CHAPTER 7
RELATED EDUCATIONAL ACTIVITIES
STANDARD 13
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GOAL 3: ENRICHING COLLEGE LIFE AND COMMUNITY PRESENCE

(Ramapo College Strategic Plan, p. 10)

Academic life must be complemented by a vibrant campus life that provides students, faculty, staff, alumni, their families, members of the surrounding communities, and prospective students the opportunity to realize their full potential. Stronger relations within the College community, among the College and local, regional and statewide communities, and between the College and alumni will be actively pursued.

STANDARD 13: RELATED EDUCATIONAL ACTIVITIES

The institution’s programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

THE CONTEXT

Ramapo College has a number of programs and services that fall within the framework of “related educational activities” and, while independent of one another, illustrate an abiding commitment to providing student-centered academic support and quality educational experiences that extend beyond the walls of a traditional classroom. Through services for under-prepared students, partnerships with outside entities, certificate programs, distance learning, study abroad opportunities, experiential learning programs and activities, service learning, and volunteer and community service activities, the college demonstrates its commitment to creating learning opportunities and learning communities that meet the needs of a diverse student body, support the four pillars of the mission, and prepare students for living and working in a global society.

BASIC SKILLS

Ramapo is committed to ensuring that under-prepared students acquire the basic skills deemed necessary for them to have a successful college career. To achieve this outcome the college employs a variety of methods that are consistent with the goals of the strategic plan.

PLACEMENT

Currently, there are several methods for identifying students who are not fully prepared to study at the college level. The college identifies incoming students scoring below 550 in the verbal section and/or below 560 in the math section of the Scholastic Aptitude Test (SAT) and those students achieving an Academic Content Test (ACT) Composite score below 26 as under-prepared. Incoming students identified as under-prepared are required to take the ACCUPLACER, a series of multiple-choice tests administered by the college’s Testing Center that determines reading, writing, and math skill levels. Transfer students lacking General Education requirements in mathematics and English are also required to take the ACCUPLACER. Additionally, faculty can identify poorly performing students enrolled in their classes as under-prepared, and students can identify themselves as under-prepared.
BASIC AND DEVELOPMENTAL COURSES

Ramapo provides a variety of programs that deliver basic skills to under-prepared students. The college offers several basic skills and developmental courses, including:

- READ 011: Basic Reading
- READ 020: Developmental Reading
- WRIT 011: Basic Writing
- WRIT 021: Developmental Writing
- MATH 013: Basic Math
- MATH 022: Transitional Math (in class) or Pre-College Math Program (online)

These basic and developmental courses are open to all students but primarily serve incoming students identified as under-prepared who are placed into these courses based on their ACCUPLACER scores.

EDUCATIONAL OPPORTUNITY FUND

The Center for Academic Success, the college’s basic skills delivery arm, collaborates with the Educational Opportunity Fund (EOF) Program to provide the following basic skills courses to under-prepared students:

- Pre-Freshman Summer Studies Program
- College Reading and Study Skills

The six-week Pre-Freshman Summer Studies Program offers basic skills and developmental courses to incoming Educational Opportunity Fund students, based on their ACCUPLACER scores.

TUTORING

In addition to developmental courses, the college delivers basic skills to under-prepared students through extensive tutoring services. The Educational Opportunity Fund program, Athletics, and the Office of Specialized Services offer additional tutorial services for students affiliated with their offices. The Educational Opportunity Fund Program has developed several tutorial services, including:

- Supplemental Instructional Support Program
- General Tutorials

The Center for Academic Success (CAS) provides tutoring and support services for students needing assistance in a number of disciplines, including writing, reading, and mathematics. The Center for Academic Success works closely with the Educational Opportunity Fund Program and the Office of Specialized Services in the development of the college’s tutoring services. The Center for Academic Success provides several core initiatives that meet Ramapo College’s strategic goals related to basic skills, including:

- The Writing Center
- Tutoring
- Writing Across the Curriculum (WAC)

ASSESSMENT

The college uses various methods to assess the effectiveness of the placement of under-prepared students as well as the effectiveness of basic and developmental courses. The Testing Coordinator examines score trends and regularly consults about placement issues with the mathematics and writing convening groups, the dean of the...
School of American and International Studies, the dean of the School of Theoretical and Applied Science, and the director of the Center for Academic Success and Writing Across the Curriculum.

The testing coordinator also compiles data on methods used by other New Jersey colleges and other schools in the Council of Public Liberal Arts Colleges to place students and attends regional and national conferences of test coordinators to discuss placement instruments. The Center for Academic Success uses student satisfaction forms, self-assessment by tutors, and faculty reports to evaluate its effectiveness. In addition, the Center for Academic Success staff members conduct studies of the effectiveness of their tutorials.

Evidence suggests a positive impact of basic and developmental courses and of tutoring. For example, students who complete developmental courses perform well in College English. When compared to non-developmental students, their grades in College English are comparable. Educational Opportunity Fund tutorials also seem to be effective. In fall 2002, the tutors assigned to Educational Opportunity Fund students in Principles of Chemistry, Fundamentals of Biology, Anatomy and Physiology, Math with Applications, Pre-Calculus, and Microeconomics had a positive outcome. Thirty-five students participated in tutoring, and only 3 out of 35 (8%) withdrew from the aforementioned courses.

The Center for Academic Success self-evaluations and reports of its tutoring services suggest a measurable positive impact on student grades. In Fall 2005, the 125 students who came to the Writing Center for two or more sessions received grades of B- or higher, whereas the forty-three students who visited only once received a C+ or lower or withdrew from the course. A 2007 Writing Center report reveals that 74.7% of the students it served received a B- or higher in the course for which they sought tutoring. (Center for Academic Success data available in the Resource Room).

While the achievements of the Center for Academic Success and Educational Opportunity Fund Program are considerable, the college needs to address the larger issue of the management and assessment of writing throughout the entire curriculum. With the dissolution of the Division of Basic Studies in 2002, an assessment has to be made regarding how far this new arrangement (e.g., CAS) goes in monitoring and ensuring that writing is emphasized throughout the curriculum and that Ramapo College students are getting the appropriate instruction in reading and writing, given their needs.

CERTIFICATE PROGRAMS

The Center for Innovative and Professional Learning (CIPL) was established in 2007 to support postgraduate professional education, workforce development, and alternative learning. The center also engages in internal and external educational partnerships to advance community outreach and provides innovative continuous learning opportunities for community members. In collaboration with the college’s academic schools, the Center for Innovative and Professional Learning develops, offers, and directs opportunities such as the following: a series of summer pre-college programs for high-achieving high school students; three new certificate programs in Business Essentials, Middle School Certification, and Online Web Development, and a continuing education Nursing Essentials workshop series for nursing professionals to meet mandatory educational requirements (contact hours) for re-licensure and to enhance their professional development.

The Center for Innovative and Professional Learning also offered two Personal Financial Management workshop series and partnered with Kaplan testing centers to offer the National Council Licensure Examination for Registered Nurses Review, with the New Jersey First Aid Council to offer a course for emergency medical technicians, and with The Princeton Review to offer SAT preparation courses. Furthermore, the center offered human resources professionals two workshops on Transgender Issues in the Workplace.

Ramapo develops such credit and noncredit program proposals using a collaborative process that involves the school dean, the conveners, and the faculty or unit where the subject matter resides; the Provost’s Office; and the Center for Innovative and Professional Learning. Consistent with the process across the institution for
developing new programs, the college conducts a needs analysis covering trends in the educational and workforce marketplaces, the impact of competing programs, and budgetary concerns.

All proposed programs go through the college’s established course/program approval process. At the school level, proposals go first to the relevant convening group, then to the Unit Curriculum Committee and Unit Council. At the all-college level, proposals go to the Academic Review Committee for its review and approval (for credit programs) or information (for noncredit programs).

EXPERIENTIAL LEARNING

At Ramapo College, experiential learning is a purposeful process of engaged, active learning—guided by faculty and staff—in which the student constructs knowledge, skills, or values by means of direct experiences in authentic, real-world contexts. It goes beyond the conventional “comfort zone” of college course activities such as reading texts, doing homework, writing papers, performing studio or lab work, and so on. Reflection on these experiences is integral to the success of the endeavor.

Experiential learning includes many or all of the following:

- Hands-on or minds-on engagement
- Facilitated, guided practice
- Multidimensional growth/development
- Reflection
- Application of theory/classroom knowledge
- Student learning goals, assessments, and documentation
- Service to a larger community

The college supports experiential learning by providing numerous opportunities for students to have meaningful learning experiences outside the classroom. The Social Work, Nursing, and Teacher Education programs integrate such opportunities as part of student coursework. Trained faculty and staff together with field professionals supervise these experiential placements. Additionally, the Communications, Political Science, and other programs facilitate internships for students with public and private employers.

The Curriculum Enhancement Plan, adopted in 2006, included an “experiential component” in each four-credit course that consisted of five hours of unmonitored experience (worth 0.4 credits) related to the subject matter of the course outside the classroom.

The Cahill Center for Experiential Learning and Career Services (Cahill Center) provides many programs and activities within the following categories in which students may participate in order to fulfill these requirements:

- Service Learning: Academically based, semester-long community service and civic engagement of students while they are studying theory and course content in their classes
- Cooperative Education: Academically relevant, semester-long, credit-bearing work experience applying classroom learning to internship positions related to students’ academic major or career goals
- International Cooperative Education: Academically relevant, semester-long, credit-bearing work experience abroad
- Alternative Spring Break: One-week domestic or international experiences that provide students with the opportunity of engaging in positive social action and education
Assessment for Cahill Center programs is done in intensive group orientation and reflection sessions with pre- and post-evaluations of the sessions. Students complete evaluations of their site placements; these evaluations also involve faculty and Cahill Center staff input. Employers complete evaluations of students’ job performance. Each semester the Cahill Center Advisory Board convenes as a focus group comprised of employers, faculty, staff, and students to assess employment trends and the academic preparedness of students.

MINI PROFILE

ALTERNATIVE SPRING BREAK

The Alternative Spring Break Program provides opportunities for participants to engage in hands-on service that addresses critical but unmet social needs, provides training to carry out needed tasks, and meets the educational objectives of the college. Under the auspices of Ramapo College’s Cahill Center for Experiential Learning and Career Services, several international programs have been developed in Oaxaca, Mexico, and Cajola, Guatemala. In addition, there are domestic programs in Texas, North Carolina, and Louisiana:

In the wake of Hurricane Katrina, during spring break in 2006, a group of students traveled to Gulfport, Mississippi, to help local residents rebuild their homes while using their artistic talent to reflect upon the alternative break experience and to tell the stories of those affected by the hurricane. They recorded these untold stories of hurricane survivors in the Katrina Chronicles, a “zine” the students published containing stories and artwork. While in Gulfport, the students slept in tents set up by The Morrell Foundation and Community Collaborations International, organizations that help people affected by natural disaster, armed conflict, or poverty, through a wide variety of programs and volunteer coordination. In 2007 and 2008, two more Ramapo College alternative break groups worked in New Orleans’ Ninth Ward, gutting and rehabilitating the homes there.

The Teacher Education Program assesses experiential learning programmatically in various ways, including:

- Written evaluations of student teachers by cooperating (field) and supervising (Ramapo College) personnel at the conclusion of each student’s semester-long student teaching experience in New Jersey schools.

- Reflective online portfolios submitted by each student completing the Teacher Education Program. Portfolio submissions are linked to the New Jersey Professional Standards for Teachers (NJPST). Teacher Education faculty members rate a random sample of portfolios at the end of each academic year.

- Summative assessments of standards-based professional dispositions by cooperating (field) and supervising (Ramapo College) personnel at the conclusion of each student’s student teaching semester.

- Exit interviews of each student completing the Teacher Education Program to document program strengths and weaknesses.

- Successful completion by each student of the Student Teaching Seminar, conducted in tandem with the student teaching field experience.

- All assessments of student learning align with the mission of Ramapo College, the NJPST, and the requirements of the Teacher Education Accreditation Council.

ADDITIONAL LOCATIONS AND OTHER INSTRUCTIONAL SITES

MEADOWLANDS ENVIRONMENT CENTER

Environmental education has taken center stage in our society for good reason. Given that Ramapo College already had an active Environmental Science and Environmental Studies program and various connections to the world of
K–12 education, it was not surprising that in June 2003 the New Jersey Meadowlands Commission (NJMC) solicited a proposal from Ramapo College for the operation of the Meadowlands Environment Center (MEC).

Under the college’s management, and in keeping with the goals of Ramapo’s strategic plan, the environment center has developed and implemented programs designed to engage students, teachers, and the community in meaningful dialogue about the environment. Those programs and projects include the following:

- Environmental programs for K–12 students, for students and adults with disabilities, for Scouts and clubs, for families, and for older adults
- Professional development regarding the environment for K–12 teachers.

In August 2003, through a memorandum of understanding (MOU) between Ramapo College and the Meadowlands Commission, the college assumed responsibility for operating the educational component of the Meadowlands Environment Center. The center was so impressed with the educational programs directed by Ramapo that the center invited the college to negotiate a new agreement. As a result, on March 28, 2007, the center approved a new memorandum of understanding, allocating more than $8 million to extend the operation of the environment center through 2012.

In addition to the environment center, Ramapo operates the Meadowlands Commission Center for Environmental and Scientific Education and the William D. McDowell Observatory, which are among the most visible aspects of the commission’s work. More than 40,000 people take advantage of the environment center’s educational and cultural programs each year. These offerings include educational programs for grades K–12 during the school year, summer camps, and other activities for children that focus on science and the environment. The center also offers diverse programs for adults and seniors, including lectures, workshops, film screenings, and dance nights.

Although the environment center does not undertake any college-level programs, it is engaged in several initiatives that relate to the work of the college:

- Undergraduate cooperative learning experiences
- A one-year post-baccalaureate fellowship in environmental education
- Participation in educational activities by all pre-service education students
- Support for faculty research and creative projects
- Field experience opportunities and alternate learning environments for Ramapo College students in existing degree program courses.

Outside funding has been crucial to the success of the environment center. Ramapo College has been awarded two National Science Foundation (NSF) grants that are based in the center. Thanks to a three-year $852,276 NSF grant, Ramapo College and the center’s Disabilities Education Office educators are implementing Adult MarshAccess in order to develop a national model for accessibility and assistive technology that adapts science programs for people with disabilities. Funding from a $480,000 NSF grant (Project SEE—Senior Environmental Experiences) resulted in the presentation of environmental programs to older adults in senior centers, assisted-living facilities, nursing homes, and hospital wellness programs throughout central and northern New Jersey.
MINI PROFILE

MARSH ACCESS PROJECT

The Marsh Access project at the Meadowlands Environment Center engages the largely underserved populations of young and older adults with disabilities as well as older adults with age-related limitations in outdoor experiential Science, Technology, Engineering and Mathematics (STEM) activities centered on the New Jersey Meadowlands marsh ecosystem, under the theme “The Meadowlands Beyond the Sports Complex.” The environment center is located in a marsh ecosystem within urban northern New Jersey. Given the dense population of the area, approximately 1,200 to 1,900 members of the target population will participate in MarshAccess through a self-guided or professionally guided experience.

Building on experiences with the target audience and lessons learned through Project SEE, the project will develop four STEM content-enriched, theme-based modules:

- Chemical Reactions
- Marsh Food Web
- Human Impact on the Meadowlands
- Natural and Human History of the Meadowlands.

Each module consists of an outdoor field experience conducted on the accessible MarshAccess trail or garden and led by an environmental educator, coupled with an extended excursion incorporating technology and hands-on lab activities to document the experience.

CONTRACTUAL RELATIONSHIPS AND AFFILIATED PROVIDERS

The college offers the Generic Bachelor of Science in Nursing (BSN) Program in partnerships with Englewood Hospital and Medical Center (EHMC) and The Valley Hospital, both recognized as magnet hospitals by the American Nurses Credentialing Center. Englewood Hospital and Medical Center partnered with the BSN Program in 1996. In this program, all nursing and clinical courses are taught at EHMC by the Clinical Associate Faculty. Although members of the Clinical Associate Faculty are employees of EHMC, the college grants them faculty status.

The Valley Hospital partnered with Ramapo College in 2004 to allow the college to increase its capacity within its BSN Program. In this partnership, Ramapo College Nursing Program faculty teach nursing courses on the college campus, while master’s-prepared nurses employed by The Valley Hospital are granted Clinical Associate Faculty status by Ramapo College and teach clinical courses on site.

All General Education and prerequisite courses in the first two years of the curriculum are taught on the Ramapo College campus. However, additional clinical sites are utilized to meet the course objectives in pediatric, obstetrical, and psychiatric nursing.

The nursing curriculum of the BSN Program reflects the use of the American Nurses’ Association’s Standards of Clinical Nursing Practice (1991). Moreover, the 2008 Self-Study Report used the American Association of Colleges of Nursing’s Essentials of Baccalaureate Nursing Practice (2007).

Integrity is evident in the practices and relationships of the nursing education unit. The Nursing Programs Student Handbook, Ramapo College Student Handbook, and Ramapo College Catalog include specific policies related to students as well as the following information about the college and its Nursing Programs: mission, organization, philosophy, goals, policies, length of program, tuition and fee schedule, financial aid, graduation, licensing requirements, academic policies, and information about student life and academic calendars.
In addition, printed materials contain references to the Nursing Programs’ accreditation status and the affiliated hospitals’ accreditation status granted by the Joint Commission on Accreditation of Health Care Organizations and Magnet status granted by the American Nurses Credentialing Center.

DISTANCE EDUCATION

Ramapo College entered the sphere of distance education gradually, with a number of Computer Science instructors offering courses with major online segments by the end of the 1990s. In 2001, the college’s then Center for Computing and Information Services (CCIS) purchased a limited license for its first course management system, WebCT (version 3.8). Also in 2001, the then Technology and Education Center (TEC) of the Center for Computing and Information Systems began experimenting with how to incorporate its features into teaching and learning. The number of courses incorporating online elements using WebCT grew.

Meanwhile, with a course management system to support distance education, a few instructors who had been extensively using the Web began to teach courses fully online, and by the time the next version of WebCT came out there were approximately 100 course sections using this course management system, though nearly all these instructors taught face-to-face, using only supplementary Web elements.

With the introduction of WebCT version 6 in 2005, the college began taking a new direction in pursuing distance learning. The impetus partly came from the incorporation of the extensively online University of Medicine and Dentistry of New Jersey (UMDNJ) nursing program that increased the number of online sections to over 200. Faculty dissatisfaction with WebCT version 6, support issues, and the license costs loomed as more viable open source alternatives emerged. In addition, hybrid courses began including open-source, Web 2.0 elements such as blogs and wikis.

After researching open source alternatives, in fall 2008 the college began to pilot a version of the open source system Moodle. In addition to incorporating blogs and wikis, as well as interfacing well with other Web 2.0 applications, Moodle was considerably less costly than WebCT. The choice became clear, and the decision was made to transition fully to Moodle by fall 2009. An initial training plan was developed in conjunction with Moodle Rooms that was eventually adapted for in-house delivery by the college’s Instructional Design Center.

Recognizing the additional burden on faculty in preparing their courses for the online format, the 2007–2011 AFT Contract stipulated the payment of an additional credit to instructors teaching online courses for the first time. The college introduced a further motivation in spring 2008 when the provost announced a $1,000 incentive for twelve instructors to modify their face-to-face courses for online delivery the following summer. Selections were made, a marketing campaign was conducted, and the Instructional Design Center conducted appropriate online training, during which the limitations of WebCT became clear.

The net result is that the college is creating a solid infrastructure that will allow both the delivery of more online courses and enhancement of face-to-face teaching through using a more technically and financially viable course management system that is easier to use and more flexible.

The following are two items of note in distance learning:

- National Public Radio (NPR) contacted a Ramapo College faculty member who was testing wikis in his course; his students’ content was viewed worldwide and he was interviewed about his course.

- A fall 2009 First Year Seminar section is dedicated specifically to deconstructing online social networking—how it differs from, enhances, and maybe even hampers academics in college life. One assignment asks students to write on the same topic for Twitter, Facebook, a blog, a wiki, and a two-page academic paper.
STUDY ABROAD

Ramapo College has from its early days identified “international education” as a central part of its mission. Supported by global partnerships established in Europe, Africa, Asia, South America, the Caribbean, and Native American tribal communities, international education is one of Ramapo’s “four pillars.”

Over twenty years ago, the college received a New Jersey Governor’s Challenge Grant to foster international programs. A period of growth ensued in which faculty initiative, area expertise, and vision resulted in a number of short-term study abroad programs in various parts of the world, including Costa Rica, Jamaica, Kenya, South Africa, England, Ireland, Italy, and the Czech Republic. An exception to this pattern, as we shall see in detail below, was the Ramapo Semester in India at the Fireflies Intercultural Center near Bangalore.

In 2005, the administration commissioned an internal report (Bowman Report on the Structure of International Education available in the Resource Room) to analyze the administrative structure of international education. In 2005/06, President Mercer issued a moratorium on study abroad programs and commissioned an external report (Larson Report on the visiting team Web site and in the Resource Room) to study how to achieve a greater infusion of international education (curricular integration), including study abroad, into the college’s curriculum. The vision was to find ways in which students would be able to participate in an increasing variety of educational experiences abroad. These experiences would include, but not be limited to, short-term faculty-led programs that would combine the best practices associated with experiential learning and academic rigor. Both reports stressed the need for faculty involvement and direction as well as administrative leadership, responsibility, and authority.

The external report, in particular, recommended that the college avail itself of the ample opportunities to join in cooperative ventures or bodies that would expand opportunities for students wishing to participate in programs throughout the world. The college took a significant step toward providing access to a wide variety of semester-long and short-term study abroad opportunities again by becoming a member of the New Jersey State Consortium for International Studies. One of the oldest of its kind in the country and comprising nine public institutions, it was formed in 1966 by New Jersey colleges and offers programs in thirty-five countries that are both academically challenging and affordable.

In 2006, the provost reconstituted the International Education Committee, which had existed in various forms since the college received the New Jersey Governor’s Challenge Grant. Consisting of representatives from all the college’s academic units as well as the director of International Education and the then-associate provost for curriculum and global affairs, the committee’s charge (in keeping with the consultants’ reports) was to draft a mission, goals, outcomes, and policies to implement the college’s pillar of Global Education.

Agreeing with the consultants’ recommendations, the committee established as its guiding principle that all future international programming at the college, including study abroad, would have to be anchored and integrated into the curriculum. This became evident in all the committee’s work: the mission statement, international education goals/objectives and outcomes, compiled into the Manual for Education Abroad Programs. This manual, pending approval for faculty compensation, covers policies and procedures for the development and management of study abroad programs, as recommended by the Larsen Report.

The committee, having accomplished its work quickly, provided impetus for several new short-term faculty programs to be either revived or newly created. The first of these, although not an international experience, was the intercultural American West program, which was reinstated in summer 2007. The program takes students on a tour of ecological and Native American sites in the Pacific Northwest, Montana, Idaho, and Wyoming. In 2007 and 2008, respectively, programs to Prague on culture and history as it relates to political, economic, and cultural development, and a program to London as a global city offered enriching educational opportunities for students. Unfortunately, they did not attract the required number of participants to make them viable and had to be canceled. In summer 2008, a Ramapo College faculty-led program to Venice attracted a sufficient number of students and was a great success. In summer 2009, both the American West and Venice trips were conducted.
The hiring in summer 2008 of the first executive director of the Roukema Center for International Education (established under a modest federal grant) aided the revitalization efforts. Several new short-term, faculty-led programs in Argentina and Spain are joining the previously mentioned ones in London and Venice. To make them academically and financially more attractive, for the same inclusive cost students will be able to register for two 4-credit courses. Administratively, the executive director, with the assistance of the International Education Committee, has updated the manual for faculty-led programs and those sections regarding compensation and working conditions will go before the faculty bargaining unit for approval.

At the same time, the college re-established its agreements with Volgograd State Pedagogical University in Russia and the Shanghai State Pedagogical University in China, which have engendered a wide platform of bilateral exchanges that have included visiting scholars; Internet-facilitated, team-taught courses; and curriculum development. In September 2008, the college entered into a new partnership with St. Petersburg State University, again with the intention of pursuing bilateral exchanges and also pursuing the possibility of a joint masters program.

As can be seen in Figures 1 and 2, the variety and viability of Ramapo’s study abroad offerings is improving in line with its commitment to international education. Increasing quality, availability, and access align with the college’s overarching strategic goal of enhancing academic excellence. Low student participation remains a problem, however, and the shift to encouraging longer (and hence more expensive) programs has left current participation levels below the pre-moratorium period.
FIGURE 1

Student Participation in 2-4 Week Study Abroad Programs, Academic Years 2003-04 to 2007-08 [1]

<table>
<thead>
<tr>
<th>2-4 Week Programs</th>
<th>AY 03-04 Participants</th>
<th>AY 04-05 Participants</th>
<th>AY 05-06 [%] Participants</th>
<th>AY 06-07 [%] Participants</th>
<th>AY 07-08 No.</th>
<th>Percent Change 03/04 to 07/08</th>
<th>Percent Change 06/07 to 07/08</th>
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</thead>
<tbody>
<tr>
<td>American SW</td>
<td>21</td>
<td>10.8%</td>
<td>19</td>
<td>12.5%</td>
<td>24</td>
<td>22.6%</td>
<td>-</td>
</tr>
<tr>
<td>American West</td>
<td>11</td>
<td>5.6%</td>
<td>9</td>
<td>5.9%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Austria</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>China</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Costa Rica [2]</td>
<td>22</td>
<td>11.3%</td>
<td>21</td>
<td>13.8%</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>England [3]</td>
<td>74</td>
<td>37.9%</td>
<td>49</td>
<td>32.2%</td>
<td>65</td>
<td>61.3%</td>
<td>1</td>
</tr>
<tr>
<td>Ireland</td>
<td>38</td>
<td>19.5%</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>0.9%</td>
<td>2</td>
</tr>
<tr>
<td>Italy</td>
<td>3</td>
<td>1.5%</td>
<td>40</td>
<td>26.3%</td>
<td>1</td>
<td>0.9%</td>
<td>6</td>
</tr>
<tr>
<td>Jamaica</td>
<td>16</td>
<td>8.2%</td>
<td>-</td>
<td>-</td>
<td>11</td>
<td>10.4%</td>
<td>-</td>
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<tr>
<td>Prague</td>
<td>6</td>
<td>3.1%</td>
<td>8</td>
<td>5.3%</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Quebec City</td>
<td>2</td>
<td>1.0%</td>
<td>3</td>
<td>2.0%</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Scotland</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Spain (with NJSCIS)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>0.9%</td>
<td>4</td>
</tr>
<tr>
<td>Washington D.C. [4]</td>
<td>2</td>
<td>1.0%</td>
<td>1</td>
<td>0.7%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Programs [5]</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>1.3%</td>
<td>3</td>
<td>2.8%</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>195</strong></td>
<td>152%</td>
<td><strong>106</strong></td>
<td>65%</td>
<td><strong>29</strong></td>
<td>65%</td>
<td><strong>65</strong></td>
</tr>
</tbody>
</table>

1. These data are not system-generated; they are self-reported by the unit. Some numbers include students from both Ramapo College and other campuses.

2. The Costa Rica programs (Intense Spanish Language and Eco-Systems) were previously sponsored by Ramapo. As of AY06-07, programs in Costa Rica are sponsored by the N.J. State Consortium for International Students (NJSCIS).

3. The England Regents program ended in AY05-06. Programs in England are now sponsored by the NJSCIS.

4. The Washington, D.C., program was a credit-bearing semester sponsored by Ramapo.

5. Represents Ramapo student participation in non-Ramapo sponsored programs.

6. Beginning in Spring 2006, Ramapo students participated in programs sponsored by the NJSCIS. During AY 05-06, only 4 programs were sponsored entirely through Ramapo (American SW, American West, India & Australia).

7. After Winter 2006, only one program (the India Semester) was offered entirely through Ramapo. Programs continue with the NJSCIS.

Source: 2008 Institutional Profile
**FIGURE 2**

**Student Participation in Full Semester Study Abroad Programs**  
**Academic Year 2003-04 to Academic Year 2007-08**

<table>
<thead>
<tr>
<th>Full Semester Programs</th>
<th>F 03 - Spr 04 Participants</th>
<th>F 04 - Spr 05 Participants</th>
<th>F 05 – Spr 06 Participants</th>
<th>F 06 – Spr 07 Participants</th>
<th>F 07 – Spr 08 Participants</th>
<th>Percent Change 03/04 to 07/08</th>
<th>Percent Change 06/07 to 07/08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argentina</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Australia</td>
<td>3</td>
<td>11.5%</td>
<td>6</td>
<td>20.7%</td>
<td>10</td>
<td>32.3%</td>
<td>12</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>Czech Republic</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>England</td>
<td>10</td>
<td>38.5%</td>
<td>3</td>
<td>10.3%</td>
<td>4</td>
<td>12.9%</td>
<td>7</td>
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<tr>
<td>France</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>4.7%</td>
<td>2</td>
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<tr>
<td>Germany</td>
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<td>10</td>
<td>34.5%</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>India</td>
<td>13</td>
<td>-</td>
<td>10</td>
<td>34.5%</td>
<td>14</td>
<td>45.2%</td>
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<tr>
<td>Ireland</td>
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<td>-</td>
<td>1</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Italy</td>
<td>-</td>
<td>-</td>
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<td>-</td>
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<tr>
<td>Japan</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Kenya</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Mexico</td>
<td>-</td>
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<td>-</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>Poland</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>3.2%</td>
<td>-</td>
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<tr>
<td>Scotland</td>
<td>-</td>
<td>-</td>
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<td>-</td>
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<tr>
<td>Semester at Sea</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Spain</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>3.2%</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total                  | 26  | 90%           | 29  | 90%           | 31  | 90%           | 43  | 90%           | 46  | 90%           | 76.9%          | 7%             |

*Source: 2008 Institutional Profile*

**FINDINGS OF THE SELF-STUDY**

**ACHIEVEMENTS**

- Creation of the Center for Academic Success
- Establishment of the Center for Innovative and Professional Learning
- Environmental and other outreach programs at the New Jersey Meadowlands
- Integration of the former Joint BSN Program with the University of Medicine and Dentistry of New Jersey
- Development of distance learning
- Revitalization of international education
CHALLENGES

• Assessing the work of the Center for Academic Success and clarifying its role in addressing the broader issue of improving writing in the curriculum

• Evaluating and monitoring the long-term integration of the “experiential component” introduced under the Curriculum Enhancement Plan

• Maintaining Meadowlands Environment Center funding in a climate of scarce resources

• Assuring the quality, sustainability, and accessibility of distance learning

• Assessing the academic quality, integrity and rigor of study abroad programs as the college increases its involvement with study abroad vendors

• Increasing participation in international education to justify allocation of resources

RECOMMENDATIONS

• Develop a college-wide plan to assess and address the issue of writing across the curriculum.

• Consider having each academic major adopt its own integrative, experiential component for its program.

• Continue to pursue grant funding for the New Jersey Meadowlands Commission programs.

• Develop a process to assess online courses and their impact on major programs; create policies that address the balance between distance-learning courses and in-classroom offerings.

• Develop a plan for increasing faculty and student participation to embed the international component in the curriculum and develop more study abroad opportunities.

• Develop policies for assessing the academic content, rigor, and quality of vendor-sponsored study abroad programs.