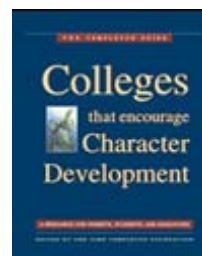
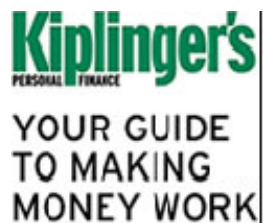




# INSTITUTIONAL EFFECTIVENESS

## Volume I: ATTACHMENTS

September 2011



## Ramapo Green

Creating a More Sustainable Campus

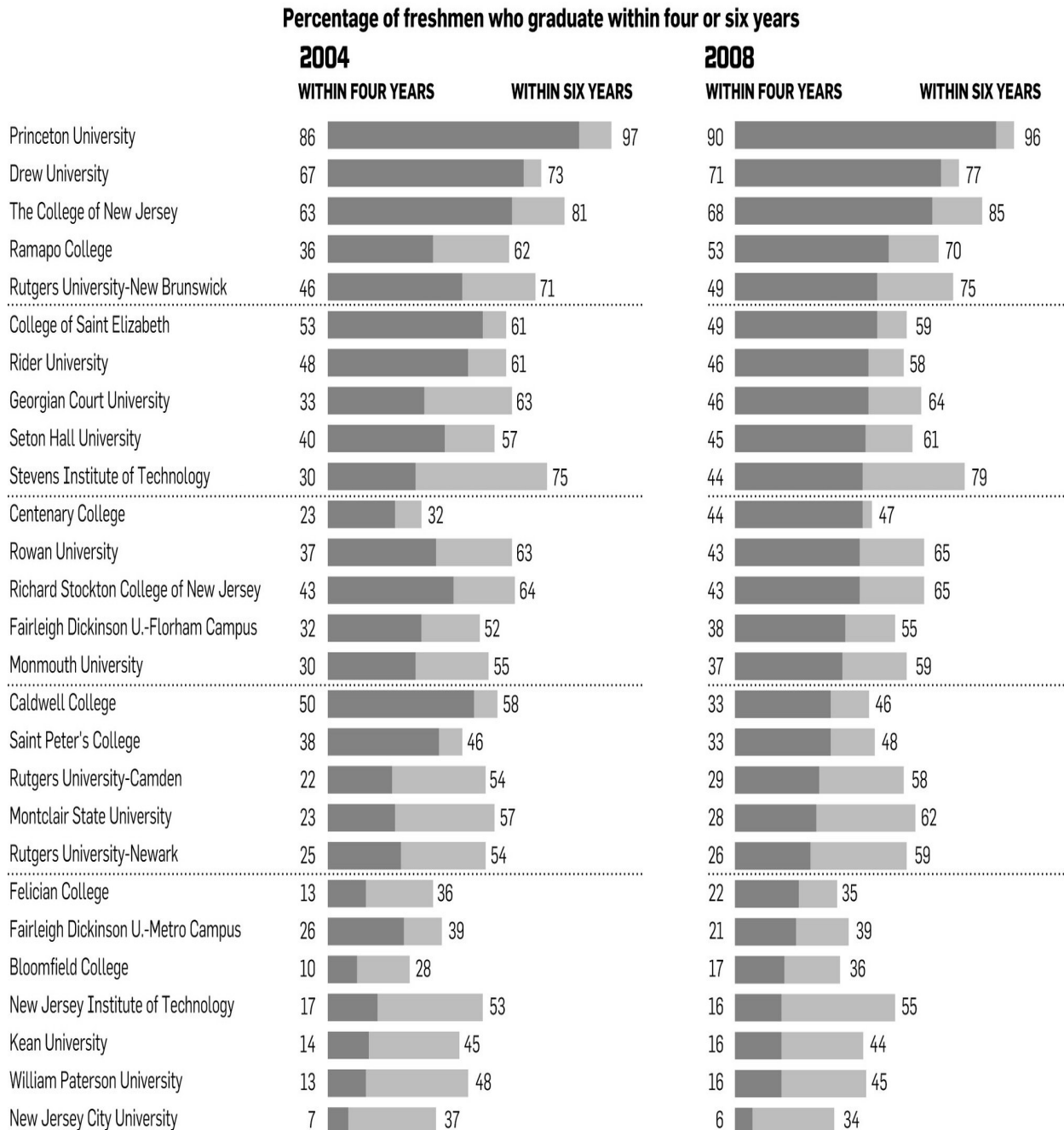
# INSTITUTIONAL EFFECTIVENESS REPORT

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# GRADUATION RATES AT NEW JERSEY COLLEGES

The federal Department of Education requires colleges and universities to submit data on how many of their freshmen graduate in either four or six years. The numbers include only full-time students who had never previously been to college. A Star-Ledger analysis of the numbers shows the chances of graduating in four years are slim at many of the state's public and private schools. The colleges say the numbers are low for several reasons, including students dropping out, transferring to other colleges, switching majors or working and delaying their graduation.



Source: Data reported by colleges to U.S. Department of Education/Integrated Postsecondary Education Data System (IPEDS)

THE STAR-LEDGER

## **Attachment 2**

Report to the

Faculty, Administration, Trustees, Students

of

Ramapo College of New Jersey  
Mahwah, New Jersey

by

an Evaluation Team representing the  
Middle States Commission on Higher Education

Prepared after study of the institution's self-study report  
and a visit to the campus on March 21-24, 2010

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## **Attachment 2**

This report represents the views of the evaluation team as interpreted by the Chair, and it goes directly to the institution before being considered by the Commission.

It is a confidential document prepared as an educational service for the benefit of the institution. All comments in the report are made in good faith, in an effort to assist Ramapo College of New Jersey. This report is based solely on an educational evaluation of the institution and of the manner in which it appears to be carrying out its educational objectives.

### **AT THE TIME OF THE VISIT**

#### **President/CEO:**

Dr. Peter P. Mercer

#### **Chief Academic Officer:**

Dr. Beth Barnett  
Provost/Vice President for Academic Affairs

#### **Chair of the Board of Trustees:**

Mr. A. J. Sabath

## **Attachment 2**

### **I. CONTEXT AND NATURE OF VISIT**

Ramapo College of New Jersey is a public comprehensive institution with 5561 undergraduate and 286 graduate students (Carnegie Classification: Master's – Smaller Programs), located in Mahwah, a suburban community in Northern New Jersey close to the New York State border. It offers bachelor's degrees in a range of arts and sciences fields (with teacher certification available) as well as business, social work, and nursing. Master's degree programs currently offered include educational technology, nursing, and liberal studies. Teacher education programs hold accreditation from TEAC; other nationally accredited or certified programs include: nursing (NLN), social work (CSWE), and chemistry (ACS). Since the late 1980s, Ramapo has also been a member of the Council of Public Liberal Arts Colleges (COPLAC).

The visiting team is grateful to the entire Ramapo College community for their hospitality and helpfulness during their visit. They especially thank the co-chairs of the self-study, Professor Jennefer Mazza and Associate Vice President for Student Affairs Miki Cammarata, and their able assistant, Roberta Saiff, who scheduled dozens of appointments and provided additional materials whenever asked. The self-study document is generally well prepared, carefully organized, and well written. It groups discussions of individual standards in seven chapters. Wisely and commendably, it treats Standard 6 (Integrity) in three chapters, and in the context of three different standards. The self-study process was inclusive, involving all segments of the community, with evident opportunities for discussion and feedback beyond the study groups and steering committee—and multiple opportunities for comment on the final draft of the self-study following the team chair's visit in October 2009. In general, the self-study represents Ramapo College's programs accurately.

Affirmation of Compliance: Based on review of the self-study, the certification statement supplied by the institution, and other institutional documents and/or interviews, the team affirms that Ramapo College continues to meet the requirements of affiliation for Middle States. Based on similar reviews and documentation, the team also affirms that the institution meets Federal Title IV requirements and requirements under the Higher Education Opportunity Act of 2008.

### **II. EVALUATION OVERVIEW**

Based on its campus visit, careful review of the Self-Study and other institutional documents, and interviews with faculty, staff, students, trustees and others, the team concluded that Ramapo College meets the various standards for Middle States accreditation.

Ramapo College has a clearly stated mission and goals that define its place in higher education and provide a basis for institutional planning. Since the last Middle States visit, Ramapo has moved more in the direction of being a comprehensive institution, and there are still unresolved issues related to the tension between liberal arts and professional programs. Since the arrival of a new president in 2005, the institution's goals have been streamlined. Improved planning processes are in place, especially as they relate to resource allocation. Ramapo is to be particularly commended for the Strategic Priority Initiative Funding program, whereby two

## **Attachment 2**

percent of the institution's budget is set aside annually for initiatives that support the mission and goals.

Ramapo has made intelligent use of limited resources in recent years, despite declining support from the state. The campus's physical plant and grounds are well maintained, the College has tripled the number of students living on campus through the construction of handsome new residence halls. Although adjustments in programming still need to be made, this construction has the potential to transform the undergraduate experience. Throughout this growth and change, the institution has balanced its budget; and bonded indebtedness for buildings has been managed well. Ramapo's institutional advancement operation is to be commended for providing an increasing level of private support and for relatively high involvement in annual giving by alumni.

Governance at the campus level is generally sound and effective. Ramapo's trustees are dedicated and committed to the College and exercise appropriate authority and oversight. In terms of shared governance mechanisms for faculty and staff, the team suggests that Ramapo explore the creation of a more broadly based shared governance structure that would involve all college constituencies—faculty, students, and professional staff in various categories. Ramapo's leadership and administration provide appropriate support to the mission of the institution and are appropriately qualified to serve. Organizational structures at the vice presidential level are designed to emphasize planning and to stress the centrality of student learning by integrating student affairs operations under the Provost. The range of reports and functions in the Provost's area is therefore quite broad, and reporting lines and organization may need reexamination and further evaluation. Ramapo's historic commitment to an interdisciplinary curriculum is reflected in the organization of its five schools and the presence of convening groups for programs rather than traditional disciplinary departments. Further support for the administrative needs of convening groups and programs may be needed.

Faculty members are appropriately qualified. The institution is to be commended for adding five new tenure-track faculty members in each of the past four years. Ramapo College is at a generational turning point, as members of the "founding faculty" from the early 1970s have or will reach retirement age. Attention therefore needs to be paid to orientation and acculturation of new faculty and developing a new cadre of senior faculty for leadership in shared governance. Since one-third of courses are taught by adjuncts, further orientation and training for adjuncts should be a high priority. Evaluation procedures for faculty reflect the institution's mission, and faculty exercise appropriate levels of control over curriculum decisions. More attention needs to be paid, however, to increasing the diversity of the faculty.

Ramapo's enrollment management plan, derived from the College's strategic plan, seeks to maintain the institution's current size at 5000 undergraduates while increasing diversity, improving the academic profile of the entering class, and reducing the number of transfer students. These goals are ambitious and may be somewhat incompatible. The College needs to study and address this issue, especially as it affects recruitment of a more diverse student body. As tuition and fees have risen in recent years, the proportion of lower-income students has declined. Relative lack of need-based institutional aid could result in further loss of middle and lower-income students. Ramapo provides an appropriate range of services and programs to support the needs of a diverse student body, including a commendable program of peer mentors

## **Attachment 2**

for first-year seminars. The creation of a residential campus over the past decade has changed Ramapo College, but the transformation is not yet complete. Student services must continue to develop programming for residence halls and for a more residential student population.

Ramapo College offers educational programs in 36 majors, 29 minors, and 6 certificate programs. Master's degree programs are also offered in three fields, and two other graduate programs have or will shortly be approved. Its programs display appropriate content, rigor and coherence. The institution's general education program reflects institutional values and is congruent with current practices in general education. As part of the Curriculum Enhancement Plan, Ramapo reconfigured its curriculum changing from three-credit to four-credit courses for students and reallocating faculty teaching load, effective in 2006-07. This reform has affected general education courses and the curriculum as a whole. The CEP provides for an experiential component in all courses. Oversight and assessment for this aspect of the curriculum are lacking. The team recommends that clearer policies and expectations for the experiential component be put in place, monitored, and assessed. The team also recommends, in light of the changes wrought by the CEP, that the College develop a planned and sustainable process for the assessment of the General Education program. Too much time has passed with only marginal progress on assessment of general education.

As pointed out above, Ramapo College has made significant progress in planning. In the past five years, significant steps have been taken to improve efficiency, link planning and budgeting, and use assessment to drive decision-making. More work remains to be done, however. While processes to assess institutional effectiveness are in place, especially through the work of the Institutional Effectiveness Committee, and there is greater accountability in budgetary decisions because of the Strategic Priority Incentive Funding process, the College needs to identify, establish and monitor on a regular basis performance indicators that are linked to its strategic goals and objectives. In academic units and at the campus level, progress on the assessment of student learning outcomes has been very slow. Assessment practices vary widely among different programs. Major tools for assessment (such as NSSE and CLA data) are not effectively used to drive assessment and program improvement. The College must attend immediately to developing and fully implementing a documented, organized, and sustained assessment process for all academic programs. Too many programs—and the institution as a whole—are at the early or middle stages of implementing assessment practices that meet the expectations of the twenty-first century. The College community has the ability and resources to meet this challenge, but it must act.

### **III. COMPLIANCE WITH ACCREDITATION STANDARDS**

#### **Chapter 1: Mission, Governance, and Administration**

This section covers Standards 1, 4, and 5.

The institution meets these standards.



## **Attachment 2**

### ***Standard 1: Mission and Goals***

Since its last decennial review, Ramapo College has redefined its mission, moving from being an undergraduate liberal arts college to becoming a comprehensive institution, with undergraduate and master's degree programs in professional fields. The current Mission Statement, first approved in 2002 and reaffirmed in 2005, describes Ramapo College as "a comprehensive institution dedicated to the promotion of teaching and learning within a strong liberal arts-based curriculum." In keeping with Standard 1, the statement defines Ramapo's purpose in the context of higher education, while stressing the institution's continuing commitment to a liberal arts-based curriculum as justification for its designation as New Jersey's public liberal arts college.

In the Mission Statement of 2002, as in the more recent revision of the goals and objectives in 2005, changes were made with broad participation of the college community and in consideration of the environmental threats and opportunities facing the college. The mission reflects the institution's goals and aspirations. To some extent, however, market and environmental factors such as the continuing erosion of State support seem to have driven the development of new programs; and enrollments in professional programs such as business, nursing, and social work have grown markedly since 2002, reflecting both market demand and Ramapo's move toward a more comprehensive mission.

The mission statement also determines the distinctive academic organization that Ramapo has chosen—namely, Thematic Learning Communities—and defines their nature and relevance. Through the so-called Four Pillars (interdisciplinary curriculum, international education, intercultural understanding, and experiential learning), Ramapo defines the essential character of its educational offerings. The Mission Statement also provides guidance to the faculty and staff in providing student services and creating an enriched learning environment. Moreover, the Statement commits the College to the enterprise of fostering a diverse and inclusive community. Both mission and goals are recognized and approved by the governing body of the institution.

When President Peter Mercer arrived in 2005, he began the process of "refreshing" the 2002 strategic plan, which had listed six overarching goals and some twenty-two long-range goals in no order of priority. A widely representative task force chaired by the president reduced six general goals to three and identified new objectives under each goal which were intended to be "specific enough to assess progress but not so detailed that they dictate the way each unit will approach" the goals. The general goals are: 1) enhancing academic excellence; 2) investing in the future; and 3) enriching college life and community presence. The college has also identified six underlying principles that guide the strategic plan. While it is commendable that the college has been able to simplify and better organize the previous vague and complex plan, the objectives listed under each goal are still stated in somewhat abstract and general terms that may be difficult to quantify and therefore measure.

### **Non-binding Findings for Improvement:**

- Review and refine the objectives in the current strategic plan and state them in more measurable/quantifiable terms, providing performance indicators to assist evaluation at the end of the planning cycle and drive institutional improvement.

## **Attachment 2**

- As pointed out in the self-study, there is a tension between the college's stated commitment to a liberal arts-based curriculum and the recent development of professional programs. The college community needs to more clearly understand and then articulate how its professional programs are "based" in the liberal arts and then determine how all programs serve a single, coherent mission. As the Self-Study recommends, the college community should more clearly define its commitment to liberal arts and "assess all programs in light of this vision" (p. 21).

### ***Standard 4: Leadership and Governance***

Significant changes in leadership and governance have occurred since the last Middle States Review in 2000. Between 2000 and 2009, the campus saw four presidents, six chief academic officers, and four enrollment management directors. The Presidency has now stabilized with the appointment of President Mercer in 2005. The appointment of Provost Barnett in 2006 has added stability in academic affairs. Accompanying these administrative changes were a revised strategic plan, a revised curriculum, building of new facilities, and an integrated approach to planning, budgeting, and assessment. Commendable achievements include:

- President Mercer's mission-centered approach, combined with his effective communication skills, has helped the college set forth in a new direction. He has brought a number of improvements to the campus, not the least of which is to keep open the lines of communication with various college constituencies including faculty, staff, and students.
- The reorganization of the Provost's area to include all student-related activities including academic affairs, student affairs, enrollment management, information technology services, the Center for Innovative and Professional Learning, put student learning visibly at the center of the College's mission. This became evident to several team members at a meeting with student leaders. Each of the students commented on the fact that they feel that they are at the center of the institution.
- The revised faculty governance structure, which added a new Faculty Assembly Executive Council to complement the plenary meetings of the Faculty Assembly, gives a clearer voice to the faculty and more efficient mechanisms for decision-making in areas such as the curriculum.
- Student participation in governance through both the student member of the Board of Trustees and the Student Government Association. In discussion with the president, new policies have been established to ensure student representation on major college committees as well.

### **Non-binding Findings for Improvement:**

- The Team found the Board of Trustees to be actively engaged in policy decisions and dedicated to the College. At this point, there are a number of vacancies on the Board, because of gubernatorial slowness in making appointments. Several board members have

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stayed on well after the expiration of their terms. The team suggests that the College take a more proactive role and recommend qualified candidates (e.g., important donors, alumni, or local business leaders) to the new administration rather than waiting for vacancies to be filled.

- The Board of Trustees currently has an informal training program for new members. In preparation for new appointments, the President and the Board leadership should develop a more formal orientation program for new members.

There was some concern among some faculty and staff about lack of communication on campus. It is the team's conclusion that there is adequate communication between the president and various individual constituencies, but considerably less communication among and between those constituencies. We therefore recommend consideration of a more broadly based shared governance structure.

### **Recommendations:**

- Establish a college-wide forum as part of shared governance system in which all constituencies can sit down, share information, and have substantive discussion. Work toward shared all-campus governance where all constituencies can come together.
- Provide greater faculty voice on committees such as the Institutional Effectiveness Committee, Position Review Committee, and the Budget Committee, and reexamine other important task forces to ensure adequate faculty representation.

### ***Standard 5: Administration***

According to Standard 5, an institution's administrative structure and services should facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance. This is the case at Ramapo College.

Responsibility for providing institutional vision and leadership is vested in Ramapo's president, who serves as chief executive officer and reports to a fully empowered board of trustees. With a commitment to liberal arts, appropriate degrees, and a background—and qualifications and accomplishments—in teaching, research, and professional service along with prior experience as a professor of law, dean, and vice-president at two universities, President Mercer possesses an appropriate blend of qualities needed to lead the institution. Other senior administrators are similarly well qualified and experienced.

Ramapo's administrative structure is shaped by the goals of the president and the perceived needs of the institution at the present time. Reporting lines reflect this. Although there are four divisions (academic affairs, administration and finance, institutional advancement, and student affairs), there are only three senior officers who report directly to the president: the provost, the "chief planning officer," and the vice president for advancement. In order to focus on the full range of student learning and to emphasize its centrality to the College's mission, administrators in student affairs report to the Provost as chief academic officer. The chief planning officer

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serves in lieu of a traditional vice president for finance and administration, thus emphasizing the importance for Ramapo of a “process that formally links planning, budgeting, and assessment, with the strategic plan at its center” (*Self-Study*, 18). The third senior administrator carries out the traditional functions of institutional advancement, also including grant writing and sponsored research development.

Ramapo’s somewhat untraditional administrative organization supports the teaching and learning mission of the college and the research and scholarly activities of its faculty well. Though particular areas may be stretched somewhat thin, there is a level of qualified administrative staffing appropriate to the size, scope, and goals of the College; the current mode of organization seems to be generally understood; and administrators are supported by adequate information and decision-making systems. Certainly, the elevation of the chief planning officer conduces to more effective planning and fosters quality improvement, especially at the institutional level.

Because all student-related operations have been added to the various other units under the Provost (the deans of the five schools, the library, the chief information officer, a vice-provost for curriculum and assessment, the associate vice president for budget and personnel), the range of reports to that office is very wide. Bringing all functions related to student learning under a single office has many benefits, but also raises problems. The range of functions supervised by the provost may be too wide. And some units—student affairs, for example—run the danger of being lost or effaced in the variety of units and roles brought under a single senior administrator. Consequently, this organizational structure may not facilitate learning and scholarship as much as possible or maximize the potential for quality improvement. Ramapo College will need to attend to these questions, as the college community assesses the effectiveness of these (relatively new) structures.

Ramapo’s administrative structure and organization support the college’s leadership and governance. Indeed, at the middle and lower levels of administration, the College’s distinctive nature and values are manifest in its structure: faculty are grouped in five interdisciplinary schools; and convening groups replace traditional academic departments. This makes sense, given Ramapo’s history and its commitment to interdisciplinary programs and inquiry. Under this system, however, considerable reliance is placed upon the faculty members who serve as conveners. They are not always provided with the support—clerical, released time, operating budgets—needed to administer their programs effectively.

### **Non-binding findings for improvement:**

- Carefully assess the organization of the Provost’s Office, weighing the costs and benefits of combining the various units under a single organization and reexamining the wide range of reports to see if new, stronger lines of authority and communication can be established.
- Review the role of conveners across the campus and increase support if needed.

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### Chapters 1, 4, and 5: Integrity

#### *Standard 6: Integrity*

Standard 6 is quite literally *integral* to all operations of an educational institution. Wisely, the Ramapo self-study treats this standard in no fewer than three of its seven chapters—and in connection with six related standards. Ramapo meets this standard.

In the areas of leadership, governance, and administration, there are clearly stated codes of ethics for both officers of the college and trustees. Briefings on the New Jersey Uniform Ethics Code are distributed to all employees. Faculty are bound by the Scholarly Capacity Rule. The trustees regularly file conflict of interest forms. In dealing with students, the College demonstrates a commitment to an inclusive community and a supportive campus climate for individuals from all backgrounds. The College is to be commended for its accomplishments in creating a barrier-free living and learning environment.

The College also demonstrates continuing concern for diversity in all its operations. In student affairs, there are policies and procedures in place that ensure equitable treatment and provide means for complaint, appeal or redress—in grade appeals, student conduct issues, and academic jeopardy, as well as in instances of discrimination or harassment. These policies are set forth in the student handbook and other publications readily available to students and other members of the community. The College supports access and diversity through a variety of programs, including The Educational Opportunity Fund. It also supports health and safety through its policies and through a Center for Health and Counseling on campus.

The College also provides adequate information about its programs and facilities to students and the general public. Such information is available on-line, as well as in print publications, in such a form as to be accessed readily.

In academic affairs, adequate procedures are in place for faculty evaluation, with clear standards for reappointment, promotion, and tenure stated in the *Faculty Handbook*. The standards are appropriate to the institution. The *Handbook* also contains information on Trustees' policies and locally negotiated terms and conditions of employment, which supplement the AFT Master Agreement, which is also made regularly available to all members of the bargaining unit. Policies and procedures for faculty evaluation appear to be followed, and there are adequate grievance procedures in place, both through the union contract and through the Employee Relations and Ethics Officer. The College has recently appointed an ombudsperson, who also provides mediation services.

The College generally presents itself truthfully to outside constituencies and the public. The team has one concern, however. Because of loose oversight and vague definitions, the experiential learning requirements created as part of the recently enacted Curriculum Enhancement Plan may lay the College open to questions of integrity in the curriculum. The College could be left in the position either of appearing to misrepresent a key element of its curriculum or appearing to condone inequitable or inconsistent treatment of students.

## **Attachment 2**

### **Non-binding findings for improvement:**

Ramapo College is committed to diversity, but as Chapter 5 of the self-study makes clear, its progress in enhancing racial and ethnic diversity among the faculty and student body has been minimal in the past five years. The College might profitably consider the development of a comprehensive diversity plan.

### **Chapter 2: Planning and Resources**

This section covers standards 2 and 3. The institution meets these standards.

#### ***Standard 2: Planning, Resource Allocation, and Institutional Renewal***

Since 2005 great strides have been made in developing a comprehensive planning process at the campus level and then using the process to drive assessment of the institution's programs in various units, thereby improving programs and services. Planning activities have been geared to increase the college's revenues and to provide the resources needed to accomplish its mission. Planning proceeds by developing objectives for the different operational units in the academic and administrative areas. The institution has remained flexible and responded effectively to the difficult environment in which it must operate.

The self-study indicates widespread participation in planning. Our interviews confirmed active involvement not only by faculty, staff and students, but also by the Trustees, alumni, members of the Foundation Board, and the local community. As the planning process has evolved in recent years, issues of transparency and questions regarding equitable allocation of resources have arisen. As a solution, the college has moved to a more centralized and coordinated allocation process. This approach involves planning at the organizational unit level and leads to revisions of the plan and appropriate budgetary adjustments. This process has enhanced participation in planning and evaluation of goals.

Planning in non-academic units is overseen by the Chief Planning Officer, who reports directly to the president. In consultation with their staff, unit directors review resource needs in relation to their goals and attempt to make decisions that will contribute to the attainment of the College's mission. Their plans are then presented to the divisional Vice Presidents who forward them to the President's Cabinet for final approval. Because of the enhanced role of the Chief Planning Officer, there are greater accountability and clearer lines of responsibility for goal attainment at the unit level. The self-study indicates that, because of these modifications, assessment will improve and this will, in turn, lead to the renewal of the strategic plan and modification of unit objectives.

In 2008, the Office of Information Technology developed a five-year plan for information technology services, covering short term and longer term (three to five years). Specific goals are identified in five areas: application development, client services, infrastructure, instructional design, and telecommunications. These goals are well prepared and address specific priorities; they are quantifiable and set the stage for assessment of effectiveness.

## **Attachment 2**

In academic affairs, convening groups conduct initial planning in their discipline and across disciplines. Plans for courses and programs are reviewed by the Academic Review Committee and, when appropriate, by the Faculty Assembly as a whole. The deans of the five schools review the actions of the convening groups and unit councils and then make recommendations to the Provost. As in non-academic units, plans from the schools must be approved by the Cabinet. Evidence of planning activities in Academic Affairs is provided by the Provost's detailed annual report on Completed Goals, On-going Activities, and Goals for 2009-2010 and 2010-2011 made available to the team.

In the midst of a difficult fiscal situation, Ramapo's strengthened planning process has yielded a number of benefits.

### **Significant accomplishments, significant progress, or exemplary/innovative practices:**

- Maintaining a balanced budget in spite of repeated reductions in state support through sound fiscal management, cost cutting, and judicious allocation of resources.
- Building handsome new facilities for students that have tripled the residential capacity of the campus, enhancing the student experience and assisting in meeting enrollment goals.
- The construction a new Sports and Recreation Center and excellent academic space for the Anisfield School of Business through public-private partnerships.
- Establishment of the Strategic Priority Incentive Funding program, in which 2% of the budget is set aside annually for high-priority initiatives, in support of the College's vision and goals.
- The development of a thoughtful Instructional Technology Plan that will guide the institution for the coming five years.

### **Recommendation:**

- The institution should fully integrate planning processes at the College level with the assessment of student learning outcomes in academic affairs.

### ***Standard 3: Institutional Resources***

Despite the sharp downward trend in state support, Ramapo College has the financial resources necessary to carry out its mission. In a 2009-10 all-funds budget of \$134 million, tuition (along with related fees) is the main source of revenue. State appropriations, at 27 percent, have fallen to third place as a revenue source, after auxiliary services. In this environment, the College has managed consistently to balance its operating budget in the past five years.

Human resources are sufficient. The institution has been able to attract highly qualified faculty and staff to carry out its mission. Most notably, Ramapo has put a high priority on adding tenure-track faculty, and in the past four years has successfully added five new faculty per year, all of them apparently strong hires.

## **Attachment 2**

Since 1988 there has been little or no state funding for capital projects. Ramapo has therefore been obliged to bond recent construction projects and in the past year has instituted a Capital Improvement Fee to support critical maintenance. Ramapo determines its own facilities plan and is now solely responsible for construction, maintenance, and repairs. Because of these trends, the cost of debt service has risen to \$18.6 million in 2009. Residence hall room fees provide two thirds of the payments on debt service. As interest rates increase, debt service may become more difficult in coming fiscal cycles.

Under the direction of the Associate Vice President for Administration and Finance, the Facilities Services Office oversees 94 unionized employees. They are responsible for maintaining 300 acres of grounds and 1,632,872 square feet of usable space. Condition assessments are used to plan for the repair of the facilities and equipment and to secure the necessary funds through the budget process. The physical appearance of the campus is excellent, though Ramapo's master plan has not been updated since 1999.

The Office of Budget and Fiscal Planning provides efficient fiscal oversight. They monitor how the units spend their funds and ensure they follow their plans and do not overspend. If necessary, they take corrective action. They have created a Contingency Review Committee composed of senior managers that evaluates emergency situations and finds a way to allocate existing funds to deal with emergencies. An aggressive cost-cutting program has been implemented and has achieved positive results.

The Ramapo Foundation is a bright spot in the resource picture. Under the direction of the Vice President for Advancement, its goals are set by the Board of Trustees and implemented by a small but effective staff. The office also oversees requests for grants and provides mentoring and support in garnering grants, through faculty workshops and the services of a full-time grants writer. The College is currently in the quiet phase of a \$40 million capital campaign, and so far has secured over \$21 million in gifts, grants and commitments. During the past several years, private donors have provided major support for buildings and endowments. Ramapo's alumni giving rate, 13.3 percent, exceeds that of all other public colleges in the state. Gifts for unrestricted, restricted, endowment, and capital projects have consistently increased over the past five years.

For instructional technology, the College uses SCT Banner to provide back office data processing. It is an application on a single Oracle database. Because the system is user-driven, staff members can request their own reports as needed, if they have the appropriate security clearance for the data. The system also provides efficient energy management for the facility. Support is also provided for online courses, e-portfolio, WEAVE online, grading and assessment programs and a simulated trading floor for the business school. The Office of Instructional Technology has been successful in equipping a large part of the campus with Wi-Fi. Another technology resource for faculty is the Instructional Design Center, where knowledgeable faculty and IT staff provide training and support in the use of hardware and software.

### **Significant accomplishments, significant progress, or exemplary/innovative practices:**

- Refinancing its bonded indebtedness to achieve a saving of \$3.5 million per year.
- Reducing Utility costs by participating in a peak demand energy reduction program.



## **Attachment 2**

- Entering into a sustainability initiative that has enabled Ramapo to install 81 solar panels at no cost.
- Keeping the buildings and grounds in beautiful condition.
- Raising significant funds for the Foundation from private donors and foundations during very difficult economic times.

### **Non-binding finding for improvement:**

As funds become available, update and extend the Facilities Master Plan to guide future capital projects.

## **Chapter 3: Institutional Effectiveness**

### ***Standard 7: Institutional Assessment***

The institution meets this standard.

In a conscious effort to enhance institutional effectiveness, Ramapo College has taken significant steps over the past five years to improve efficiency, link planning and budgeting, and use assessment to drive decision-making. These efforts began in 2005 with the revision and “refreshing” of the College’s strategic plan. This process was accompanied by administrative reorganization that put the Chief Planning Officer in charge of all finance and administration units, with a direct reporting relationship to the president that also serves to underline the centrality of planning. At the same time, the Office of Institutional Research and Planning was moved to report to the Chief Planning Officer. During the past five years, as well, the College has formed a number of committees to support institutional effectiveness, most notably the Institutional Effectiveness Committee, which has played a critical role in helping develop a culture of assessment in administrative units.

Throughout this process, the Office of Institutional Research and Planning has provided important leadership and support in the College’s attempts to implement effective assessment of administrative units. At this time, however, it does not serve a similar role in the College’s assessment of academic programs.

The funding for strategic initiatives at Ramapo comes from a dedicated account, the Strategic Priority Incentive Fund. In identifying priorities for funding, the Institutional Effectiveness Committee uses a mapping matrix, which provides a decision-making framework to evaluate whether programs and functions are mission-critical. This further rationalizes the planning and resource-allocation process. The College has also begun to implement the WEAVE assessment software in order to more effectively track assessment and institutional performance.

Although the College has made admirable progress in ensuring institutional effectiveness, two concerns need to be addressed. First, the College’s strategic goals and objectives are not linked to specific performance indicators, which makes it impossible to assess the institution’s progress toward meeting those goals and objectives. Second, it is not clear how the institution has

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attempted or managed to “close the loop” effectively on a number of important, institutional assessments (e.g., CLA, NSSE).

### Significant accomplishments, progress, or exemplary/innovative practices:

- The College has established a Strategic Planning Incentive Funding process, with 2% of the institution’s operating budget dedicated to activities that support its strategic goals.
- The Institutional Effectiveness Committee plays a central and highly visible role in overseeing and leading effectiveness activities; its role in the Strategic Planning Incentive Funding allocation process is especially impressive.

### Non-binding findings for improvement:

- The institution should incorporate the expertise of the Office of Institutional Research and Planning in the assessment of academic programs or identify some other structure for assuring that academic programs and departments have access to the data and assistance they need to conduct effective outcomes assessment.
- The institution should finalize and implement its plans to evaluate its new planning process.

### Recommendation:

- The College should identify, establish and monitor on a regular basis performance indicators that are linked to its strategic goals and objectives.

## Chapter 4: Student Admissions and Retention

### *Standard 8: Student Admissions and Financial Aid; Standard 9: Student Support Services*

The institution meets these standards.

Ramapo College’s mission to provide a student-centered, liberal arts education to a largely undergraduate population, stated clearly in its print and electronic materials, properly recognizes that the diverse student populations it serves have varied educational goals and distinct needs. We find support for this mission among the college constituencies, as evidenced in the self-study, College documents, and on-campus interviews with the visiting team. An enrollment management plan, derived from the College’s strategic plan, seeks to maintain the current size at 5,000 undergraduates while increasing diversity, improving the academic profile of the entering class, and reducing the number of transfer students. Ramapo properly recognizes that meeting these goals requires new initiatives that are grounded in enrollment data and that acknowledge the geo-demographic distribution of college-age students in New Jersey. Another enrollment goal is to increase first to second year retention of undergraduates from 88% to over 90%. An assessment of retention rates among different populations of students is underway and will inform the retention efforts.

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The enrollment plan is ambitious. Attempting to change the class profile along multiple dimensions simultaneously will be difficult. Raising the mean SAT score to 1200 may work against out-of-state and minority recruiting efforts, for example. The most likely target group to increase ethnic diversity at Ramapo is Hispanic students (one of the only groups with increasing numbers of New Jersey high school graduates), but many of these students will be first-generation college students. Measures of GPA and academic rigor may be more appropriate indicators of preparation in making admissions decisions on these students than SAT scores.

Financial aid is a pressing concern for many students at Ramapo. The majority of students at the College receive no institutional aid. More than 80% of institutional aid is offered as merit scholarships, leaving a typical Ramapo student to fund his or her College education with family resources and loans. The proportion of students with family income below \$60,000 has decreased from 33% to 29% in three years, suggesting that the effects of a weak economy and rising tuition costs are putting middle class students at risk. Relative lack of institutional need-based aid could result in a bimodal distribution of students in socio-economic terms.

Students enter Ramapo with distinctly different levels of academic preparation and educational goals, challenging academic support services to meet the needs of all students. We find that Ramapo is meeting this challenge. An enthusiastic and well-trained group of peer mentors from the first-year seminars are singled out for praise in a recent advising survey. The Center for Academic Advising and First-Year Experience (CAAFYE) has used the survey results to propose ways to regularize and improve advising by the professional staff (for first-year and undeclared majors) and faculty within the majors.

We find a deep commitment at Ramapo to recognize and support the needs of a diverse student body. Students identify the multi-cultural nature of Ramapo as an important component of the college and a reason that some chose to attend. Staff members often cite diversity first when asked the mission of Ramapo. Actions over the past several years by the Diversity Action Committee and others in response to campus climate surveys have led to a diversity lecture series linked to convocation and the summer reading for new students, creation of the position of ombudsperson, and a protocol for responding to bias incidents. As Ramapo matures as a residential campus, it should continue to seek ways to foster a campus climate characterized by open and continuous communication that deepens the understanding of the individual's identity and culture while promoting respect for differences within the Ramapo community and the larger world.

The creation of a residential campus over the past decade has fundamentally changed Ramapo on many levels. The tripling of the residential student population changed how students interact with each other and the campus community. Students are more likely to attend evening programs, work out in the newly remodeled Bradley Center, and join clubs. Chance encounters among students are more likely to lead to new friendships.

Student services have worked hard to develop in tandem with the residential campus. We find that student programming and services promote student growth along both intellectual and social dimensions. The student life staff are dedicated professionals who care deeply about the well-being and education of students. They understand that students grow in many ways beyond the academic in a residential environment and they understand that growth requires the right balance

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between control of the social environment by professional and peer-mentor staff and the freedom for students to mature by experience.

The transformation of the campus, however, is not complete. The construction of residence halls is only the first step of many to create a fully realized residential campus. As a campus becomes active 24/7, programming needs change and the College must provide more wellness and safety education. Successful programming is student-initiated and driven and must change with the interests of students. Student leaders cited the creation of the student allocations committee as a good example of student-initiated programming. At the same time, they lamented the continued exodus from campus on the weekends and were reluctant to schedule events then for fear of low turnout.

### **Significant accomplishments, progress, and exemplary/innovative practices:**

- We were impressed with the strong and pervasive pride in Ramapo as a public liberal arts institution. There is an important place in higher education for small, residential colleges where students from all walks of life and circumstances share in the benefits of an affordable education.

### **Non-binding findings for improvement:**

- Consider whether using a more holistic approach in the evaluation of students for admission and scholarships will promote the College's diversity goals.
- Evaluate the benefits of a more balanced distribution of institutional aid between merit and need-based programs as a way of meeting the enrollment goals of the strategic plan.

### **Recommendation:**

- Evaluate the potentially incompatible goals of the enrollment management plan and determine which goals should take priority.

## **Chapter 5: Faculty**

### ***Standard 10: Faculty***

The institution meets this standard.

The College employs 211 full-time faculty members (Fall 2008 data). They hold appropriate degrees and credentials (93 percent hold terminal degrees in their fields); they are appropriately deployed in the various degree programs. As a relatively young institution, Ramapo College is at a turning point. Significant numbers of the "founding faculty" from the early 1970s have recently retired and others may be expected to do so in the next several years. Faculty culture has been shaped by the original experimental, interdisciplinary ethos of the institution, and some of the current discussions of educational goals among the faculty are driven by reactions to recent changes from that mission and ethos. Though issues surrounding the liberal arts and

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professional programs are in contention, there seems to be no great gulf between more senior faculty and more recently hired faculty. Though there are reservations about some of the new directions the College has taken, the team encountered strong manifestations of loyalty and pride in the distinctive institution of higher education that has evolved from its founding to the present day.

In the past four years, the College has reallocated funds to hire five additional faculty per year. Over all, 56 tenure-track faculty have been hired in the past five years. The additional lines have been divided among the five schools; the vitas of the new faculty suggest successful recent hires. Mentoring and orientation practices for new faculty are relatively informal and vary considerably from school to school. Although mentoring has expanded in recent years, orientation programs appear to be limited, especially in the case of adjuncts. Based on recommendations from a Faculty Assembly Executive Council task force report, the Provost's office is presently developing a more comprehensive orientation program. Through the Faculty Resource Center, professional development resources are available to both beginning and experienced faculty. Because of budgetary difficulties, however, resources for the Center have been reduced in the past three years. Ramapo College provides sabbaticals, but they are relatively limited in number, averaging four per year since 2004-05. Further support for grant-writing and sponsored research activities might also be helpful. As the self-study notes, faculty members have secured external research grants at a relatively modest pace: \$459,567 since 2005.

Members of the Ramapo faculty are evaluated on four criteria: teaching effectiveness, scholarship (broadly defined, as appropriate), service to the college and community, and professional responsibility. Before tenure, evaluation is done annually through the unit personnel committee, the unit council, the dean and the provost. Evaluation of tenured faculty takes place every five years. Teaching is taken seriously and carefully considered. Faculty report that teaching effectiveness is vitally important to achieving tenure; faculty members whose performance is unsatisfactory do not advance to the tenure-decision year. Teaching and service responsibilities beyond the classroom are also important. Faculty members' commitment to interdisciplinary studies, intercultural understanding, international education, and experiential learning—the “four pillars” of Ramapo's mission--has been consistent from the days of the founding. Although there are limitations on faculty ability to exercise some of these commitments (e.g., paucity of international programs) and there are problems in administering the experiential learning component of courses, the “pillars” are taken into account in the evaluation process.

Because of the relatively flat governance structure, faculty involvement appears to be strongest at the convening unit level and the school council. Responsibilities for leadership in the plenary Faculty Assembly and its Executive Council seem to fall to senior faculty, many of them members of the founding generation. As the changing of the guard continues to occur, the College may wish to give some consideration to a governance-based version of succession planning. Faculty governance—and indeed all shared governance structures—may need to be reevaluated and further reformed in light of this situation.

In sum, Ramapo College lives up to the standard: the faculty is appropriately prepared and qualified; educational programs and curricula are designed, maintained and updated by the faculty; the faculty receives support for carrying out basic faculty functions; the criteria for

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tenure, promotion, and professional advancement are clear. Mentoring and supervision are available and given freely, and principles of academic freedom are respected. The team identified two areas of concern, however: orientation and development of new faculty, especially adjunct faculty (who teach approximately one-third of all courses); and the accountability of faculty governance structures as they relate to curriculum and policy.

Accordingly, the team makes the following **non-binding findings for improvement** based on recommendations in the Self-Study:

- Codify and further develop orientation procedures to help new faculty assimilate to campus culture and traditions and participate in a shared vision; improve orientation and training for adjuncts.
- Improve the structure of faculty governance (and shared governance in general) and the structure of interchange between the faculty and administration to improve communication and transparency in academic decision-making.
- Develop further means of creating a sense of community, not only among faculty but also among the professional staff and other employee groups on campus.

### Chapter 6: Academic Programs and Assessment

This section covers Standards 11, 12, and 14. The institution meets these standards.

#### *Standard 11: Educational Offerings*

Ramapo College of New Jersey offers educational programs in 36 majors, 29 minors, and 6 certificate programs. In addition, the college has developed a ten-course general education program with well-designed goals and objectives. An Honors Program for about 30 freshmen was thoroughly revised and offered for the first time in Fall 2009. The syllabi for all courses are required to include clearly defined learning outcomes. The general education program is centered on the four pillars of the College's mission: interdisciplinary curriculum, international education, intercultural understanding, and experiential learning. In an effort to increase course rigor and provide faculty more time for scholarship, in 2006 the College reconfigured the course load for students and the teaching responsibilities for faculty. All courses were required to contain an experiential learning component. This is a laudable innovation; however, the requirement is "unmonitored" and needs to be evaluated more carefully (see recommendation below).

Forty-one percent of Ramapo's undergraduates are transfers. The College strives to provide the necessary courses and sections for this large population. This presents a challenge, however, in terms of course offerings and enrollment management. In addition, a recent study of the early performance of transfer versus non-transfer students has revealed that transfer students do not do as well as the non-transfers in course grades, term GPA, and cumulative GPA. Through the Center for Academic Advisement and First-Year Experience, the College is exploring ways to provide enhanced services for transfer students.

Master's level graduate programs are offered in Liberal Arts, Nursing, and Educational Technology. Two others, in Educational Leadership and Sustainability Studies are planned.

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Although they are small, Ramapo's graduate programs seek to capitalize on the College's strengths and further the College's commitment to meet the needs of the region.

Ramapo also provides students with a number of tools that support the academic programs including the library and co-curricular activities including cooperative education, internships, alternate spring break, lectures, clubs and organizations. Among the library's offerings is a new Information Literacy Program. Designed to weave information literacy into the students' four-year course of study, it involves not only the general education offerings but also courses in the student's major. Staying true to its mission, the curriculum requires an experiential learning component for each of the courses offered. As noted above, implementation of this component across the curriculum needs to be monitored carefully.

### **Non-binding findings for improvement:**

- While the rationale for changing the courses from three to four credits is sound, this innovation reduces the number of courses a student can take during his or her career and could limit the number of electives in the major, especially given the ten general education courses that are required. As part of a general assessment of the curriculum, a study should be done to look at this from the student perspective. For example, in a more prescriptive major like science, are students taking fewer upper level electives as a result of this change?
- The students enrolled in the three graduate programs represent a small percentage of the College's total enrollment. Some programs, such as the Master of Arts in Liberal Arts, use primarily regular faculty. Others, such as the Master of Science in Nursing, use primarily adjuncts. Depending on how these programs and future ones are staffed, this could put a drain on the College resources. In any event, clearer criteria for the establishment of new graduate programs are needed. The cost-benefit ratio, the use of adjunct faculty, and the appropriateness for these programs should be carefully reviewed.
- Providing courses and sections of courses for transfer students is acknowledged as a problem. More thought needs to be given to the number of transfers accepted and the areas that they are being attracted to. We were told that large majors like psychology and biology are not accepting transfer students. The strategic enrollment plan calls for a decrease in the number of transfer students. In addition, the State of New Jersey has recently imposed a mandate that community college graduates accepted to four year institutions be able to complete the bachelors degree with no more than sixty-four additional credits (unless they are missing pre-requisites), which limits the institution's capacity to address any additional needs of transfer students.
- The Center of Academic Achievement and First-Year Experience is exploring ways to respond to the special needs of transfer students. The underperformance of community college transfer students, particularly when they first transfer is well documented. Many of these students do go on to do well later in their career at the four-year institution. As part of an assessment of the transfer programs, a longitudinal study of these students should be carried out.

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### Recommendation:

The change from three to four credit-hour courses was intended to be a curricular enhancement for students and a way to provide faculty with flexible time for research and other academic activities. Faculty members are required to report how they use this “flex time.” At the same time, however, what students do with this added instructional time is not well regulated and there are wide variations across the College. This raises questions of curricular integrity and accountability.

- The College must develop policies and procedures to assure that the experiential component of all courses is being delivered as intended.

### *Standard 12: General Education*

Ramapo College requires that 40 of the 128 credits required for the Baccalaureate degree (10 out of 32 courses) be completed in General Education. The requirements cover skills, knowledge, and methods of inquiry that fit within current accepted practices in liberal learning. Requirements appear sufficient to assure that students meet the General Education competencies specified by Standard 12. General Education also appears to be well integrated in the requirements of schools and majors. Four-year plans exist that guide students through their major programs of study with explicit integration of General Education requirements. General Education courses, structured and sequenced through the students’ initial two or three years, provide a base of skills, knowledge, and abilities upon which major fields of study then build. General Education proficiencies seem to represent goals for student learning whose pursuit and eventual achievement are shared by General Education and majors.

General Education programs are also expected to incorporate values, ethics and diverse perspectives. The Ramapo mission, built upon the four pillars, emphasizes concepts of intercultural and experiential learning that capture the spirit of this expectation. The General Education program is designed to ensure the consideration of diversity through its international and intercultural requirements. While student learning outcomes for General Education continue to specify aesthetic analysis and moral and ethical reasoning, recent curricular changes have reduced, or perhaps eliminated, this component from the General Education program.

Resources provided to students through the four phases of Ramapo’s First-Year Experience would seem to be sufficient for understanding the intent and specifics of the General Education program, although the Self Study’s recommendation to expand the program’s web presence is welcome and should be implemented. Students report that understanding of the liberal arts mission, General Education program, and the four pillars is gained incrementally through orientation, the first year seminar, and their continuing experiences across the curriculum and co-curriculum.

The Standard’s fundamental elements also require the assessment of General Education outcomes with results being used for curricular and programmatic improvement. Recent attempts have been made, and a Faculty Assembly Committee recently formed, to plan and coordinate General Education assessment and to provide a means for assessment data to inform the curricular development process. While the College is perhaps moving in the right direction,



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change has been slow and the infrastructure to support these efforts is tenuous and untested. Without proper assessment by the faculty of the essential learning that defines the institutional identity of Ramapo (i.e., the liberal arts), ongoing review and program improvement is hampered. Furthermore, the retrofitting of a new General Education program to map many of the old (pre-2006) General Education requirements, as part of the Curriculum Enhancement Program (when General Education requirements were reduced from 17 to 10 courses), has led to a program that may or may not fit with current and future needs of the undergraduate curriculum, especially in light of the mission mentioned earlier in this report.

### **Significant accomplishments, progress, and exemplary/innovative practices:**

- The liberal arts, embodied in part by the four pillars, have historically provided a foundation for Ramapo's undergraduate curriculum. The four pillars continue to provide a recognizable and meaningful framework for a Ramapo education; they should continue to be reassessed for currency and relevance as societal and institutional conditions shift.
- The General Education curriculum is developmentally structured and provides a foundation for more focused study within schools and majors. This "vertical" design reflects good practice in liberal education; it should also be continually reassessed to ensure that it contributes to connected and effective student learning. In this regard, evaluation should focus on what has been lost with changes to capstone experiences and subsequent compromises in the curriculum necessitated by the Curriculum Enhancement Plan.

### **Non-binding findings for improvement:**

- While many iterations of General Education student learning goals and objectives have been proposed in recent years, a concern remains as to whether students are sufficiently aware of, and faculty are sufficiently in agreement about, what learning outcomes are to be expected from General Education. While progress has been made in specifying student learning objectives related to the specific General Education competencies in this Standard, the College must reach agreement on measureable learning outcomes related to other aspects of the College's General Education program (e.g., experiential and intercultural learning, ethical and moral reasoning). This omission must be attended to immediately so that General Education assessment can begin in earnest.
- In conjunction with work on the specification and assessment of General Education outcomes, a more intensive re-examination of the General Education curriculum is warranted in light of the recent restructuring of the overall curriculum and the re-examination of the College's mission as discussed above.

### ***Standard 14: Assessment of Student Learning***

The team concludes that Ramapo College meets this standard, but expresses several concerns, outlined in the following analysis and findings.

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In general, student learning outcomes have been articulated across many levels and for many programs in accordance with Middle States expectations; and they are consonant with the College's mission. This is evident in the extensive survey of course syllabi undertaken in the self-study. While the evaluation and improvement of student learning through assessment is in evidence at the course level and in some, but not all, academic programs and units, program level assessment processes are uneven in quality and completeness across programs and units. There are examples of assessment having been conducted in a sustained and systematic way in some programs and evidence thus gained having been used for program and/or curricular improvement. Many of these examples come from units in which disciplinary accreditation often drives stronger assessment practices (e.g., business and social work). However, the assessment process is not systematic or well integrated into continuous improvement cycles for the majority of programs, including General Education.

Despite some reports in the self-study of program and curricular changes driven by assessment, the team found inconsistent evidence that such changes came from assessment practices that meet the guidelines of Middle States Standard 14. Program-level and institutional assessment of learning, including the assessment of General Education, is not yet sufficiently well developed to demonstrate either evidence of achievement or its use in improving teaching and learning at these levels. The team's examination of Program Reviews and Assessment Plans indicates that many programs remain at early stages in developing assessment strategies. In some programs, for example, syllabus review, statements of program philosophy, and enumeration of course-level goals and outcomes stand in for true assessment plans. Other assessment reports described proposed methods but did not supply data, used questionable data sources (e.g., course grades, audience growth, student evaluations), or apparently misinterpreted data. Plans or activities occasionally showed promise of "good practice," but this seemed more the exception than the rule. However, at some levels and for some programs, assessment evidence has been used for curricular and pedagogical improvements.

The use of institutional-level data (e.g., NSSE, CLA) to inform the assessment of student learning was notably absent. Despite the institutional effort and expense of undertaking the College Learning Assessment in 2008-2009—efforts applauded by the team—an inadequate senior sample severely restricted the validity, and hence the value, of the CLA data and report.

While there were some reports of a culture of assessment on campus, evidence was spotty; such a culture is at best in the early stages of development. There is some evidence of faculty ownership of, and investment in assessment at the most local levels (course and convener group) and the earliest stages (work on outcome specification), which is a necessary foundation for building a culture of assessment. For instance, courses/syllabi reflect student learning outcomes (SLOs) and seem well tied to overall mission of the program/school/College. In 2010, however, at this point in the history of assessment in higher education, much greater expectations for the development of systematic processes for the assessment of student learning are present for Middle States institutions. The team notes that after Ramapo's last self-study, in 2000, the Commission requested documentation of "further progress in the development and implementation of a comprehensive outcomes assessment plan."

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### **Non-binding findings for improvement:**

- We endorse the recommendations made in the Self-Study to systematize the process of assessment and the collection and display of assessment data and results through comprehensive planning, WEAVE online, and web site development.

### **Recommendations:**

- We have already commented on the unevenness of assessment practices across programs: too many remain in the early or middle stages of the assessment cycle. The College must attend immediately to developing and implementing a documented, organized, and sustained assessment process for all academic programs that is characterized by the following: 1) Clearly articulated statements of expected student learning outcomes; and 2) the systematic, sustained, and thorough use of multiple qualitative and/or quantitative measures that maximize the use of existing data and information, clearly and purposely relate to the goals they are assessing, are of sufficient quality that results can be used with confidence to inform decisions, and include direct evidence of student learning.
- Additionally, we believe that far too much time has passed with only marginal progress having been made on the assessment of General Education student learning objectives. The College must institute a planned and sustainable process for Gen Ed assessment to evaluate and improve student learning. Such a process must receive the support and collaboration of faculty and administration and yield results that provide evidence of key institutional and program learning outcomes. Such evidence needs demonstrably to form the basis for curricular and program improvement.

### **Chapter 7: Related Educational Activities**

#### ***Standard 13: Related Educational Activities***

The institution meets this standard.

#### **Summary of evidence and findings:**

Although it does not have branch campuses or offer courses in other locations (other than clinical nursing courses in partner hospitals), Ramapo College has in place a variety of programs and services that are encompassed in this category and that are appropriate to its mission. Overall, the College's related educational activities are overseen by specific institutional structures that assure that faculty members regularly have the opportunity to provide input and feedback.

The College has systematic procedures in place for identifying under-prepared students (e.g., through ACCUPLACER, entering test scores/transcript evaluations) and for assuring they are appropriately placed into developmental and basic skills courses. There is a comprehensive approach to tutoring under-prepared students, with services provided through the Educational Opportunity Fund, Athletics, and the Office of Specialized Services. Procedures for faculty identification of under-prepared students (or processes for student self-identification) are not explicit, however.

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Ramapo College has appropriate policies and procedures in place to assure the integrity and quality of programs being offered in conjunction with outside providers. On campus, the Center for Innovative and Professional Learning develops both credit and non-credit program proposals for various audiences using a collaborative process that involves extensive input from the academic division.

In the area of distance learning, the College has provided the training necessary to assure that faculty members are prepared to offer such courses, and has built an adequate infrastructure to support that program. Moreover, the College has provided monetary incentives to encourage faculty members to teach online and modify their face-to-face courses for online delivery.

Ramapo's Study Abroad program is consistent with the institution's mission and is integrated into its overall curriculum. During the 2005-06 academic year, the College declared a moratorium on the program and commissioned an external report. This may have affected current enrollments. From 2003-04 to 2007-08, student participation in Study Abroad programs declined steadily, from 221 students to 111; this 2007-08 figure represents a lower level of participation that was found before the College's moratorium on Study Abroad in 2005-06. This may be problematic, given the importance of international education as one of the pillars of a Ramapo education.

### **Significant accomplishments, significant progress, or exemplary/innovative practices:**

- The College offers a six-week Pre-Freshman Summer Studies Program to under-prepared students through its Center for Academic Success and Educational Opportunity Fund.

### **Non-binding finding for improvement:**

- The institution should develop new and more effective strategies for increasing Study Abroad participation, especially given the centrality of this activity to Ramapo's mission.

## **IV. SUMMARY OF RECOMMENDATIONS FOR CONTINUING COMPLIANCE**

### ***Standard 4: Leadership and Governance***

- Establish a college-wide forum as part of shared governance system in which all constituencies can sit down, share information, and have substantive discussion. Work toward shared all-campus governance where all constituencies can come together.
- Provide greater faculty voice on committees such as the Institutional Effectiveness Committee, Position Review Committee, and the Budget Committee, and reexamine other important task forces to ensure adequate faculty representation.

## **Attachment 2**

### ***Standard 8: Student Admissions and Financial Aid***

- Evaluate the potentially incompatible goals of the enrollment management plan and determine which goals should take priority.

### ***Standard 11: Educational Offerings***

- The change from three to four credit-hour courses was intended to be a curricular enhancement for students and a way to provide faculty with flexible time for research and other academic activities. Faculty members are required to report how they use this “flex time.” At the same time, however, what students do with this added instructional time is not well regulated and there are wide variations across the College. This raises questions of curricular integrity and accountability. The College must develop policies and procedures to assure that the experiential component of all courses is being delivered as intended.

### ***Related Recommendations under Standards 2 (Planning), 7 (Institutional Assessment), and 14 (Assessment)***

- Fully integrate planning processes at the College level with the assessment of student learning outcomes in academic affairs.
- Identify, establish and monitor on a regular basis performance indicators that are linked to its strategic goals and objectives.
- Attend immediately to developing and implementing a documented, organized, and sustained assessment process for all academic programs that is characterized by the following: 1) Clearly articulated statements of expected student learning outcomes; and 2) the systematic, sustained, and thorough use of multiple qualitative and/or quantitative measures that maximize the use of existing data and information, clearly and purposely relate to the goals they are assessing, are of sufficient quality that results can be used with confidence to inform decisions, and include direct evidence of student learning.
- Fully institute a planned and sustainable process for Gen Ed assessment to evaluate and improve student learning. Such a process must receive the support and collaboration of faculty and administration and yield results that provide evidence of key institutional and program learning outcomes. Such evidence needs demonstrably to form the basis for curricular and program improvement.



# National Survey of Student Engagement Executive Snapshot 2010

Ramapo College of New Jersey

## Dear Colleague:

This document presents some key findings from your institution's participation in the 2010 National Survey of Student Engagement. We hope you can use this information to stimulate discussion on your campus about how to improve the undergraduate experience at Ramapo College of New Jersey.

## Student Engagement at the Department Level

NSSE and other assessment projects must be about more than simply gathering and reporting data. Campus leaders, faculty, and staff should examine and discuss what they mean, and determine an appropriate action plan. Yet aggregate, institution-wide results may have limited meaning for those closest to teaching and learning. In other words, a dean or department chair may not derive much diagnostic value from knowing the institution-wide benchmark score for student-faculty interaction, but when that information is known for a particular school or department, and it can be compared to other majors on campus, it may get more traction.

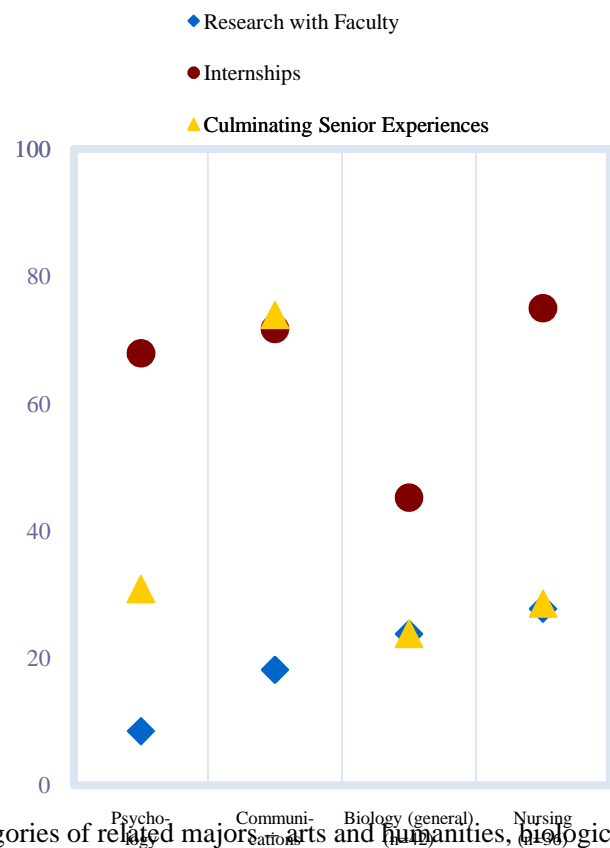
## Participation in High-Impact Practices in Selected Fields at Ramapo College

NSSE's *Annual Results 2010* calls attention to distinctive patterns of engagement by major field of study. The adjacent figure compares seniors in up to four of your largest academic majors, charting participation in three *high-impact practices*: research with faculty, internships or field experiences, and culminating senior experiences.<sup>a</sup> High-impact practices have positive effects on student learning, retention, and engagement. They typically demand considerable time and effort outside the classroom, require meaningful interaction with faculty and other students, encourage students to interact with diverse individuals and groups, and provide students with frequent and helpful feedback – thus setting up the potential for a life-changing experience.

## Major Field Reports are Available

*Major Field Reports* which display NSSE results by eight categories of related majors, arts and humanities, biological sciences, business, education, engineering, other professions, physical sciences, and social sciences – offer another way to connect results to department level assessment and to improvements in teaching and learning. Your NSSE contact may download these reports from the Institution Interface.

Percent of Seniors Participating in High-Impact Practices for Selected Majors<sup>b</sup> at Ramapo College



<sup>a</sup> Kuh, G.D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities.

<sup>b</sup> Up to four of your institution's majors were selected based on the number of senior respondents, requiring at least five within each major. If at least two majors did not meet this criterion, results for those majors for a given activity may not be statistically significant.

**Attachment 3**  
**10 Year Comparison Data See Appendix 2**



**National Survey of Student Engagement**  
Executive Snapshot 2010 (Ramapo College of New Jersey)

**NSSE 2010 Question Comparisons**

By examining individual NSSE questions, you can better understand what contributes to your institution's overall benchmark scores. This section features the five questions on which your first-year and senior students scored the highest and the five questions on which they scored the lowest, relative to students at the indicated comparison group (the group's members are listed in your *NSSE 2010 Selected Comparison Groups* report).

While we chose these questions to represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. We encourage you to review your *NSSE Institutional Report 2010* for additional results of particular interest to your campus.

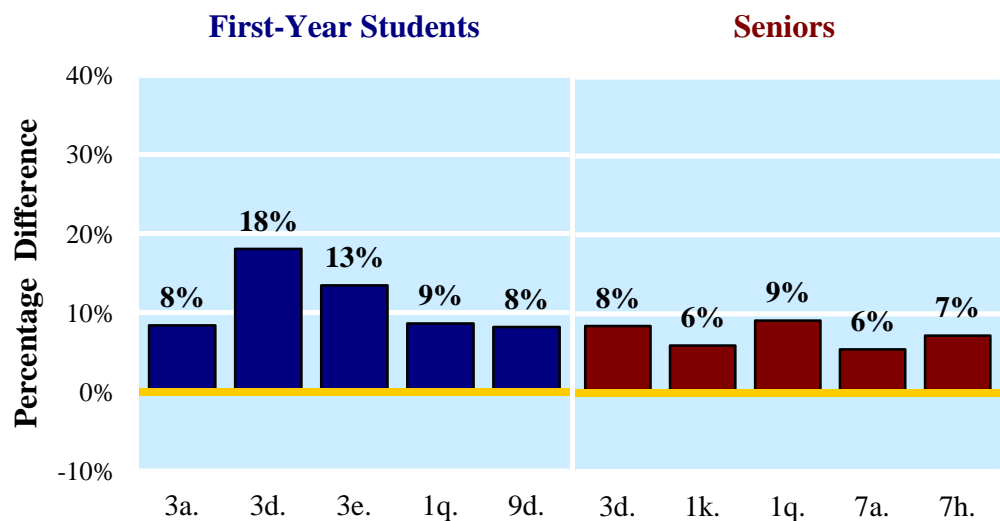
**Highest Performing Benchmark Items Relative to Mid East Public**

**Comparison Groups**

Ques- tion	Bench- mark <sup>1</sup>	Percent of students who...	Ramapo College	Mid East Public	Carnegie Class	COPLAC
<b>First-Year Students</b>						
3a.	LAC	Read more than 10 assigned books or book-length packs of readings	<b>45%</b>	37%	44%	41%
3d.	LAC	Wrote more than 4 papers or reports between 5 and 19 pages	<b>48%</b>	30%	35%	30%
3e.	LAC	Wrote more than 10 papers or reports of fewer than 5 pages	<b>43%</b>	30%	39%	33%
1q.	SFI	Received prompt written or oral feedback from faculty <sup>2</sup>	<b>67%</b>	58%	65%	60%
9d.	EEE	Spent more than 5 hours/week participating in co-curricular activities	<b>36%</b>	28%	33%	34%
<b>Seniors</b>						
3d.	LAC	Wrote more than 4 papers or reports between 5 and 19 pages	<b>54%</b>	46%	50%	49%
1k.	ACL	Did a community-based project as part of a regular course <sup>2</sup>	<b>23%</b>	17%	24%	18%
1q.	SFI	Received prompt written or oral feedback from faculty <sup>2</sup>	<b>75%</b>	66%	73%	69%
7a.	EEE	Did a practicum, internship, field experience, clinical assignment	<b>56%</b>	50%	55%	53%
7h.	EEE	Completed a culminating senior experience (capstone, thesis, comp. exam)	<b>42%</b>	34%	40%	35%

The adjacent figure, based on the table above, displays the questions on which your students compare most favorably with those in your selected comparison group named:

Mid East Public



**Attachment 3  
10 Year Comparison Data See Appendix 2**



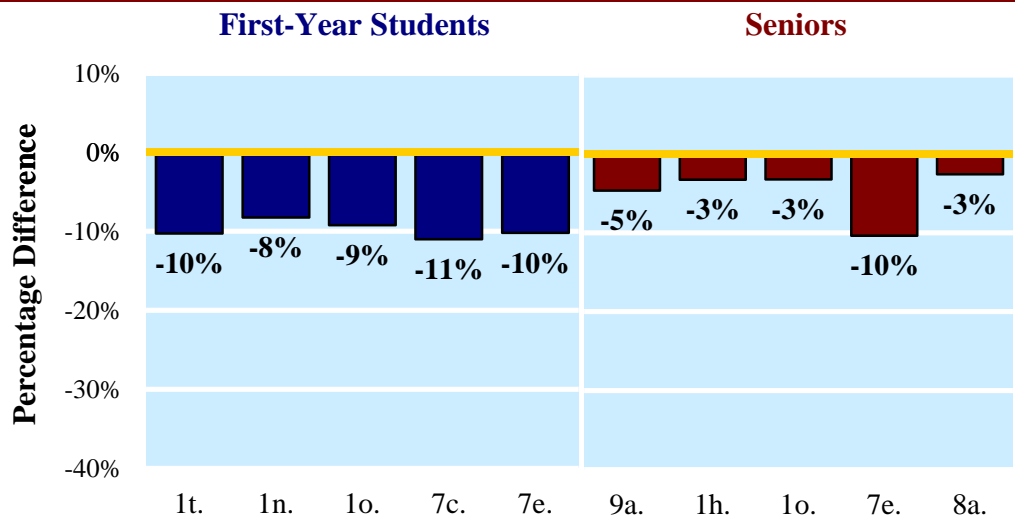
**Lowest Performing Benchmark Items Relative to Mid East Public**

**Comparison Groups**

Question	Benchmark <sup>1</sup>	Percent of students who...	Ramapo College	Mid East Public	Carnegie Class	COPLAC
<b>First-Year Students</b>						
1t.	ACL	Discussed ideas from readings or classes with others outside of class <sup>2</sup>	<b>48%</b>	59%	60%	62%
1n.	SFI	Discussed grades or assignments with an instructor <sup>2</sup>	<b>45%</b>	53%	60%	52%
1o.	SFI	Talked about career plans with a faculty member or advisor <sup>2</sup>	<b>24%</b>	34%	39%	31%
7c.	EEE	Participated in a learning community	<b>7%</b>	18%	18%	15%
7e.	EEE	Completed foreign language coursework	<b>5%</b>	15%	20%	22%
<b>Seniors</b>						
9a.	LAC	Spent more than 10 hours/week preparing for class (studying, etc.)	<b>52%</b>	57%	60%	64%
1h.	ACL	Worked with classmates outside of class to prepare class assignments <sup>2</sup>	<b>55%</b>	58%	58%	60%
1o.	SFI	Talked about career plans with a faculty member or advisor <sup>2</sup>	<b>41%</b>	45%	50%	46%
7e.	EEE	Completed foreign language coursework	<b>25%</b>	35%	44%	45%
8a.	SCE	Positively rated their relationships with other students <sup>3</sup>	<b>79%</b>	81%	84%	81%

The adjacent figure, based on the table above, displays the questions on which your students compared least favorably with those in your selected comparison group named:

Mid East Public



**Notes**

<sup>1</sup> LAC=Level of Academic Challenge; ACL=Active and Collaborative Learning; SFI=Student-Faculty Interaction; EEE=Enriching Educational Experiences;

SCE=Supportive Campus Environment

<sup>2</sup> Combination of students responding 'very often' or 'often'

<sup>3</sup> Rated at least 5 on a 7-point scale

<sup>4</sup> Combination of students responding 'very much' or 'quite a bit'

**Respondent Characteristics**

The adjacent table displays your number of respondents, response rate, and sampling error by class. Sampling error is an estimate of the margin by which the true percentage of your students may differ from the reported percentage on a given item (because not all of your students completed surveys).

	N	Resp. Rate	Sampling Error
First-Year Students	382	40%	+/-3.9%
Seniors	615	39%	+/-3.1%



**Attachment 3**  
**10 Year Comparison Data See Appendix 2**



**National Survey of Student Engagement**  
Executive Snapshot 2010 (Ramapo College of New Jersey)

**Benchmarks of Effective Educational Practice**

To represent the multi-dimensional nature of student engagement, NSSE developed five indicators of effective educational practice. These "benchmarks" are created from clusters of NSSE questions that best represent these practices.

The table below summarizes key benchmark results for your institution and institutions in your selected comparison groups. The '+' symbol indicates that your institution's score is higher than the respective comparison group ( $p < .05$ ), the '-' symbol indicates a score lower than the comparison group, and a blank space indicates no significant difference. For additional details, review your *NSSE 2010 Benchmark Comparisons* report.

		<b>Comparison Groups</b>			
		<i>Ramapo College</i>	Mid East Public	Carnegie Class	COPLAC
<i>Class</i>					
<b>Level of Academic Challenge (LAC)</b>					
<i>How challenging is your institution's intellectual and creative work?</i>	First-Year	<b>54</b>			
	Senior	<b>59</b>	<b>+</b>		
<b>Active and Collaborative Learning (ACL)</b>					
<i>Are your students actively involved in their learning, individually and working with others?</i>	First-Year	<b>43</b>	-	-	
	Senior	<b>52</b>		-	
<b>Student-Faculty Interaction (SFI)</b>					
<i>Do your students work with faculty members inside and outside the classroom?</i>	First-Year	<b>33</b>	-	-	-
	Senior	<b>44</b>		-	
<b>Enriching Educational Experiences (EEE)</b>					
<i>Do your students take advantage of complementary learning opportunities?</i>	First-Year	<b>24</b>	-	-	-
	Senior	<b>40</b>		-	-
<b>Supportive Campus Environment (SCE)</b>					
<i>Do your students feel the institution is committed to their success?</i>	First-Year	<b>60</b>		-	
	Senior	<b>59</b>		-	

**For More Information**

A comprehensive summary of all results is contained in your institutional report, which we sent in August to Babette Varano, Effectiveness, Planning & Institutional Research. Reports used in this Executive Snapshot included the: NSSE 2010 Mean Comparisons, Frequency Distributions, Benchmark Comparisons, and Respondent Characteristics.



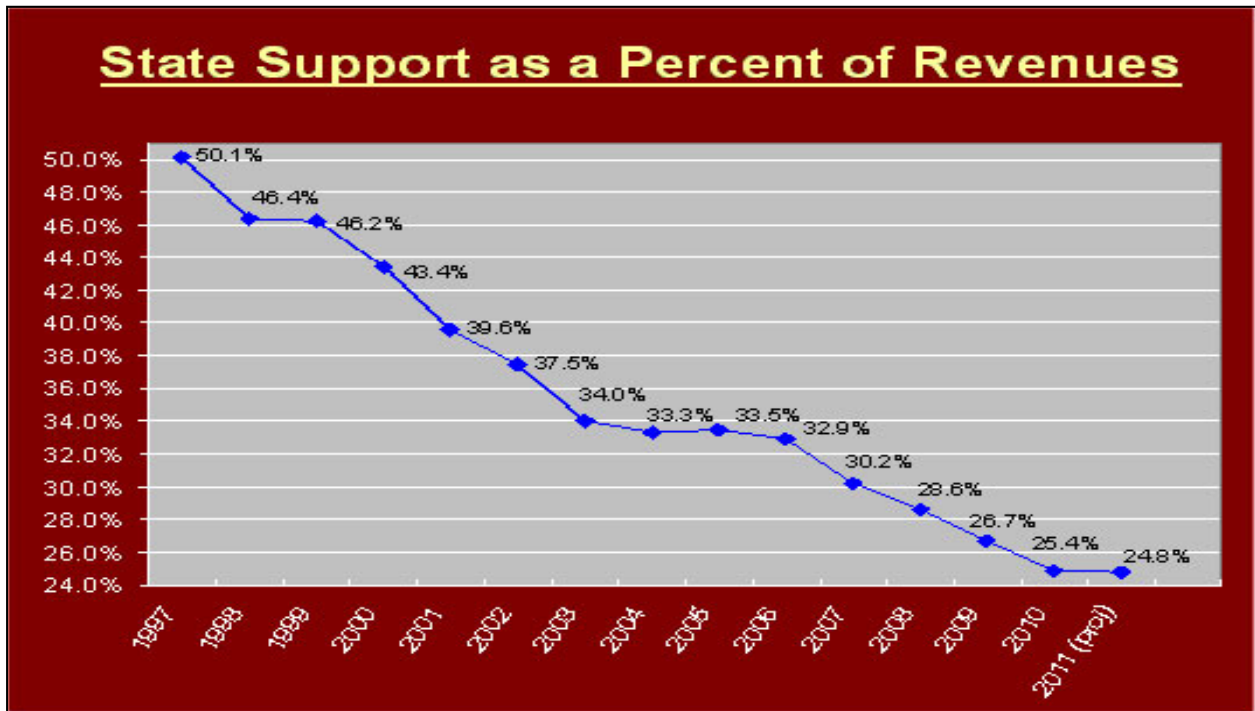
**National Survey of Student Engagement**

Indiana University Center for Postsecondary Research  
1900 East Tenth Street, Suite 419  
Bloomington, IN 47406-7512

Phone: 812-856-5824  
E-mail: nsse@indiana.edu  
Web: nsse.iub.edu

Attachment 4

RAMAPO COLLEGE: STATE SUPPORT AS A PERCENT OF REVENUES





# Ramapo College of New Jersey Adult Learner Study Survey Program and Marketing Recommendations

August 18, 2010

Carnegie Communications, LLC 2 LAN Drive, Suite 120 Westford, MA 01886  
978.842.2781 main 978.692.7518 fax

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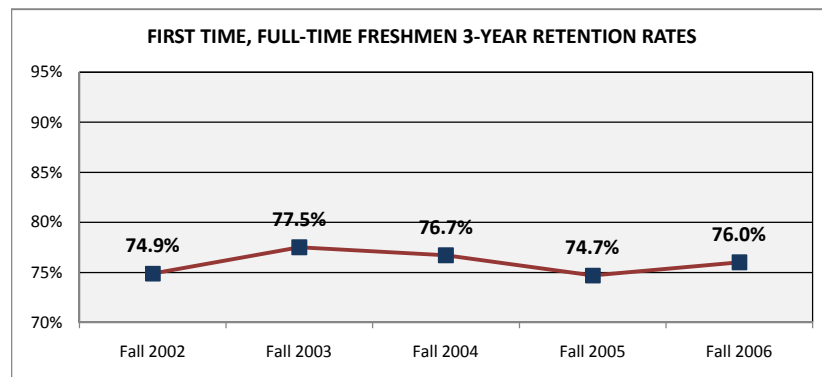
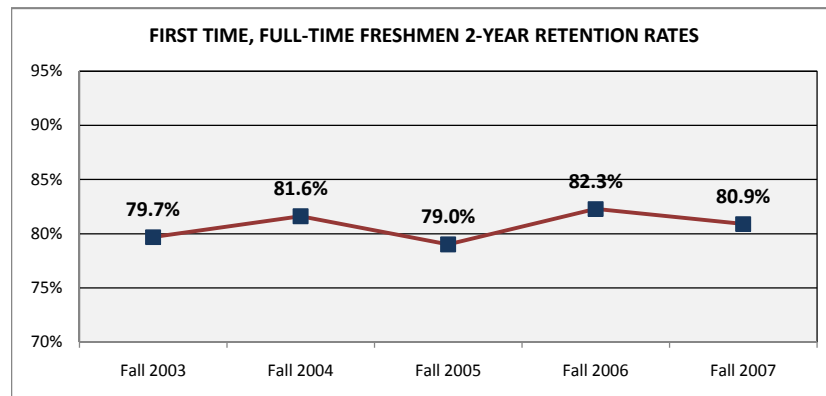
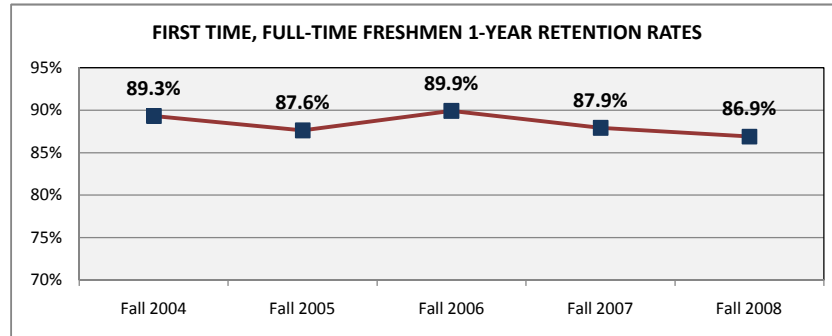
## Purpose of the Adult Learner Study

- A comprehensive market research project that will help Ramapo College determine where there is a beneficial adult learner niche.
- The project includes the following elements:
  - An ***Environmental Scan*** that describes which programs, based on economic and employment trends, will resonate with adults in Ramapo's geographic market
  - A ***Competitive Scan*** that describes the competitive college/university marketplace for the programs that have been identified in Ramapo's geographic market
  - A ***Market Research Survey*** to test the interest of the programs, how to deliver these programs, and how to market to adult learners in the Ramapo geographic market

## Ramapo's Adult Learner Study: Key Steps

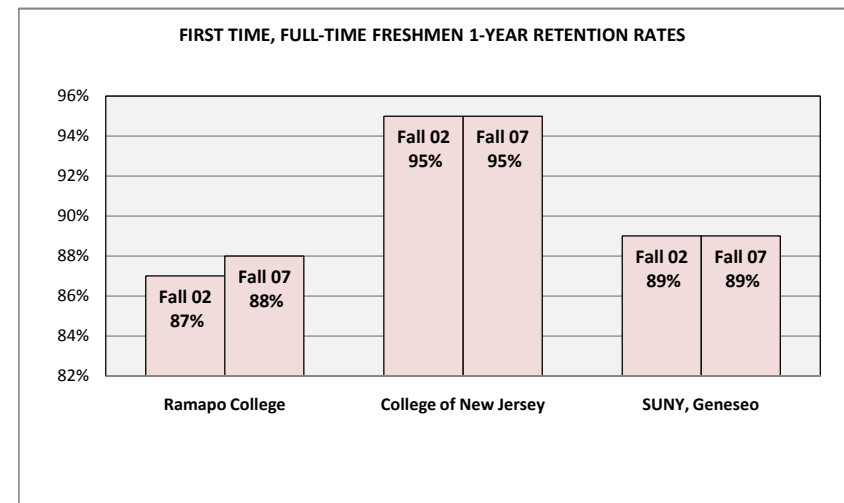
- Step One: Institutional Inventory and Campus Visit
- Step Two: Environmental Scan
- Step Three: Competitive Scan
- Step Four: Survey Research
- **Step Five: Final Report**

RAMAPO COLLEGE



BENCHMARK COMPARISON (ASPIRATIONAL)

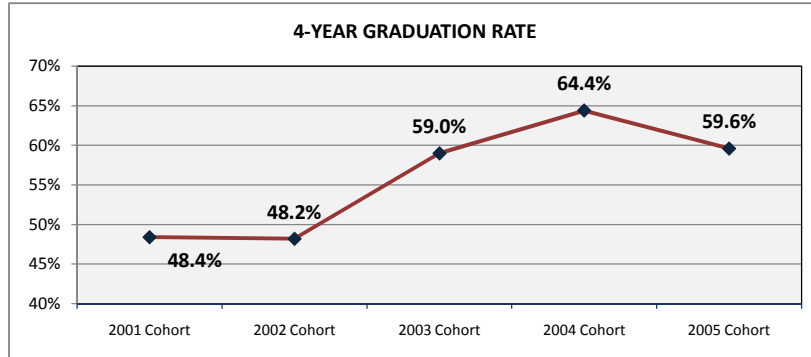
PLANNING OBJECTIVE: 90% 1-YEAR RETENTION RATE



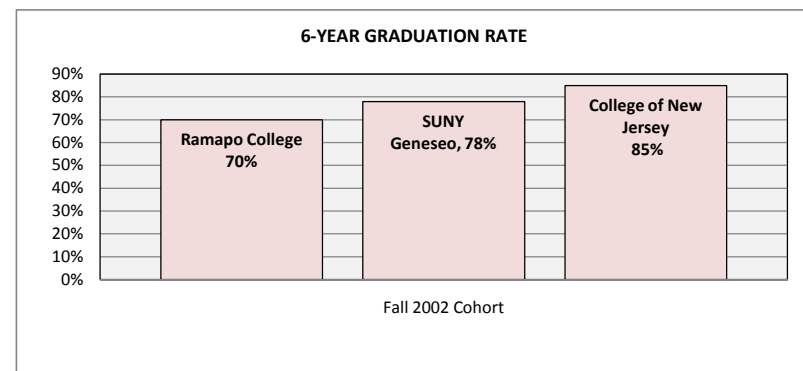
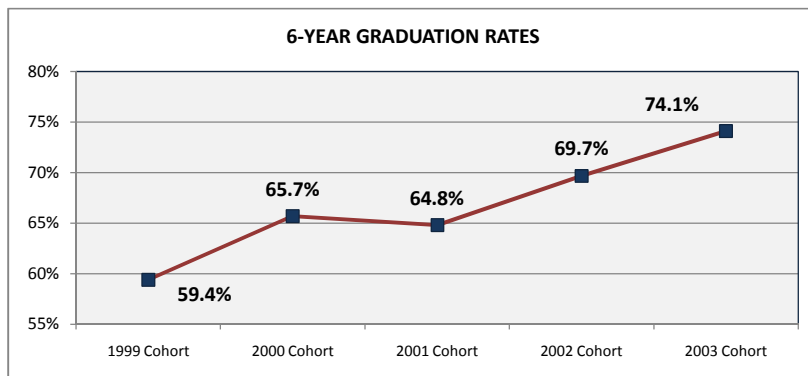
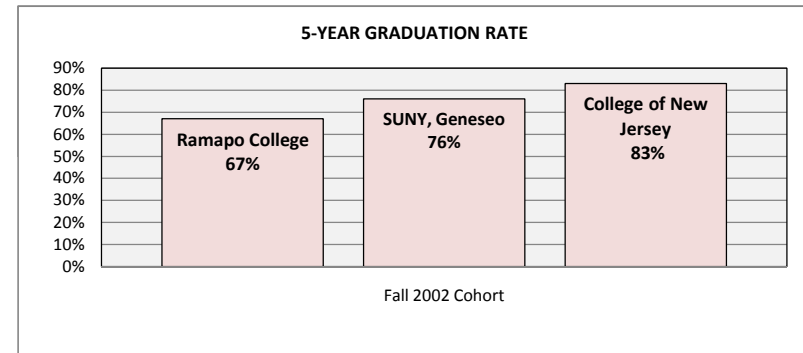
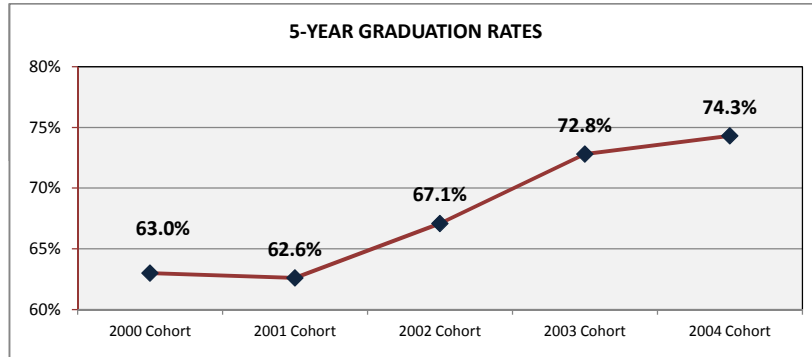
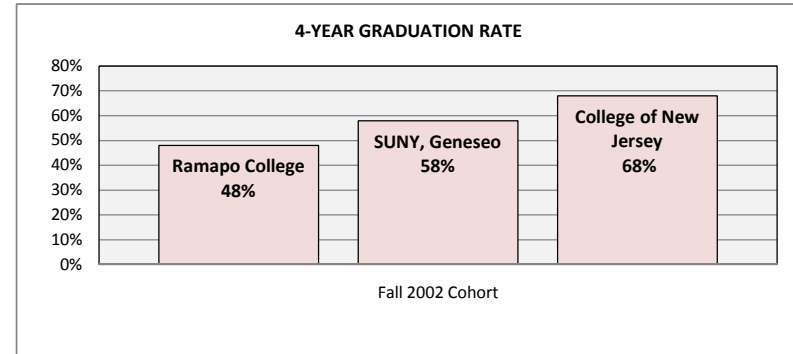
ACADEMIC EXCELLENCE

Attachment 6

RAMAPO COLLEGE



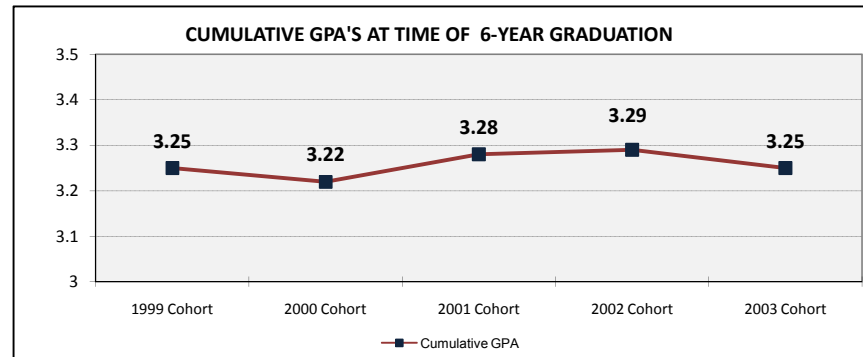
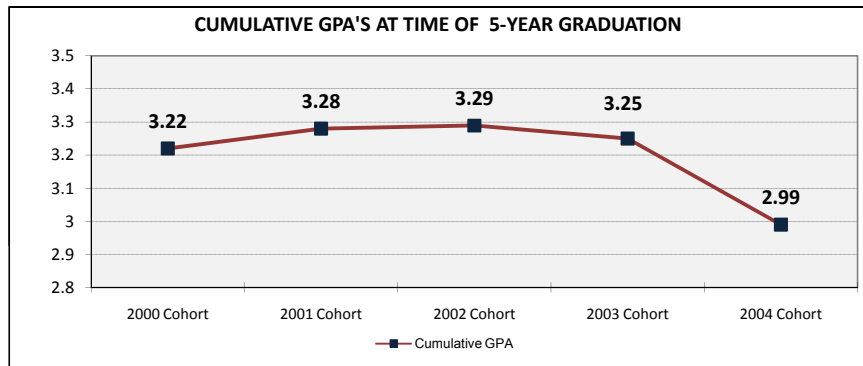
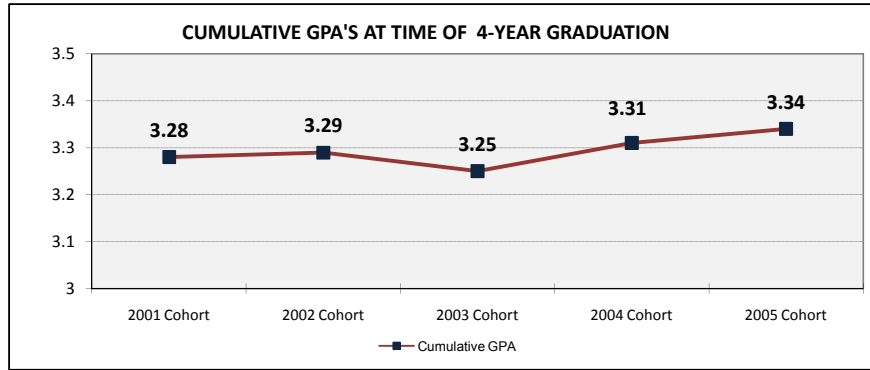
BENCHMARK COMPARISON (ASPIRATIONAL)





ACADEMIC EXCELLENCE

Attachment 6  
**RAMAPO COLLEGE**



**MEAN GPA/CHRS UNDERGRADUATE DEGREES AWARDED 2008-2009 BY SCHOOL**

School	n=	Mean GPA	Cum CHRS
AIS	155	3.2	136
CA	233	3.3	134
ASB	271	3.0	138
SSHS	295	3.2	134
TAS	188	3.3	140
	1,142		

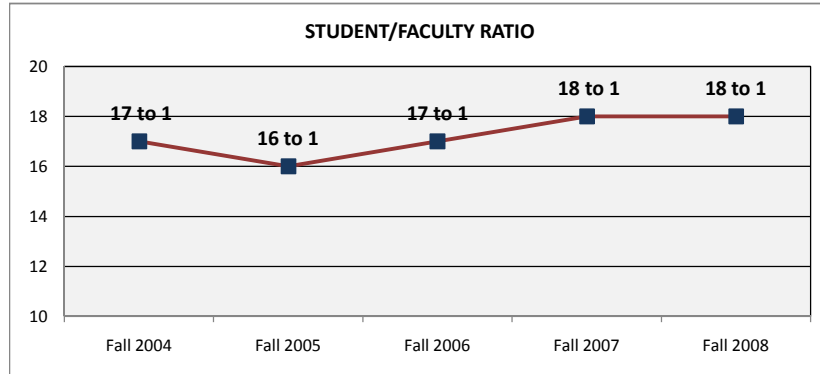
**MEAN GPA/CHRS UNDERGRADUATE DEGREES AWARDED 2008-2009 BY MAJOR**

Major	n=	Mean GPA	Cum CHRS
American Studies	7	3.2	140
History	63	3.2	134
International Studies	11	3.1	135
Literature	51	3.3	139
Political Science	17	3.1	144
Spanish Language Studies	6	3.4	138
Visual Arts	42	3.2	138
Contemporary Arts	32	3.2	131
Communication Arts	125	3.2	133
Music	18	3.2	135
Theater	16	3.6	138
Accounting	59	3.1	139
Business Administration	166	3.0	136
Economics	11	3.1	137
International Business	16	3.1	144
Information Systems	19	3.2	143
Environmental Studies	11	3.2	135
Law and Society	53	3.0	132
Psychology	164	3.2	133
Sociology	17	3.1	135
Social Science	13	2.9	133
Social Work	37	3.2	137
Allied Health	1	3.7	131
Biochemistry	8	3.1	138
Biology	52	3.2	139
Chemistry	1	3.5	142
Computer Science	11	3.1	137
Environmental Science	9	3.3	137
Integrated Science Studies	1	2.7	128
Mathematics	14	3.3	136
Nursing	72	3.4	141
Nursing (Earned RN)	14	3.5	139
Physics	3	3.1	142
Psychology	2	3.3	169
	1,142		

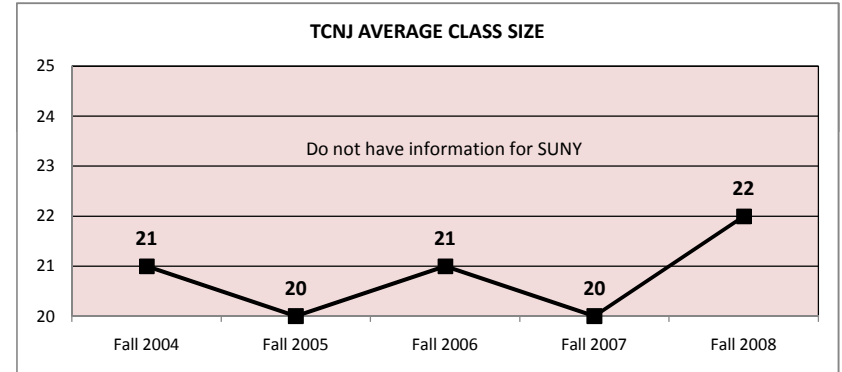
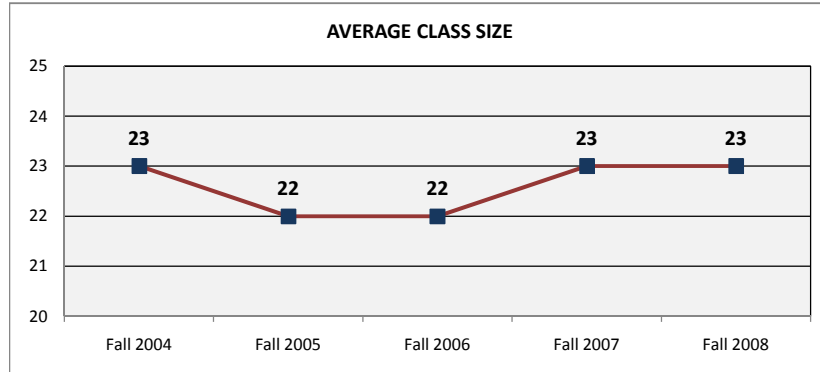
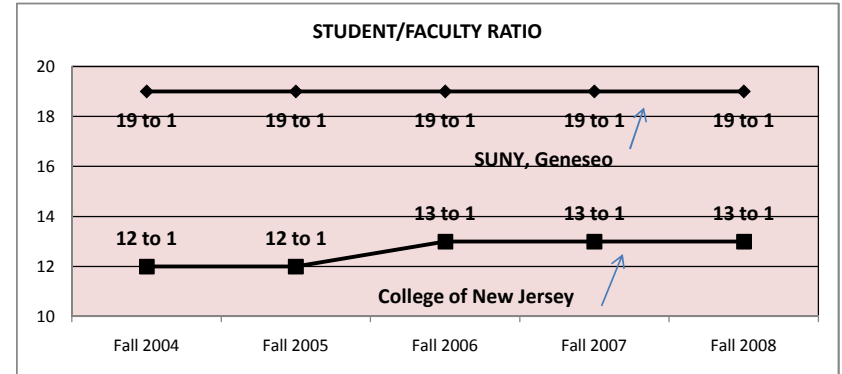
ACADEMIC EXCELLENCE

Attachment 6

RAMAPO COLLEGE



BENCHMARK COMPARISON (ASPIRATIONAL)



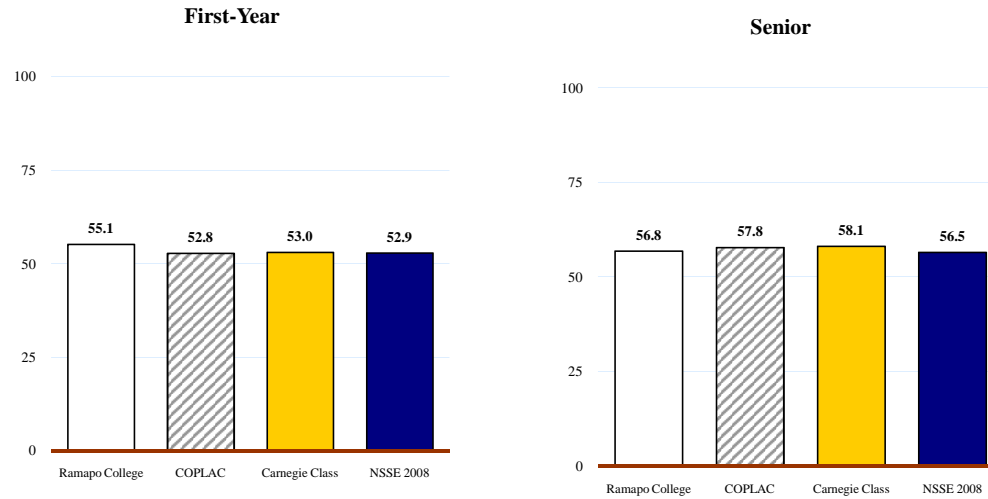


NSSE 2008 Benchmark Comparisons  
Ramapo College of New Jersey

**Level of Academic Challenge (LAC)**

*Benchmark Comparisons*

Class	Ramapo College Mean <sup>a</sup>	Ramapo College compared with:								
		COPLAC			Carnegie Class			NSSE 2008		
		Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
First-Year	55.1	52.8	***	.18	53.0	***	.15	52.9	***	.17
Senior	56.8	57.8		-.07	58.1		-.09	56.5		.02



**Level of Academic Challenge (LAC) Items**

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages.
- Coursework emphasizes: **Analysis** of the basic elements of an idea, experience or theory
- Coursework emphasizes: **Synthesis** and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: **Making of judgments** about the value of information, arguments, or methods
- Coursework emphasizes: **Applying** theories or concepts to practice
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizes: Spending significant amount of time studying and on academic work.

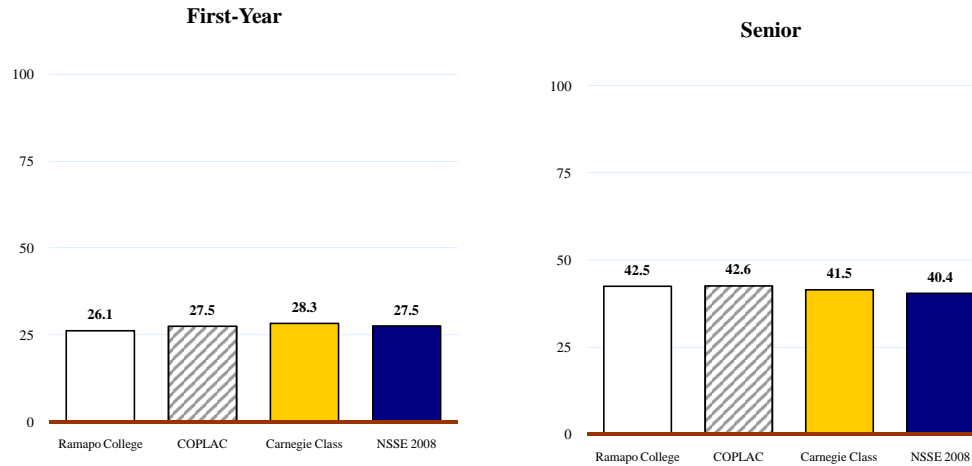


NSSE 2008 Benchmark Comparisons  
Ramapo College of New Jersey

**Enriching Educational Experiences (EEE)**

*Benchmark Comparisons*

Class	Ramapo College Mean <sup>a</sup>	Ramapo College compared with:					
		COPLAC		Carnegie Class		NSSE 2008	
		Mean <sup>a</sup>	Sig <sup>b</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>
First-Year	26.1	27.5	*	28.3	***	27.5	**
Senior	42.5	42.6		41.5		40.4	*



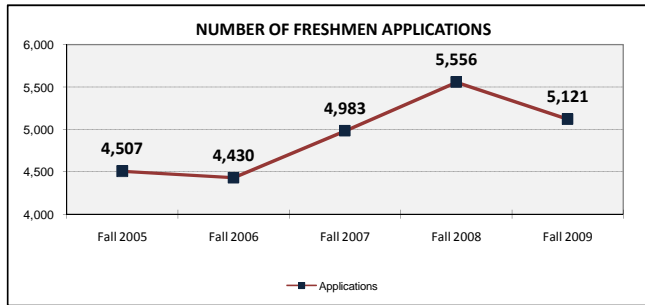
**Enriching Educational Experiences (EEE) Items**

Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

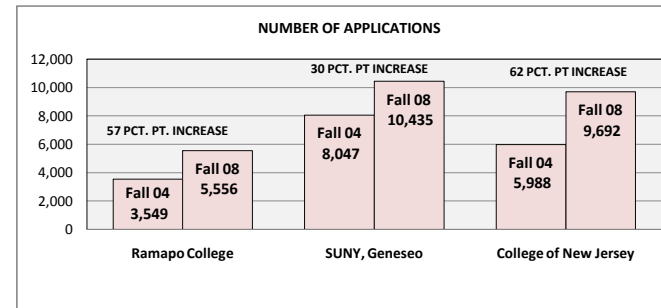
- Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework / Study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity than your own
- Using electronic medium (e.g., listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

**SELECTIVITY**  
Attachment 6

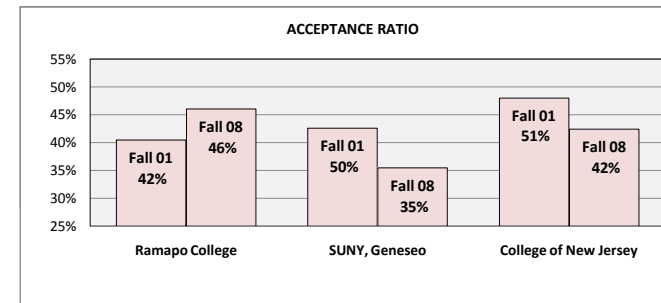
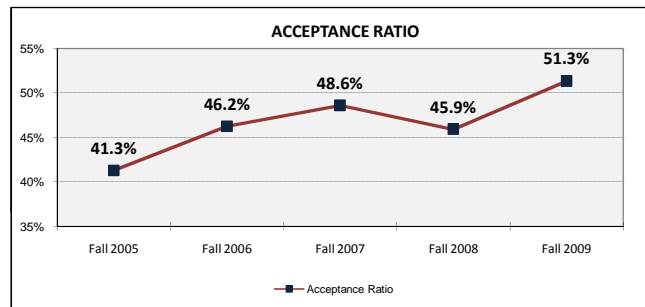
**RAMAPO COLLEGE**



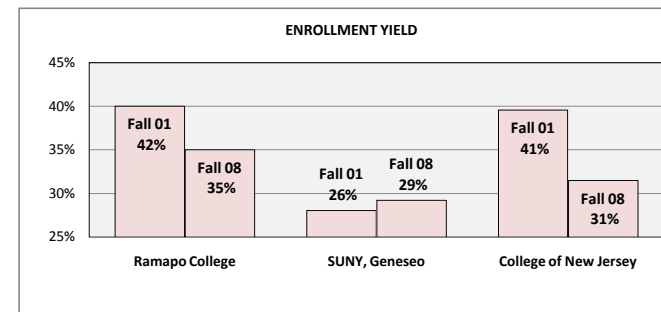
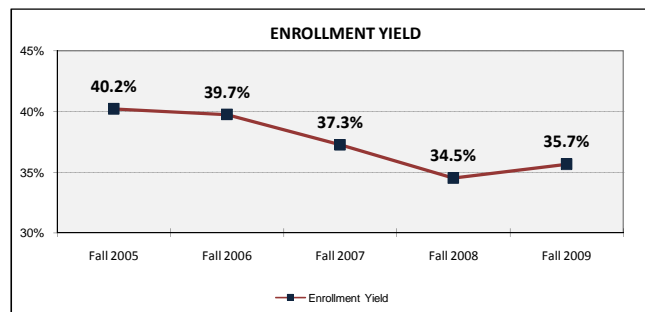
**BENCHMARK COMPARISON (ASPIRATIONAL)**



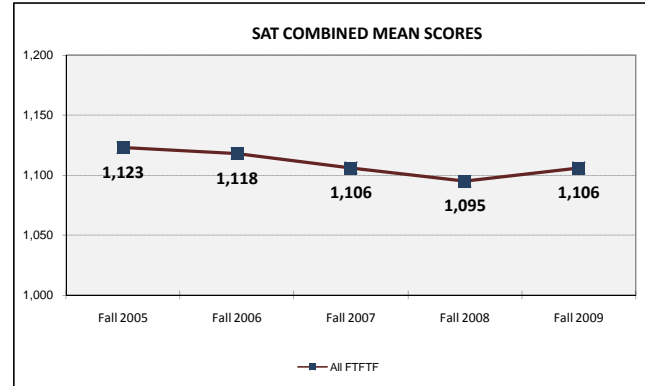
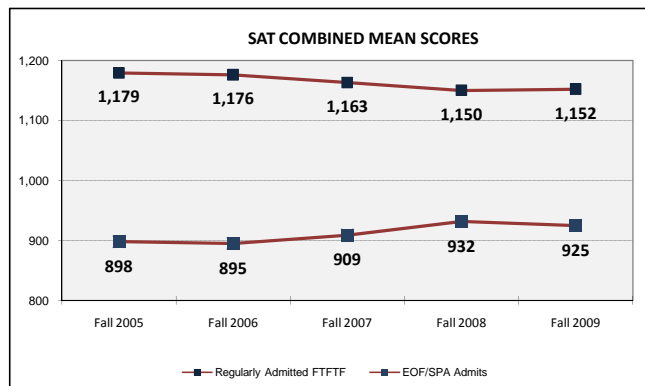
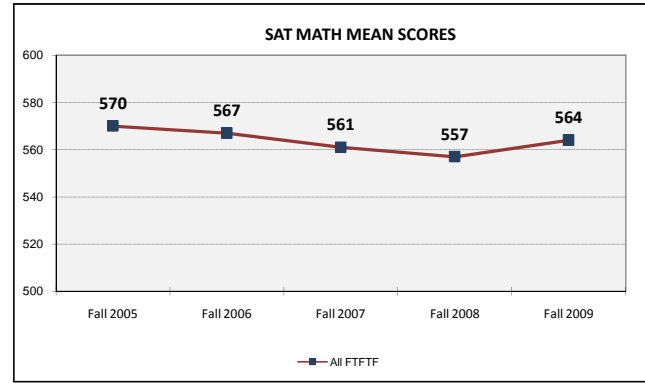
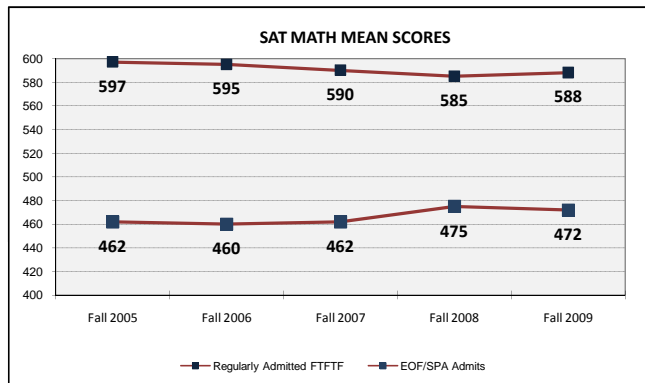
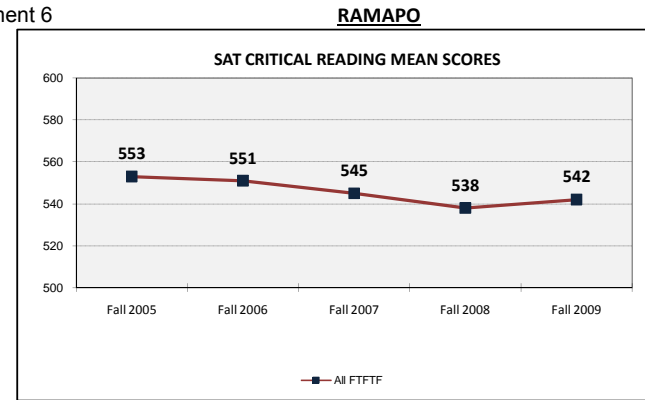
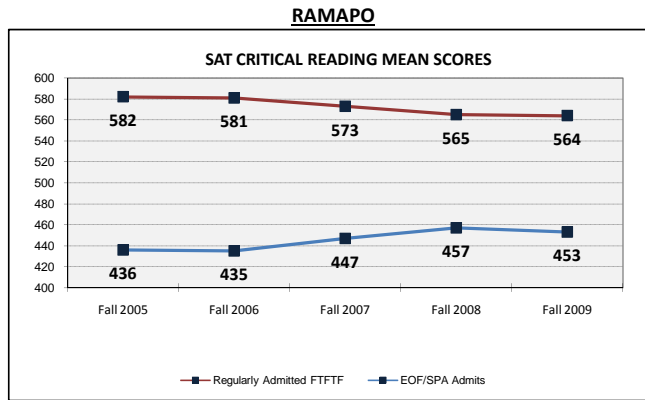
The percent of freshman applicants that are accepted is an indicator of institutional selectivity. The lower the rate the more selective the institution.



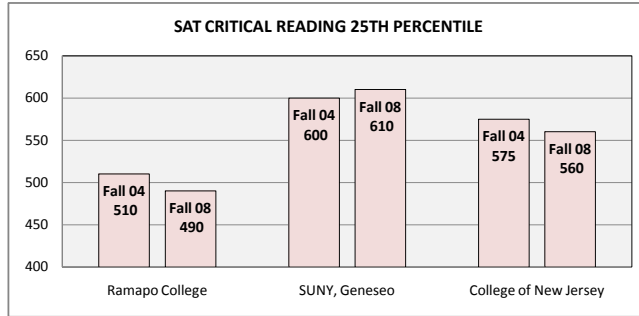
The percentage of accepted applicants indicates the yield rate. Yield indicates how attractive the institution is within the admissions marketplace. The higher the rate the more desirable the institution.



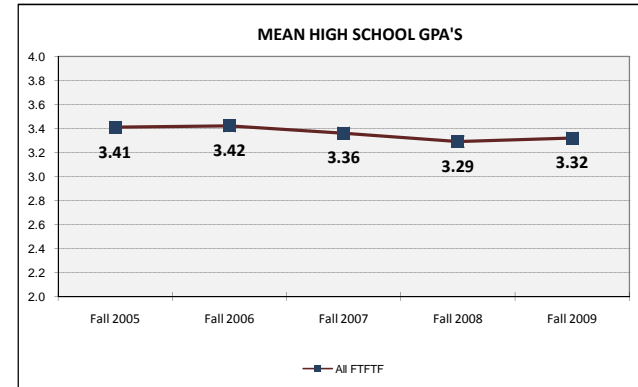
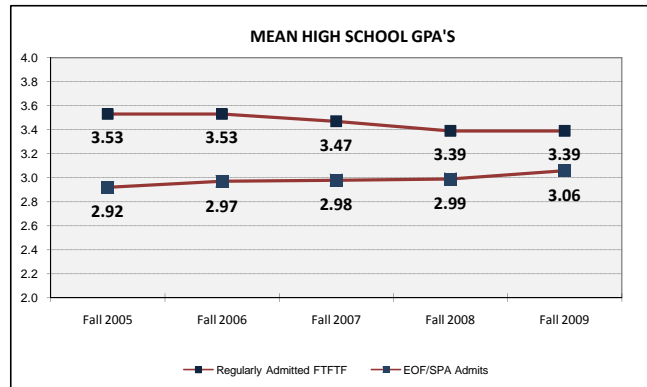
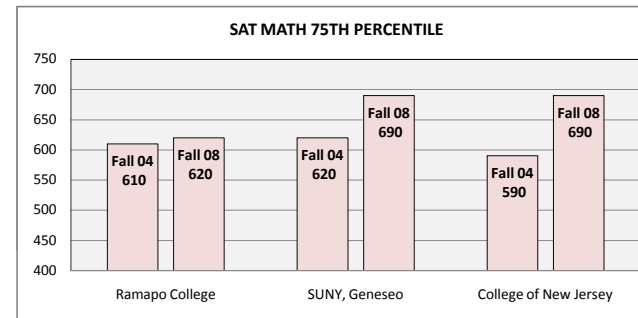
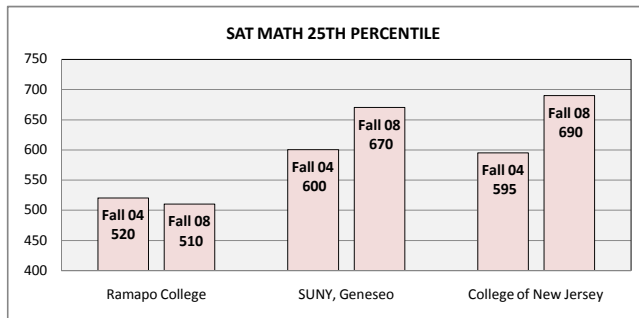
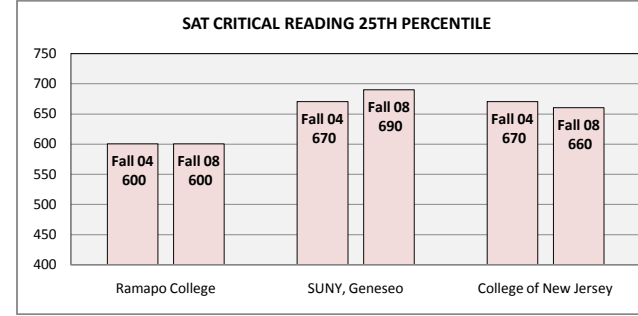
SELECTIVITY  
Attachment 6



**RAMAPO**



**RAMAPO**



SELECTIVITY  
SURVEY DATA 6



National Survey  
of Student Engagement

Ramapo College Spring 2008

What factor has the strongest influence on your decision to attend this institution? (Choose only one.)

Response Options	First-Year Students		Seniors	
	Count	%	Count	%
reputation	95	20%	48	14%
Liberal arts program	36	8%	20	5%
aid available	122	26%	96	27%
in my area of interest (athletics, student life)	48	10%	44	13%
Total	471	100%	356	100%



This College was Student's	RAMAPO					RAMAPO		PEER GROUP	
	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Pct. Point Difference	Pct. Point Difference	Fall 2009 Pct. of	Difference (Ramapo - Peer Group)
	Pct. of Respondents	Pct. of Respondents	Pct. of Respondents	Pct. of Respondents	Pct. of Respondents	05 to 09	08 to 09	Respondents	Peer Group
first choice	81.9	82.4	75.4	75.8	71.3	-10.6	-4.5	67.7	3.6
second choice	14.3	14.2	18.9	19.2	22.1	7.8	2.9	24.4	-2.3
third choice	2.7	2.1	4.1	3.1	5.3	2.6	2.2	5.6	-0.3
less than third choice	1.1	1.3	1.5	1.9	1.3	0.2	-0.6	2.3	-1.0
Number of Respondents	711	773	850	678	621				

Why Select This College [a]	RAMAPO					RAMAPO		PEER GROUP	
	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Pct. Point Difference	Pct. Point Difference	Fall 2009 Pct. of	Difference (Ramapo - Peer Group)
	Pct. of Respondents	Pct. of Respondents	Pct. of Respondents	Pct. of Respondents	Pct. of Respondents	05 to 09	08 to 09	Respondents	Peer Group
good academic reputation	64.3	63.9	65.9	71.1	65.0	0.7	-6.1	63.9	1.1
size of college	49.4	46.0	45.3	48.0	52.7	3.3	4.7	39.3	13.4
low tuition	36.8	38.1	42.0	46.5	49.6	12.8	3.1	49.3	0.3
good social reputation	30.4	31.4	32.9	39.9	37.8	7.4	-2.1	35.7	2.1
offered financial assistance	23.1	20.9	24.7	24.2	29.7	6.6	5.5	38.5	-8.8
wanted to live near home	22.4	27.8	30.1	30.6	28.5	6.1	-2.1	19.4	9.1
information from website	21.1	15.9	19.2	21.5	20.4	-0.7	-1.1	17.9	2.5
Early Decision program	26.8	22.5	18.6	17.9	15.3	-11.5	-2.6	12.3	3.0
national magazine rankings	21.9	17.7	22.8	15.8	13.9	-8.0	-1.9	15.9	-2.0
H.S. guidance counselor teacher advised me	13.9	12.5	10.3	12.4	13.7	-0.2	1.3	8.4	5.3
relatives wanted me to come	10.5	12.1	4.3	4.6	4.7	-5.8	0.1	5.8	-1.1
private college counselor	2.2	2.6	1.7	1.4	3.3	1.1	1.9	1.7	1.6
religious orientation	1.9	1.2	2.2	2.3	2.7	0.8	0.4	3.9	-1.2

[a] Number of respondents differs for each question in category.



Attachment 6  
 PERCENT CHANGE IN FACULTY STAFFING  
 FALL 2006 - FALL 2010

FACULTY	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 06 - 10 % Change
Kean University	367	374	364	352	341	-7%
Montclair State University	491	509	524	553	569	16%
New Jersey City University	242	248	238	246	242	0%
New Jersey Institute of Technology	430	430	428	445	436	1%
Ramapo College of New Jersey	192	197	199	213	216	13%
Rowan University	436	407	407	401	395	-9%
The College of New Jersey	332	335	343	348	348	5%
The Richard Stockton College of New Jersey	252	259	264	263	271	8%
William Paterson University of New Jersey	366	373	379	371	380	4%
	3108	3132	3146	3192	3198	3%

Attachment 6  
 PERCENT CHANGE IN INSTRUCTION AND ACADEMIC SUPPORT  
 FY04/05 - FY 08/09

	FY 0405	FY 0506	FY 0607	FY 0708	FY 0809	FY 0405 - FY 0809
	Instruction					% Change
Kean University	69,713,000	72,587,997	74,691,314	79,024,584	82,334,666	18%
Montclair State University	63,458,000	68,887,000	76,976,000	87,174,000	93,070,000	47%
New Jersey City University	42,181,282	44,833,416	47,014,582	50,785,084	51,182,693	21%
New Jersey Institute of Technology	49,135,000	50,872,000	57,115,000	56,917,000	58,461,000	19%
Ramapo College of New Jersey	26,851,000	28,675,000	32,123,000	36,654,000	45,411,000	69%
Rowan University	55,990,002	60,769,750	65,560,978	68,546,427	74,879,667	34%
The College of New Jersey	40,254,000	42,343,000	43,194,000	47,169,000	50,492,000	25%
The Richard Stockton College of New Jersey	33,988,805	37,610,255	41,314,402	43,732,657	47,404,727	39%
William Paterson University of New Jersey	54,519,013	60,612,277	61,512,684	65,407,915	68,504,825	26%
sub-total	436,090,102	467,190,695	499,501,960	535,410,667	571,740,578	31%

**INSTRUCTION AND ACADEMIC SUPPORT EXPENDITURE HIGHEST PERCENT CHANGE AMONG STATE PUBLICS**

	FY 0405	FY 0506	FY 0607	FY 0708	FY 0809	FY 0405 - FY 0809
	Academic Support					% Change
Kean University	4,622,000	4,086,995	4,388,820	4,732,078	5,015,422	9%
Montclair State University	16,506,000	18,287,000	16,700,000	17,913,000	18,557,000	12%
New Jersey City University	10,198,595	10,621,980	11,616,836	11,856,625	12,285,952	20%
New Jersey Institute of Technology	17,810,000	17,117,000	16,684,000	18,214,000	16,591,000	-7%
Ramapo College of New Jersey	4,756,000	5,364,000	5,620,000	5,564,000	6,727,000	41%
Rowan University	15,071,107	14,980,599	15,732,849	14,466,227	16,420,037	9%
The College of New Jersey	11,487,000	10,967,000	11,491,000	11,266,000	12,459,000	8%
The Richard Stockton College of New Jersey	5,670,801	6,301,372	6,702,183	6,825,221	7,174,310	27%
William Paterson University of New Jersey	13,422,202	12,772,366	13,392,636	14,787,900	15,161,367	13%
sub-total	99,543,705	100,498,312	102,328,324	105,625,051	110,391,088	11%

**STUDENT FINANCIAL AID, FY 2001 TO FY 2005<sup>[1]</sup>**

<b>Financial Aid Dollars</b>	FY 00/01	FY 01/02	FY 02/03	FY 03/04	FY 04/05	Percent Change	Percent Change
	\$	\$	\$	\$	\$	00/01 to 04/05	03/04 to 04/05
Pell Grants	\$1,929,106	\$2,190,637	\$2,401,840	\$2,514,153	\$2,473,848	28.2%	-1.6%
College Work Study	\$212,131	\$195,703	\$250,195	\$193,790	\$231,882	9.3%	19.7%
Perkins Loans	\$110,164	\$114,784	\$192,813	\$159,703	\$189,259	71.8%	18.5%
Stafford Loans (total)	\$8,196,464	\$8,825,414	\$9,564,939	\$10,251,425	\$11,027,934	34.5%	7.6%
Subsidized	\$4,776,631	\$5,068,923	\$5,761,135	\$6,392,347	\$6,997,434	46.5%	9.5%
Un-subsidized	\$3,419,833	\$3,756,491	\$3,803,804	\$3,859,078	\$4,030,500	17.9%	4.4%
SEOG	\$214,980	\$225,855	\$233,320	\$237,350	\$239,269	11.3%	0.8%
Parents Loans for Dependent Students (PLUS)	\$847,546	\$1,248,652	\$1,921,468	\$2,632,337	\$3,336,712	293.7%	26.8%
Ramapo College Grants (total)	\$3,210,299	\$3,720,368	\$4,290,405	\$4,962,062	\$5,203,193	62.1%	4.9%
EOF	\$332,622	\$387,838	\$430,818	\$498,888	\$419,534	26.1%	-15.9%
Non-EOF	\$48,677	\$59,530	\$39,859	\$0	\$1,767	-96.4%	N/A
Institutional Grants	\$2,829,000	\$3,273,000	\$3,819,728	\$4,463,174	\$4,781,892	69.0%	7.1%
TAG	\$2,210,396	\$2,360,593	\$2,440,560	\$2,574,564	\$2,983,577	35.0%	15.9%
Educational Opportunity Fund (EOF)	\$353,411	\$325,519	\$318,206	\$315,499	\$311,800	-11.8%	-1.2%
New Jersey Class Loans	\$1,333,870	\$1,931,612	\$2,541,377	\$3,077,285	\$3,232,706	142.4%	5.1%
Private Loans	N/A	\$203,953	\$572,703	\$891,351	\$1,566,375	N/A	75.7%
<b>Total</b>	<b>\$18,618,367</b>	<b>\$21,343,090</b>	<b>\$24,727,826</b>	<b>\$27,809,519</b>	<b>\$30,796,555</b>	<b>65.4%</b>	<b>10.7%</b>

<b>Financial Aid Recipients</b>	FY 00/01	FY 01/02	FY 02/03	FY 03/04	FY 04/05	Percent Change	Percent Change
	#	#	#	#	#	00/01 to 04/05	03/04 to 04/05
Pell Grants	866	854	924	951	942	8.8%	-0.9%
College Work Study	187	172	201	127	197	5.3%	55.1%
Perkins Loans	96	95	163	128	147	53.1%	14.8%
Stafford Loans (total)	2,317	2,413	2,649	2,783	2,909	25.6%	4.5%
Subsidized	1,355	1,422	1,597	1,703	1,839	35.7%	8.0%
Un-subsidized	962	991	1,052	1,080	1,070	11.2%	-0.9%
SEOG	191	195	222	211	273	42.9%	29.4%
Parents Loans for Dependent Students (PLUS)	161	184	296	353	420	160.9%	19.0%
Ramapo College Grants (total)	701	728	971	878	753	7.4%	-14.2%
EOF	163	95	160	109	124	-23.9%	13.8%
Non-EOF	52	55	39	0	1	-98.1%	#DIV/0!
Institutional Grants	486	578	772	769	628	29.2%	-18.3%
TAG	775	785	819	827	865	11.6%	4.6%
Educational Opportunity Fund (EOF)	278	276	267	264	274	-1.4%	3.8%
New Jersey Class Loans	201	272	339	375	369	83.6%	-1.6%
Private Loans	N/A	33	76	104	178	N/A	71.2%
<b>Total</b>	<b>5,773</b>	<b>6,007</b>	<b>6,927</b>	<b>7,001</b>	<b>7,327</b>	<b>26.9%</b>	<b>4.7%</b>

[1] This information is not system-generated. Data is self-reported by unit.

## Attachment 7

### Student Engagement Goals and Outcomes

#### **Student Engagement Retreat #3: May 24, 2011**

- Goal 1, Academic Engagement: Interaction, participation and interest in gaining skills and increasing knowledge. Seeking ways to relate learning inside the classroom with life outside the classroom.
- Outcome 1: Students will apply classroom knowledge to current experiences and future goals.
- Outcome 2: Students will explore their own and other cultures, beliefs, and practices.
- Outcome 3: Students will use college-level discourse in speaking and writing both individually and in groups.
- Outcome 4: Students will conduct research and use technology responsibly and effectively.
- Goal 2, Social Engagement: Interaction, participation, and interest in socializing with others within an active community. Seeking activities that facilitate positive relationships with others.
- Outcome 1: Students will explore opportunities for involvement in campus activities.
- Outcome 2: Students will establish connections with their peers, faculty, and staff.
- Outcome 3: Students will embrace being a member of the Ramapo College community and celebrate college pride.
- Goal 3, Personal Engagement: Interaction, participation, and interest in knowing self and self in relation to the world. Reflection on one's place on the campus, in the community, and in the world. Understanding one's strengths and weaknesses and using this knowledge to reach one's goals.
- Outcome 1: Students will demonstrate their ability to identify and utilize campus resources when needed.
- Outcome 2: Students will take responsibility for their personal development and construct a plan to achieve it.
- Outcome 3: Students will become self-reflective and challenge their current view of the world and their place in it.
- Goal 4, Campus/Civic Engagement: Interaction, participation and interest in the social, cultural, and leadership aspects of the College. Building the skills necessary to become active, engaged citizens who make the College, the nation and the world better places to live, learn, and work.

## Attachment 7

- Outcome 1: Students will understand their roles, rights and responsibilities as citizens of the Ramapo campus.
- Outcome 2: Students will understand their roles, rights and responsibilities as local, national and global citizens.

**Strategic Enrollment Management Plan  
2011-2013**

**Academic Year 2010-2011 with some achievement targets measured in fall 2011**

***Guiding Enrollment Philosophy***

All enrollment goals, objectives and strategies will continue to support the mission of the college and move the college closer to the vision outlined in the strategic plan. This philosophy can be thought of as the underlying theme of any goal or objective established within enrollment management and thus will not have specific objectives tied to it but rather is the driver of all enrollment decisions.

**Strategic Enrollment Management Plan Goals**

- 1.) Stabilize enrollment of traditional undergraduate first year students and begin to reduce dependency on transfer students
- 2.) Diversify revenue streams through an emphasis on non-traditional student enrollments and generating more net revenue on traditional student populations.
- 3.) Increase academic preparedness levels of the incoming class while preparing for demographic shifts and recognizing need for balanced enrollment across schools.
- 4.) Increase retention and graduation rates through an intentional focus on academic advising and student engagement.
- 5.) Increase Ramapo's position in the marketplace; particularly in the eyes of prospective students and create a more direct connection between "New Jersey's Public Liberal Arts College" and the outcomes of a Ramapo College education.

**DRAFT**

**Goal 1: Stabilize Enrollment of traditional undergraduate first year students and begin to reduce dependency on transfer students.**

*Objective 1: Stabilize enrollment of first year students at 900.*

*Way to assess: Enrolled First Year student on 10<sup>th</sup> day frozen file*

*Achievement Target fall 2011: 900 first time students.*

*Objective 2: Reduce the college's dependency on traditional transfer students by enrolling a fewer number of traditional transfer students in the fall and spring.*

*Way to assess: Enrolled Transfer Students on 10<sup>th</sup> day frozen file*

*Achievement Target fall 2011: 515 traditional transfers*

**GOAL 2: Diversify revenue streams through an emphasis on a.) Non-traditional and graduate student enrollments and b.) generating more net revenue on traditional student populations.**

**a.) emphasis on non-traditional student enrollments**

*Objective 1: Assess the experience of adult students currently attending Ramapo to guide planning and implementation of more adult-focused programs and set benchmarks for adult experiences at Ramapo.*

*Way to assess: Administer Adult Survey 2011-2012*

*Achievement Target 2010-2011: 35% of enrolled adult students will respond to the survey*

*Objective 2: Develop adult learner focused programs that meet the needs of a returning student population and maximizes use of facilities at the College.*

*Way to assess 2010-2011: Distribution and discussion of the results of the Carnegie Study.*

*Achievement target 2010-2011: Discussions held with 100% of the deans to review results for each school.*

*Achievement target 2010 2011: Identify one adult degree program for implementation in fall 2011-2012*

*Objective 3: Coordinate and centralize graduate admissions/recruitment in order to grow graduate student population.*

**DRAFT**

*Ways to assess: Applications process by Graduate Admissions Office*

*Achievement Target: 75% of Graduate Application processed by Office of Adult and Graduate Admissions*

*Ways to asses: Marketing Efforts*

*Achievement Target 2010-2011: 15% of total EM marketing budget set to support Graduate Marketing.*

*Objective 4: Provide recruitment support and enrollment goals to newly developed and implement graduate programs*

*Ways to assess: Enrollments by Program*

*Achievement target fall 2011: MAEL first class enrolled in fall 2011*

*Achievement target fall 2011: 100% of program enrollment targets met*

*Objective 5: Revise and set Revenue model for CIPL that reduces college's investment in CIPL's operational budget.*

*Way to assess: CIPL SPIF Investment matrix*

**b.) generate additional net revenue**

*Objective 1: Develop pilot program to recruit back students who have stopped out to complete their degree at Ramapo when they are adults and determine why they left in the first place.*

*Way to assess: Development of BEB survey and mailing list*

*Achievement Target 2010-2011: IRB Approval to survey  
Mailing list created*

*Way to assess : BEB enrollees*

*Achievement Target 2011-2012: 10 students will enroll in fall 11 and/or spring 12.*

*Objective 2: Enhance recruitment and enrollment of international students who are both scholarship and non-scholarship eligible students*

*Way to assess: International applications*

*Achievement Target 2010-2011: Application increase of 10%*

**D R A F T**

*Way to assess: International enrollment of incoming class*

*Achievement Target fall 2011: 1% of the incoming class as international students*

*SPIF Request 10-11: \$25,000 for international recruitment*

*Achievement Target 2011-2012: 1.5% of the incoming class as international students*

*SPIF Request 11-12: Recurring \$25,000 for year 2 of SPIF investment.*

*Objective 3: Better utilize planning and marketing to enhance summer enrollments that are attractive to visiting students, respond to current student needs and offer developmental opportunities for first year students.*

*Way to assess: Comparative Summer Enrollment*

*Achievement Target Summer 2011: 10% FTE growth in summer enrollment*

*SPIF Request 2011-2012: \$5000 to market summer programs for summer 12 enrollments and new summer price structure*



**Goal 3: Increase academic preparedness levels of the incoming class while preparing for demographic shifts and recognizing need for balanced enrollment across schools.**

Objective 1: Increase the SAT score of the incoming class towards 1200 by 2013.

*Way to assess: AVG SAT SCORE of incoming class (Math + Verbal)*

***Achievement Target 2011: Combined SAT score increase by 6 points to 1168***

Objective 2: Utilize more holistic admissions review on all first year applicants.

*Way to assess: Application Review Chart*

***Achievement Target 2011-2012: 100% of applications that fall within HL cells will be looked at holistically with at least two reviewers.***

Objective 3: Increase outreach and marketing to under-represented areas to generate more interest, awareness and applications to Ramapo College.

*Way to assess: % of marketing money allocated to multicultural recruitment*

***Achievement Target 2011: Benchmark at least 25% of marketing money allocated to recruitment to support multicultural recruitment.***

*Way to assess: Applications by metrics of diversity (race/ethnicity/international)*

***Achievement Target 2011: Increase 10% over 2010 apps***

*Way to assess: Attendance at Multicultural Open House*

***Achievement Target fall 2011: 75 families attend***

Objective 4: Increase diversity of the incoming class.

*Way to assess: % of non-white students enrolled in incoming class*

***Achievement Target fall 2011: Increase 1% point over fall 2010.***

Objective 5: Maintain ranking of selectivity by continuing to keep acceptance rate below 50%.

*Way to assess: ACCEPTANCE RATE*

***Achievement Target 2011: Maintain acceptance rate at below 50%.***

Objective 6: Enhance recruitment and enrollment of international students.

*SPIF Request 10-11: \$25,000 for international recruitment*

**Goal 4: Enhance undergraduate experience to increase retention and graduation rates through an intentional focus on academic advising and student engagement.**

Objective 1: Develop comprehensive 3 year academic advising plan that includes the creation of an Academic Advising Council, a shared mission/definition of academic advising, Advisor/Advisee Responsibilities, a proposed Advising Structure for AY10-11, 11-12, and 12-13 and a twelve month Advising Calendar.

Way to assess: Advising Council minutes

Achievement Target 2010-2011: Academic Advising Council established and common definition for advising established.

Objective 2: Implement new advising structure for first year students with CAAFYE advisor as primary academic advisor.

Way to Assess: CAAFYE Caseload assignments and visits

Achievement Target 2010-2011: 100% of eligible first year students assigned to CAAFYE advisor.

Way to Assess: Advising Presentations and Source of Advising Information

Achievement Target 2010-2011: 100% of FYS courses will have presentation by assigned CAAFYE advisor

Achievement Target 2010-2011: 50% of respondents to First Semester Survey will indicate that CAAFYE advisor was source of information.

DRAFT

Objective 3: Utilize modeling to predict first year retention and determine where greater support can be offered to help increase first year retention rate to 90%.

Way to assess: Model results

Achievement Target 2010-2011: 200840 and 200940 cohort will run through model and similarities will be observed, noted and shared for the 2011-2012 academic year.

Objective 4: Establish First Year Experience Board to unify various units associated with first year experience, develop shared definition and programming for First Year students and pilot early alert program.

Way to assess: Board minutes

Achievement Target 2011: 100% of Board minutes are posted to site

Objective 7: Partner with Vice Provost for Curriculum and Assessment and Residence Life to pilot Living/Learning Communities for fall 2011.

Way to assess: Enrollment in Living Learning Community

Achievement Target: 90 students will enroll in Living Learning Community

**Goal 5: Increase Ramapo’s position in the marketplace; particularly in the eyes of prospective students and create a more direct connection between “New Jersey’s Public Liberal Arts College” and the outcomes of a Ramapo College education.**

*Objective 1: Under direction of Vice President of Institutional Advancement, undertake integrated marketing plan for the college.*

*Objective 2: Support Cahill Center’s movement to capture job placement and graduate school placement rates and utilize in marketing materials.*

*Objective 3: Establish 41 in 41 campaign for marketing to highlight outcomes to schools.*

*Objective 4: Increase involvement of Alumni Association, School Alumni Boards and Corporate Partners in recruitment of incoming students.*

**D R A F T**

## Attachment 8

### Strategic Enrollment Management Plan 2011-2013

Academic Year 2011-2012 with some achievement targets measured in fall 2012

#### *Guiding Enrollment Philosophy*

All enrollment goals, objectives and strategies will continue to support the mission of the college and move the college closer to the vision outlined in the strategic plan. This philosophy can be thought of as the underlying theme of any goal or objective established within enrollment management and thus will not have specific objectives tied to it but rather is the driver of all enrollment decisions.

#### **Strategic Enrollment Management Plan Goals**

- 1.) Stabilize enrollment of traditional undergraduate first year students and begin to reduce dependency on transfer students
- 2.) Diversify revenue streams through an emphasis on non-traditional student enrollments and generating more net revenue on traditional student populations.
- 3.) Increase academic preparedness levels of the incoming class while preparing for demographic shifts and recognizing need for balanced enrollment across schools.
- 4.) Increase retention and graduation rates through an intentional focus on academic advising and student engagement.
- 5.) Increase Ramapo's position in the marketplace; particularly in the eyes of prospective students and create a more direct connection between "New Jersey's Public Liberal Arts College" and the outcomes of a Ramapo College education.

DRAFT

#### **Goal 1: Stabilize Enrollment of traditional undergraduate first year students and begin to reduce dependency on transfer students.**

*Objective 1: Stabilize enrollment of first year students at 900.*

*Way to assess: Enrolled First Year student on 10<sup>th</sup> day frozen file*

*Achievement Target fall 2012: 900 first-year students*

*Objective 2: Reduce the college's dependency on traditional transfer students by enrolling a fewer number of traditional transfer students in the fall and spring.*

*Way to assess: Enrolled Transfer Students on 10<sup>th</sup> day frozen file*

*Achievement Target spring 2012: 200 traditional-aged transfers*

*Achievement Target fall 2012: 500 traditional-aged transfer students*

#### **GOAL 2: Diversify revenue streams through an emphasis on a.) Non-traditional and graduate student enrollments and b.) generating more net revenue on traditional student populations.**

- a.) emphasis on non-traditional student enrollments

## Attachment 8

*Objective 1: Assess the experience of adult students currently attending Ramapo to guide planning and implementation of more adult-focused programs and set benchmarks for adult experiences at Ramapo.*

*Way to assess: Changes as a result of survey*

*Achievement Target 2010-2011: 2 institutional changes are made in response to feedback obtained from the Adult Learner Survey.*

*Objective 2: Develop adult learner focused programs that meet the needs of a returning student population and maximizes use of facilities at the College.*

*Way to assess 2011-2012: Course Schedule.*

*Achievement Target 2011-2012: 100% of adult students in program DC are enrolled in at least two courses a semester.*

*Achievement Target 2011-2012: 100% of courses used by program DC are scheduled outside the M-F 8-5:15 time slots.*

*Way to assess: Degree Completion Enrollment*

*Achievement Target 2011-2012: 16 students enroll in fall 11 and spring 12 semesters*

*Achievement Target fall 2012: 70% of original cohort return for Year 2 of degree completion*

*Achievement Target fall 2012: 50% growth rate for incoming cohort to ultimately enroll 24 students in DC program.*

*SPIF Request 2011-2012: \$30,000 for marketing degree completion*

*Objective 3: Coordinate and centralize graduate admissions/recruitment in order to grow graduate student population.*

*Ways to assess: Activities by Graduate Admissions Office*

*Achievement Target 2011-2012: 100% of Graduate Application processed by Office of Adult and Graduate Admissions*

*Ways to assess: Yield from Marketing Efforts*

*Achievement Target 2011-2012: Set ROI targets for marketing efforts*

*Objective 4: Provide recruitment support and enrollment goals to newly developed and implement graduate programs*

*Ways to assess:*

*Marketing Support Allocated to Program Launch*

DRAFT

## Attachment 8

**Achievement target 2010-2011:** *MAEL Launch to support enrollment growth in budget model*

*SPIF Request 2011-2012: \$15,000 for marketing MAEL*

**Achievement target 2011-2012:** *MA Special Ed Launch for first class enrolled in fall 2012*

*SPIF Request 2011 2012: (aligned with planned launch): \$20,000 for marketing Special Ed*

**Ways to assess:** *Enrollment Goals for new Graduate Programs and Recruitment Budget*

**Achievement Target 2011- 2012:** *100% of new graduate programs have enrollment goals reviewed by Enrollment Management and include an annual recruitment budget.*

*Objective 5: Revise Revenue model for CIPL that reduces college's investment in CIPL's operational budget and generates additional revenue.*

**Way to assess:** *CIPL SPIF Investment Matrix*

**DRAFT**

**Achievement Target 2011-2012:** *CIPL to reduce dependency on SPIF by 33%.*

### **b.) generate additional net revenue**

*Objective 1: Develop pilot program to recruit back students who have stopped out to complete their degree at Ramapo when they are adults and determine why they left in the first place.*

**Way to assess:** *Development of BEB survey and mailing list Response Rate*

**Achievement Target 2011-2012:** *SPIF 2011-2012: \$5000 for mailing/postcard production  
10% response rate to survey  
10% response of students wanting to be contacted by Ramapo*

**Way to assess :** *BEB enrollees*

**Achievement Target 2011-2012:** *10 students will enroll in fall 11 and/or spring 12.*

## Attachment 8

*Objective 2: Enhance recruitment and enrollment of international students who are both scholarship and non-scholarship eligible students*

*Way to assess: International applications*

*Achievement Target fall 2012: Application increase of 10% over fall 2011*

*Way to assess: International enrollment of incoming class*

*Achievement Target fall 2012: 1.5% of the incoming class as international students*

*SPIF Request Recurring Year 2: \$25,000 for international recruitment*

*Objective 3: Better utilize planning and marketing to enhance summer enrollments that are attractive to visiting students, respond to current student needs and offer developmental opportunities for first year students.*

*Way to assess: Comparative Summer Enrollment*

*Achievement Target 2011-2012: 10% FTE growth in summer enrollment*

*SPIF Request 2011-2012: \$5000 to market summer programs for summer 12 enrollments and new summer price structure*

DRAFT

**Goal 3: Increase academic preparedness levels of the incoming class while preparing for demographic shifts and recognizing need for balanced enrollment across schools.**

Objective 1: Increase the SAT score of the incoming class towards 1200 by 2013.

*Way to assess: AVG SAT SCORE of incoming class (Math + Verbal)*

*Achievement Target fall 2012: 1172*

Objective 2: Utilize more holistic admissions review on all first year applicants.

*Way to assess: Application Review Chart*

## Attachment 8

***Achievement Target 2011-2012: 100% of applications that fall within HL cells will be looked at holistically with at least two reviewers.***

*Objective 3: Increase outreach and marketing to under-represented areas to generate more interest, awareness and applications to Ramapo College.*

*Way to assess: % of marketing money allocated to multicultural recruitment*  
***Achievement Target 2011-12: Benchmark at least 25% of marketing money allocated to recruitment to support multicultural recruitment.***

*Way to assess: Applications by metrics of diversity (race/ethnicity/international)*  
***Achievement Target fall 2012: Increase x% over 2011 apps***

*Way to assess: Attendance at Multicultural Open House*

***Achievement Target 2012: 100 families attend***

*Objective 4: Increase diversity of the incoming class.*

*Way to assess: % of non-white students enrolled in incoming class*  
***Achievement Target fall 2012: Increase 1% point over fall 2011.***

*Objective 5: Maintain ranking of selectivity by continuing to keep acceptance rate below 50%.*

**DRAFT**

*Way to assess: ACCEPTANCE RATE*

***Achievement Target fall 2012: Acceptance rate at or below 50%***

**Goal 4: Enhance undergraduate experience to increase retention and graduation rates through an intentional focus on academic advising and student engagement.**

*Objective 1: Develop comprehensive 3 year academic advising plan that includes the creation of an Academic Advising Council, a shared mission/definition of academic advising, Advisor/Advisee Responsibilities, a proposed Advising Structure for AY10-11, 11-12, and 12-13 and a twelve month Advising Calendar.*

*Way to Assess: Completion and Presentation of Advising Plan*  
***Achievement Target 2011-2012: 3 Year Plan presented to 100% of constituent bodies on campus.***

*Objective 2: Implement new advising structure for first year students with CAAFYE advisor as primary academic advisor and mandatory academic advising in second semester.*



## Attachment 8

Way to Assess: CAAFYE Caseload assignments and visits

Achievement Target 2011-2012: 100% of eligible first year students assigned to CAAFYE.

Achievement Target 2011-2012: 100% of fall 2010 undeclared majors in sophomore year still assigned to CAAFYE advisor.

Way to Assess: Advisortrac records

Achievement Target 2011-2012: CAAFYE advisors will meet with 60% of their caseload.

Way to Assess: Advising Presentations and Source of Advising Information

Achievement Target 2011-2012: 100% of FYS courses will have presentation by assigned CAAFYE advisor

Achievement Target 2011-2012: 65% of respondents on First Semester Survey will indicate CAAFYE Advisor as source of information.

Objective 3: CAAFYE will provide training to all schools/units on campus to prepare faculty and staff for first to second year advising hand-off.

Way to assess: Unit Council Minutes and Advising Attendance Sheets

Achievement Target 2011-2012: 100% of schools with have Advising review training with CAAFYE advisor prior to October advising month.

Achievement Target 2011-2012: 100% of units that have advisees (OSS, EOF, Athletics) will have Advising review training with CAAFYE prior to October advising month.

Objective 4: Revise advising structure for declared students to create earlier connection between faculty and student.

Way to assess: Release of registration holds

Achievement Target 2011-2012: 75% of fall 2010 declared first year students will meet with their faculty advisor before registering for 4<sup>th</sup> semester.

Objective 5: Review and revise advising model for transfer students.

Way to assess: Release of registration holds.

Achievement Target 2011-2012: All transfer students will meet with their faculty advisor by the end of their first semester on campus.

Objective 6: Utilize modeling to predict first year retention and determine where greater support can be offered to help increase first year retention rate to 90%.

Way to assess: Programs Designed for "At Risk Students"

Achievement Target 2011: 2 specific programs designed to target at-risk students as determined by model.

Objective 7: Establish First Year Experience Board to unify various units associated with first year experience, develop shared definition and programming for First Year students.

## Attachment 8

Way to assess: Board minutes

Achievement Target 2011-2012: 100% of Board minutes are posted to site

Objective 8: Pilot Early Alert Program for First Year Students.

Way to assess: Advising sessions with students submitted through Early Alert (Advisortrac)

Achievement Target 2011: 40% of students submitted through Early Alert will meet with CAAFYE advisor.

Objective 7: Partner with Vice Provost for Curriculum and Assessment and Residence Life to pilot Living/Learning Communities for fall 2011.

*SPIF 2011-2012: continue \$25,000 for Learning Communities (joint with VPCA and Res Life)*

Way to assess: Responses on First Year Seminar Survey

*Achievement Target 2011: 80% of students participating in the pilot living-learning community-a joint collaboration of enrollment management, student affairs, and academic affairs--will express satisfaction with all facets of the program.*

Way to assess: Enrollment in Living Learning Community

*Achievement Target fall 2012: at least 50% of enrollees in LLC are undeclared majors.*

**DRAFT**

**Goal 5: Increase Ramapo's position in the marketplace; particularly in the eyes of prospective students and create a more direct connection between "New Jersey's Public Liberal Arts College" and the outcomes of a Ramapo College education.**

*Objective 1: Under direction of Vice President of Institutional Advancement, undertake integrated marketing plan for the college.*

*Objective 2: Support Cahill Center's movement to capture job placement and graduate school placement rates and utilize in marketing materials.*

Way to assess: Job Placement Rates and Graduate Placement Rates published

*Achievement Target: 100% of data collected will be posted on school websites and will be linked to recruitment materials.*

*Objective 3: Establish 41 in 41 campaign for marketing to highlight outcomes to schools.*

Way to assess: Website creation

*Achievement Target 2011-2012: 100% of schools will have link on their site to 41 in 41 campaigns as well as admissions office.*

## Attachment 8

*Objective 4: Increase involvement of Alumni Association, School Alumni Boards and Corporate Partners in recruitment of incoming students.*

*Way to assess: Attendance at recruitment events*

*Achievement Target 2011-2012: 100% of Admitted Student Days and Dean's Receptions will have Alumni present.*

D R A F T

## **PILLARS**

### **Interdisciplinary Education**

Interdisciplinary education is the interaction, integration, or synthesis of knowledge and learning across disciplines.

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." Ramapo College reaffirms the value of a collegial environment that promotes integrative and cross-disciplinary discourse and learning

### **Experiential Learning**

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

### **Intercultural Understanding**

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.

### **International Education**

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.

*Sources: Task Force Reports, 2007*

*New Jersey's Public  
Liberal Arts College*

2010

**GRADUATING SENIOR SURVEY**

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Date of Publication: November 22, 2010

**ACADEMIC ASSESSMENT, OFFICE OF THE PROVOST**

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## HIGHLIGHTS

Quantifiable responses to the Graduating Senior Survey 2010 are presented in tables and graphs by school and by degree programs. Below are brief summaries at the college level. Please refer to the tables and graphs for more detailed information.

### Part A: Academics and Campus Climate

Students responded positively regarding the quality of instruction they received at Ramapo College: 95.2% agreed that they received high quality instruction, 94.7% agreed that they learned a lot in all or most of their courses, and 93.6% agreed that courses were rigorous and demanded a high level of effort.

Students were slightly more satisfied with advisement from faculty advisors (72.7%) than from the Advisement Center (70.5%). 80.6% students agreed that most students were serious about learning.

Regarding campus climate, students' responses were positive: 94.5% students agreed that people from different racial/ethnic backgrounds got along well; 94% students agreed that they grew as a person culturally socially and ethically; 91.3% felt comfortable at Ramapo and had a sense of belonging; and 97.7% felt safe on campus.

In general, 91.2% students would recommend Ramapo to other potential students, and 84% students would choose Ramapo again if given the chance.

### Part B: Career Development and Experiential Learning

Over half of the students reported participation in internships (54.1%) and community service (50.9%). A large number of students also reported participation in field work experience (43.4%) and service learning (43.3%). Student self-reported participation in other career development and experiential learning activities is as follows:

Cooperative education	39.6%
On campus employment	38.0%
Attended a lecture/event with international focus	37.1%
Career workshops	32.9%
Faculty research project/paper	32.9%
Graduate school advice	32.7%

Attended an academic conference	30.5%
Student teaching	28.2%
Graduate school workshop	27.4%
Presented a paper at an academic conference	23.4%
Clinical placement	22.4%
Federal Work Study job on campus	20.7%
Alternative break programs	19.4%
International cooperative education	18.7%

While attending Ramapo, most students (86.2%) worked 1 or more hours per week, including 9.0% who worked over 35 hours per week.

For next year: 27.4% will 'enter the workforce immediately', 24.6% students plan to continue their education, and 41.6% students are undecided. Among the undecided, 35.8% were looking for employment but did not have any job offer yet at the time of the survey. 6.5% reported to pursue alternative plans, which include: student teaching, traveling, having sometime off, and exploring options.

### **Part C: Entering the Workforce Immediately**

Among those who will work full-time, 38.3% students will work at a job recently obtained, and 54.4% will work at the job held prior to graduation. Most students found their present employer through one of two sources: applying directly to the company (22.2%) or networking (22.2%). The next best sources are the Cahill Center (13.9%) and online job sites or newspapers (13.9%). The main areas of students' employment are: Business/Private Industry (37%), Communications (11.1%), Nursing (7.4%), and Social Services (7.4%).

Among those who will work full-time, 43.1% reported that they will have an annual salary above \$40,000, including 10.1% earning \$60,000 and above. Most students (70.4%) will work in New Jersey, and 38.8% will have employment directly related to their major field of study.

77.7% students agreed that Ramapo prepared them well for a career in the area of their employment.

### **Part D: Continuing Education**



Among those who plan to go on with education, 42.2% were already accepted by a graduate school at the time of the survey. At the top of the list of colleges students applied for are: Rutgers University, Montclair State University, UMDNJ, and New York University. At the top of the list of fields students plan to study are: Teaching/Education, Psychology, Law School, Social Work, Physical Therapy, and Nursing.

84.3% students agreed that Ramapo prepared them well for graduate school. 24.3% reported that they attended Graduate School Day.

### Longitudinal Comparisons

#### Two (2) year comparisons between 2009 and 2010:

Most quantifiable and comparable items between the Graduating Senior Survey 2010 and 2009 are presented in tables in the Longitudinal Comparison section of this report. A brief summary is presented below.

Compared with last year, students responded with increased satisfaction with academics and campus climate, especially with the following areas (item with largest increase listed first):

I found most students were serious about learning	(80.6% now vs. 78.0% last year)
I will recommend Ramapo to other potential students	(91.2% now vs. 89.1% last year)
If given the chance, I would choose Ramapo again	(84.0% now vs. 82.1% last year)
I felt comfortable here and I had a sense of belonging	(91.3% now vs. 89.7% last year)

Compared with last year, there is an increase in students' self-reported participation in career development and experiential learning activities. A detailed report of activities arranged by Cahill Center and by School/Faculty is included in the Longitudinal Comparison section of this report. Overall participation for each activity (regardless how the activities are arranged) has increased especially in the following areas (item with largest increase listed first):

Faculty research project/paper	(32.9% now vs. 26.8% last year)
Community service	(50.9% now vs. 45.6% last year)
Presented a paper at an academic conference	(23.4% now vs. 18.2% last year)
Attended a lecture/event with international focus	(37.1% now vs. 32.4% last year)
Service learning	(43.3% now vs. 38.7% last year)

Student teaching	(28.2% now vs. 24.1% last year)
Clinical placement	(22.4% now vs. 18.5% last year)

The most notable differences between 2010 and 2009 reflect the current grim job market. At the time of this survey, fewer students reported that they could enter workforce immediately (27.4% this year vs. 43.5% last year). Among those who would enter work force immediately, 39.3% had full-time and 60.7% had part-time jobs, very similar to last year. Among those reported to have full-time employment, fewer reported to have jobs recently obtained (38.3% this year vs. 56.3% last year); fewer students had jobs that are directly related to students' major field of study (38.8% this year vs. 68.4% last year); and fewer students reported annual salaries \$40,000 and above (43.1% this year vs. 64.7% last year).

For those who would continue their education, more students had been accepted to graduate school at the time of survey (42.2% this year vs. 37.4% last year).

Satisfaction with employment preparation is lower (77.7% this year vs. 83.2% last year). Satisfaction with graduate school preparation is also slightly lower (84.3% this year vs. 86.8% last year). Satisfaction with advisement is slightly lower for faculty advisement (72.7% this year vs. 75.3% last year) and for the advisement center (70.5% vs. 72.4%).

Five (5) year and Ten (10) year comparisons:

Eleven (11) items between the current survey and a previous version are comparable, and the comparisons are presented in the tables and graphs. A highlight of these comparisons is as follows.

Compared with 5 years ago, more students were serious about learning (80.60% now vs. 69.8% 5 years ago); students had higher level of satisfaction for graduate school preparation (84.3% now vs. 73.8% 5 years ago) and for employment preparation (77.7% now vs. 69.3% 5 years ago). Satisfaction for quality of instruction was also higher (95.2% now vs. 90.3% 5 years ago). More students felt comfortable here and had a sense of belonging (91.3% now vs. 86.4% 5 years ago).

A 10-year comparison shows greater satisfaction for most items.

Areas with higher level of satisfaction now than 10 years ago include (largest difference listed first):

- I felt comfortable here and I had a sense of belonging (91.3% now vs. 82.7% 10 years ago)
- People from different racial/ethnic groups got along (94.5% now vs. 88.8% 10 years ago)
- I received high quality instruction (95.2 now vs. 89.6% 10 years ago)

Most students were serious about learning (80.6% now vs. 75.6% 10 years ago)  
Ramapo /my major prepared me well for graduate school (84.3% now vs. 79.7% 10 years ago)  
I felt safe on campus (97.7% now vs. 93.3% 10 years ago)

Areas with lower level of satisfaction now than 10 years ago include:

My faculty advisor was very helpful (72.7% now vs.80.4% 10 years ago)  
The Advisement center was very helpful (70.5% now vs. 72.1% 10 years ago)

### **Survey Response Rate and Representativeness**

The response rate for the Graduating Senior Survey 2010 was 57%. A comparison of the 753 survey respondents with the 1320 survey population show that respondents represent the survey population well on students' ethnicity and the schools to which they belong. However, proportionally more responses were from younger students (age 24 or younger), female students, and students with a GPA of 3.0 or higher.

### **Students' Responses to Two Open-ended Questions**

Students' responses to the two open-ended questions at the end of the survey are included at the end of this report with summaries of responses for each question.

Please refer to Appendix B for summary and the responses for the question:

B1: What did you like best about Ramapo College?

Please refer to Appendix B for summary and the responses for the question:

B2: What would you change about Ramapo College?



# Ramapo College of New Jersey

## Campus Climate Assessment Results of Report, Draft 1

March 29-30, 2006



# Background<sup>1</sup>



Invited by the Diversity Action Committee (DAC) to:

- ✓ Evaluate the climate at Ramapo College
- ✓ Present findings in a report to the Ramapo College Community

# Climate In Higher Education

- ◆ Climate on college campuses not only affects the creation of knowledge, but also has a significant impact on members of the academic community who, in turn, contribute to the creation of the campus environment (Bauer, 1998, Kuh & Whitt, 1988; Peterson, 1990; Rankin, 1994, 1998, 1999; Smith, 1999; Tierney, 1990).
- ◆ Preserving a climate that offers equal learning opportunities for all students and academic freedom for all faculty – an environment free from discrimination – is one of the primary responsibilities of educational institutions.



# Ramapo Mission

- ◆ Establish a Diversity Initiative with a committee that reports to the President
  - A Message From Interim President, William Sanborn Pfeiffer

# Ramapo Mission

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 under-represented populations. Barrier-free, the College maintains a continuing commitment to persons with disabilities.



# Ramapo College Campus Climate Project Objectives

- ◆ Ramapo College will learn how constituent groups currently feel about living and learning at the College and how they feel the institution responds to community challenges and concerns.
- ◆ Ramapo College will develop specific objectives and action plans to address institutional changes and cultural shifts needed to embrace and enhance the working and learning environment (i.e., employee development seminars).

# Process to Date



- ◆ July-August 2005
  - ✓ Fact-finding groups held with various constituent groups on campus to present the project process and assist in informing questions for the survey
- ◆ September 2005
  - ✓ Survey developed, reviewed, and revised with continued input from DAC Campus Climate Survey Sub-Committee and constituent groups (8 drafts)
  - ✓ Both on-line and paper/pencil forms created

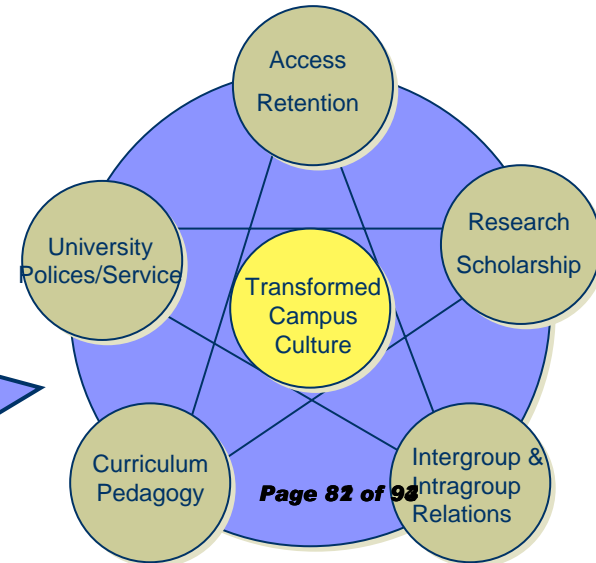
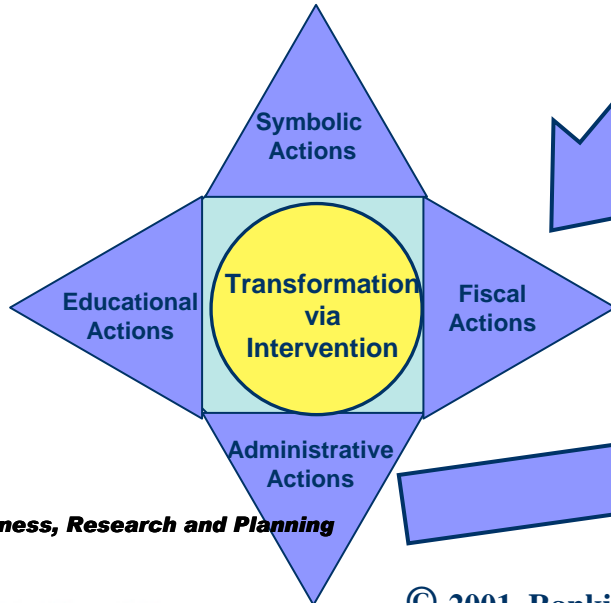
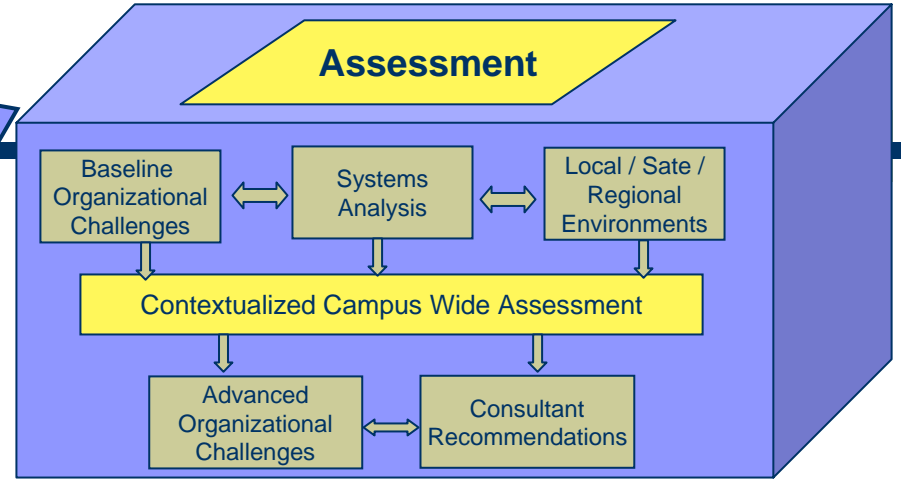
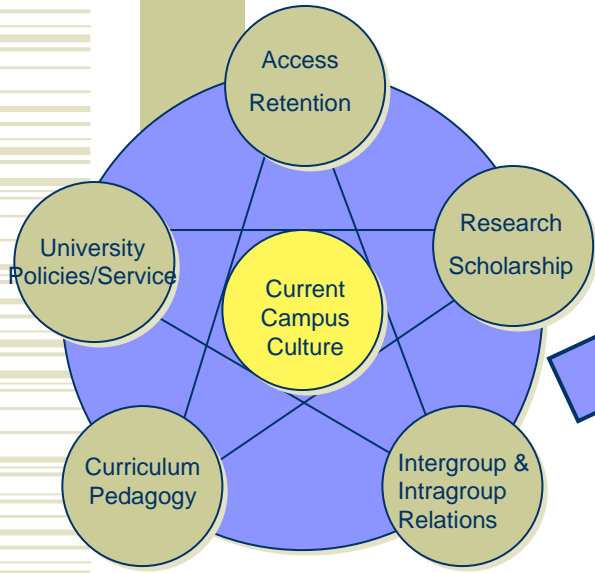
# Process to Date



- ◆ September 29, 2005
  - ✓ Project approved by Ramapo College Institutional Review Board
- ◆ October/November 2005
  - ✓ Survey made available to all members of the Ramapo community via an invitation from President Mercer
- ◆ February/March 2006
  - ✓ Drafts 1-3 of report results shared with DAC Campus Climate Survey Sub-Committee, full DAC, and the President's Cabinet
  - ✓ Draft 4 shared with Ramapo community

# Institutional Transformation Model: Maximizing Equity©

Attachment 11



**Effectiveness, Research and Planning**

**Page 82 of 98**

## Attachment 12

### Academic Affairs Goals And Outcomes 2011-2014

Refreshed June 2011

#### Foundations of Excellence

- Academic programs at Ramapo College rest on a liberal arts base and enjoy the synergies of disciplinary, interdisciplinary, and pre-professional programs.
- Social, cultural, and intellectual diversity are essential to learning.
- Responsiveness to external change is a necessity; agility is essential to excellence.
- Excellence in student learning is possible only through partnerships between students, faculty, and staff.
- Academic Affairs strives for excellence in every endeavor.

#### Academic Affairs fosters in students an authentic intellectual curiosity and the value of engaged inquiry.

- a. Provide curricular and co-curricular opportunities which model the aspirations of educational and moral achievements in distinctive programs and initiatives.
- b. Encourage the establishment of student communities rooted in common learning experiences and mutual support in each of the academic areas and units.
- c. Provide institutional occasions and forums for students to express their intellectual interests and achievements and to engage the community in them.

#### Academic Affairs is a strong partner in preparing the College for demographic (socioeconomic status, age, and race of students), environmental, and economic change.

- a. Provide a curriculum and learning experience that facilitates the recruitment and retention of an inclusive campus population.
- b. Enhance multicultural and international understanding.
- c. Provide services that support the success of all students.
- d. More closely link academic and financial planning.
- e. Improve lines of communication.
- f. Academics as the core function of the College.
- g. Academic Affairs strongly supports the College's initiative to develop sustainable practices.

#### Academic Affairs prepares our students for the future.

- a. Prepare life-long adaptable learners and earners.
- b. Provide appropriate academic preparation and support to facilitate students' post-graduation placements.
- c. Prepare students who are civically and globally engaged.

#### Academic Affairs embraces "data driven" decision making.

Base enrollment management decisions on data.

- a. internal perspective.
- b. Use data to rationalize the curriculum and to improve teaching, scholarship, and learning.

## Attachment 12

### Academic Affairs Outcomes and Achievement Targets 2011-2012

**1. Academic Affairs fosters in students an authentic intellectual curiosity and the value of engaged inquiry.**

- a. Provide curricular and co-curricular opportunities which model the aspirations of educational and moral achievements in distinctive programs and initiatives.

*Achievement Target: Academic and Student Affairs will begin to align events so that two major opportunities are co-sponsored and assessed for providing opportunity for educational and moral achievement and student engagement.*

*Measure: The Office of the Provost will track events and develop assessment rubric.*

*Achievement Target: To facilitate a high quality education across programs whose curricula are founded on a commitment to the liberal arts, 90% of major programs will meet the CEP maximum of 68 credits for major and school core.*

*Measure: From the College Catalog/four-year major plans, number of required credit hours to complete each major.*

- b. Encourage the establishment of student communities rooted in common learning experiences and mutual support in each of the academic areas and units.

*Achievement Target: 80% of students participating in the pilot living-learning community-a joint collaboration of enrollment management, student affairs, and academic affairs--will express satisfaction with all facets of the program.*

*Measures: Responses on the First Year Seminar Survey.*

- c. Provide institutional occasions and forums for students to express their intellectual interests and achievements and to engage the community in them.

*Achievement Target: Number of students participating in faculty-student research activities will increase by 10%.*

*Achievement Target: Number of students presenting/publishing/displaying results and products of faculty-student research activities will increase by 5%.*

*Measure: School/unit websites. Office of the Provost will review names of students and faculty mentors participating in faculty-student research/scholarship activities and note participation in presentation/dissemination of the results/products of these activities.*

*Achievement Target: The COPLAC Team for Undergraduate Research will completed and share a plan for Scholarship Celebration Day and a Summer Research Program.*

*Measure: Plan submitted to the Provost and shared with Deans' Council.*

- 2. Academic Affairs is a strong partner in preparing the College for demographic (socioeconomic status, age, and race of students), environmental, and economic change.**

## Attachment 12

- a. Provide a curriculum and learning experience that facilitates the recruitment and retention of an inclusive campus population.

*Achievement Target: Enroll 16 new adult students in a new adult learners program.*

*Measure: Enrollment data.*

*Achievement Target: One hundred percent of required courses for the adult learners program will be available after 5:00 PM weekdays or on weekends or on-line.*

*Measure: Class schedule.*

*Achievement Target: Identify and plan implementation of one additional program for adult students.*

*Measure: Fall 2012 schedule.*

*Achieve Target: Seek HEC approval for the MA in Special Education.*

*Measure: HEC minutes.*

*Achievement Target: Provide one year class schedule to assist all students in planning their schedules.*

*Measure: 2012-2013 course schedule, published in spring 2012, will contain courses for Summer 2012, Fall 2012, Winter 2013, and Spring 2013.*

- b. Enhance multicultural and international understanding.

*Achievement Target: Deans' Council and Provost's Council will review and recommend acceptance of the International Education Plan to be drafted by the International Education Committee*

*Measure: Council Minutes*

*Achievement Target: Identify and communicate 3-5 geographic areas for curriculum emphasis and study abroad.*

*Measure: International education web site and programs of study*

*Achievement Target: 5% of students participating in Ramapo College study abroad programs will be matriculated at colleges other than Ramapo.*

*Measure: Course rosters*

*Achievement Target: The number of Ramapo College students participating in Study Abroad will increase by 5%.*

- c. Provide services that support the success of all students.

*Achievement Target: 100% of new faculty will participate in a mandatory advising training session.*

*Measure: Workshop rosters.*

*Achievement Target: 100% of units will offer training in advising.*

*Measure: Workshop schedule.*



## Attachment 12

*Achievement Target: All students in their third semester and beyond will be assigned a faculty advisor.*

*Measure: Banner records.*

*Move to 2012-2013*

*Achievement Target: 75% of declared students will meet with their faculty advisor their third semester at Ramapo College.*

*Measure: Data collected within units.*

*Achievement Target: 100% of transfer students will be introduced (written communication from dean) to their faculty advisor by the middle of their first semester on campus.*

*Measure: Check list of communications from deans.*

*Achievement Target: 90% of incoming freshman who participated in Critical Reading and Writing I will demonstrate readiness for participation in Critical Reading and Writing II*

*Measure: Passing grade in CR&W I*

*Achievement Target: 90% of incoming freshman who participate in Foundations of Reading /Foundations of Writing will demonstrate readiness for participation in Critical Reading and Writing I.*

*Measure: Passing grade in FR/FR&W*

- d. More closely link academic and financial planning.

*Achievement Target: Following the Academic Planning Schedule, 100% of units will submit annual planning reports and learning assessment reports for 2011-12 and refreshed program reviews (plans) for 2012-13.*

*Measure: Unit Plans.*

*Achievement Target: 100% of unit plans and resource requests from Academic Affairs will be reviewed and recommended by the Deans' Council to the Provost.*

*Measure: Deans' Council minutes.*

*Achievement Target: 100% of new initiatives will include a realistic budget and business plan that reflect consultation with appropriate support units (i.e. Enrollment Management, Library, Information Technology Services, Budget Office, etc.).*

*Measure: Review of initiative proposals.*

*Achievement Target: All graduate programs will develop/review their business plan and report progress towards annual enrollment and revenue goals.*

*Measure: Annual Reports from graduate programs.*

*Achievement Target: With the Budget Office, develop and implement net revenue model for graduate and adult degree completion program which includes unit incentives.*

*Measure: Annual assessment of graduate and adult degree programs assess on business models.*



## Attachment 12

- e. Improve lines of communication.

*Achievement Target: Deans' Council will invite division heads and associate vice presidents to at least one Council meeting each year to share initiatives and discuss areas of collaborations and improvement.*

*Measure: Deans' Council minutes.*

*Achievement Target: Minutes for Deans' Council, Provost's Council, and all unit councils will be posted on the Provost's/units' websites.*

*Measure: Provost's website.*

*Achievement Target: All schools/units will develop and maintain a website that lists participants (faculty and students) in faculty/student research and lists presentations, by students, of their research.*

*Measure: School websites.*

*Achievement Target: Faculty productivity (peer reviewed publications, presentations, creative products) will increase 10%.*

*Measure: Unit report*

*Achievement Target: 100% of students participating in Honors Convocation will have their biographies, as composed by their school dean, posted on the Honors Convocation website.*

*Measure: Convocation program and website.*

*Achievement Target: Audit all committees with faculty membership and define overlap and/or redundancies.*

*Measure: Committee charges.*

- f. Academics as the core function of the College.

*Achievement Target: Attendance at the Deans' Lecture Series will increase by 10%.*

*Measure: Attendance sign-in sheets.*

*Achievement Target: 100% of academic units will engage in yield activities and will list individual faculty participation.*

*Measure: Unit plans.*

- g. Academic Affairs strongly supports the College's initiative to develop sustainable practices.

*Achievement Target: 50% of courses syllabi will be provided in electronic format only.*

*Measure: Unit Report*

*Achievement Target: Pilot the use of grade holds for on-line course evaluations.*

*Measure: Comparison of response rate 2010-2011 to 2011-2012.*

## Attachment 12

### 3. Academic Affairs prepares our students for the future.

- a. Prepare life-long adaptable learners and earners.

*Achievement Target: 90% of sampled courses will comply with Academic Policies governing the Course Enrichment Component (CEC) and will include assessment of college wide goals for student learning goals for CEC.*

*Measure: Audit of 100 randomly selected syllabi for fall 2011 courses.*

*Achievement Target: 75% of students who are assessed will achieve the learning outcomes for the CEC in fall 2011.*

*Measure: Audit assessment of student learning outcomes for 100 randomly selected fall 2011 courses.*

*Achievement Target: 75% of students who are assessed will achieve the learning outcomes for interdisciplinary learning.*

*Measure: Audit assessment of student learning outcomes for 20 ransomly selected interdisciplinary courses.*

*Achievement Target: Applications for fellowships will increase by 10%.*

*Measure: Annual Report from the Fellowship Office.*

*Achievement target: Increase number of online courses by 15%.*

*Measure: Course schedule*

- b. Provide appropriate academic preparation and support to facilitate students' post-graduation placements.

*Achievement Target: All redesigned interdisciplinary courses will include and report assessment of student learning outcomes for interdisciplinary.*

*Measure: Unit reports and Weave Online.*

*Achievement Target: All schools have developed metrics, in collaboration with the Cahill Center, for use of career development services, coop/internships participation, graduate and professional school acceptances, and post-graduation job placements.*

*Measure: Unit Plans*

*Achievement Target: All units can identify "plans for next year", including specific place of employment and job title or graduate/professional school and program of study, for 67% of their graduates.*

*Measure: Unit Plans*

*Achievement Target: All schools will collaborate with and receive data from Alumni Affairs (alumni placements), Cahill Center, and the graduating senior survey to compile employment/placement data for 65% of the 2011 graduating seniors.*

*Measure: Unit Plans*

## Attachment 12

- c. Prepare students who are civically and globally engaged.  
*Achievement Target: In collaboration with the CSI and the RCIE, all schools have developed metrics for participation in service learning and study abroad.*  
*Measure: Unit Plan.*

*Achievement Target: 10% increase in the number of students completing one service learning/civic engagement project by graduation.*  
*Measure: Unit Plan.*

*Achievement Target: 10% increase in the number of Ramapo College students who have participated in a study abroad experience by graduation.*  
*Measure: Graduation transcript audit.*

#### 4. Academic Affairs embraces “data driven” decision making

- a. Base enrollment management decisions on data.  
*Achievement target: 50% of courses will be offered at 90% of enrollment capacity.*  
*Achievement target: Less than 10% of courses within each unit will be offered with an enrollment of less than 10 students (excluding independent studies, internships and co-ops).*  
*Measure: Audit of course enrollments.*

*Achievement targets: Once a week courses offered for traditional undergraduate students will make up less than 25%.of the traditional undergraduate course offerings.*  
*Measure: Audit course schedule.*

- b. Use data during decision making to integrate an external perspective as well as internal perspective.  
*Achievement target: As part of the new institutional-effectiveness process in Academic affairs, 100% of academic units (defined here as schools and convening groups of majors and graduate programs) will submit 2012-13 institutional-effectiveness plans (strategic and student-learning planning and assessment) in the fall of 2011.*  
*Measure: The Provost’s Office will maintain a spreadsheet that lists all academic units and indicates submission dates of institutional-effectiveness plans. In addition, WEAVE online will be audited to determine if all plans have been submitted.*

*Support the College’s participation in the Delaware Study and review the results of this study with the faculty.*  
*Measure: Unit Council Minutes*

- c. Use data to rationalize the curriculum and to improve teaching, scholarship, and learning.  
*Achievement target: In the spring of 2012, 75% of academic programs will propose curriculum changes or innovations based on their 2011-12 student-learning assessment results to be implemented in academic year 2012-13.*

## Attachment 12

*Measure: College-Wide Assessment Committee (CWAC) members will report the number of academic programs making curriculum changes based on student-learning assessments in their individual schools to the Vice Provost for Curriculum and Assessment, who will then tally the results.*

*Achievement Target: By Spring 2012 75% of major academic programs will make use of Weave Online to track assessments of student learning outcomes.*

*Measure: WEAVE Online.*

*Achievement Target: GECCo will disseminate the results of the spring 2011 assessment of mathematical reasoning which will be discussed by the faculty*  
*Achievement Target: GECCo will implement assessment of student learning outcomes for information literacy in fall 2011 and will disseminate the results of these assessments.*

*Measure: Minutes from GECCo, ARC, and FA.*

*Achievement Target: Review learning goals and outcomes for FYS.*

*Measure: Minutes from GECCo, ARC, and FA.*

*Achievement Target: College Honors Program will assess the following student learning outcomes: Appraise impact of cultural perspective & context; Integrate individual moral identity & community engagement; and Integrate class material with experiential participation and will discuss the implications of the results of these assessments with deans and faculty.*

*Measure: Minutes of the College Honors Program Advisory Committee and Deans' Council.*

*Achievement Target: Grade distributions, pre- and post-CEP will be analyzed and reviewed.*

*Measure: Unit Council minutes.*

*Achievement Target: The CLA will be administered to 100 first year students and 100 native students who are graduating in spring 2012.*

*Measure: CLA report.*

*Achievement Target: The Middle States Monitoring Report will be submitted to Middle States by 01 April 2012.*

*Measure: Report submitted.*

*Achievement Target: Academic Affairs will implement and assess the Graduate Education Plan.*

*Measure: WEAVE Online*

## Attachment 13

### SPIF POSITIONS

FY 2008/2009 through FY2010/2011

Serves:

Outcome informed by:

Psychiatrist (hourly)	student safety/health	increased case load volume
Purchasing position	cost saving initiatives	need to perform price comparisons at all levels of purchasing
Reading Specialist position	teaching excellence, academic excellence	existing programming improvement
Regional Campaign Coordinator position	capital campaign	feasibility study
Judicial Affairs position	student safety/health	increased case load volume
Health Services position	student safety/health	increased case load volume
Development Officer position	financial performance	feasibility study
Assessment Support position	academic excellence	assessment needs, Middle States expectation
Admissions position	student recruitment and enrollment	enrollment planning

## Enhancing Academic Excellence

### Progress Made Toward Reaching Strategic Planning Objectives

FY 2008/2009 through FY2010/2011

1.1	The College will ensure that student learning emphasizes international education, intercultural understanding, interdisciplinary and experiential learning.							
	Attempted Objectives		Met		Partially Met		Not Met	
	#	%	#	%	#	%	#	%
	59	100%	38	64%	18	31%	3	5%
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.							
	Attempted Objectives		Met		Partially Met		Not Met	
	#	%	#	%	#	%	#	%
	66	100%	33	50%	31	47%	2	3%
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.							
	Attempted Objectives		Met		Partially Met		Not Met	
	#	%	#	%	#	%	#	%
	29	100%	20	69%	8	28%	1	3%
1.4	The College will provide high quality academic experiences at the undergraduate and graduate levels.							
	Attempted Objectives		Met		Partially Met		Not Met	
	#	%	#	%	#	%	#	%
	42	100%	25	60%	15	36%	2	5%
1.5	The College will increase access and support for underrepresented students.							
	Attempted Objectives		Met		Partially Met		Not Met	
	#	%	#	%	#	%	#	%
	25	100%	15	60%	7	28%	3	12%
1.6	The College will place high priority on the provision and modernization of classrooms laboratories, and other space consistent with academic plans.							
	Attempted Objectives		Met		Partially Met		Not Met	
	#	%	#	%	#	%	#	%
	13	100%	8	62%	4	31%	1	8%
<b>TOTAL</b>	<b>234</b>	<b>100%</b>	<b>139</b>	<b>59%</b>	<b>83</b>	<b>35%</b>	<b>12</b>	<b>5%</b>

### Investing in the Future

#### Progress Made Toward Reaching Strategic Planning Objectives

FY 2008/2009 through FY2010/2011

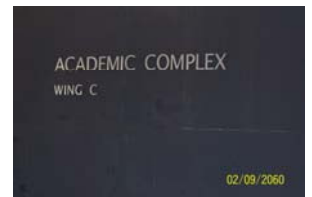
2.1	The College will operate all units efficiently and effectively in administration, communication, practices, and use and provision of human and material resources.							
	Attempted Objectives		Met		Partially Met		Not Met	
	#	%	#	%	#	%	#	%
	90	100%	63	70%	14	16%	13	14%
2.2	The College will actively seek initiatives, consistent with the College mission, that generate revenue.							
	Attempted Objectives		Met		Partially Met		Not Met	
	#	%	#	%	#	%	#	%
	28	100%	16	57%	9	32%	3	11%
2.3	The College will identify the strategic initiatives for which funding support will be sought from the College Foundation.							
	Attempted Objectives		Met		Partially Met		Not Met	
	#	%	#	%	#	%	#	%
	31	100%	22	71%	5	16%	4	13%
2.4	The College will develop financial decision making models to address management of assets and debts.							
	Attempted Objectives		Met		Partially Met		Not Met	
	#	%	#	%	#	%	#	%
	9	100%	6	67%	2	22%	1	11%
2.5	The College will enhance effectiveness and efficiency by integrating institutional planning, budget development, management and assessment.							
	Attempted Objectives		Met		Partially Met		Not Met	
	#	%	#	%	#	%	#	%
	9	100%	8	89%	1	11%	0	0%
2.6	The College will reduce expenditures on non-renewable resources.							
	Attempted Objectives		Met		Partially Met		Not Met	
	#	%	#	%	#	%	#	%
	10	100%	7	70%	0	0%	3	30%
2.7	The College will promote inclusive excellence in all aspects of institutional planning.							
	Attempted Objectives		Met		Partially Met		Not Met	
	#	%	#	%	#	%	#	%
	11	100%	10	91%	1	9%	0	0%
Total	188	100%	132	70%	32	17%	24	13%

## Enriching College Life & Community Presence

### Progress Made Toward Reaching Strategic Planning Objectives FY 2008/2009 through FY2010/2011

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.							
	Attempted Objectives		Met		Partially Met		Not Met	
	#	%	#	%	#	%	#	%
	69	100%	37	54%	20	29%	12	17%
3.2	The College will increase the number of activities that raise the level of intellectual discussion.							
	Attempted Objectives		Met		Partially Met		Not Met	
	#	%	#	%	#	%	#	%
	41	100%	26	63%	12	29%	3	7%
3.3	The College will seek improvement to the transportation links to the surrounding community and to other transportation hubs.							
	Attempted Objectives		Met		Partially Met		Not Met	
	#	%	#	%	#	%	#	%
	1	100%	0	0%	0	0%	1	100%
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.							
	Attempted Objectives		Met		Partially Met		Not Met	
	#	%	#	%	#	%	#	%
	19	100%	11	58%	4	21%	4	21%
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.							
	Attempted Objectives		Met		Partially Met		Not Met	
	#	%	#	%	#	%	#	%
	48	100%	40	83%	6	13%	2	4%
3.6	The College will develop learning communities to bridge a student's formal academic experience and other components of college life.							
	Attempted Objectives		Met		Partially Met		Not Met	
	#	%	#	%	#	%	#	%
	17	100%	12	71%	3	18%	2	12%
3.7	The College will foster a hospitable and equitable environment for students, faculty and staff.							
	Attempted Objectives		Met		Partially Met		Not Met	
	#	%	#	%	#	%	#	%
	24	100%	11	46%	9	38%	4	17%
3.8	The College will enhance internal and external communication.							
	Attempted Objectives		Met		Partially Met		Not Met	
	#	%	#	%	#	%	#	%
	52	100%	38	73%	9	17%	5	10%
Total	271	100%	175	65%	63	23%	33	12%

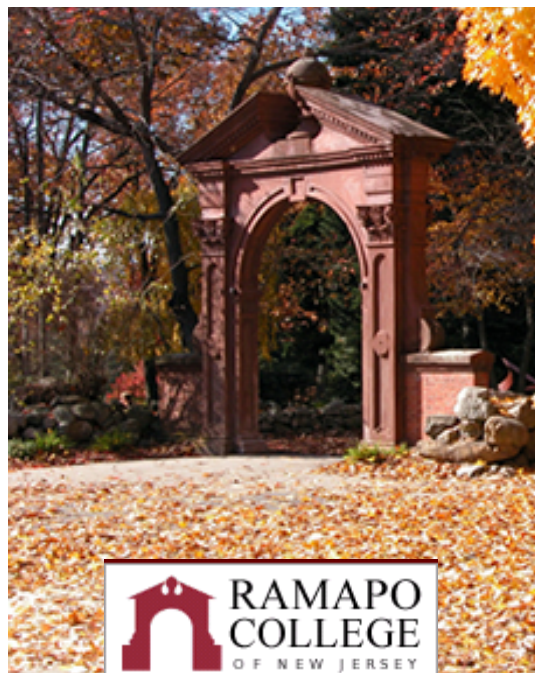




# EXECUTIVE SUMMARY FACILITY CONDITION ASSESSMENT REPORT

PO 0990080

At Ramapo College of New Jersey  
Mahwah, New Jersey



Submitted To:

Ramapo College of New Jersey  
Office of Facilities Management  
505 Ramapo Valley Road  
Mahwah, New Jersey 07430

Submitted by:



**FACILITY CONDITION ASSESSMENT**  
For  
**Ramapo College of New Jersey**  
**Mahwah, New Jersey 07430**

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## CHAPTER I – INTRODUCTION & SCOPE

Hatch Mott MacDonald was retained by Ramapo College of New Jersey to perform professional services to include an assessment of forty-three (43) campus buildings. It included an inspection of the existing conditions and recommendations for the building interiors, heating, air conditioning and electrical systems, exterior wall, window and roofing systems of the referenced buildings.



### SCOPE OF WORK

Professional services included an assessment of each facility's existing conditions, this summary report, and recommendations as to what repairs and renovations would be necessary to make the buildings suitable for the College's future needs and to extend the buildings' useful life in order to insure adequate return on investments. The report includes estimated life expectancies and anticipated replacement costs of the various building components.

It is the intent of this survey to have a total assessment of the facility that will address all major aspects of all systems outlined below. Specifically excluded are:

- movable furnishings (i.e. chairs, tables, movable desks, movable partitions, etc.),
- equipment that is not part of the building systems (i.e. office equipment, vehicle inspection equipment, computers that are not associated with building systems, etc.).

The following outline demonstrates the amount of detail to which various aspects of the building systems have been examined.

#### **Building Exterior:**

- Identify conditions that do not allow the building façade and associated appurtenances (i.e. windows, doors, decorative elements, etc.) to function as intended.
- Identify corrective measures to be implemented over the next 10 years.
- Provide a detailed evaluation of the exterior envelope of the building based on a visual inspection utilizing magnifying optical equipment.
- As required by conditions, perform a survey of the interior of the building to identify the location of all water penetrations and the source of the infiltration.

### **Roofing:**

- Identify the composition and determine the condition of the existing roofing systems.
- Make recommendations for short and long-term corrective work.

### **Interior Architectural Features:**

- Define all conditions or configurations that are not code compliant or are detrimental to the use of the facility.
- Define all existing conditions that require remedial work.

### **Structural Systems:**

- Determine the condition of all observable structural systems, identify all deficiencies that exist, and make recommendations for corrective work.
- It is assumed that this will be accomplished through the use of visual observations and measurements in accessible areas of the building and a façade survey.
- It is not anticipated that calculations will be required or that probes will be necessary in order to evaluate these systems.

### **Electrical Systems:**

Will have visually inspected for adequacy and conformance with codes:

- existing panels
- power and lighting systems
- emergency lighting for places of assembly
- communication and signal systems
- Electrical systems associated with other building systems (i.e. HVAC equipment, vertical transportation equipment, plumbing systems, fire protection systems, etc.).
- All power panels, splices, and electrical connections to major equipment.

### **HVAC and Plumbing Systems:**

- Survey and check the operational status of all major equipment (e.g. converters, refrigeration equipment, cooling towers, air handling units, pumps, PRV stations, etc.) and primary components thereof (e.g. fans, motors, coils, tubes, filters, controls, chemical treatment systems, etc.), and all associated accessible piping and duct systems with associated appurtenances. Piping and ductwork has been assessed based upon a sampling of locations as opposed to a complete survey. In addition to piping, survey the physical condition of all fixtures. The operational status of minor components (e.g. traps, local valves, etc.) was based upon a sampling.
- In addition to major HVAC system components, address the condition of terminal units, local area controls, etc. throughout the building. It is not the intent of this

report to survey all of these components in detail, rather a sampling will be performed in detail (i.e. 15%-20%) and information from this sampling used as a basis for projections of the system condition and anticipated required work.

- Assess all major plumbing system components (i.e. pumps, main, and branch piping, main valves, vent lines, tanks, hot water heater/converters, etc.).

### **Fire Life Safety Systems:**

Inspect and determine the condition in relation to operation and code compliance of all systems including:

- fire suppression and fire alarm/detection systems,
- emergency power systems and exit/emergency lighting systems,
- fire rated enclosures, exit/fire/smoke doors, and path of travel,
- emergency communication systems and emergency control systems (e.g. elevator recall, HVAC system controls related to the presence of smoke and/or fire, etc.).

Review all information that covers the status of existing systems (i.e. test reports, maintenance reports, previous studies, and current life safety inspection reports) in order to determine the operational status of these systems and to determine whether the existing systems meet the requirements of all applicable codes.

## CHAPTER II - BENCHMARKS

### FACILITIES CONDITION INDEX

The Facilities Condition Index (FCI) is a term used to describe the relative condition of campus buildings in relation to Current Replacement Value (CRV) of that building. It is commonly referred to as the existing Deferred Maintenance (DM) backlog of a building plus Capital Renewal (CR) backlog divided by the CRV of that building ( $DM+CR/CRV=FCI$ ). These three are defined as follows:

**Deferred Maintenance** – maintenance work that has been deferred on a planned or unplanned basis due to lack of funds in the annual budget cycle – excluding normal maintenance that has already been scheduled, planned or funded within the current budget cycle.

**Capital Renewal** – future renewal requirements for building systems that reach the end of their expected useful life.

**Current Replacement Value** - the total amount of expenditure in current dollars required to replace the college's educational and general facilities to its optimal condition (excluding auxiliary facilities). It should include the full replacement cost for all buildings, grounds, utility systems, and generating plants. Furthermore, it would meet the current acceptable standards of construction, and comply with current regulatory requirements. However, as this assessment does not include all of the facilities or the utility systems the replacement costs for the buildings are utilized for the CRV.

We utilized the services of an outside cost estimating firm, Building Evaluations, Inc., to prepare the CRV for eighteen typical buildings being assessed. We feel that these numbers are closer to reality, in the NY/NJ metropolitan region, than more common methods such as R.S. Means square foot costs. (See the Appendices of the individual assessment reports for the full construction cost breakdowns)

The generally accepted range of Facility Condition Index (FCI) for establishing a buildings condition is shown below. This standard has been adopted by the Building Owners and Managers Association, the Council on Education Facilities, and the American University Planners Association, and a number of other national facilities groups.

Condition	FCI
Good	0.01 to 0.05
Fair	0.51 to 0.10
Poor	0.11 and above



## DEFICIENCY COST PER SQUARE FOOT

The Deficiency Cost per Square Foot value is another way to look at the FCI on a dollar cost basis. Just as the FCI is based on the CRV calculated from replacement square foot cost, the Deficiency Cost is calculated by dividing the Deferred Maintenance Cost (DM+CR) by the building area. This value can be used to compare the cost of repairing a building to the cost of replacing or renovating it.

As an example we will calculate the FCI and Deficiency Cost per square foot for Academic A-Wing as follows:

### Academic A-Wing

- Total Gross Area: 39,314 Square Feet
- Total Replacement Value/SF: \$248.00
- Total Project Costs (DM + CR): \$3,026,383

### Facility Condition Index (DM+CR/CRV).

- Deferred Maintenance + Capital Renewal: \$3,026,383
- Current Replacement Value (CRV) : 39,314 SF x \$248.00 = \$9,749,872
- FCI = \$3,026,383/\$9,749,872 = 0.31

### Deficiency Cost per Square Foot (DM+CR/Building Area).

- Deferred Maintenance + Capital Renewal: \$3,026,383
- Building Area: 39,314 SF
- Deficiency Cost = \$3,026,383/39,314 SF: \$76.98

Therefore:

- CRV/Deficiency Cost = \$9,749,872/\$3,026,383: 0.31 (31%)

Or the Deficiency Cost is 31% of the CRV

The cost of major renovations, in the NY/NJ metropolitan region, for academic types of buildings range from \$100 to \$150 per square foot. Residence types of buildings range from \$75 to \$125 per square foot. When the building's total deficiency cost per square foot is within this range a total renovation should be considered before implementing any of the individual DM recommendations.

**CHAPTER III - FINDINGS**

Hatch Mott MacDonald performed detailed surveys as part of this Facilities Condition Assessment from January 7, 2009 through March 3, 2009. The overall survey results are as follows:

**Academic Buildings** (including the Student Center)

- Total Number of Buildings Surveyed: 23
- Total Gross Area Surveyed: 578,784 Square Feet
- Total Current Replacement Value (CRV): \$136,073,329
- Total Project Costs (DM + CR): \$57,355,275
- Average Deficiency Cost per SF: \$99.10
- Average Facility Condition Index (FCI): 0.42

**Residence Life Buildings**

- Total Number of Buildings Surveyed: 18
- Total Gross Area Surveyed: 378,750 Square Feet
- Total Current Replacement Value (CRV): \$88,685,460
- Total Project Costs (DM + CR): \$9,626,018
- Average Deficiency Cost per SF: \$25.42
- Average Facility Condition Index (FCI): 0.11

The Facility Condition Index (FCI) as described in the Chapter above is shown below in the two left columns. The two right columns summarize where the buildings rate in this assessment.

Condition	FCI	Academic	Residence Life
Good	0.01 to 0.05	4 Buildings	12 Buildings
Fair	0.51 to 0.10	6 Buildings	1 Buildings
Poor	0.11 and above	13 Buildings	4 Buildings

The results noted above of our assessment are summarized in the FCI tables that follow.



Academic Buildings Facility Condition Index Summary Chart										
Facility			Year Built	Last Renovation	Area (SF)	SF Cost	CRV	DM + CR (2009 Costs)	FCI	Deficiency Cost/SF
Phase I Academics A Wing <sup>1</sup>			1974	2000	39,314	\$248	\$9,749,872	\$3,127,965	0.32	\$79.56
Phase I Academics B Wing <sup>2</sup>			1974	2000	39,314	\$248	\$9,749,872	\$3,090,165	0.32	\$78.60
Phase I Academics C Wing <sup>2</sup>			1974	Unknown	39,314	\$248	\$9,749,872	\$6,052,515	0.62	\$153.95
Phase I Academics D Wing <sup>2</sup>			1974	Unknown	39,314	\$248	\$9,749,872	\$5,966,265	0.61	\$151.76
Phase I Academics E Wing <sup>2</sup>			1974	Unknown	39,314	\$248	\$9,749,872	\$5,512,515	0.57	\$140.22
Phase III Academics G Wing <sup>1</sup>			1974	Unknown	116,377	\$252	\$29,327,004	\$22,388,400	0.76	\$192.38
Phase II Academics H Wing <sup>1</sup>			1974	2002	32,930	\$225	\$7,409,250	\$945,000	0.13	\$28.70
George T. Potter Library <sup>1</sup>			1976	Unknown	78,160	\$219	\$17,117,040	\$721,725	0.04	\$9.23
Physical Plant <sup>2</sup>			1974	Unknown	34,889	\$250	\$8,722,250	\$6,030,000	0.69	\$172.83
Mansion <sup>1</sup>			1916	1995	19,953	\$208	\$4,150,224	\$1,067,700	0.26	\$53.51
Havemeyer House <sup>1</sup>			1920	1996	9,887	\$203	\$2,007,061	\$101,250	0.05	\$10.24
Exterior Bleachers <sup>2</sup>			1978	Unknown	5,763	\$50	\$288,150	\$5,400	0.02	\$0.94
McBride House <sup>1</sup>			1916	Unknown	3,666	\$208	\$762,528	\$507,075	0.66	\$138.32
Facilities Main Office Modular <sup>2</sup>			1998	Unknown	3,512	\$100	\$351,200	\$123,750	0.35	\$35.24
Facilities Commons & Supervisor's <sup>2</sup>			1998	Unknown	2,623	\$100	\$262,300	\$18,450	0.07	\$7.03
Sculpture Studio <sup>1</sup>			1989, 1991, 1996	Unknown	4,175	\$180	\$751,500	\$70,650	0.09	\$16.92
Print Shop/Mail Room <sup>1</sup>			Unknown	1990	3,330	\$177	\$589,410	\$108,000	0.18	\$32.43
Barn <sup>1</sup>			Unknown	Unknown	3,588	\$59	\$211,692	\$3,750	0.02	\$1.05
Greenhouse (G Wing) <sup>2</sup>			1974	Unknown	1,500	\$35	\$52,500	\$86,625	1.65	\$57.75
Bandshell <sup>2</sup>			1987	Unknown	1,367	\$100	\$136,700	\$6,000	0.04	\$4.39
Field House @ Athletic Fields <sup>1</sup>			1984	Unknown	1,007	\$196	\$197,372	\$17,250	0.09	\$17.13
Guard/Security Booth - Main Gate <sup>2</sup>			1993	Unknown	71	\$200	\$14,200	\$1,950	0.14	\$27.46
Student Center <sup>2</sup>			1976	2004	59,419	\$252	\$14,973,588	\$1,402,875	0.09	\$23.61
<b>Totals</b>					<b>578,787</b>		<b>\$136,073,329</b>	<b>\$57,355,275</b>	<b>0.42</b>	<b>\$99.10</b>
<b>Footnotes:</b>										
1. SF costs taken from actual Building Evaluations estimate										
2. SF costs taken from similar building or RS Means										

Residence Life Buildings Facility Condition Index Summary Chart										
Facility			Year Built	Last Renovation	Area	SF Cost	CRV	DM + CR (2009 Costs)	FCI	Deficiency Cost/SF
Phase I Residences - Buckeye <sup>2</sup>			1972	2003	8,357	\$197	\$1,646,329	\$1,524,638	0.93	\$182.44
Phase I Residences - Mimosa <sup>1</sup>			1972	2003	11,839	\$197	\$2,332,283	\$1,877,775	0.81	\$158.61
Phase II Residences - Tamarack <sup>2</sup>			1972	Unknown	22,566	\$240	\$5,415,840	\$1,824,300	0.34	\$80.84
Phase II Residences - Cypress <sup>1</sup>			1972	Unknown	22,090	\$240	\$5,301,600	\$1,399,800	0.26	\$63.37
Phase III Residences - Pine Hall <sup>1</sup>			1973	Unknown	77,246	\$226	\$17,457,596	\$1,760,400	0.10	\$22.79
Phase IV Residences - Linden Hall <sup>1</sup>			1989	Unknown	58,347	\$250	\$14,586,750	\$517,200	0.04	\$8.86
Phase V Residences - Oak Hall <sup>1</sup>			1998	None	60,851	\$238	\$14,482,538	\$137,880	0.01	\$2.27
Phase VI Residences - Maple Hall <sup>2</sup>			1998	None	62,400	\$238	\$14,851,200	\$125,550	0.01	\$2.01
Phase VII Residences - The Village, Building #1 <sup>1</sup>			2001	None	8,808	\$227	\$1,999,416	\$30,450	0.02	\$3.46
Phase VII Residences - The Village, Building #12 <sup>2</sup>			2001	None	8,808	\$227	\$1,999,416	\$111,750	0.06	\$12.69
Phase VII Residences - The Village, Building #21 <sup>2</sup>			2001	None	8,808	\$227	\$1,999,416	\$33,450	0.02	\$3.80
Phase VII Residences - Thomases Commons <sup>1</sup>			2001	None	5,935	\$251	\$1,489,685	\$24,000	0.02	\$4.04
The Lodge <sup>2</sup>			1972	Unknown	11,335	\$251	\$2,845,085	\$109,650	0.04	\$9.67
White House <sup>2</sup>			Unknown	Unknown	4,063	\$208	\$845,104	\$525	0.00	\$0.13
Trustees Pavilion <sup>2</sup>			1998	None	3,000	\$251	\$753,000	\$28,650	0.04	\$9.55
Health Services Building <sup>2</sup>			Unknown	2003	2,863	\$180	\$515,340	\$7,500	0.01	\$2.62
EMS Building <sup>2</sup>			Unknown	Unknown	1,016	\$59	\$59,944	\$15,000	0.25	\$14.76
Laundry Room (CPA Laundry) <sup>2</sup>			1972	2009	418	\$251	\$104,918	\$97,500	0.93	\$233.25
<b>Totals</b>					<b>378,750</b>		<b>\$88,685,460</b>	<b>\$9,626,018</b>	<b>0.11</b>	<b>\$25.42</b>
Footnotes:										
1. SF costs taken from actual Building Evaluations estimate										
2. SF costs taken from similar building or RS Means										

The cost estimate for each deficiency identified in the report allocated for operating or capital programs in individual years from 2009 to 2013 or collectively in years 2014 to 2018. Year one allocations are typically life safety or building code issues but may include systems that are not functioning or in serious disrepair. Items allocated for years two to five are systems that are nearing the end of their life expectancy and systems allocated for years six through ten are old but should continue functioning for at least five more years. In general, items identified for years 1-5 can be considered Deferred Maintenance (DM) expenses and items identified for years 6-10 can be considered Capital Renewal (CR) expenses. However, some deficiencies identified for the first five years fall into the CR category.

The overall FCI rating of 0.42 (42%) for the 23 academic buildings assessed means that, in general, the facilities are in poor condition despite being generally well maintained. The overall FCI rating of 0.11 (11%) for the 18 residence buildings assessed means that, in general, the facilities are in poor condition.

It is important to note here that not all of the academic or residence life buildings were assessed. Therefore, the overall ratings are probably lower than they would have been if all of the buildings were assessed and the CRV for the entire building portfolio was utilized in calculating the FCI.

The following Academic buildings should be considered for total interior renovation based on the noted Benchmarks:

- Wings C, D, E & G
- McBride House

The following Residence Life buildings should be considered for total interior renovation based on the noted Benchmarks:

- Buckeye
- Mimosa
- Tamarack
- Cypress
- CPA Laundry