Ramapo College of New Jersey Self-Study
Volume II: APPENDICES

Prepared for
The Middle States Commission on Higher Education

By
Ramapo College of New Jersey’s Self-Study Steering Committee

January 2010
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Ramapo College of New Jersey
Self-Study Volume II:

APPENDIX A
RAMAPO COLLEGE STRATEGIC PLAN
RAMAPO COLLEGE OF NEW JERSEY

STRATEGIC PLAN
2007-2012

September 28, 2007

STRATEGIC PLANNING TASK FORCE (SPTF) MEMBERS

Robert Amon  Vice-President, Student Government Association
Beth Barnett  Provost and Vice-President for Academic Affairs
Henry Vance Davis  Dean, School of Social Science & Human Services (to June, 2007)
Mark W. Grannon  Member, Ramapo College Foundation Board of Governors
Elizabeth Jocham  Unit Secretary, Specialized Services
Stephen Klein  Professor, Anisfield School of Business
Missy Long  Independent Living Counselor, Specialized Services
Peter P. Mercer (Chair)  President
Emma Rainforth  Assistant Professor, School of Theoretical & Applied Science
Dorothy Echols Tobe  Chief Planning Officer
Babette Varano  Director, Institutional Research and Planning
Vernon C. Walton  Chair, Ramapo College Board of Trustees
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</tr>
</tbody>
</table>

*NOTE: The goals are equally important. The order in which they appear is arbitrary.*
INTRODUCTION BY THE PRESIDENT

The Strategic Planning Task Force (SPTF) began meeting in mid-November 2006. There have also been several meetings of smaller SPTF working groups. This is the second draft report to be released for public discussion and reflects many of the comments that were received at open meetings in March.

The decision to “refresh” the existing Strategic Plan (Enhancing Institutional Excellence 2002-2012) came about largely because of two factors. First, it listed 22 long-range goals in no order of priority and it has proven difficult to monitor and assess progress towards such a large number. Second, although the Plan was originally to run from 2002-2012, it actually called not only for annual review but “complete revisions at five year intervals.” This planning exercise is therefore in keeping with that exhortation. It has produced a much different document in a much different time – one which will enable the College to focus its efforts in a planned, integrated way over the next five years.

The SPTF therefore began its work by reviewing Enhancing Institutional Excellence but with a definite bias to creating a shorter document that would be distinctive of Ramapo College’s traditions while providing clear strategic direction. The building blocks of this new version are principles, goals and objectives:

- The five principles listed at the beginning of this draft report are basic assumptions that underlie the goals that follow. Two of those principles, inclusive excellence and sustainability, are amplified in an Addendum to the Draft Report. These amplified statements, produced by some of our own faculty, are not officially part of the Draft Report but have been provided to inform and stimulate discussion. To describe the principles as “basic underlying assumptions” is to recognize that whereas the goals of future strategic plans may vary, the principles are likely to be retained.

- The goals themselves – now consolidated from six into three in this second draft – are general statements of strategic direction.

- The objectives enumerated under each goal are sufficiently specific that progress toward reaching them can be assessed but not so detailed that they effectively dictate the way each unit will approach its pursuit of the strategic goals.

- This version of the Strategic Plan also contains a proposed Vision Statement that might be considered the foundation for the strategic plan.
If the Board approves this final draft of the Strategic Plan, the next step will be to put it in to action. All units, academic and administrative, will be asked to develop their own rolling three year plans in light of the College’s strategic plan. These will be presented to a Cabinet committee and ultimately approved by the Cabinet. Each unit will thereafter make an annual budgeting and operational submission identifying progress made under its rolling three year plan and setting out its specific agenda for the forthcoming year. A schematic setting out this planning matrix is also included as an addendum to the report.

All strategic objectives must be realistically attainable within the context of funding. It is envisioned that while all strategic goals will remain the same, the objectives (range of outcomes to achieve the goals) will be greatly affected by the availability of funds. Since “extra” funds from traditional sources do not seem likely to come our way any time soon, we will not only have to seek additional sources but we must also look at freeing up dollars by reallocating portions of our current operating budget. Any such proposals by the Cabinet will be presented to the College for discussion.

It is of course the case that units themselves will consider reallocation of these budgets to enable achievement of their strategic priorities. So, for example, continuing to increase the net number of full-time faculty positions may be expected to continue as an institutional College priority, but the schools themselves will be expected to develop their own three year plans identifying and justifying where new faculty lines are required.

Having acknowledged the obvious – that funding is an issue – I want to emphasize our need to be creative. All strategic planning proposals must be financially sound but that requirement should not constrain us from thinking expansively as we consider how we can best fulfill our mission as a public college. For example, and this is only one example, imagine that we decided to model a School of Health Sciences that would be the home for our nursing program but which would also be the location for a new Bachelor’s degree in Health Sciences where the courses could include components on health promotion, healthy ageing, the ethics of health care, health policy development and the like.

Imagine further that we consider offering courses in health care administration and that we look further down the road and envision making that an emphasis in a reinvigorated M.B.A. program. Might we consider establishing satellite operations close to state hospitals where we could educate additional numbers of nursing students and offer part-time programs in health care administration for hospital personnel? Could we think of doing the same for teachers by developing a new graduate program that could be also offered off-site? The College has talked for some time about establishing some new programs. Now is the time to have that conversation in earnest, again, so long as it is tempered by an appreciation of fiscal reality.
VISION STATEMENT OF RAMAPO COLLEGE: NEW JERSEY’S PUBLIC LIBERAL ARTS COLLEGE

Ramapo College aspires to be the premier public college in the greater New Jersey/New York metropolitan area providing a high quality education across programs whose curricula are founded on a commitment to the liberal arts.
RAMAPO COLLEGE MISSION STATEMENT

Ramapo College of New Jersey is a comprehensive institution of higher education dedicated to the promotion of teaching and learning within a strong liberal arts based curriculum, thus earning the designation “New Jersey’s Public Liberal Arts College.” Its curricular emphasis includes the liberal arts and sciences, social sciences, fine and performing arts, and the professional programs within a residential and sustainable living and learning environment.

Organized into thematic learning communities, Ramapo College provides academic excellence through its interdisciplinary curriculum, international education, intercultural understanding and experiential learning opportunities. These four pillars, supported by global partnerships established in Europe, Africa, Asia, South America, the Caribbean, and several Native American tribal communities, have become central themes in Ramapo College’s excellence in the teaching and learning continuum.

Ramapo College provides students with individual academic attention and social support within a caring, sensitive and intellectually vigorous community. The College provides service and leadership opportunities for students and faculty through a combination of internships, field placements, community service, study abroad, and cooperative education. These opportunities allow students, faculty and staff to encounter the world beyond the campus.

Ramapo College is committed to maintaining strength and opportunity through diversity of age, race, gender, sexual orientation, ethnicity, and economic background among faculty, staff, and students. Ramapo College is a selective institution committed to providing equal access to underrepresented populations. Barrier-free, the College maintains a continuing commitment to persons with disabilities.

Ramapo College provides a rich living and learning environment through almost one hundred student organizations, intramural sports, and intercollegiate athletics. The College maintains a strong positive and economic impact on the surrounding communities by partnering with area communities, corporations, schools, service organizations, and governmental entities, while sharing its intellectual and cultural resources and its facilities. Ramapo College of New Jersey is committed to providing service and ethical leadership through international understanding and the creation of 21st century partnerships.
GUIDING PRINCIPLES

• All strategic goals and objectives must be consistent with the role of providing a high quality comprehensive education based on the liberal arts with particular emphasis on international education; intercultural understanding; interdisciplinary curricula, perspectives and analysis; and experiential learning.

• All strategic goals and objectives must be consistent with the College mission and vision and the primacy of facilitating student learning while also taking into account the needs and interests of faculty, staff, alumni, and the local, state, and global communities.

• All strategic goals and objectives must be consistent with infusing inclusive excellence into the campus environment, fostering diversity, encouraging the dignified and respectful treatment of others, adherence to high ethical standards and promoting engaged citizenship.

• All strategic goals and objectives must be consistent with the commitment to environmental, social, and economic sustainability by the College.

• All strategic goals and objectives must be defined in such a way that progress and fiscal soundness can be assessed.

• All strategic goals and objectives must be defined and pursued with transparency, collegiality, and open communication.
GOAL # 1: ENHANCING ACADEMIC EXCELLENCE

Ramapo College will provide nationally recognized academic programs that support the mission of the College and provide high quality student learning opportunities. Further, the administrative structure within academic affairs will be designed to support excellence in student learning, teaching, scholarship, and service.

1.1 The College will ensure that student learning emphasizes international education, intercultural understanding, interdisciplinary and experiential learning.

1.2 The College will continue to graduate students who are lifelong learners and who possess the necessary skills, knowledge, and ethics to seek enriching experiences and to develop new ways of thinking, acting, and engaging.

1.3 The College will implement a sustainable program of faculty development designed to enhance the quality of teaching and learning, and increase opportunities for faculty scholarship.

1.4 The College will provide high quality academic experiences at the undergraduate and graduate levels.

1.5 The College will increase access and support for underrepresented students.

1.6 The College will place high priority on the provision and modernization of classrooms, laboratories, and other space consistent with academic plans.
GOAL #2: INVESTING IN THE FUTURE

The College will strive to increase and diversify its revenues to provide the human and material resources needed to deliver high quality programs and services.

2.1 The College will operate all units efficiently and effectively in administration, communication, practices, and use and provision of human and material resources.

2.2 The College will actively seek initiatives, consistent with the College mission, that generate revenue.

2.3 The College will identify the strategic initiatives for which funding support will be sought from the College Foundation.

2.4 The College will develop financial decision making models to address management of assets and debts.

2.5 The College will enhance effectiveness and efficiency by integrating institutional planning, budget development, management, and assessment.

2.6 The College will reduce expenditures on non-renewable resources.

2.7 The College will promote inclusive excellence in all aspects of institutional planning.
GOAL #3: ENRICHING COLLEGE LIFE AND COMMUNITY PRESENCE

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.

3.1 The College will provide a wide range of activities and programs to meet the needs of resident and commuting students and to engage community members.

3.2 The College will increase the number of activities that raise the level of intellectual discussion.

3.3 The College will seek improvement to the transportation links to the surrounding community and to other transportation hubs.

3.4 The College will increase opportunities for alumni, members of the local community and current/prospective students and their families to participate in campus activities.

3.5 The College will promote campus safety and security and lifestyle practices that focus on safety, health and avoiding the abuse and illicit use of alcohol and other drugs.

3.6 The College will develop learning communities to bridge a student’s formal academic experience and other components of college life.

3.7 The College will foster a hospitable and equitable environment for students, faculty and staff.

3.8 The College will enhance internal and external communication.
Ramapo College of New Jersey
Self-Study Volume II:

APPENDIX B
RAMAPO COLLEGE FALL 2008 FACT SHEET
### I. Enrollment Statistics - Fall 2008

<table>
<thead>
<tr>
<th>Undergraduate</th>
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</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>4,984</td>
</tr>
<tr>
<td>Part-Time</td>
<td>577</td>
</tr>
<tr>
<td>Total</td>
<td>5,561</td>
</tr>
<tr>
<td>FTE</td>
<td>5,085</td>
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</table>

<table>
<thead>
<tr>
<th>Graduate</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>11</td>
</tr>
<tr>
<td>Part-Time</td>
<td>275</td>
</tr>
<tr>
<td>Total</td>
<td>286</td>
</tr>
<tr>
<td>FTE</td>
<td>112</td>
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</table>

<table>
<thead>
<tr>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>4,995</td>
</tr>
<tr>
<td>Part-Time</td>
<td>852</td>
</tr>
<tr>
<td>Total</td>
<td>5,847</td>
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<tr>
<td>FTE</td>
<td>5,197</td>
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### II. Student Demographics - Fall 2008

#### By Age

<table>
<thead>
<tr>
<th>Age</th>
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<tbody>
<tr>
<td>Under 25</td>
<td>84%</td>
</tr>
<tr>
<td>25 and Older</td>
<td>16%</td>
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#### By Sex

<table>
<thead>
<tr>
<th>Sex</th>
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<tbody>
<tr>
<td>Female</td>
<td>60%</td>
</tr>
<tr>
<td>Male</td>
<td>40%</td>
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#### By Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
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<tbody>
<tr>
<td>Amer. Ind./Ala. Nat.</td>
<td>0%</td>
</tr>
<tr>
<td>Asian/Pacific Is.</td>
<td>5%</td>
</tr>
<tr>
<td>Black, non-Hisp.</td>
<td>6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>9%</td>
</tr>
<tr>
<td>White, non-Hisp. missing</td>
<td>80%</td>
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### III. Admissions Statistics - Fall 2008

#### First-Time Freshmen

<table>
<thead>
<tr>
<th>No. Applications</th>
<th>5,556</th>
</tr>
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<tr>
<td>Pct. Accepted</td>
<td>46%</td>
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<tr>
<td>Enrollment Yield</td>
<td>35%</td>
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</table>

#### Transfer

<table>
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<tr>
<th>No. Applications</th>
<th>1,674</th>
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</thead>
<tbody>
<tr>
<td>Pct. Accepted</td>
<td>64%</td>
</tr>
<tr>
<td>Enrollment Yield</td>
<td>58%</td>
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</table>

#### Full-Time Freshmen (Regular)

<table>
<thead>
<tr>
<th>Mean H.S. Rank</th>
<th>78%</th>
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<tbody>
<tr>
<td>Mean SAT Reading</td>
<td>565</td>
</tr>
<tr>
<td>Mean SAT Writing</td>
<td>566</td>
</tr>
<tr>
<td>Mean SAT Math</td>
<td>585</td>
</tr>
<tr>
<td>Combined SAT</td>
<td>1,716</td>
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### IV. Degrees Awarded 2007-08

<table>
<thead>
<tr>
<th>Degree</th>
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<tbody>
<tr>
<td>B.A.</td>
<td>736</td>
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<tr>
<td>B.S.</td>
<td>368</td>
</tr>
<tr>
<td>B.S.N.</td>
<td>101</td>
</tr>
<tr>
<td>B.S.W.</td>
<td>29</td>
</tr>
<tr>
<td>M.A.L.S.</td>
<td>4</td>
</tr>
<tr>
<td>M.B.A.</td>
<td>6</td>
</tr>
<tr>
<td>M.S.E.T.</td>
<td>84</td>
</tr>
<tr>
<td>M.S.N.</td>
<td>22</td>
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<tr>
<td>Total</td>
<td>1,350</td>
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### V. Academic Programs - Fall 2008

#### Majors

<table>
<thead>
<tr>
<th>Degree</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>BS</td>
</tr>
<tr>
<td>Allied Health</td>
<td>BS</td>
</tr>
</tbody>
</table>

#### Concentrations in:

- Diagnostic Medical Sonography
- Respiratory Care
- Nuclear Medicine Technology
- Vascular Technology

1. a joint degree program with U.M.D.N.J.
V. Academic Programs - Fall 2008

(continued)

<table>
<thead>
<tr>
<th>Majors</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>BS</td>
</tr>
<tr>
<td>Music</td>
<td>BA</td>
</tr>
<tr>
<td>Nursing</td>
<td>BSN/MSN</td>
</tr>
<tr>
<td>Political Science</td>
<td>BA</td>
</tr>
<tr>
<td>Psychology</td>
<td>BA</td>
</tr>
<tr>
<td>Social Work</td>
<td>BSW</td>
</tr>
<tr>
<td>Social Science</td>
<td>BA</td>
</tr>
<tr>
<td>Sociology</td>
<td>BA</td>
</tr>
<tr>
<td>Spanish</td>
<td>BA</td>
</tr>
<tr>
<td>Theater</td>
<td>BA</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>BA</td>
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</table>

<table>
<thead>
<tr>
<th>Minors</th>
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</tr>
</thead>
<tbody>
<tr>
<td>African-Am. Studies</td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td></td>
</tr>
<tr>
<td>East Asian Studies</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>Engineering Physics</td>
<td></td>
</tr>
<tr>
<td>Environmental Science</td>
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</tr>
<tr>
<td>Environmental Studies</td>
<td></td>
</tr>
<tr>
<td>Foreign Languages</td>
<td></td>
</tr>
<tr>
<td>Gerontology</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Information Systems</td>
<td></td>
</tr>
<tr>
<td>International Business</td>
<td></td>
</tr>
<tr>
<td>Judicial Studies</td>
<td></td>
</tr>
<tr>
<td>Latin Amer. Studies</td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
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<td>Philosophy</td>
<td></td>
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<td>Political Science</td>
<td></td>
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<tr>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Public Policy</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td></td>
</tr>
<tr>
<td>Substance Abuse</td>
<td></td>
</tr>
<tr>
<td>Science, Tech. and Society</td>
<td></td>
</tr>
<tr>
<td>Theater</td>
<td></td>
</tr>
<tr>
<td>Women's Studies</td>
<td></td>
</tr>
</tbody>
</table>

Certificate Programs:
- Business Essentials
- Gerontology
- Substance Abuse

Teacher Education Programs:
- Elementary Education
- Secondary Education

VI. Library (2008)

<table>
<thead>
<tr>
<th></th>
<th>Paper - Volumes</th>
<th>Paper - Titles</th>
<th>Microform - Titles</th>
<th>Electronic - Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>185,568</td>
<td>150,859</td>
<td>356</td>
<td>503</td>
</tr>
</tbody>
</table>

VII. Tuition and Fees (2008-2009)

Undergrad. Tuition (Resident)

- F-T (Annual) $7,459.20
- Per Credit $233.10

Undergrad. Tuition (Non-Resident)

- F-T (Annual) $14,169.60
- Per Credit $442.80

Undergraduate Fees

- Annual Full-Time $3,305.60
- Per Credit $103.30

Graduate Tuition/Fees

- MLS, MET & MSN
- Resident/Cr. $510.00
- Non-Resident/Cr. $655.50

Graduate Tuition/Fees

- MBA
- Resident/Cr. $528.00
- Non-Resident/Cr. $681.00

VIII. Room and Board (2008-2009)

Housing Charges (Annual)

- Minimum $6,750
- Maximum $8,610

Board Charges (Annual)

- Minimum $2,310
- Maximum $2,970

UG in Residence Fall 2008

3,003

% of Full-time UG in Residence

60%

IX. Financial Aid (2007-2008)

Federal & State Grants & Scholarships

- Anmt. of Awards $8,375,831

Federal & State Loans

- Anmt. of Awards $29,569,955

College Grants & Scholarships

- Anmt. of Awards $5,665,997

70% of Ramapo Students receive aid from one or more of the above sources.

Additional College-based Waivers

- Anmt. of Awards $376,158

X. Facilities and Land (Fall 2008)

Buildings (total) 57

Academic/Main Support 14

Housing 35

Square Footage

- Gross 1,787,296
- Net Assignable* 1,233,036

* excluding the Bradley Sports Ctr. and The Overlook Residence Hall

XI. Officers & Exec. Committee of the Board of Trustees 2008-09

- Vernon C. Walton  Chair
- A.J. Sabath  Vice Chair
- Sharon K. McGaher  Secretary
- Thomas A. Zelante  Immediate Past Chair
- Peter P. Mercer  Ex Officio
- Patricia Kosakiewicz  Board Liaison

XII. President's Cabinet (Fall 2008)

- Peter Philip Mercer  President
- Beth E. Barnett  Provost & VP of Academic Affairs
- Pamela M. Bischoff  VP for Student Affairs
- Cathleen Davye  VP Inst. Advancement & Exec. Dir. of the Foundation
- Dorothy Echola Tobe  Chief Planning Officer
- Maria Kropin  Exec. Director of Budget & Fiscal Planning
- Patricia Kosakiewicz  Exec. Assistant to the President & Board Liaison
- Ricardo Ortego  Assoc. VP for Enrollment Management
- Christopher Romano  Special Assistant to the President
- George Tabback  Assoc. VP for Academic Affairs/CIO

XIII. Important Phone Numbers

- Main College Number (201) 684-7500
- Admissions (201) 684-7300
- Alumni Association (201) 684-7179
- Emergency (201) 684-6666
- Financial Aid (201) 684-7549
- President (201) 684-7607
- Provost (201) 684-7529
- Registrar (201) 684-7605
- Security (201) 684-7432
- Student Affairs (201) 684-7457
- Student Development (201) 684-7593
- Inclement Weather (201) 236-2902
Ramapo College of New Jersey
Self-Study Volume II:

APPENDIX C
MAJOR STUDENT SERVICES AREAS
### Ramapo College of New Jersey

#### Major Student Service Areas

<table>
<thead>
<tr>
<th>Academic Support Services</th>
<th>Co-Curricular Services</th>
<th>General/Administrative Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cahill Center for Experiential Learning and Career Services</td>
<td>Alumni Relations</td>
<td>Behavioral Intervention Team</td>
</tr>
<tr>
<td>Campus Store</td>
<td>Athletics, Intramurals and Recreation</td>
<td>Bursar's Office</td>
</tr>
<tr>
<td>Center for Academic Success (CAS)</td>
<td>Campus Ministries</td>
<td>Business Continuity/Emergency Planning</td>
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<td>Student Affairs</td>
<td>Environmental Health &amp; Safety</td>
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<td>Honors Program</td>
<td>Student Development (Student Center, Student Activities, Women’s Center)</td>
<td>Events and Conferences</td>
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<td>International Student Services</td>
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<td>Library</td>
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APPENDIX D

SUMMARY OF THE COMPOSITE FINANCIAL INDEX
(FINANCIAL RATIOS)
## Summary of The Composite Financial Index

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Composite Financial Index **1.44**
Ramapo College of New Jersey
Self-Study Volume II:

APPENDIX E

PRINCIPLES OF BUDGET DEVELOPMENT
Ramapo College of New Jersey
Principles of Budget Development

The Ramapo College planning process will help us manage resources efficiently, maintain fiscal control, improve services and processes, and allocate resources effectively.

1. The College allocates resources based on ongoing planning linked to its vision, mission and strategic goals, develops objectives to achieve these goals, and utilizes the results of its assessment activities for institutional renewal and continuous improvement. All funds (institutional, Foundation, grants) will be considered in the budgeting and decision-making process so that the College has available and/or can access the human, financial, technical, facilities, and other resources necessary to achieve its mission and goals.

2. The planned use of resources will not exceed estimated resources available unless specifically approved by the Board of Trustees.

3. The College analyzes the effective and efficient use of its resources as a part of the on-going process towards institutional effectiveness. The College regularly reviews the budget process to ensure that it provides the capacity and flexibility to allow for progress toward strategic initiatives.

4. Division and program/unit budgets will be allocated based on best practice standards with academic excellence being at the core of resource allocation decisions.

5. The College is committed to building and maintaining reserves in net assets in order to sustain the overall financial health and maintain a credit rating in accordance with the College’s Debt Policy.

6. External funds received for the benefit of the College and used for College purposes in accordance with legal stipulations of the funding source and adopted College policies and procedures, will to the extent possible, offset and/or replace College funds dedicated to the same purpose/function.

7/7/08
Ramapo College of New Jersey
Self-Study Volume II:

APPENDIX F

DISTRIBUTION OF CONTINGENCY RESERVE FUNDS
POLICY AND PROCEDURES
Overview
Contingency reserve funds are set up each fiscal year. These reserves are established to allow for the flexibility to respond to changing circumstances, unbudgeted inflationary increases, emergencies, or fund new initiatives. The College has three types of contingency reserves: operating reserves, salary reserves and capital reserves.

Operating Reserves are funded annually as part of the operating budget to respond to unanticipated circumstances. Reserves are established within each program at approximately 2% -3% of the total non-salary operating budget pool. These funds are used to cover unanticipated needs that may arise throughout the fiscal year. The funds are typically used to fund unbudgeted inflationary increases, respond to emergencies, new regulations, and new opportunities or to cover cost overruns. Any funds remaining at fiscal year end revert to the College’s net assets.

Salary Reserves are reserves funds that are built up throughout the fiscal year by centrally capturing salary savings from all full time budgeted lines monitored through Position Control. These reserve funds are used to cover increases in salary costs from reclassifications, promotions, new lines added mid year, overtime costs or any other unbudgeted salary expense. Any funds remaining at fiscal year end revert to the College’s net assets.

Capital Reserve is funded annually through a portion of the Facilities Fee. The Facilities Fee is accumulated in a capital fund reserve. Approximately $1.00 per credit of the Facilities Fee is set aside in the reserve annually to cover costs that are capital in nature (repairs, renovations, equipment or furniture). The remainder of the Facilities Fee is used to cover on-going maintenance expenses in facilities. Reserve funds remain and accumulate in the Capital Reserve until used.

Process
A budget review committee has been established and will meet bi-weekly to review requests for additional funding. The committee will review requests for additional funding and may use funding from either the Operating Reserve or the Capital Reserve. Funds allocated from the salary reserve are allocated through approvals by the Position Review Committee or the Budget Office.

The goal of the Budget Review Committee is to review requests for additional funds that may occur during the fiscal year for which a unit or school does not have sufficient funds to cover. The committee will review each request within the context of strategic initiatives, new regulations, emergencies, or other opportunities and determine if funds will be allocated from one of the contingency reserves. Funding must be approved in advance. The committee will not consider reimbursement of funds already spend unless emergency situation exists.

The committee is comprised of Chief Planning Officer, Executive Director of Budget and Fiscal Planning, Associate Provost Personnel and Budget, and the Dean of Students.
The committee will review all requests submitted and may at their discretion meet with the unit head for further discussion prior to making a decision on the funding.

Each unit requesting additional funds will be required to submit to the Budget Office the Additional Funding Request Form along with any supporting documentation. The Budget Office will review the request initially to determine if the Unit has another funding source to cover the request such as operating budget or incentive reserves. If no other source is identified, the Budget Office will bring the request before the committee for review.

The Executive Director of Budget and Fiscal Planning will have discretion to allocate funds from the reserve in emergency situations, cover increases in overhead costs such as snow removal, utility increases, increased costs due to new regulations, or to cover any shortfalls in revenues. The Committee will be advised if any such allocations are made.

The Committee will review each request and make a determination if the request warrants additional funds to be allocated from one of the contingency reserves. The Budget Office will notify the individual units of the committee’s decision and allocate the funds accordingly. The Cabinet will be advised on any allocations made from the contingency reserves. Any requests that require funding to continue in future fiscal years will be brought to the Cabinet for approval.
APPENDIX G
POSITION REVIEW COMMITTEE:
POLICY AND PROCEDURES
Position Review Policy and Procedures

A position review committee has been established and will meet on a weekly basis to review requests on all new and replacements positions (excluding faculty positions, graduate assistants, and temporary “hourlies,”) upgrades and reclassifications, "agency temps", bona fide offer of employment, and grant funded positions. The need for this committee may cease when the College has an approved strategic plan and unit heads become responsible and accountable for planning and budgeting within their units.

The committee’s goal is to conduct a thorough analysis of current and future staff positions in order to facilitate institutional staffing decisions based on qualitative and quantitative data.

Each position that comes before the committee will be reviewed within the context of the entire organization. Fiscal considerations and the reallocation of resources to fund strategic priorities will be weighed in the decision making process.

The committee is comprised of the Chief Planning Officer, who will bring the overall planning and strategic missions perspective, Executive Director of Budget and Fiscal Planning, who will bring the budget and fiscal implication perspective, Director of Institutional Research and Planning, who will bring the functional organizational chart and analytical perspective, Vice Provost for Budget and Personnel, who will bring the academic personnel perspective, and Director of Human Resources, who will bring knowledge of staffing issues, policies, procedures, past practices, and contractual issues.

The committee will meet with the unit head/hiring manager and/or division head to review all required documentation and discuss the proposed position prior to making a recommendation to the Cabinet.

Review Criteria

Each request will be reviewed based on the following criteria

- Overall responsibilities, staffing levels and functionality of the entire unit in which the requested position resides.
- Efficiency and effectiveness of current staff utilization.
- Impact of the position on the budget.
  - Salary information within the unit
  - If the request is for a new line for which there are no dollars then the line will be evaluated on a variety of measures, including relationship to the strategic plan, increase in work load, governmental mandates, and health and safety issues.
Grant funded positions will be evaluated on the basis of whether unbudgeted College funds are required to supplement grant funds.

- Benchmarking within the College as well as external groups and other market data when possible.
- Existing or future functional redundancies in College-wide operations.
- Alternative solutions i.e. impact of not filling or upgrading the line, need to continue the function, and/or reallocating resources to meet the need. In reallocating human resources, consideration will be given to the operational needs of the giving and receiving units by:
  - reviewing job descriptions in relationship to overall unit responsibilities
  - evaluating the utilization of the skill set of the reassigned employee
  - recognizing productivity and morale issues in the giving and receiving units, and
  - reviewing recommendations/observations made by the Employee Assistance Program psychologist on the work environment where transfers in or out are being considered and the impact with the proposed recommendation

Manager’s Responsibilities and Process

For Vacancies:

- Manager will complete the Staffing Requisition Form and obtain all required information and signatures as indicated in the instructions. All information and signatures should be obtained through Section D (Budget Approval) prior to submission to the committee.
- Provide a short description of the unit’s responsibilities.
- Provide job description including percentage of time and order of difficulty
- Provide a functional organizational structure of the unit, including full-time and part-time employees (agency temps, graduate assistants, students assistants); include the current and proposed structure (i.e. functional organization chart).
- Provide alternative solutions to perform function(s) if position is not filled along with the impact of not filling the position.

For Reclassifications:

- Manager will complete a Position Classification Questionnaire (DPF-44) for classified staff, or an updated job description (including percentage of time and order of difficulty) for unclassified staff.
- Consult with the division head
- Provide a memorandum outlining the reasons for the reclassification request, identifying how the job has changed, and describing specific tasks that are considered beyond the scope of the current title
- Provide a short description of the unit’s responsibilities
• Provide a functional organization structure of the unit including the current and proposed structure (i.e. functional organization chart).
• Provide alternative solutions to perform function(s) if position is not reclassified along with the impact on the function if reclassification is denied.

In the case of a disapproved action, manager may consult with unit head and division head regarding the recommendation of the committee. Further review by the PRC is at the discretion of the division head.

Committee Responsibilities and Process

1. Review position request according to criteria noted above
2. Meet with hiring manager and/or division head
3. Make recommendation to Cabinet regarding filling vacancy
4. Inform manager regarding committee’s recommendation
5. Provide monthly report to Cabinet regarding committee actions

After the committee has reviewed the request, the committee will make a recommendation to the Cabinet at its next available meeting.

Cabinet Action

1. Approve or disapprove Position Review Committee recommendations.
2. May consider additional justification from division head for disapproved action
3. Cabinet decision is final.

9/24/08
Criteria for Space Allocation Requests

Space Allocation Committee - Reporting to President’s Cabinet

Charge:
1. Establish procedures to allocate space
2. Develop up-to-date space inventory that identifies what space is used and for what purpose
3. Fulfill space requests

Criteria for Reviewing Space Requests:

1) Logic of the request (new, expansion, or relocation): unit changes that drive the request with an eye on their relationship to the Strategic Plan

2) Efficiency and effectiveness of unit’s current space utilization (complete an on-site review, as needed)

3) Required timeframe for completing the request, and whether the request is intended to fulfill a temporary or permanent need

4) Benchmarking to internal and external groups or market data, where possible

5) Governmental mandates, including health and safety issues

6) Other space needs this request might resolve or other reasons that might be of benefit to other units/divisions

7) Budget implications/cost analysis of the space request:
   a. In a relocation, potential for bringing certain functions together to decrease the number of support staff needed, thus saving the college money in the long term.
   b. With assistance from Facilities, an estimated cost should be generated to include an itemization of what will be vendor provided and what will be completed in-house.

8) Impact of not obtaining the space

Created 1/11/08
APPENDIX I

SAMPLE UNIT PLANS
Ramapo College of New Jersey

Detailed Assessment Report

Mission/Purpose

To position RCNJ to react to emergencies (act of violence, act of God, pandemic etc) recognizing the highest priority is to protect the health and safety of students, faculty, staff and visitors. We are also committed to ensure continuity of operations for academic, business and research functions of the college.

The unit was formed to work with all college units/departments to develop a "culture of preparedness". The goals for this department include assisting the larger community in developing emergency response, pandemic planning and business continuity awareness and the associated plans.

Goals and Outcome/Objectives, with Any Associations and Related Measures, Achievement Target, Findings, and Action Plans

G 1: Develop a culture of preparedness on campus

The goal of this unit is to identify and perform activities that encompass all units on campus and provide them assistance in developing institutional preparedness in the case of any emergency.

O 4: Source of Emergency Preparedness Communication Planning
Act as resource for community as it relates to Emergency Response, Pandemic Planning and Business Continuity Planning.
Provide resources and information as this relates to the Higher Education Environment.

Strategic Plans:

Ramapo College
3.5 The College will promote campus safety and security and lifestyle practices that focus on safety, health and avoiding the abuse and illicit use of alcohol and other drugs.

Related Measures:

M 5: Develop Communication venues for information
identify how to provide information to the community.

Source of Evidence: Administrative Measure

Achievement Target:
Increase participation in "Alert Me Now" by connecting registration or "Opt Out" decision to registration process. Work with IT it integrate into Banner Student and develop a process that does not impede registration.
Findings (2008-2009) - Achievement Target: Met
worked with IT to develop, test and advertise the process of registration and "Alert Me Now" hold flags. Increased participation to over 85%. Opt outs were below 10%. Completed two full cycles of the process. It was a successful implementation.

Related Action Plans:

Expand use of EP website
Use emergency preparedness website, alert me now and "snow closing" number to instruct internal and external constituencies of a "go to" place on the website for emergency information and updates. For more information, see the Action Plan Details section of this report.

M 7: Source of Emergency Preparedness Communication Planning
Become a resource for community as it relates to Emergency Response, Pandemic Planning and Business Continuity Planning. Provide resources and information as this relates to the Higher Education Environment.

Source of Evidence: Administrative Measure

Achievement Target:
Become knowledgeable of Business Continuity efforts on other campuses, inform CPO of "best practices" and activities occurring elsewhere.
Post information on Emergency Preparedness website re: instructions and information re how members (various constituency groups) need to proceed in case of emergency. In addition a draft of the Emergency Preparedness Plan is available for reading. Information available includes H1N1 Virus updates, "Alert Me Now" registration information, emergency contact information, emergency evacuation procedures, etc.

Findings (2008-2009) - Achievement Target: Met
Reported BC/DR/ER activities on campuses to the CPO; provided sample policies, websites, procedures etc for review and use as source for RCNJ decision making.
Post information on Emergency Preparedness website re: instructions and information re how members (various constituency groups) need to proceed in case of emergency. In addition a draft of the Emergency Preparedness Plan is available for reading. Information available includes H1N1 Virus updates, "Alert Me Now" registration information, emergency contact information, emergency evacuation procedures, etc. [Preview Formatting]

O 1: Develop expertise in business continuity planning
Become well versed in business continuity, especially as it relates to institutions of Higher Education.

Associations:

Institutional Priorities:

1.2 All strategic goals and objectives must be consistent with the College mission and vision and the primacy of facilitating student learning while also taking into account the needs and interests of faculty, staff, alumni, and the local, state, and global communities.

Strategic Plans:

Ramapo College
1.4 The College will provide high quality academic experiences at the undergraduate and graduate levels.
2.1 The College will operate all units efficiently and effectively in administration, communication, practices, and use and provision of human and material resources.
3.5 The College will promote campus safety and security and lifestyle practices that focus on safety, health and avoiding the abuse and illicit use of alcohol and other drugs.
3.7 The College will foster a hospitable and equitable environment for students, faculty and staff.

Related Measures:

M 6: Develop expertise in Business Continuity Planning and Emergency Response Planning.
Will attend multiple webinars, conferences and independently research emergency planning...

Source of Evidence: Administrative Measure

Achievement Target:
Received ABCP certification from Disaster Recovery Institute International in April 2009.

Findings (2008-2009) - Achievement Target: Met
Received ABCP certification from Disaster Recovery Institute International in April 2009.
Attended and completed COOP training conducted by NJOEM.
Attended 4 day seminar on Business Continuity Planning offered by FM Global.
Presented at SUMMIT 2009: Business Continuity Planning: Where do I start?
Facilitated Business Continuity Constituency Discussion group, Educause 2008

O 3: Continuity planning
Determine course of action, method of data collection to use, and timetables required in order to set business continuity planning in place.

Strategic Plans:

Ramapo College
3.5 The College will promote campus safety and security and lifestyle practices that focus on safety, health and avoiding the abuse and illicit use of alcohol and other drugs.
3.7 The College will foster a hospitable and equitable environment for students, faculty and staff.
3.8 The College will enhance internal and external communication.

Related Measures:

M 9: Continuity Planning
Set in place planning of actions timetable and determine method of data collection.

Source of Evidence: Administrative Measure

Achievement Target:
Set in place planning of actions timetable and determine method of data collection

Findings (2008-2009) - Achievement Target: Partially Met
Data will be collected and stored onsite using Berkely Ready webbased continuity planning software. Process of data collection has not begun.

**Related Action Plans:**

**Continuity Planning**
Data will be collected and stored onsite using Berkely Ready webbased continuity planning software. Process of data collection has not begun
For more information, see the Action Plan Details section of this report.

**O 2: Emergency Response Planning**
Develop process and meeting venue to include all stakeholders that are necessary to ensure the college’s preparedness.

**Strategic Plans:**

Ramapo College
3.5 The College will promote campus safety and security and lifestyle practices that focus on safety, health and avoiding the abuse and illicit use of alcohol and other drugs.

**Related Measures:**

**M 6: Develop expertise in Business Continuity Planning and Emergency Response Planning.**
Will attend multiple webinars, conferences and independently research emergency planning...
Source of Evidence: Administrative Measure

**Achievement Target:**

**Findings (2008-2009) - Achievement Target: Met**

**O 5: Secure funding**
Seek funds for emergency and business continuity planning. Federal funds should be available with deadline in May. Availability of funding also noted in latest Higher Education legislation “the availability of funding.”

**Strategic Plans:**

Ramapo College
2.3 The College will identify the strategic initiatives for which funding support will be sought from the College Foundation.

**Related Measures:**
M 3: Secure funding
Secure federal funds for continuity planning
Source of Evidence: Administrative Measure

Achievement Target:
Actively pursue opportunities to apply for grant funding that would allow us to further emergency management, emergency response and business continuity.

Findings (2008-2009) - Achievement Target: Not Met
One grant opportunity was reviewed and followed. The process was changed and instead of accepting additional applications, the grant went to the list of applications it had received in the prior year.

Action Plan:
Continue to monitor this funding source.
Also work with Grants office to identify other sources of funding.

Related Action Plans:

Seek funding
Continue to seek federal and state funding collaboratively with the Foundation.
For more information, see the Action Plan Details section of this report.

O 6: Share resources
Create a collaborative environment between state colleges and universities to provide backup sites and services for each other on a "barter system". We would enter into a formal agreement and could locate servers, etc. at other campuses to provide no cost IT backup sites.

Strategic Plans:

Ramapo College
2.1 The College will operate all units efficiently and effectively in administration, communication, practices, and use and provision of human and material resources.

Related Measures:

M 4: Share resources
Collaborate with external colleges and come up with formal agreement.

Source of Evidence: Administrative Measure

Achievement Target:
Meet with colleagues at other colleges/universities to pursue opportunities to share resources and provide back up services for each other.
Identify "opportunities" for sharing services
Identify Memorandum of Understanding language to formalize process.

Findings (2008-2009) - Achievement Target: Partially Met
Met with Rowan, Stockton, William Paterson to review opportunities for collaboration. We identified back up web presence as our first goal.

Related Action Plans:

Collaborative Initiative
reconvene with other colleges and review goals. develop action list and meet with rcnj staff to secure resources to achieve.
For more information, see the Action Plan Details section of this report.

O 7: Develop website
Develop Emergency Preparedness website in order to inform community 24/7 of events on campus.

Strategic Plans:

Ramapo College
2.1 The College will operate all units efficiently and effectively in administration, communication, practices, and use and provision of human and material resources.
3.5 The College will promote campus safety and security and lifestyle practices that focus on safety, health and avoiding the abuse and illicit use of alcohol and other drugs.
3.8 The College will enhance internal and external communication.

Related Measures:

M 8: Develop website
Develop website
Source of Evidence: Administrative Measure

Achievement Target:
Developed EPP website. Site operational Sept 2009

Findings (2008-2009) - Achievement Target: Met
Developed EPP website. Site operational Sept 2009

Related Action Plans:

Expand use of EP website
Use emergency preparedness website, alert me now and "snow closing" number to instruct internal and external constituencies of a "go to" place on the website for emergency information and updates
For more information, see the Action Plan Details section of this report.

Details for Action Plans Established This Cycle

Collaborative Initiative
reconvene with other colleges and review goals. develop action list and meet with rcnj staff to secure resources to achieve.

Priority: High

Continue to identify ways to inform the community of the plans that have been developed
develop a "publicity campaign" to inform internal and external stakeholders about the plans we have developed.

Priority: High

Responsible Person/Group: Donna Singer, Anna Farnesi, Dorothy Echols and the members of the Teams: Emergency Preparedness and Pandemic Planning.

Additional Resources Needed: will need funds for brochures, posters and graphic arts services.

continue to pursue funding opportunities
Research any state or federal funding opportunities RCNJ may qualify to apply. Work with Advancement staff to find and ultimately submit application.

**Priority:** High

**Responsible Person/Group:** Director of Business Continuity, CPO

**Additional Resources Needed:** Assistance from Grant area in Institutional Advancement

**Continuity Planning**
Data will be collected and stored onsite using Berkely Ready webbased continuity planning software. Process of data collection has not begun.

**Priority:** High

**Target Date:** 06/2010

**Continuity planning: meet with departments**

Begin meeting with key areas (identified by CPO, Director) in 1/2010.

**Priority:** High

**Target Date:** 12/2012

Meetings will begin with less than 10 departments. It will be an iterative process. Each year meetings will occur with another group of 8-10 departments. Director of BC will assist and mentor key participants in completion of continuity plan.

**Responsible Person/Group:** Director of Business Continuity, Chief Planning Officer

**Additional Resources Needed:** Director, employees responsible for critical processes and IT support for additional documentation of IT based processes.

**Develop Venue for "awareness" on campus**

Identify and act on plan to inform and train all members of the college community on the contents of the Emergency Preparedness Plan.

**Priority:** High

**Target Date:** 12/2010

Convene meetings, "town halls", newspaper articles, meet with key groups (SGA, PSA, AFT, etc) to discuss the plan and the importance of being aware of contents.

**Responsible Person/Group:** Director of Business Continuity; Director of Marketing/Communications, AVP of Marketing, CPO

**Expand use of EP website**

Use emergency preparedness website, alert me now and "snow closing" number to instruct internal and external constituencies of a "go to" place on the website for emergency information and updates.

**Priority:** High

**Responsible Person/Group:** Director of BC, AVP of Communications, Dir of Marketing and Communications, AVPs of STtent Affairs, CPO
Pursue collaborative opportunities
Pursue collaborative opportunities within NJ and other areas.

Priority: High

Responsible Person/Group: Director of business Continuity; Directors/Clo's from RCNJ and other colleges/universities in NJ.

Seek funding
Continue to seek federal and state funding collaboratively with the Foundation.

Priority: High

Target Date: 06/2010

Responsible Person/Group: Director Business Continuity Planning

Website
Continue to improve and develop

Priority: High

Analysis Answers

What are the services that your unit provides and to which population (students, faculty, staff, donors, others)?
My department affects all constituents: internal and external. The service is an "indirect service". We provide planning services to ensure the continuity of business in unnatural or crisis situations.

Please list each position in your unit, include temporary, part time, and work study student positions.
'Director: Business continuity
develop plan by working with Public Safety, Health and Safety, Communications, Facilities, Risk Management, Counseling Services, Student Affairs, Human Resources to develop a plan that covers the institution in all eventuality.

What would the consequences on your unit be with a 10% reduction in resources (staff or funds)?
'my unit would not function, I am a unit of 1

What would the consequences on your unit be with a 20% reduction in resources (staff or funds)?
'my unit would not function, I am a unit of 1

What would the consequences on your unit be with a 30% reduction in resources (staff or funds)?
'my unit would not function, I am a unit of 1

How could the college help your unit do your job better?
Provide resources to work with individual units so that their plans would progress. This is very resource intensive and could conceivably drain resources from other highly prioritized processes and initiatives.

What resources do you need to improve your services to a superior level?
If there were multiple generalists that could work with and convene departmental subject matter experts to force the initiative forward, we would be able to make progress quicker.
What are the critical functions performed by your unit?
'working with various departments on campus to develop continuity plans. Assist in
development and maintenance of emergency preparedness plan, critical incidence
response, emergency communications, pandemic planning and business continuity.

What are the non-critical functions performed by your unit.
'To develop and test a comprehensive business Continuity Plan.

What could the college do to produce revenue?
'Provide my service to other institutions or agencies.
Also: I am in the process of creating a collaborative environment between state
colleges and universities to provide backup sites and services for each other on a
"barter system" where we would enter into a formal agreement with each other and
could locate servers etc at their campuses to provide no cost IT backup sites. (the
hardware would be purchased and owned by the "original school", they would place it
in a server room at other location(s) in the state to provide cold or hot sites for IT DR
for our critical functions (as identified by the units within the owning school).
'Be diligent in looking for grant opportunities and collaborative

What could the college do to save money?

If we could take the time to review retention of records, individual processes as we
look at critical processes, we may be able to streamline some processes.
'record retention: if we take a look at the paper we collect, what is needed to retain
and incorporate that into an imaging process, we could better use the time that we
currently spend filing, moving, shredding etc.

How do you review and evaluate your units yearly performance?
We can identify our progress and the achievements easily at year’s end. We are
developing plans that never existed before and progress and accomplishments are
easy to demonstrate.
Ramapo College of New Jersey

Detailed Assessment Report  
2008-2009 School of Anisfield Business

Mission/Purpose

Ramapo College of New Jersey is a nationally acclaimed, highly selective, public comprehensive college in northern New Jersey. Established in 1979, the Anisfield School of Business is committed to educating undergraduate students through the strategic integration of the business disciplines and the liberal arts. This curriculum prepares students with the skills, knowledge, and business principles to understand and appreciate the economic, social, political, cultural, and technological environment so they will become responsible, effective leaders in the global economy.

The Anisfield School of Business places strong emphasis on teaching and mentoring. Student learning and development is of paramount importance. Faculty intellectual contributions are seen as vital in this education process. These contributions include pedagogical research to improve the instructional capabilities of faculty, practitioner research to ensure they are current and relevant in their fields, and discipline-based research to enhance them as scholars. Finally, the faculty contribute to the college and community by sharing their business expertise in private, public, and philanthropic endeavors.

Goals and Outcome/Objectives, with Any Associations and Related Measures, Achievement Target, Findings, and Action Plans

G 1: Promote Faculty Development
Increase the academic and professional qualifications of our faculty.

O 1: Faculty Development
Grow the academic and professional qualifications of our faculty in order to continually inform their teaching since faculty intellectual contributions are seen as vital in this education process. Create an environment which is supportive of high quality scholarly activity to insure ongoing maintenance of these qualifications.

Associations:

Institutional Priorities:

1.1 All strategic goals and objectives must be consistent with the role of providing a high quality comprehensive education based on the liberal arts with particular emphasis on international education; intercultural understanding; interdisciplinary curricula, perspectives and analysis; and experiential learning.

Strategic Plans:

Ramapo College
1.3 The College will implement a sustainable program of faculty development designed to enhance the quality of teaching and learning, and increase opportunities for faculty scholarship.

Related Measures:

M 1: Faculty Development
Achieve and maintain at least 50% of faculty academically qualified (AQ) and 90% of faculty academically or professionally qualified (PQ).

Source of Evidence: Administrative Measure

Achievement Target:
Achieve and maintain at least 50% of faculty academically qualified (AQ) and 90% of faculty academically or professionally qualified (PQ).

Findings (2008-2009) - Achievement Target: Partially Met
Achieved 65.1% AQ and 93.0% AQ+PQ faculty qualifications in fall, 2009.
Must maintain levels above 50% AQ and 90% AQ+PQ on an on-going basis for rolling five year period.
Paid $24,500 in FY09 in incentive awards for 15 refereed journal articles, 19 presentations and 2 conference proceedings.
Continue ASB Research Incentive Plan and other research support activities to maintain AQ/PQ levels.

Related Action Plans:
Faculty Development FY09
Implement Research Incentive Plan - ongoing;
Hire only AQ or PQ full time and adjunct faculty - ongoing;
Dedicate "Flex Units" of all faculty to research - ongoing;
Implement Anisfield Research Fellowships - ongoing;
Conduct internal research seminar series - on-going;
Mentor new faculty with tenured, AQ/PQ faculty - ongoing.
For more information, see the Action Plan Details section of this report.

G 2: Discipline Integration
Integration of the business disciplines and the liberal arts.

O 2: Discipline Integration
Incorporate liberal arts-based learning goals and objectives in core program: Oral and Written Communications, Ethics, Integration, Perspectives and Reasoning.

Associations:

Institutional Priorities:

1.1 All strategic goals and objectives must be consistent with the role of providing a high quality comprehensive education based on the liberal arts with particular emphasis on international education; intercultural understanding; interdisciplinary curricula, perspectives and analysis; and experiential learning.

Strategic Plans:

Ramapo College
1.2 The College will continue to graduate students who are life-long learners and who possess the necessary skills, knowledge, and ethics to seek enriching experiences and to develop new ways of thinking,
acting, and engaging.

Related Measures:

M 2: Discipline Integration
Student Learning Goals and Objectives mapped to core courses - ongoing.
Source of Evidence: Academic Direct Measure

Achievement Target:
Map student learning goals and objectives to core courses.

Findings (2008-2009) - Achievement Target: Partially Met
Revised matrix of student learning goals and objectives mapped to core courses to reflect Business Writing Across the Core program. Continue to review mapping to ensure alignment with curricular improvements.
Attracted the Eastern Economics Association to move its headquarters to the Anisfield School of Business and appoint an ASB faculty member as the executive director.

Related Action Plans:

Discipline Integration
Revised matrix of student learning goals and objectives mapped to core courses to reflect Business Writing Across the Core program. Continue to review mapping to ensure alignment with curricular improvements. Attracted the Eastern Economics Association to move its headquarters to the Anisfield School of Business and appoint an ASB faculty member as the executive director.
For more information, see the Action Plan Details section of this report.

G 3: Curriculum Management
Curriculum Management

O 3: Curriculum Management
Develop and implement a comprehensive curriculum management process for the Anisfield School of Business (ASB) that ensures consistency.
Keep program relevant by reflecting input of stakeholders and involving them in program design and delivery.

Strategic Plans:

Ramapo College
1.2 The College will continue to graduate students who are life-long learners and who possess the necessary skills, knowledge, and ethics to seek enriching experiences and to develop new ways of thinking, acting, and engaging.

Related Measures:

M 3: Curriculum Management
Compare core business program with best practices at other schools and with AACSB Standards and address gaps as necessary - ongoing;
Develop core course outlines and bring syllabi into alignment - ongoing;
Include experiential learning in core - future;
Create majors out of concentrations and establish minors for all disciplines - Fall, 2009;
Convene Dean's Student Advisory Council - ongoing;
Convene ASB Alumni Advisory Board - ongoing;
Convene ASB Business Advisory Board - ongoing.

Source of Evidence: Benchmarking

Achievement Target:
- Compare core business program with best practices at other schools and with AACSB Standards and address gaps as necessary - ongoing;
- Develop core course outlines and bring syllabi into alignment - ongoing;
- Include experiential learning in core - future; Create majors out of concentrations and establish minors for all disciplines - future; Convene Dean's Student Advisory Council - ongoing; Convene ASB Alumni Advisory Board - ongoing; Convene ASB Business Advisory Board - ongoing

Findings (2008-2009) - Achievement Target: Partially Met
- Established new minors in Information Systems and Accounting;
- Reviewed fall, 2008 core course syllabi and brought them into alignment with course outlines; Established Core Course Coordinators for each core course; Convened Dean's Student Advisory Council six times, the Alumni Advisory Board three times and the Business Advisory Board twice in 2008-09.

Related Action Plans:
- Curriculum management
  - Continue Comparison

Compare core business program with best practices at other schools and with AACSB Standards and address gaps as necessary - ongoing; Develop core course outlines and bring syllabi into alignment - ongoing; Include experiential learning in core - future; Create majors out of concentrations and establish minors for all disciplines - future; Convene Dean's Student Advisory Council - ongoing; Convene ASB Alumni Advisory Board - ongoing; Convene ASB Business Advisory Board - ongoing
For more information, see the Action Plan Details section of this report.

G 4: Assurance of Learning
Student-learning assessment. Provide improved academic support services to ASB students.

O 4: Student-learning assessment
Design an Assessment Program to measure student achievement against the Learning Goals and evolve core curricula based upon assessment results.

Strategic Plans:
- Ramapo College
  1.2 The College will continue to graduate students who are life-long learners and who possess the necessary skills, knowledge, and ethics to seek enriching experiences and to develop new ways of thinking, acting, and engaging.

Related Measures:

M 4: Assurance of Learning
Define Student Learning Goals and Objectives (SLGO) - in place;
Map SLGO's to core business courses - in place;
Develop and beta test assessment methodology - in place;
Develop and implement an assessment plan to assess all SLGO's - ongoing;
Design and implement a feedback mechanism to revise course curricula based upon assessment results - ongoing.

**Source of Evidence: Administrative Measure**

**Achievement Target:**
Define Student Learning Goals and Objectives (SLGOs); Map SLGOs to core business courses; Develop and beta test assessment methodology; Develop and implement an assessment plan to assess all SLGOs; Design and implement a feedback mechanism to revise course curricula based upon assessment results.

**Findings (2008-2009) - Achievement Target: Partially Met**
Student Learning Goals and Objectives (SLGOs) established and mapped to core business courses for 2008-2009; Assessed all SLGOs in AY 2008-2009 for the second time, revised assessment process based on findings, and initiated "closing the loop" activities in Ethics, Written Communications and other areas to revise course curricula based upon the assessment results.

**Related Action Plans:**

**Assurance of Learning**
Continue to: Define Student Learning Goals and Objectives (SLGOs); Map SLGOs to core business courses; Develop and beta test assessment methodology; Develop and implement an assessment plan to assess all SLGOs; Design and implement a feedback mechanism to revise course curricula based upon assessment results.
For more information, see the **Action Plan Details** section of this report.

**G 5: Improve Student Support Services**
Provide improved academic and career support services for ASB students.

**O 5: Improve Student Support Services**
Develop plans to enhance ASB career services - ongoing; Improve communication between the dean’s office and ASB students - in place;
Provide Academic Success information sessions to freshmen and transfer students to explain program basics including the different business majors - ongoing;
Hold Business Panels for juniors and seniors to learn about careers in their fields and characteristics employers look for - ongoing;
Hold Alumni Networking Roundtables where juniors and seniors networked with successful ASB alumni - ongoing;
Pilot student mentoring program with KPMG - ongoing;
Coordinate academic advising of ASB students campus wide - ongoing;
Survey ASB students bi-annually to identify gaps in services - spring, 2010

**Associations:**

**Institutional Priorities:**

1.2 All strategic goals and objectives must be consistent with the College mission and vision and the primacy of facilitating student learning while also taking into account the needs and interests of faculty, staff, alumni, and the local, state, and global communities.

**Strategic Plans:**

Ramapo College
1.2 The College will continue to graduate students who are life-long learners and who possess the necessary skills, knowledge, and ethics
to seek enriching experiences and to develop new ways of thinking, acting, and engaging.

**Related Measures:**

**M 5: Improve Student Support Services**
Design and implement an integrated student support plan that guides students from admission to the Anisfield School of Business to graduation.

**Source of Evidence:** Administrative Measure

**Achievement Target:**
Develop plans to improve ASB career services; improve communications between dean's office and ASB students; provide Academic Success information sessions to incoming freshmen and transfer students; hold business panels for juniors and seniors to learn about careers in their fields; hold alumni networking event to connect students to successful ASB alumni; pilot student mentoring program; coordinate academic advising of ASB students campus wide.

**Findings (2008-2009) - Achievement Target: Partially Met**
Electronic signboards installed on three floors of ASB building displaying information for ASB students; Academic Success presentation made by dean at every freshman and transfer orientation; Business Panel held in Dec, 2008; Second Annual Alumni Networking Roundtable held in March, 2009; eight students assigned mentors through KPMG; consistent advisement information distributed to Academic Advisement, OSS, EOF, Athletics advisors.

**Related Action Plans:**

**Improve student support services**
Continue to: Develop plans to improve ASB career services; improve communications between dean's office and ASB students; provide Academic Success information sessions to incoming freshmen and transfer students; hold business panels for juniors and seniors to learn about careers in their fields; hold alumni networking event to connect students to successful ASB alumni; pilot student mentoring program; coordinate academic advising of ASB students campus wide
For more information, see the Action Plan Details section of this report.

**G 6: AACSB Accreditation**
'Achieve AACSB International Business accreditation as a reflection of the quality of the educational experience.

**O 6: AACSB**
'Meet AACSB standards for Business Accreditation of Undergraduate Programs and demonstrate this to AACSB.

**Strategic Plans:**

Ramuco College
1.4 The College will provide high quality academic experiences at the undergraduate and graduate levels.
1.6 The College will place high priority on the provision and modernization of classrooms, laboratories, and other space consistent with academic plans.
Related Measures:

M 6: AACSB

Conduct Self-Evaluation with support of Chair of peer review team - spring - fall, 2009;

Conduct mock peer review team visit - spring, 2009;

Submit Self Evaluation Report to IAC - Dec., 2009;

Host Peer Review Team Visit - spring/summer, 2010;

Receive Initial Business Accreditation by AACSB - Dec., 2010.

Source of Evidence: Administrative Measure

Achievement Target:

File Accreditation Plan with AACSB Pre-Accreditation Committee - in place;

File Annual Report on progress to Initial Accreditation Committee (IAC) - Oct., 2008;

Apply for initial accreditation - Dec., 2008;

Conduct Self-Evaluation with support of Chair of peer review team - spring - fall, 2009;

Conduct mock peer review team visit - spring, 2009;

Submit Self Evaluation Report to IAC - Dec., 2009;

Host Peer Review Team Visit - spring/summer, 2010;

Receive Initial Business Accreditation by AACSB - Dec., 2010.

Findings (2008-2009) - Achievement Target: Partially Met

Filed Annual Report with AACSB October, 2008; Applied for initial accreditation and was accepted by AACSB Feb. 2009 (application fee of $12,000 funded by $11,000 SPIF request); Self evaluation year set for AY2009-2010, Peer review team assigned in April, 2009 and team visit set for Oct. 24-27, 2010.

Related Action Plans:

AACSB Accreditation Application
Submit initial business accreditation application with AACSB International.
For more information, see the Action Plan Details section of this report.

Details for Action Plans Established This Cycle

AACSB Accreditation Application
Submit initial business accreditation application with AACSB International.

Priority: High
Target Date: 06/2009
Responsible Person/Group: Lewis Chakrin
Budget Amount Requested: $11000

Assurance of Learning
Continue to: Define Student Learning Goals and Objectives (SLGO); Map SLGO's to core business courses; Develop and beta test assessment methodology; Develop and implement an assessment plan to assess all SLGO's; Design and implement a feedback mechanism to revise course curricula based upon assessment results.

Priority: High

Curriculum management
Continue Comparison

Compare core business program with best practices at other schools and with AACSB Standards and address gaps as necessary - ongoing; Develop core course outlines and bring syllabi into alignment - ongoing; Include experiential learning in core - future; Create majors out of concentrations and establish minors for all disciplines - future; Convene Dean's Student Advisory Council - ongoing; Convene ASB Alumni Advisory Board - ongoing; Convene ASB Business Advisory Board - ongoing.

Priority: High

Discipline Integration
Revised matrix of student learning goals and objectives mapped to core courses to reflect Business Writing Across the Core program. Continue to review mapping to ensure alignment with curricular improvements. Attracted the Eastern Economics Association to move its headquarters to the Anisfield School of Business and appoint an ASB faculty member as the executive director.

Priority: High

Faculty Development FY09
Implement Research Incentive Plan - ongoing; Hire only AQ or PQ full time and adjunct faculty - ongoing; Dedicate "Flex Units" of all faculty to research - ongoing; Implement Anisfield Research Fellowships - ongoing; Conduct internal research seminar series - on-going; Mentor new faculty with tenured, AQ/PQ faculty - ongoing.

Priority: High
Target Date: 06/2009
Budget Amount Requested: $25000

Improve student support services
Continue to: Develop plans to improve ASB career services; improve communications between dean's office and ASB students; provide Academic Success information sessions to incoming freshmen and transfer students; hold business panels for juniors and seniors to learn about careers in their fields; hold alumni networking event to connect students to successful ASB alumni; pilot student mentoring program; coordinate academic advising of ASB students campus wide.

Priority: High

Analysis Answers
What are the services that your unit provides and to which population (students,
faculty, staff, donors, others)?
1300 business students, 21 Business Essentials Certificate Program students, 32 full
time faculty and 24 adjunct faculty.
The unit operates full time, 12 months of the year to support these populations.

Please list each position in your unit, include temporary, part time, and work study
student positions.

'Dean

Faculty (32 full time, 24 adjunct). For full listing go to:
http://ww2.ramapo.edu/libfiles/asb/Spring,%202008%20Table%209.1.pdf
and use password rcnj.

Staff:
Unit Secretary
Unit Support Sytems Rep.
Unit Support Systems Rep. (half time)
Student Office Assistant (4 hrs./week)
Professional Services Specialist
AACSB Accreditation Specialist

What would the consequences on your unit be with a 10% reduction in resources
(staff or funds)?
'We assume no reduction in existing full time faculty. A 10% staff non-salary reduction
would impact progress toward AACSB accreditation, the degree of support provided
to faculty and advising and mentoring of students.

What would the consequences on your unit be with a 20% reduction in resources
(staff or funds)?
'Ve assume no reduction in existing full time faculty. A 20% staff non-salary reduction
would severely impact progress toward AACSB accreditation, the degree of support
provided to faculty and advising and mentoring of students.

What would the consequences on your unit be with a 30% reduction in resources
(staff or funds)?
'Ve assume no reduction in existing full time faculty. A 30% staff/non-salary reduction
would materially delay accreditation and hamper the effectiveness of the unit because
of the lack of faculty and student support.

What are the critical functions performed by your unit?
'1) Education and advisement of 1300 undergraduate business students (fall, 2008)
in seven majors/concentrations.

2) Pursuit of AACSB accreditation.

**What are the non-critical functions performed by your unit.**

1) Supporting extracurricular academic club activities and honor societies.
2) Efforts to expand student population, e.g. through certificate programs.

**What could the college do to produce revenue?**

- New certificate programs e.g. the recently introduced Business Essentials Certificate Program.
- Develop new certificate, summer, and graduate programs after careful analyses of the incremental revenues and costs for such programs.

**What could the college do to save money?**

- Experimenting with online courses in various disciplines.
- Use of web based faculty data systems, e.g. SEDONA, to replace hard copy binders for reappointment, promotion, tenure, sabbatical applications, SBR's, etc.
- Approval processes with more than two signatures, e.g. staffing requisitions which require seven signatures.
Ramapo College of New Jersey
Self-Study Volume II:

APPENDIX J

GENERAL EDUCATION AT RAMAPO COLLEGE
2006-2009
General Education at Ramapo College, 2006-2009

A history and review, as background to frame Fall 2009 Gen Ed discussions, prepared by Emma C. Rainforth, Acting VPCA, September 2009.

- For a quick review of the development of the current Gen Ed, refer to sections 1.1, 2.1, 3, and 4.
- For the initial working group discussions on 10/7, you will need the Category Descriptions and LGOs (sections 1.2, 2.7).

Contents
1. The current Gen Ed curriculum
   1.1. Background
   1.2. Category descriptions
   1.3. Requirements for Transfers
   1.4. Current courses
2. Ramapo’s Learning Goals and Outcomes
   2.1. Introduction
   2.2. International Education (IE Advisory Committee, Spring 2007)
   2.3. Experiential Learning (EL Task Force, Spring 2007)
   2.4. Intercultural Understanding (IU Task Force, Spring 2007)
   2.5. Interdisciplinary Education (IE Task Force, Spring 2007)
   2.6. General Education (ARC, Spring 2007)
   2.7. All-College Learning Goals and Outcomes (LGO Task Force, Fall 2007)
3. General Education Pilot Assessment (Fall 2007 – Spring 2008)
4. Ad Hoc Working Group for General Education
   4.1. Introduction
   4.2. Assessment Plan
   4.3. Proposed Institutional Structure – ‘GECCo’

Appendices
1. CLA III Final Recommendations for General Education
2. Task Force Reports
   a. International Education Advisory Committee
   b. Experiential Learning Task Force
   c. Intercultural Understanding Task Force
   d. Interdisciplinary Education Task Force
   e. ARC Gen Ed report
   f. LEAP goals
3. Gen Ed Pilot Assessment – complete report
4. Ad Hoc Working Group for General Education – complete report
1. The current (2009-10) Gen Ed curriculum

1.1 Background:

The current Gen Ed curriculum was designed for the Curriculum Enhancement Plan, the college-wide curricular revision which took effect in Fall 2006. The Gen Ed program was implemented as originally proposed by the CEP faculty planners (see Appendix 1), with one exception; instead of two Topics courses, there is only one required (Topics in Science (to be taken by all but TAS majors) was dropped because TAS did not have either the faculty resources or the lab/classroom space to mount the program).

1.2 Category Descriptions

Source: 2009-10 College Catalog, http://www.ramapo.edu/catalog_09_10/general-education.html

<table>
<thead>
<tr>
<th>INTD 101 First-Year Seminar (FYS) (Also AllD 101 and CNTP 101)</th>
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<tr>
<td>Designed especially for first-year students, First-Year Seminar (FYS) provides a comprehensive introduction to college-level learning. FYS courses are developed around an academic theme or topic based on the expertise of each course instructor, providing students with the opportunity to select a seminar that best suits their interests. FYS encourages new students to participate in a community of learners, to strengthen their critical thinking skills, and to communicate effectively both orally and in writing.</td>
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<tr>
<th>ENGL 180 College English</th>
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<td>The objective of this course is to strengthen students' critical reading and writing. The course will include writing a research paper and developing information literacy. Students will participate in revising, peer critiquing, and faculty-student conferences.</td>
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<tr>
<th>SOSC 101 Social Issues</th>
<th>or</th>
<th>BADM 115 Perspectives of Business and Society</th>
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<tr>
<td>The objective of this course is to provide a forum for the historical, academic and personal exploration of race, class, ethnicity and gender and the ways these categories can benefit or oppress college students and American Society. It will cultivate in-depth conceptual approaches to these key areas.</td>
<td>The objective of this course is to explore modern American business. The course will examine the evolution of our economic system from historical, political, sociological, economic, and cultural perspectives, and will discuss current issues that involve industry within a changing social framework.</td>
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<tr>
<th>History Category (100 level)</th>
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<tr>
<td>The courses in this category develop an appreciation of change over time, and the often complex forces that have shaped the past. Students gain an understanding not just of content, but of historical process and method as well. Courses which meet this requirement are:</td>
</tr>
<tr>
<td>- HIST 101 Introduction to US History I</td>
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<tr>
<td>- HIST 102 Introduction to US History II</td>
</tr>
<tr>
<td>- HIST 105 Western Studies I</td>
</tr>
<tr>
<td>- HIST 106 Western Studies II</td>
</tr>
<tr>
<td>- HIST 109 World Civilization I</td>
</tr>
<tr>
<td>- HIST 110 World Civilization II</td>
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<tr>
<th>Mathematical Reasoning Category (100 level)</th>
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<tbody>
<tr>
<td>The courses in this category develop a student's mathematical reasoning skills including formulating and</td>
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</table>
solving problems, thinking critically, and reasoning abstractly.

**Science with Experiential Component Category (100 level)**
This category contains 100-level science that provide a significant experiential component, which could be a lab or fieldwork. Students in these courses will create and analyze data.

**AIID 201 Readings in the Humanities**
This course is an introduction to major texts by authors who have produced distinctive statements about the human experience. The common core of readings will include selections from the Bible, Greek literature and philosophy, Shakespearean literature, and modern literature. The course will enhance students’ appreciation of the ways historical and philosophical narratives, fiction, poetry, and drama have helped enrich our understanding of human experience through extensive reading and reflective and analytical writing.

**Intercultural North America Category (200-300 level)**
Students will gain an understanding of different cultures and the relationships among cultures and peoples within North America (i.e., the United States, Canada, Mexico, and the Caribbean.) Students will reflect upon and analyze texts and products which illustrate the symbolic nature of culture and the exchange of meaning. Courses will examine cultural and artistic productions, everyday life, material culture, and other manifestations of culture, as well as how these are linked to heritages and peoples beyond North American boundaries.

**International Issues Category (200-300 level)**
The objective of courses in this category is to provide a context through which students learn to interpret and critically analyze recent world events, focusing on the coordination of economic, cultural, social, and political activities. Courses will examine the increasing interconnectedness of nations and peoples throughout the 20th and 21st centuries.

**Topics (200-300 level)**
- address subject matter in historical context.
- feature readings and/or other "texts," including film and visual arts, where appropriate.

**Topics: Arts and Humanities Category**
Courses in this category introduce students to the methods of inquiry in the arts and humanities through the critical examination of works (texts, artworks, artifacts, performances, films, media, etc.). This category includes courses which provide the social, cultural, and historical contexts of the field of inquiry. **or**

**Topics: Social Sciences Category**
These courses provide students with a scientific understanding of the social forces which shape human experience and society over time. Students apply theories and methods to the study of human and social development, group behavior, and the resolution of collective conflicts.

**Writing Intensive Requirement:**
Four writing intensive courses are required: College English, Readings in the Humanities, and two other courses. These two courses will consist of any 200/300 level Writing Intensive course, and a Disciplinary or Interdisciplinary capstone course.

### 1.3 Gen Ed for Transfer Students

<table>
<thead>
<tr>
<th>Category</th>
<th>0-47 credits in transfer by matric date</th>
<th>48 or more credits in transfer by matric date</th>
<th>AA or AS degree from NJ 2 year school</th>
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<tbody>
<tr>
<td>First Year Seminar</td>
<td>Required of First-time</td>
<td>Waived</td>
<td>waived</td>
</tr>
<tr>
<td>Course</td>
<td>Freshman only. Others waived</td>
<td>Required</td>
<td>Waived EXCEPT Social Issues is not waived for SSHS and Teacher Education</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------</td>
<td>----------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Social Issues OR Perspectives of Business and Society</td>
<td>Required. Notes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- ASB students must take</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Perspectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- SSHS students must take</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College English</td>
<td>Required</td>
<td>Required</td>
<td></td>
</tr>
<tr>
<td>Math (check major to select proper math course)</td>
<td>Required</td>
<td>Required</td>
<td>NOT waived in some majors. Fulfilled by transferred course in others.</td>
</tr>
<tr>
<td>History</td>
<td>Required</td>
<td>Waived</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Required</td>
<td>Required</td>
<td></td>
</tr>
<tr>
<td>Readings in Humanities</td>
<td>Required</td>
<td>Waived</td>
<td></td>
</tr>
<tr>
<td>Intercultural North America</td>
<td>Required</td>
<td>Required</td>
<td></td>
</tr>
<tr>
<td>International Issues</td>
<td>Required</td>
<td>Required</td>
<td></td>
</tr>
<tr>
<td>Topics in Arts &amp; Humanities OR Topics in Social Science</td>
<td>Required: Check major to</td>
<td>Waived</td>
<td></td>
</tr>
<tr>
<td></td>
<td>determine which category</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>you need.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Source: [http://www.ramapo.edu/admissions/requirements/transfer.html](http://www.ramapo.edu/admissions/requirements/transfer.html); Danny Jean (CAAFYE), pers. comm.)

1.4 Current Courses

See 2009-10 Catalog, [http://ww2.ramapo.edu/admissions/caafye/fouryear/gened.aspx](http://ww2.ramapo.edu/admissions/caafye/fouryear/gened.aspx)
2. Ramapo’s Learning Goals and Outcomes

2.1 Introduction

In Fall 2007, the Faculty Assembly was presented with the final report of the Learning Goals and Outcomes Task Force. This document, developed by faculty, staff and administrators, defined goals and broad outcomes that ‘all Ramapo graduates should be able to know or do’. Whilst never formally adopted as all-college student learning goals and outcomes, this document forms the basis of the current (Fall 2009) general education discussions. Given that the LGO document defines what graduates should be accomplishing, the LGO TF recognized that many of these goals and outcomes would, in practice, be embedded within the General Education program.

The LGO document was used as the basis for pilot Gen Ed assessment in Spring 2008, and by the Summer 2009 Ad Hoc Working Group for Gen Ed.

The genesis of the LGO document is outlined here:

**Spring 2007:**

**International** Education Report
- Spring 2006: Provost Ecker created the International Education Advisory Committee, charged with exploring all aspects of International Education at Ramapo
- Fall 2006: Provost Barnett additionally charged this group with identifying student learning goals and outcomes
- ongoing roles include working with ARC and the Roukema Center to oversee the Ramapo Education Abroad offerings.
- Report (including Mission, Goals, Student Learning Outcomes) presented to faculty, discussed, and revised in Spring 2007.

**Interdisciplinary** Education, **Experiential** Learning, **Intercultural** Understanding Reports
- Fall 2006: Provost Barnett created three Pillar Task Forces, charged with defining these pillars and developing a mission and learning goals and outcomes for them.
- Reports presented to faculty, discussed, and revised in Spring 2007.

ARC’s **General Education** Report
- Fall 2006: ARC charged with developing a mission, and learning goals and outcomes, for the new (CEP) Gen Ed program.
- Report presented to faculty, discussed, and revised in Spring 2007.

**Fall 2007:**

**Learning Goals and Outcomes** Task Force
- Summer 2007: Charged by Provost Barnett with developing learning goals and outcomes that reflect ‘what all Ramapo graduates should know / be able to do’
- Task Force synthesized and simplified the reports of the International Education committee, the three Pillar task forces, and the ARC Gen Ed report; the LEAP goals were also reviewed (as were student learning outcomes from other institutions).
Presented to the campus for input in early Fall 2007; final report presented in late Fall 2007.
Faculty Assembly did not vote on accepting these goals / outcomes, but they were used as the foundation for both the Spring 2008 Pilot Gen Ed Assessment, and the Gen Ed Assessment Plan drafted in summer 2009 by the Ad Hoc Working Group for Gen Ed.

2.2 International Education

Source: http://ww2.ramapo.edu/libfiles/Provost/International%20Education%20final%20report%20200607.pdf

For context, see the full report (Appendix 2A) of the International Education Advisory Committee, Spring 2007.

**Vision:** Students attending Ramapo College will have the inclination, knowledge, and skills to thoughtfully engage their own cultures and cultures that are not their own with respect, understanding, and openness, and critical analysis.

**Mission:** We will create a holistic educational experience that enables our students to become literate, intentional and empowered global citizens. We endeavor to provide our students with classroom and experiential learning opportunities that will develop the knowledge, skills, and dispositions necessary for successful intercultural transactions.

Thus, courses with an international component (including education abroad opportunities) should address as many of the following objectives as appropriate. As a whole, international programming should enable students to:

- Communicate in other languages
- Recognize the contributions and demands their culture places on other cultures
- Reflect on the cultural contexts in which they live and compare their attributes to other cultures
- Enhance their appreciation for the literature, art, music, and other artistic expressions of other cultures
- Comprehend the causes and consequences of the disparity in the global distribution of power and resources
- Experientially comprehend the reality of people whose lives are economically and politically disadvantaged and engage this reality through active forms of learning that involve services and concrete actions
- Demonstrate an understanding of how the globalized economy can impact local economies and wider geographic regions
- Analyze the conditions which produce changing migration patterns and/or environmental, health and social problems, and seek solutions or alternatives to these issues
- Understand the relationship of landscape and environment to way of life, and the implications of environmental changes for population survival, cultural identity, lifestyle, and health
- Understand the rise of the nation state and shifting international dynamics as well as their relationship to the changing nature of culture, ethnicity, religion, government, business, and other forms of identity

2.3 Experiential Learning
Definition:
Experiential learning is a purposeful process of engaged, active learning in which the student constructs knowledge, skills, or values by means of direct experiences in authentic, real-world contexts.

Experiential learning often includes the following components:
- Hands-on or minds-on engagement
- Facilitated, guided practice
- Multi-dimensional growth/development
- Reflection
- Application of theory/classroom knowledge
- Student learning goals, assessments, and documentation
- Service to a larger community

Vision:
The Task Force on Experiential Learning believes that EL always has been, and still is, a fundamental mission of Ramapo College. Toward that mission, the Task Force envisions:
- A full-spectrum view of EL that includes service-learning, cooperative education, internships, apprenticeships, field mentors, and other hands-on learning experiences.
- Students as lifelong learners.
- A clear, explicit, organic integration of EL into content majors by means of College, program, and/or course outcome statements.
- Systematic and explicit assessments of College, program, and course EL goals.
- Assessment standards that are developmental, challenging students to move from simple to more complex tasks and understandings.
- Data collection to document achievement of EL goals.
- That the faculty develop mechanisms to oversee College/course EL goals and assessments.
- That the College supports the resources, time, and professional development needed for faculty and staff to implement the EL component of the College mission.

Goals:
With respect to goals that support the experiential pillar of the College, the Task Force on Experiential Learning suggests that:

1. That EL opportunities are designed to enhance students' civic engagement, pre-professional, global/intercultural, and real world problem-solving perspectives.
2. The College provides students the opportunity to share and/or exhibit their EL achievements, and to be recognized for them.
3. That EL equips students with the spirit and skills of lifelong learners.
4. That EL is an explicit, integral component of all College content majors and/or programs, as evidenced by learner outcome statements.
5. That assessment and evaluation of EL are required at all levels of the curriculum.
6. That evidence of EL is documented by students and submitted to faculty.
7. That assessment of EL goals is part of each convening group's five year review process, the results of which are submitted to Deans and to the Associate Provost for Academic Affairs.
8. That College-wide implementation of EL opportunities is developmental, progressing from greater faculty oversight to greater student self-monitoring.
9. That College resources for the professional development of faculty and staff are augmented.
10. That orientation sessions for new faculty provide information on EL.
11. The new students are oriented to the EL pillar of the College (in first-year seminar, for example).
12. That Ramapo College's partnerships with external agencies, service providers, and businesses are strengthened.
13. That the Cahill Center continues to coordinate EL placements and documentation support.
That the CEP requirement for “experiential learning” be renamed and re-conceptualized

### 2.4 Intercultural Understanding

Source: [http://ww2.ramapo.edu/libfiles/Provost/Intercultural%20final%20report%200607.pdf](http://ww2.ramapo.edu/libfiles/Provost/Intercultural%20final%20report%200607.pdf)

For context, see the full report of the Intercultural Understanding Task Force ([Appendix 2C](#)).

<table>
<thead>
<tr>
<th>Definition:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercultural Understanding is both an approach and an outcome of the learning process. It promotes critical sensitivity to cultural differences among peoples within nations as well as across nations. This approach promotes equal value in all human life and serves for preparation for membership in a diverse and pluralistic global community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vision:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercultural Understanding is an integral component of the curriculum and the community at Ramapo College. All students will be encouraged to develop the knowledge and skills required to negotiate and flourish in a diverse, transnational environment (one that acknowledges the impact of globalization on our local experiences). Their educational and co-curricular experiences should enable students to become empowered global citizens ready to continue their engagement in critical analysis of privilege and power structures. This learning process and outcome will emphasize the cultivation of equitable local and global relationships both across and within nations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Disposition towards lifelong learning that includes a critical engagement with cultures.</td>
</tr>
<tr>
<td>- Recognition and value for one’s own cultures as well as the cultures of others.</td>
</tr>
<tr>
<td>- Knowledge of cultural differences among peoples within nations as well as across nations.</td>
</tr>
<tr>
<td>- Development of global citizens and preparation for active membership in a diverse and pluralistic global community.</td>
</tr>
<tr>
<td>- Development of skills to negotiate and flourish in a culturally diverse environment.</td>
</tr>
<tr>
<td>- Engage in critical analysis of privilege and power structures through an understanding that position informs perspectives.</td>
</tr>
</tbody>
</table>

### 2.5 Interdisciplinary Education

Source: [http://ww2.ramapo.edu/libfiles/Provost/interdisciplinary%20final%20report%200607.pdf](http://ww2.ramapo.edu/libfiles/Provost/interdisciplinary%20final%20report%200607.pdf)

For context, see the full report of the Interdisciplinary Education Task Force ([Appendix 2D](#)).

<table>
<thead>
<tr>
<th>Definition:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interdisciplinary education is the interaction, integration, or synthesis of knowledge and learning across disciplines.</td>
</tr>
</tbody>
</table>
Vision:
Corresponding with the fundamental principles of liberal arts education, interdisciplinarity creates a dynamic learning environment that encourages critical inquiry, collaboration, and integrative thinking. Indeed, the College’s founding vision included an “interdisciplinary approach (that) transcends the limits of the traditional departmental organization and encourages the student to see the parts of a problem in relationship to the whole, to think in broad but related terms.”\(^1\) Ramapo College reaffirms the value of a collegial environment that promotes integrative and cross-disciplinary discourse and learning. In so doing, the College fosters opportunities for students to experience a more holistic education, preparing them to best understand the increasingly complex and rapidly evolving nature of our contemporary world, to lead successful, meaningful professional lives, and to effectively engage in civic society.

Goals:
Student learning goals for interdisciplinary education at Ramapo College include the critical thinking, problem solving, and analytical skills that characterize liberal arts education. With regard specifically to interdisciplinary education, each Ramapo College student shall:

a. acquire significant awareness and understanding about the content and methodologies of a broad array of disciplines;
b. learn to recognize the interconnections between different areas of study and, in particular, how his/her program(s) of study intersect with other fields;
c. gain increased facility for thinking creatively, and for evaluating, integrating, and applying disparate sorts of knowledge;
d. develop an ability to create and employ innovative, interdisciplinary approaches to identify, comprehend, and address contemporary problems;
e. learn to work with others to effectively integrate knowledge and approaches from diverse fields.

2.6 General Education

Source:
http://ww2.ramapo.edu/libfiles/Provost/Goals%20and%20Objectives%20for%20General%20Education%20at%20Ramapo%20College.pdf

For context, see ARC’s full report on General Education (Appendix 2E).

Vision:
Students graduating from Ramapo College will be intellectually grounded in liberal studies, integrating in-depth knowledge with a commitment to the social and cultural skills and values necessary to be productive citizens in a global community and to engage in life-long learning. They will be well versed in the various methods of inquiry involved in the acquisition, construction and contextualization of knowledge.

Goals and Objectives:
Based on the above, the goals and defining objectives of the General Education Program at Ramapo College include college-level proficiency in the following:

**Intellectual Skills**

1. Critical Analysis
   a. Comprehending texts (oral, written, visual or other mediums) including academic

\(^1\) George Potter in the Ramapo College of New Jersey catalogue, 1974.
b. Identifying, summarizing, appropriately reformulating, and analyzing the problem, question, or issue from a given text
   Recognizing the influence of context and assumptions, and analyzing the textual strategies for creating multiple layers of meaning

c. Assessing and analyzing appropriate theoretical arguments, data, and/or other evidence
d. Developing and presenting one’s own perspective, hypothesis, or position
e. Integrating other perspectives and positions into an analysis
f. Identifying and assessing conclusions, implications, and consequences

2. Oral, Written, and Visual Communication
   a. Formulating a thesis
   b. Establishing a voice appropriate to the topic and rhetorical situation
   c. Using effective rhetorical or visual strategies to persuade, inform, and engage
d. Employing speaking, writing and/or visual processes such as planning, drafting, collaborating, organizing, composing, revising, and editing to create papers and presentations using proper syntax, grammar, and mechanics
e. Clarifying major aims, and arranging materials to support them.
f. Using technology as appropriate to support presentations
g. Understanding the basic elements of visual design, technique, and media

3. Information Literacy
   [from the Association of College and Research Libraries]
   a. Determining the nature and extent of the information needed
   b. Accessing the needed information effectively and efficiently
   c. Evaluating information and its sources critically and incorporating selected information into a knowledge base and value system
d. Using information effectively to accomplish a specific purpose
e. Understanding the economic, legal, and social issues surrounding the use of information, and accessing the information ethically and legally

4. Technological Literacy
   a. Using a word processing program to produce a well-designed document
   b. Creating an effective computer presentation including graphics
   c. Using a spreadsheet to represent and analyze numerical data
d. Understanding the societal impact and ethical issues related to information and information technologies
e. Understanding the limitations and prospects for change in information technology

Social, Global, And Cultural Knowledge

5. Intercultural Analysis
   a. Recognizing the contributions and demands one culture places on other cultures
   b. Reflecting on and comparing the cultural contexts in which people live
   [NOTE: a and b are from the International Task Force. Additional goals and objectives will be forthcoming from Intercultural Task Force]

6. Global Awareness
   [pending from International Task Force]

7. Historical Literacy and Civic Engagement
   a. Understanding and applying historical methods
b. Locating, contextualizing, and critically evaluating primary and secondary historical sources  
   Comprehending change and continuity in history

8. **Analysis of Aesthetic Productions/Work**
   a. Developing vocabulary, analyzing and critically interpreting significant primary texts and/or works of art (including but not limited to fine art, literature, music, theater, and film)
   b. Comparing art forms, modes of thought and expression, and processes across a range of historical periods and/or structures
   c. Analyzing ideological, social and political assumptions about art and culture
   d. Exploring major critical and theoretical discourses of aesthetic production

**Methods Of Inquiry**
9. **Interdisciplinary Analysis**
   [pending from Interdisciplinary Task Force]

10. **Experiential Learning**
    [pending from Experiential Task Force]

11. **Scientific Reasoning**
    (pending review by TAS)
    a. Understanding scientific concepts and processes
    b. Describing, explaining, and predicting natural phenomena
    c. Critically reading articles about science in popular media
    d. Identifying scientific issues underlying national and local political decisions
    e. Expressing positions on global, national, and local issues that are scientifically and technologically informed
    f. Evaluating the validity of scientific information based on its source and the methods used to generate it
    Evaluating the ethical issues surrounding the scientific enterprise
    Communicating scientific information effectively

12. **Mathematical Reasoning**
    (pending review by Math convening group)
    a. Using arithmetical, algebraic, geometric and statistical methods to solve problems
    b. Interpreting mathematical models such as formulas, graphs, tables, and schematics, and drawing inferences
    c. Representing mathematical information symbolically, visually, numerically, and verbally
    d. Recognizing and describing the limits of mathematical and statistical methods

13. **Ethical and Moral Reasoning**
    a. Identifying and analyzing real-world ethical problems or dilemmas
    b. Understanding diverse ethical frameworks
    c. Describing and analyzing the complexity and consequences of ethical choices

2.7 **All-college Learning Goals and Outcomes**
The Learning Goals and Outcomes report identifies broad student learning outcomes (SLO’s) that characterize ‘what all Ramapo graduates should be ale to know/do’. The outcomes were synthesized from the four Pillar reports and the ARC Gen Ed report (see sections 2.2-2.6); AAC&U’s LEAP goals (Appendix 2F) were also consulted, because Ramapo has ‘signed on’ to these goals.

The SLO’s presented here require a holistic approach to the student’s curriculum, with goals specific to the major (‘In Depth Knowledge’ goal) and goals that would be met by some combination of General Education, School Cores, and majors.

The LGO document was used as the baseline for the Spring 2008 pilot assessment, and was used as the starting point by the Summer 2009 Ad Hoc Working Group on General Education, which is the loose organizing body for Gen Ed discussions in Fall 2009.

### MISSION PILLARS

<table>
<thead>
<tr>
<th>Goal: Interdisciplinary Analysis</th>
<th>Students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o Evaluate, integrate and apply disparate sorts of knowledge.</td>
</tr>
<tr>
<td></td>
<td>o Create and employ innovative, interdisciplinary approaches to identify, comprehend, and address contemporary problems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal: Experiential Learning</th>
<th>Students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o Identify how prior content and concepts have been applied to their experiences and how their experiences will enhance future academic study and personal, professional, and civic development.</td>
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<tr>
<td></td>
<td>o Reflect on their experiences individually and collectively by challenging assumptions and hypotheses about their beliefs, outcomes of their decisions, and actions they have taken, and by sharing their insights.</td>
</tr>
<tr>
<td></td>
<td>o Understand and articulate the structure, relationships between, and impacts of the multiple communities and organizations with which they interact.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal: Intercultural / International Perspective</th>
<th>Students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o Understand and negotiate the complexity and diversity of cultures in their various contexts (local, national and global).</td>
</tr>
<tr>
<td></td>
<td>o Recognize the importance of communicating orally and in writing in more than one language.</td>
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<tr>
<td></td>
<td>o Comprehend the causes and consequences of the disparity in the global distribution of power and resources.</td>
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</tbody>
</table>

### SKILLS

<table>
<thead>
<tr>
<th>Goal: Critical Inquiry</th>
<th>Students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o Think and engage analytically.</td>
</tr>
<tr>
<td></td>
<td>o Assess theoretical arguments, data and other evidence.</td>
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<tr>
<td></td>
<td>o Read, analyze and understand written, oral and visual works of art from across the arts and humanities, and from across a range of historical periods and cultures.</td>
</tr>
<tr>
<td></td>
<td>o Evaluate scientific evidence and the scientific arguments generated from it.</td>
</tr>
</tbody>
</table>
- Develop competence in quantitative reasoning and in the application of arithmetical, algebraic, geometric and statistical methods in solving problems.
- Recognize that taking risks in academic enquiry fosters creativity and innovation.
- Develop a historical perspective that includes the ability to place events in the context of time and place and acknowledges that historical interpretation is influenced by social, economic, political, and ideological considerations.

**Goal: Communication**

Students will be able to:
- Present coherent written and oral arguments with correct grammar and syntax.
- Apply computer technology to depict concepts and data visually.
- Access needed information effectively and efficiently.
- Evaluate information and its sources critically, and incorporate primary and secondary sources into essays, reports and other forms of communication.
- Recognize the economic, legal, social and ethical issues surrounding the use of information.

### KNOWLEDGE

**Goal: In-Depth Knowledge**

Students will be able to:
- Demonstrate proficiency and depth of knowledge in their major field of study.

**Goal: Understanding of the World in Which We Live**

Students will be able to:
- Understand the basic fundamentals of scientific methods that are used to comprehend and explain natural phenomena, and be aware of the place of science knowledge in contemporary culture and history.
- Study and analyze social phenomena.
- Recognize the properties and importance of a healthy environment, and the benefits of environmentally sustainable practices.

### VALUES AND RESPONSIBILITY

**Goal: Awareness**

Students will be able to:
- Become more aware of their own individual values and ideals, and to think and reflect on the moral and civic dimension of issues, problems and matters of individual and public concern.
- Appreciate the perspectives of others on issues of individual and public concern.

**Goal: Engagement**

Students will be able to:
- Act and communicate critically about issues, problems and matters of public consequence.
- Use both political and non-political processes to promote community well-being.
3. General Education Pilot Assessment

3.1 Introduction

“In the spring of 2008, faculty conducted pilot studies in a variety of general education courses: History II, general education science (including Biology, Environmental Science and Geology), Social Issues, Readings in the Humanities, First Year Seminar and Elementary Probability and Statistics.

“Most of the instruments used for the pilot studies consisted of a set of questions inserted into the final examination in selected courses. Information literacy goals were most clearly articulated in the History, Readings in the Humanities, First Year Seminar and Social Issues pilot studies.”

(Source: Pilot Study of the Ramapo College General Education Program: A Framework for Assessment)

The outcomes from the LGO document (section 2.7 herein) were used for this assessment.

3.2 Assessed Categories

Source: Pilot Study report by Vice Provost Ecker, May 2008. The full report can be found in Appendix 3.

The matrix (below) indicates the courses piloted and the goals assessed. Goals may have been completely or partially assessed (i.e., if there is an ‘X’, it is not the case that all outcomes for that goal would have been assessed in that Gen Ed Category).

For each assessed category, a narrative with details of the assessment instruments and results are provided in Appendix 3.

<table>
<thead>
<tr>
<th>Student Learning Goals</th>
<th>History II</th>
<th>Readings In the Humanities</th>
<th>Social Issues</th>
<th>Science</th>
<th>Elementary Probability and Statistics</th>
<th>First Year Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Information Literacy</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>In-Depth Knowledge</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Understanding of the Natural World</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Civic Engagement</td>
<td></td>
<td></td>
<td>X</td>
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<td></td>
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</tr>
<tr>
<td>Interdisciplinary Analysis</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiential Learning</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Intercultural/International Perspective</td>
<td></td>
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<td>X</td>
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</tbody>
</table>
4. Ad Hoc Working Group for General Education

4.1 Introduction

In May/June 2009, Vice Provost Saccon led a team of faculty and staff to the AAC&U General Education Institute (Minneapolis), with a goal of devising an assessment plan for Gen Ed, so that (once assessment data is available) the Gen Ed program can be reviewed to determine if it is accomplishing what it says it is setting out to do.

As its base data, the Institute team used the LGO document (section 2.7 herein) and the Gen Ed Category Descriptions (section 1.2 herein). The team developed a time-line for Gen Ed assessment, and recommended an institutional structure be created to provide a programmatic home for Gen Ed akin to a convening group.

Over Summer 2009, the Institute Team (without VP Saccon) continued to work as the Ad Hoc Working Group for General Education (AHWGGE). The final report was drafted, to be presented to the campus community in September/October 2009; and the AHWGGE continued to work on developing the assessment plan through summer and September. The report was presented to the Provost and the ARC Chair (Larry D’Antonio) in July 2009, and with little modification, the Final Report (Appendix 4) was released to the Deans and on a limited basis (interested parties and upon request) to other members of the campus community including the Faculty Assembly Executive Council. Jim Woodley (ASB) worked closely with Larry D’Antonio (ARC) and Eddie Saiff (Faculty Assembly) throughout the summer and early Fall.

A brief report was given to the Faculty by Jim Woodley under the ARC report at In-Service (9/1/09). The first major event is a workshop on 10/07/09, with faculty breaking into groups for the 10 Gen Ed categories; during September 2009 a group of faculty were recruited to be ‘discussion leaders’ for the 10/07 meeting. The report and its recommendations will be presented at Faculty Assembly on 10/21, with a vote on the proposed convening group-like structure (GECCo) scheduled for the 11/18 Faculty Assembly.

4.2 Assessment Plan

Source: AHWGGE Report and Recommendations - Appendix 5.

The following timeline (beyond 10/7) is a proposal only.

The Acting Vice Provost for Curriculum and Assessment oversees the General Education program and its’ assessment, and will work with AHWGGE and the faculty at large to facilitate the 2009-10 assessment plan.

October 7th 2009
- Faculty meeting with breakout groups for each Gen Ed Category (with Topics in Social Science and Arts/Humanities separated, and Social Issues/Perspectives separated).
- Each breakout group will be chaired by a faculty member who attended an organizational meeting on 9/16; these faculty leaders were recruited by AHWGGE members in consultation with Deans with some volunteers from the faculty. These Discussion Leaders may, or may not, be the Category Leaders in GECCo (presuming GECCo comes into being) (see section 4.3)
- At this meeting, faculty in each group will ascertain which Outcomes (from LGO) will apply to their Category. (See AHWGGE Report’s Appendix 4 for a preliminary attempt.)
- Further, these faculty will begin to flesh out ‘knowledge outcomes as applicable. (‘Skills’ outcomes are straightforward).
- AHWGGE members will subsequently collate the data gathered from each Category Discussion Group.

October – December 2009
- AHWGGE, in conjunction with other campus experts, will collate examples of assessment instruments, including rubrics. AHWGGE will act to facilitate the development and selection of assessment instruments and procedures.

Spring 2010
- Pilot assessment in each Gen Ed Category. The precise mechanism including which courses, sample size, etc., will be determined by the faculty involved with leading the assessment process (hopefully GECCo).
- It is likely that complete Gen Ed assessment will take place incrementally over a 3 year cycle (i.e., courses would be assessed once in each 3-year cycle). The lessons from Spring 2008 and 2010 assessment will guide the refinement of the assessment process.
- AHWGGE hopes that GECCo will be in place in January 2010, and AHWGGE will turn the leadership of Gen Ed Assessment (and subsequent review – ‘closing the loop’) to GECCo.

4.3 Proposed Institutional Structure – ‘GECCo’

Source: AHWGGE Report and Recommendations (Appendix 4).

“The coordination of Gen Ed assessment and program review is a large task, likely beyond ARC’s resources (which is why a Task Force was set up in 2007). We therefore suggest an organizational structure is required, comparable to that of a Convening Group, and reporting to an administrator in much the same way a Convening Group does. The Gen Ed Program as an all-school curriculum deserves a permanent structure, just like any other academic program.”

The General Education Curriculum Council - GECCo – “will function as a cross-school (all-college) group, similar to a convening group in function and reporting. It will serve as the curricular home of the General Education Program and provide a holistic framework for managing the program. GECCo will be less ephemeral than a Task Force or Committee. It will support on-going assessment of Gen Ed and advocate for implementation ("closing the loop") of Gen Ed ideas and needs as they emerge from the faculty and students. The GECCo concept assumes that the College values General Education and sees it as crucial to the delivery of the educational mission of the College.”
“In order to offer a general education curriculum that addresses the ever-changing needs of our students, we need to consider both the educational content of the courses and the overall administrative context, as well as the strategic directions of the institution. GECCo will proactively help address issues related to academic content (e.g. learning goals, teaching and assessment methods, vision of education, etc.) as well as administrative aspects associated with curriculum delivery (e.g. frequency of course offerings, identified budgetary obstacles, enrollment distribution in courses, technology infrastructure and support).

While most educational decisions that relate to a specific major can be made by a small group of faculty, decisions related to Gen Ed involve the entire faculty and cannot be implemented without broad administrative support. To be effective as a Council, GECCo will work very closely with the existing organizational structure and people responsible for decision-making (conveners, Deans, VPs, the Provost, and the President).

The Assessment Plan and GECCo proposal will be presented to the Faculty Assembly on 10/21, with a vote on the formation of GECCo on 11/18.
Ramapo College of New Jersey
Self-Study Volume II:

APPENDIX K

REVIEW PROCEDURES FOR ACADEMIC PROGRAMS
Ramapo College of New Jersey

Review Procedures for Academic Programs

Program review is an important component of student learning, pedagogy, and scholarship. The five-year review of major and minor programs at Ramapo College serves to reaffirm that commitment of faculty and staff to the improvement of teaching and learning and to the mission of the College. It is also critical to maintaining a curriculum which is current, meaningful, and which provides the learning experiences necessary for students to achieve the stated learning outcomes of the program.

The convening group of any major or minor under review will examine one or more of the following: the issue of connected learning (see below), the relationship between the structure of the curriculum and the mission of the college (which will now be appended to the guidelines), pedagogy, and scholarship. In addition, faculty may want to discuss the following: ways of knowing (the epistemological debates); praxis and experiential learning; community and curriculum. Every self-study will describe and review student learning outcomes, provide assessment data, and summarize any modifications in curriculum or stated outcomes made in response to the assessments.

The program reviews begin with a statement about intended student learning outcomes and other goals of the program. Convening groups might want to use the portfolio assessment method in order to develop indicators for the achievement of goals and outcomes. The Office of Institutional Research maintains a collection of materials useful for the development and evaluation of learning outcomes.

The program review consists of four phases and is a year long process.

1. In order to facilitate the self-study process and to provide a context for the report, each convening group will select one faculty member whose expenses to the annual professional meetings will be met by the Office of the Provost. This person will be responsible for the section of the self-study that discusses the state of the discipline or program and current curricular and assessment initiatives.

2. A self-study by faculty and staff.

3. A discussion of the self-study by the convenor, dean and the Provost, or his/her designee, to select (where appropriate) external evaluators.

4. A review by an academic and non-academic evaluator who will examine the self-study and conduct a site visit. (do we always have two evaluators?)

5. The convening group response to the review and a determination of next steps. The Dean and Vice Provost will work closely with the Convenor and the Convening Group throughout this process.
Learning Outcomes

“(T)he assessment of student learning has become an essential requirement for colleges and universities (Ewell, 1998).” Those programs (social work and nursing for example) accredited by an external organization are already engaged in systematic evaluation of learning outcomes. Public institutions are increasingly being held accountable for the quality of the service they provide. Funding is now tied to specific indicators (such as graduation rates). “(A)ssessment provides a vehicle to ensure that core instructional processes remain aligned with established academic standards and values, and to inform any needed improvements (Ewell, 1998).” In lieu of standardized instruments, faculty are currently creating multifaceted assessment tools which tend to focus on qualitative, rather than quantitative indicators.

The following nine experiences, which the American Association of Colleges and Universities suggests are vital to any major (and I would suggest to any minor and/or concentration), should be considered (AAC 1985, pp. 14-26) in the convening group's opening statement stating the goals and objectives of the program.

1. Inquiry: abstract logical thinking, critical analysis.
2. Literacy: writing, reading, thinking, speaking, listening.
3. Understanding numerical data and technological literacy.
4. Historical consciousness
5. Science.
6. Values.
7. Art.
8. International and intercultural experiences.
9. Study in-depth.

Connected Learning

In another report, The Challenges of Connected Learning, the AAC&U explores the nature of a meaningful curriculum.

There are two ways, by no means unrelated in which the term "connected learning" may be employed. The first refers to the capacity for constructing relationships among various modes of knowledge and curricular experiences, the capacity for applying learning from one context to another. The second refers to the capacity for relating academic learning to the wider world, to public issues and personal experience. In either case,
connected learning means generalizing learning: learning that extends beyond the necessary boundaries of any major and takes seriously its potential translation beyond the limits of a course or a program (AAC, 1991 p. 14).

Connected learning is also defined as the interactive relationship between teacher and student. "Learner outcomes cannot be separated from teacher pedagogy (Musil, 1992 p. 34). In addition, goals and objectives of the program should be related to student outcomes and to pedagogy. Because teaching and learning are central to the mission of the college, a concern with effective teaching, teaching that facilitates student learning, should occupy a central component of the self-study.

Models for the Self-Study

The following outline is intended as a general model for the review of minors, majors and concentrations. Each convening group may choose to alter this model. In addition, convening groups in consultation with the dean and the Office of the Provost, may focus on a particular issue or set of issues in the self-study. Suggested areas include, but are not limited to integration of new technologies, course sequencing, development of new capstone and/or introductory courses, diversity within the major, new pedagogical models (e.g. replacing the lecture with student focused, small group discussion format), rethinking advisement, changes in the disciplinary/interdisciplinary paradigm. Syllabi and vitae should be appended to each self-study. Each self-study should include a section on learning outcomes for the program as well as for each course offered, therefore, sections I and VI (below) should be included in every report.

1. Goals and Objectives

   A. Program/Course Outcomes
      1. What are the intended outcomes of the program?
      2. How are these outcomes related to the mission of Ramapo College?
         a. interculturalism
         b. internationalism
         c. interdisciplinarity
         d. experiential learning
      3. How are goals and outcomes assessed? What actions have been taken as a result of these assessments?
      4. How have intended outcomes changed (been modified)
         over the course of the last five years. To what do you attribute these changes.
      5. How are these reflected in the syllabi?

   B. Student Outcomes

      1. What are the learning goals and outcomes for students enrolled in the program?
      2. Do the syllabi as a group reinforce the student learning goals and outcomes of the program?
3. What are the goals and outcomes for students taking a course but not enrolled (nonmajors, nonminors, non concentrates) in the program?
4. What assessment instruments are used?
5. What mechanisms are available for students to actively participate in the program? Is this a learning goal or a program goal?
6. Is diversity among students acknowledged and addressed? Again, as a learning outcome or program goal/outcome?
7. What is expected of students at different stages in their involvement with the program?
8. What capstone experiences are students exposed to?
   Program goal.

C. Curriculum/Pedagogical Outcomes

1. What do student evaluations reveal about the effectiveness of course offering and course content?
2. What do evaluations reveal about pedagogy and the quality of instruction?
3. What do syllabi reveal about pedagogy?
4. What mechanisms exist for updating and evaluating syllabi?
5. Are different learning styles acknowledged and addressed? How is this accomplished?
6. How is the curriculum evaluated?

As we progress on assessment, we need to think about language. The use of goals and outcomes across different contexts (student learning outcomes and program outcomes) may confuse faculty/the reader. While the literature is not consistent, we can agree upon usage on this campus so we are speaking a common language. Agreed.

II. Curriculum, Scheduling and Enrollment

1. Provide a curriculum map (four-year model program) and a rationale for the structure of the program.
2. What prerequisites are required for upper division courses? Why?
3. What is the relationship between the courses offered in the program and the General Education Program? The School Core?
4. Do courses reflect the range of current theoretical perspectives?
5. Where does the curriculum reflect the commitment to the mission?
   a. multiculturalism
   b. internationalism
   c. interdisciplinarity
d. experiential learning
6. Are required/core courses scheduled frequently enough to meet student needs?
7. Discuss enrollment patterns in the program.
8. Discuss enrollment patterns in courses.
9. Provide a sample sequence of course offerings, projecting out at least four years.

III. Faculty Recruitment and Development

1. What are the strengths and weaknesses of faculty participating in the program?
2. What is the average adjunct rate?
3. What procedures exist for mentoring new faculty? Are they effective?
4. What provisions exist for faculty development? Are they adequate? How are they utilized? Have these been appropriate and valuable?
5. Discuss the professional, scholarly and public service activities in which faculty are involved?
6. How are full-time faculty reviewed? How are adjunct faculty reviewed? Are the review procedures used improve teaching?
7. What guidelines are used for peer observations?
8. What is the convening groups' assessment of how well the faculty are able to meet the needs of gifted, remedial, and disabled students?

IV. Student Advisement, Recruitment and Involvement

1. How are students recruited to the program?
2. Describe and discuss student involvement with the program and with members of the convening group.
3. Describe and discuss the advisement process.
4. How are students advised about graduate school and/or future employment? Is the Cahill Center for Experiential Learning and Career Services involved in this process?

V. Program Support: Academic and Administrative Resources

1. Describe and evaluate the services and support available to students and faculty from the Media Center, ITC and CCIS. Are these adequate for the general needs of the program? Do these fulfill the scholarly and teaching needs of the faculty. Are students adequately served?
2. Are the library holdings and on-line resources sufficient to meet the needs of faculty and students in the program?
3. Are the facilities and equipment adequate to support teaching, learning and
VI. Summary and Recommendations

1. Results of the assessment of goals and outcomes for student learning.
2. Results of the assessment of program goals, and curriculum outcomes.
3. Curricular Modifications
   a. pre-requisites
   b. curriculum development
   c. additional courses
4. Faculty Development
   a. technology
   b. curriculum
   c. pedagogy
   d. scholarship
5. The State of the Discipline and the State of Major/Minor/Concentration
6. Expectations for the future
   a. within the discipline/interdisciplinary area
   b. within the unit
   c. within the college
7. Conclusions