategic goals and priorities. The adoption of an ongoing, integrated, evidence-based planning and evaluation cycle allows for an effective review of programs and services and ensures that the College is striving to accomplish its mission, appropriately planning for improvement and innovation.

APPENDIX A: ADDITIONAL INSTITUTIONAL EFFECTIVENESS INDICATORS

Access	Goal #
IPEd's Reported Data (# of Apps, # Admitted)	2
Enrollment by Race/Ethnicity, Gender	2
IPEd's (Financial Aid Data)	5
Affordability	Goal #
Tuition (IPEd's)	5
Default Rates (IPEd Cohort Default Rate)	5
Intuition Aid	5
Best Value – Word News & World Reports https://www.usnews.com/best-colleges/monroe-college-4799	4
Attainment/ Outcomes for Non-Traditional Students	Goal #
Graduation Rates by segment (FYE, OG, Veteran, Athlete, International, Ethnicity)	2
Retention (OG, Veteran, Athlete, International, Ethnicity)	2
Best Colleges for Veterans – Word News & World Reports https://www.usnews.com/best-colleges/monroe-college-4799	4
Best Regional Universities North – Word News & World Reports https://www.usnews.com/best-colleges/monroe-college-4799	4
Possibly the Career Services Indicators for Mean Salary and Median Debt	1
Stats from articles and studies https://www.chronicle.com/article/Colleges-With-the-Highest/241450 https://www.nytimes.com/interactive/projects/college-mobility/monroe-college (#2)	1
Student Support	Goal #
Student Satisfaction Survey	3
Retention FYE	2
Graduate Student Academic Support Survey	3
Student Achievement	Goal #
Attendance	1
Academic Indicators – Knowledge, Challenge, Critical Thinking	1
Internship Results	4
NCLEX Rates	4
EDPTA	4
Career Services Indicators In-field Rates	4



APPENDIX B: ANNUAL INSTITUTIONAL EFFECTIVENESS DEPARTMENTAL ASSESSMENT

Department: _____ Academic Year: _____

1. What did you try to accomplish and why?
List 1–3 of your primary goals for the Academic Year 2017–2018.

2. What actions did you take to accomplish your goal(s)?
List activities your department undertook to achieve goals.

3. How will you know if you were successful? What did you measure?
List benchmarks or targets for each goal.

4. What have you or will you do with your findings? What are your next steps?
List next steps.

5. Are there any budget implications based on these assessments?
List the budget items or implications for your plan for improvement or innovation.

6. Documentation. Attach evidence of progress (if applicable).

APPENDIX C: OUTCOMES AND ASSESSMENT MODEL BY SCHOOL

Key indicators to evaluate status of outcomes and assessment by School

Outcome Measures:

1. External Validation
2. Retention
3. Enrollment

1. External Validation:

- Working in field
- Employment outcomes
- Internship supervisor evaluation ratings

2. Retention:

- Fall to Fall

3. Enrollment:

- Snapshot
- Trend

Assessment Rating Guides

External Validation	%	5	4	3	2	1
Working in field	30%	80%+	70–79%	56–69%	40–55%	< 40%
Outcome data	50%	>95%	90–94%	85–89%	70–84%	< 70%
Internship supervisor evaluation	20%	Excellent	Very Good	Good	Average	Below Average

Retention		5	4	3	2	1
Fall to Fall		80%+	70–79%	60–69%	50–59%	< 50%

Enrollment	%	5	4	3	2	1
Snapshot	30%	1500+	1001–1499	500–999	201–499	< 200
Trend %	70%	+10%	+1–9%	0–5%	-9–6%	< -10%

Assessment Measures:

1. Appropriate and Measurable PLOs for all programs
2. PLOs mapped to required courses for all programs
3. Evidence improvement plans based on assessment results

PLOs	%	5	4	3	2	1
Appropriate/Measurable for all programs	20	100%	99-80	79-60	59-50	< 50
PLOs mapped to curriculum	40	100%	99-80	79-60	59-50	< 50
Evidence based Plans for Improvement and Innovation	40	100%	99-80	79-60	59-50	< 50

APPENDIX D: NEW SURVEYS



We hope that you are enjoying being a part of our College community. We're certainly delighted that you're here!

Please let us know how things are going by sharing some of your initial impressions and experiences. Rest assured, your responses will be kept confidential by the HR team. Please know that our door is always open. Feel free to share your feedback and ask questions at any time.

* 1. Please enter your name:

* 2. Tell us about some of your favorite moments at Monroe so far.

* 3. What is your FAVORITE part of your job?

* 4. Did you have any challenges during your first few weeks here?

5. Is there someone at the College that has been especially helpful in "showing you the ropes" or making you feel at home (other than someone in HR, of course!)



* 6. What three adjectives would you use to describe the College's culture?

1.

2.

3.

* 7. It's never too soon to think about moving up to your next role at the College. With that in mind, what type of training or professional development would you like to see offered to you and your colleagues?

* 8. Do you have any advice on how we can improve the onboarding process for new employees going forward, specifically the New Hire Orientation that you attended?



Once again, we would like to Welcome you to Monroe College. We hope that your semester is starting well. We appreciate if you would take a few minutes to provide some feedback. Your input is important for us to evaluate our orientation and on-boarding processes?

* 1. Did New Employee Orientation meet your needs and expectation?

Yes

No

* 2. Please select the rating that best describes your reaction to the three segments of the orientation.

	Excellent	Very Good	Good	Fair	Poor
Human Resource Session (College Culture, Mission, Core Values, Employee Handbook, General Policies)	<input type="radio"/>				
Academic Session (Faculty of Distinction, Syllabus Review, Strategies for Success in the Classroom)	<input type="radio"/>				
Technology "Hands-on" Session (BlackBoard, Attendance, Email)	<input type="radio"/>				

* 3. What information did you find most helpful?



* 4. Did you think the length of time of the orientation was adequate?

Yes

No

Please explain your answer.

* 5. What changes/improvements would you recommend for the orientation?

6. What, if any, additional training do feel would be useful for new adjuncts?

7. Additional Comments.



New Adjunct Follow up Survey

You are receiving this survey because you were hired as an adjunct within the last year. We wanted to check on how you (& we) are doing. We appreciate if you would take a few minutes to provide some feedback. Your input is important for us to evaluate our orientation and on-boarding processes.

* 1. Did you attend the New Adjunct Orientation and Strategies for Success session when you joined the College?

Yes

No

* 2. Was the information provided at the New Adjunct Orientation and Strategies for Success session helpful for a successful transition into the College community?

Yes

No

* 3. What information did you find most helpful?

* 4. What additional information or training would you recommend to be added to the orientation?

5. Is there anything you think could be eliminated from the orientation?



* 6. Are there any professional development opportunities you feel would be beneficial to adjuncts during their first year?

Yes

No

Please specify.

7. Rate your satisfaction with the following:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	
Administration of your School/Department	<input type="radio"/>				
Clerical/Administrative Support of your School/Department	<input type="radio"/>				
Academic Affairs Administration	<input type="radio"/>				
College Administration	<input type="radio"/>				

Comments:

8. Rate your satisfaction with the following:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	
Number and variety of courses you teach	<input type="radio"/>				
Availability and scheduling of courses you teach	<input type="radio"/>				
Opportunities for you to develop/revise curriculum	<input type="radio"/>				
Classroom resources	<input type="radio"/>				
Professional Development provided (school & academic retreats, academic workshops, guest speakers/panels)	<input type="radio"/>				
Library Services	<input type="radio"/>				
Academic Support Services for students (labs, workshops, tutoring, etc.)	<input type="radio"/>				

Comments:



9. Rate your satisfaction with the following:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	
Experience using Blackboard	<input type="radio"/>				
Experience using the College website	<input type="radio"/>				
Opportunities for you to develop/revise curriculum	<input type="radio"/>				
Experience using MyMonroe	<input type="radio"/>				
Experience using the Monroe Attendance System (MTS)	<input type="radio"/>				
Experience using Web Advisor (to enter early alerts, midterm and final grades)	<input type="radio"/>				
Support from the Academic Technology Department	<input type="radio"/>				
Support from the IT Helpdesk	<input type="radio"/>				

Comments:

10. Were you formally observed teaching in the classroom/online this year?

- Yes
- No

11. Did you participate in a follow-up conference regarding the formal observation?

- Yes
- No

12. How would you rate the effectiveness of the follow-up conference in improving your teaching/learning?

Very Effective	Effective	Ineffective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Did you review your completed student course evaluations this year?

Yes

No

14. How would you rate the effectiveness of the student course evaluations in helping you to improve teaching/learning?

Very Effective Effective Ineffective

15. Please reflect on your time in the classroom over the past year. Share one or two of the most rewarding, impactful, and/or challenging experiences that you encountered.

16. Additional Comments:

APPENDIX E: INTEGRATION MAPS

2018–2023 Strategic Goal Integration Map

GOAL 1:

To ensure graduates possess the competencies for successful careers, advanced education, and lifelong learning



- AP – Academic Plan
- FP – Financial Plan
- FMP – Facilities Master Plan
- IE – Institutional Effectiveness Plan
- SEM – Strategic Enrollment Management Plan
- TP – Technology Plan

INSTITUTIONAL GOALS		Priority Code	AP	FP	FMP	IE	SEM	TP
1.0	Ensure graduates possess the competencies for successful careers, advanced education, and lifelong learning	–	–	FP-8	–	IE-1a IE-1b IE-1c	–	TP-1
1.1	Enhance the effectiveness of the curricula through assessment of technical, major-related, quantitative, analytical, and written/oral communication skills for advanced education and employment	9	AP-1	–	–	IE-1b IE-4a	–	–
1.2	Expand and diversify the College’s undergraduate programs, student body, faculty, and experiential learning capabilities	8	AP-2	–	FMP-5	–	SEM-5	–
1.3	Expand and diversify the King Graduate School’s programs, student body, faculty, and research capabilities	8	AP-3	–	FMP-5	–	SEM-5	–
1.4a	Assess and strengthen the student experience delivered through Monroe Online	10	AP-4	–	–	IE-1c	SEM-1	TP-2
1.4b	Assess and strengthen the student experience for adult learners							
1.4c	Assess and strengthen the student experience for English language learners							
1.5	Measure and improve the effectiveness of academic support services (e.g., labs, learning support centers, libraries, academic support classes, adaptive software, and research centers) in preparing students for academic success	7	AP-5	–	–	IE-1c	–	TP-1
1.6	Expand curricular and co-curricular and community service projects as part of curricula to contextualize learning	5	AP-6	–	–	–	–	–
1.7	Expand and diversify internship opportunities aligned with students’ career goals, and ensure a high-quality experience for students and employers	7	AP-7	–	–	IE-1b IE-4a	–	–
1.8	Integrate career exploration and preparation into curricular and co-curricular experiences	6	AP-8	–	–	–	–	–
1.9	Improve employment and advanced education outcomes for graduates	9	AP-9	–	–	IE-1b IE-4a	SEM-1	–
1.10	Engage and support alumni by expanding programs that promote lifelong learning and professional development	5	AP-10	–	–	–	–	–

2018–2023 Strategic Goal Integration Map

GOAL 2:

To shape institutional enrollment by attracting, enrolling, and retaining students with the potential to succeed academically, graduate, and advance professionally

- AP – Academic Plan
- FP – Financial Plan
- FMP – Facilities Master Plan
- IE – Institutional Effectiveness Plan
- SEM – Strategic Enrollment Management Plan
- TP – Technology Plan



INSTITUTIONAL GOALS		Priority Code	AP	FP	FMP	IE	SEM	TP
2.0	To shape institutional enrollment by attracting, enrolling, and retaining students with the potential to succeed academically, graduate, and advance professionally	–	–	–	–	IE-2a IE-2b	–	TP-2
2.1	Continuously improve student engagement, retention, and graduation outcomes	10	–	–	–	IE-2a	SEM-1	–
2.2	Manage enrollment strategically, appropriate to locations, schools, programs, and the employment landscape	9	–	FP-8	FMP-6	IE-2b	SEM-2	–
2.3	Explore, launch, and nurture strategic enrollment partnerships	8	–	–	–	–	SEM-3	–
2.4	Implement innovative practices that facilitate adult learner enrollment	8	AP-4	–	–	–	SEM-4	–
2.5	Expand program offerings and outcomes for specific communities, e.g., English language learners, veterans, transfer students, international students, first generation students, and students with disabilities	7	AP-4	–	–	–	SEM-5	–
2.6	Apply institutional analysis and predictive modeling to support strategic enrollment management college-wide	6	–	–	–	–	SEM-6	TP-3
2.7	Advance enrollment for Spring, intersession, and non-traditional starts throughout the year by leveraging the three-semester academic calendar and multiple delivery formats.	9	–	–	–	–	SEM-7	–
2.8	Pursue additional degree programs	8	AP-2 AP-3	–	FMP-6	–	SEM-8	–
2.9	Evaluate the feasibility of additional extension sites	5	–	FP-5	FMP-7	–	SEM-9	–
2.10	Expand and diversify club athletics programs on both the New Rochelle and Bronx campuses.	5	–	–	–	–	SEM-10	–

2018–2023 Strategic Goal Integration Map

GOAL 3:

To formally cultivate and institutionalize a responsive culture and structure to more effectively serve students, faculty, and staff

- AP – Academic Plan
- FP – Financial Plan
- FMP – Facilities Master Plan
- IE – Institutional Effectiveness Plan
- SEM – Strategic Enrollment Management Plan
- TP – Technology Plan



INSTITUTIONAL GOALS		Priority Code	AP	FP	FMP	IE	SEM	TP
3.0	Formally cultivate and institutionalize a responsive culture and structure to more effectively serve students, faculty, and staff	–	–	–	–	IE-3a IE-3b IE-3c	SEM-1	TP-4
3.1	Codify the College's values to clearly communicate performance expectations and standards	8	AP-11	FP-2	–	IE-3a	–	TP-4
3.2	Implement hiring, onboarding, and professional development programs for all employees that emphasize the College's mission and core values	10	AP-12	FP-2	–	IE-3b	–	–
3.3a	Strengthen relationships with faculty, staff, and students	9	AP-13	–	–	IE-3c	–	–
3.3b	Strengthen relationships with external community groups and organizations	8	–	–	–	–	–	–
3.4	Improve the College's organizational structure to reflect functional areas, campus locations, and opportunities for greater efficiencies	8	Carried out by the President's Cabinet					
3.5	Improve the College's governance structure to ensure appropriate representation of all constituencies and logical decision-making	5	Carried out by the President's Cabinet					
3.6	Develop periodic assessment of governance, leadership, and administration	6	Carried out by the President's Cabinet					

2018–2023 Strategic Goal Integration Map

GOAL 4:

To validate program quality and learning outcomes through rigorous self-assessment and enhanced external institutional and programmatic recognition



- AP – Academic Plan
- FP – Financial Plan
- FMP – Facilities Master Plan
- IE – Institutional Effectiveness Plan
- SEM – Strategic Enrollment Management Plan
- TP – Technology Plan

INSTITUTIONAL GOALS		Priority Code	AP	FP	FMP	IE	SEM	TP
4.0	Validate program quality and learning outcomes through rigorous self-assessment and enhanced external institutional and programmatic recognition	–	–	–	–	IE-4a IE-4b	–	TP-5
4.1	Enhance and promote the identity of the College as a leader in higher education access, affordability, and degree attainment	10	AP-14	–	–	–	–	–
4.2	Engage students in opportunities for research, study abroad, competitions, and conference presentations that will enhance their academic experiences	7	AP-15	–	–	–	–	–
4.3	Pursue additional program accreditations for validation and engagement in continuous improvement	8	AP-16	–	–	–	–	–
4.4	Expand and strengthen the honors program at the undergraduate level	8	AP-17	–	–	–	–	–
4.5	Enhance and expand internal and external faculty development opportunities	7	AP-18	–	–	–	–	–
4.6	Encourage, support, and articulate faculty contributions to the discipline	6	AP-19	–	–	–	–	–
4.7	Communicate the achievements and distinctions of the College and its students, faculty, and staff to internal and external audiences	6	AP-19	–	–	–	–	–

2018–2023 Strategic Goal Integration Map

GOAL 5:

To allocate resources effectively and efficiently in support of the Strategic Plan and institutional priorities



- AP – Academic Plan
- FP – Financial Plan
- FMP – Facilities Master Plan
- IE – Institutional Effectiveness Plan
- SEM – Strategic Enrollment Management Plan
- TP – Technology Plan

INSTITUTIONAL GOALS		Priority Code	AP	FP	FMP	IE	SEM	TP
5.0	Allocate resources effectively and efficiently in support of the Strategic Plan and institutional priorities	–	–	FP-4 FP-5 FP-7 FP-8 FP-9	–	IE-5a IE-5b	–	TP-6
5.1	Evaluate and enhance the College's current process of allocating resources (operational and capital) based on institutional priorities	7	–	FP-1	–	IE-5a	–	–
5.2	Continuously assess and improve campus facilities and technology to enhance teaching and learning	8	–	FP-8	FMP-1 FMP-2 FMP-3 FMP-5	–	–	TP-7
5.3	Improve learning environments by evaluating and upgrading classroom settings, as appropriate, to promote innovation and collaboration	8	–	FP-8	FMP-1 FMP-2 FMP-3 FMP-5	–	–	TP-7
5.4	Implement a formal human resources plan that defines staffing levels, strategies for hiring, training, and developing talented faculty and staff	8	–	FP-2	–	–	–	–
5.5	Assess and improve the effectiveness of institutional aid on new enrollment and retention while improving related budgetary controls	10	–	FP-3	–	–	–	–
5.6	Align all sub-plans to prioritize budget resource allocation	10	–	FP-1	–	–	–	–
5.7	Incorporate sustainable practices and programs to make College communities greener and safer	6	–	–	FMP-4	–	–	–

