



INSTITUTIONAL PROFILE

(Excellence and Accountability)

September 2008

Office of Institutional Research and Planning

*New Jersey's Public
Liberal Arts College*

INSTITUTIONAL PROFILE, SEPTEMBER 2008

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Ramapo College of New Jersey

A. INSTITUTIONAL NARRATION INCLUDING ACCREDITATION STATUS

Institutional Profile

Ranked by *U.S. News & World Report* among the top public universities (master's) in the region, Ramapo College of New Jersey is sometimes mistaken for a private college. This is, in part, due to its unique interdisciplinary academic structure, its size of approximately 5,700 students, and its pastoral setting in the foothills of the Ramapo Mountains on the New Jersey/New York border.

Established in 1969, Ramapo College offers bachelor's degrees in the arts, business, humanities, social sciences and the sciences, as well as in professional studies, which include nursing and social work. In addition, Ramapo College offers courses leading to teacher certification at the elementary and secondary levels. The College also offers three graduate programs as well as articulated programs with the University of Medicine and Dentistry of New Jersey and New York Chiropractic College.

The Middle States Association of Colleges and Schools first accredited the College in 1975. Ramapo College was reaccredited in 1980, 1990, and 2000. National disciplinary associations and State entities have also accredited certain Ramapo programs, including Chemistry (American Chemical Society), Nursing (National League for Nursing and N.J. Board of Nursing), Social Work (Council on Social Work Education), and Teacher Education (N.J. State Department of Education). The Anisfield School of Business application for AACSB (Association for the Advancement of Collegiate Schools of Business) accreditation candidacy was accepted in October 2007.

Undergraduate students choose to concentrate their studies in one of five schools with more than 700 course offerings and 40 academic programs. Ramapo College boasts an average student/faculty ratio of 18:1 and average class size of 23, affording students the opportunity to develop close ties to the College's exceptional faculty.

The College's mission is focused on the four "pillars" of a Ramapo education: international, intercultural, interdisciplinary and experiential, all of which are incorporated throughout the curriculum and extracurricular. The international mission is further accomplished through a wide range of study abroad and student exchange links with institutions all over the world through the New Jersey State Consortium for International Studies (NJSCIS). Additional experiential programs include internships, co-op, and service learning.

A campus-wide building program during recent years has resulted in the completion of the Anisfield School of Business academic facility, a central feature of the main entrance to the campus; the Bill Bradley Sports and Recreation Center, with its 2,200-seat arena, fitness center, climbing wall, track and dance/aerobics studio; the Overlook and Laurel residence halls and the Village apartment complex. The Angelica and Russ Berrie Center for Performing and Visual Arts, completed in 1999, houses performance theaters, art galleries, and specialized spaces devoted to fine arts, computer art, photography, theater, dance, and music.

In addition to Ramapo's ranking in *U.S. News*, the College recently was recognized by two national publications. An article in the February 2008 issue of *Kiplinger's* magazine named Ramapo College among the top 100 public colleges and universities. Ramapo College also is one of 222 select colleges and universities profiled by The Princeton Review in the 2008 edition of *The Best Northeastern Colleges*.

Dr. Peter Philip Mercer became the College's fourth president on July 1, 2005. The College is governed by a Board of Trustees who are appointed by the Governor of the State. The Reverend Dr. Vernon C. Walton is the chairman of the board.

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Ramapo's College of New Jersey's Continued Success

Ramapo College has continued to achieve recognition and distinction in virtually all aspects of its operations.

- Ramapo College is ranked among the top five public Master's Institutions in the Northeast Region in the U.S. News and World 2007 Report of Colleges and Universities. In addition to Ramapo's ranking in *U.S. News*, the College recently was recognized by two national publications. An article in the February 2007 issue of *Kiplinger's* magazine named Ramapo College among the top 100 public colleges and universities. Ramapo College also is one of 222 select colleges and universities profiled by The Princeton Review in the 2008 edition of *The Best Northeastern Colleges*.
- Undergraduate students choose to concentrate their studies in one of five schools with more than 1,750 annual course offerings and 40 academic programs. Ramapo College boasts an average student/faculty ratio of 18:1 and average class size of 23, affording students the opportunity to develop close ties to the College's exceptional faculty. Students typically rank in the top 20 percent of their high school class and have an average Fall Sat combined reading and math score of 1,160. It is particularly notable, with regard to Ramapo's mission as a public college, that minority enrollment in the entering class of 2007 continues to increase, standing at 22.4% this Fall.
- While the entering class continues to be better prepared academically, the College's academic programs operate at a high level of excellence. Earlier this year, site visitors conducted a review of our Social Work program. Such re-accreditation reviews take place every five years. The lead reviewer, Dr. Peggy Munke, advised us that in 30 years of conducting some 90 such visits she had never seen a finer Social Work Program than ours. This is not atypical. Recently, our teacher education program went through a similar re-accreditation review and was ranked in the top 5% of programs nationally.
- Summer reading for fall 2007 first-year students included the *New York Times* best-selling book, *A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah. Mr. Beah spoke at the College's Opening Convocation, the official kick-off to the academic year. Over 2000 people attended, including all freshman seminar classes, various upperclassmen, community book clubs and local high school students. They heard Mr. Beah speak on the issues raised in his book including: child soldiering, internal strife in Sierra Leone, the struggle to reclaim humanity, forgiveness, and the power of healing.
- The American Democracy Project (ADP) at Ramapo College of New Jersey sponsored its first essay contest focused on the purpose of college education. Steven Pardalis was selected as the first place winner, and his essay will have a link on *The New York Times* Knowledge Network.
- Fall 2007 marked the opening of Ramapo's new academic building, the Anisfield School of Business. Named in honor of longtime college supporters Richard and Millicent Anisfield who donated \$2.5 million (in addition to previous gifts totaling more than \$500,000) the building offers state-of-the art facilities for business students while also housing clinical training rooms for our nursing program with simulated patient beds on the fourth floor.
- In October of 2007, Ramapo College also broke ground on a Sustainability Education Center, which will house a "smart" classroom, a greenhouse, a display gallery, an office, and support spaces. The Center will demonstrate the concept of green building by making the best use of natural daylight and natural ventilation, using recycled and environmentally-friendly materials, and reducing water consumption through fixture choice and collection of rainwater for irrigation.

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- In May of 2008, Ramapo broke ground on the Salameno Spirituality Center. The Spiritual Center will provide a place where students can practice their faith, gather to discuss ethical matters and seek quiet contemplation. It is expected that the project, whose \$1.15 million cost will be funded entirely from private donations, will accommodate assemblies of up to 80 people with smaller areas for personal reflection. It will also include the Padovano Peace Pavilion, named after one of our most distinguished faculty, Anthony Padovano, as the centerpiece for informal and formal gatherings.
- Ramapo College was a winner of CASE's 2007 Wealth Engine Awards for Educational Fundraising, which honors superior fundraising programs at colleges, universities, and independent schools. Ramapo was selected to receive an Overall Improvement award by the Circle of Excellence which analyzed three-years of fundraising data provided to the Council for Aid to Education's annual Voluntary Support of Education (VSE) Survey. Out of 482 colleges and universities reviewed by CASE, only 17 institutions in the entire country were recognized for Overall Improvement. Ramapo also won this prestigious award in 2000.

Institutional Mission

The Ramapo College mission statement was approved by the Board of Trustees April 30, 2003.

It states:

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

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

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

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

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

Ramapo College of New Jersey

B. NUMBER OF STUDENTS SERVED

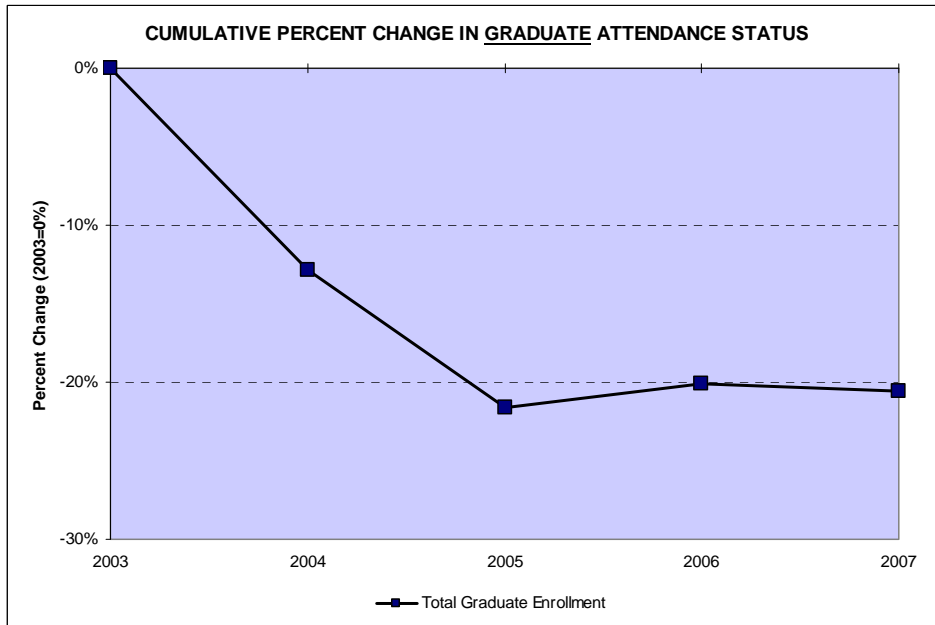
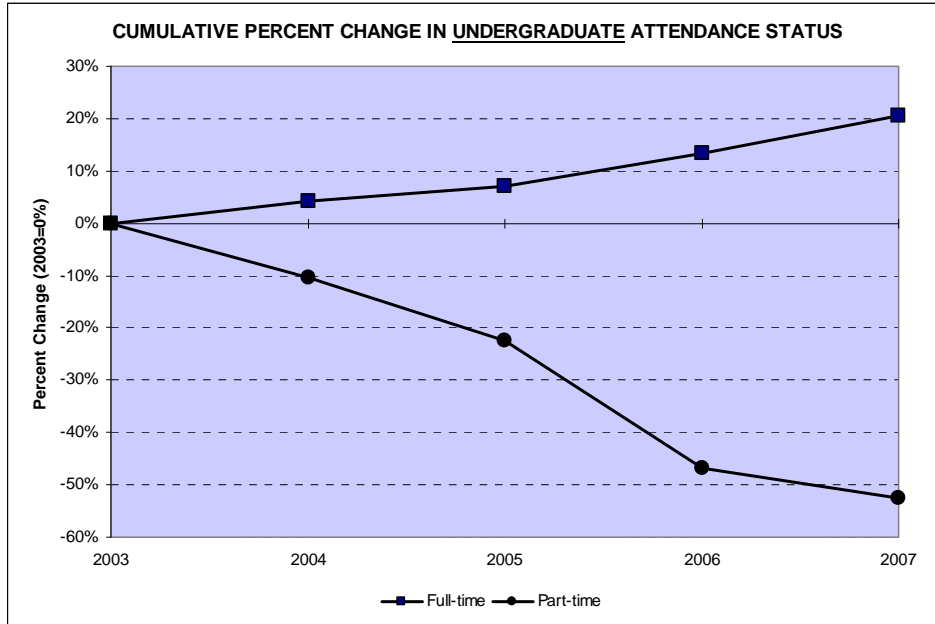
B1 - Number of undergraduates by attendance status

B2 - Number of graduates by attendance status

The number of undergraduates enrolled has increased approximately 3% over the past five-years. The time status characteristics of this student population have changed considerably; the full-time student population has increased 21% and the part-time has decreased 53%. Graduate enrollments, over the same period of time, decreased 21%.

Enrollment by Attendance Status, Fall 2003 to Fall 2007												
Undergraduate Students	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Pct. Change 03 to 07	Pct. Change 06 to 07
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.		
Full-time	3,978	75.9	4,146	78.6	4,254	81.3	4,514	87.0	4,795	88.9	20.5	6.2
Part-time	1,264	24.1	1,132	21.4	979	18.7	674	13.0	598	11.1	-52.7	-11.3
Total	5,242		5,278		5,233		5,188		5,393		2.9	4.0
Graduate Students	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Pct. Change 03 to 07	Pct. Change 06 to 07
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.		
Full-time	19	4.9%	16	4.7%	13	4.3%	5	1.6%	6	1.9%	-68.4%	20.0%
Part-time	370	95.1%	323	95.3%	292	95.7%	306	98.4%	303	98.1%	-18.1%	-1.0%
Total	389		339		305		311		309		-20.6%	-0.6%
All Students	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Pct. Change 03 to 07	Pct. Change 06 to 07
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.		
Full-time	3,997	71.0%	4,162	74.1%	4,267	77.0%	4,519	82.2%	4,801	84.2%	20.1%	6.2%
Part-time	1,634	29.0%	1,455	25.9%	1,271	23.0%	980	17.8%	901	15.8%	-44.9%	-8.1%
Total	5,631		5,617		5,538		5,499		5,702		1.3%	3.7%

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B3 - Number of non-credit students served

The number of students taking courses that yield no credit toward earning their degree has remained relatively the same over the past five years, fall 2003 n=358, fall 2007 n=353.

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B4 - Unduplicated number of students for entire academic year

Unduplicated headcount enrollment can provide a more comprehensive picture of students served in credit courses. This number reflects the total of all students, counted only once, enrolled in the institution during any of the terms of the year, regardless of course load.

Unduplicated Headcount Enrollment, FY 2007			
	Headcount	Credit Hours	FTE
Undergraduate	6,221	154,635	5,155
Graduate	454	3,693	154
Total	6,675	158,328	5,309

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C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS

C1 - Mean math, reading and writing SAT scores

In fall 2007, Ramapo College of New Jersey enrolled 902 first-time, full-time freshmen (FTFTF). Of these, 77.7% (n=701) were Regular Admits, 8.2% (n=74) were EOF students, and 14.1% (n=127) were Special Admits. In fall 2003, Ramapo enrolled 725 FTFTF. Of these 2003 FTFTF enrollees, 80.3% (n=582) were Regular Admits, 9.7% (n=70) were EOF students, and 10% (n=73) were Special Admits. The total number of FTFTF enrolled at the College increased 24.4%.

Average SAT Scores of Fall 2007 Full-Time Freshman Class (Regular Admits, EOF Admits, Special Admits, and Total Class)				
	SAT Math	SAT Reading	Combined Math/Reading	SAT Writing
Regular Admits	589	572	1,161	571
EOF Admits	452	435	887	429
Special Admits	468	453	921	466
All Admits	560	544	1,104	545

C2 – Enrollment in remediation courses by subject area

Placement Tests are a way to ensure appropriate enrollment in first year courses that will match students' knowledge and skills. The test used at Ramapo College is the College Board's ACCUPLACER Program with online delivery. In fall 2007 placement testing was administered to 407 incoming freshmen, 31.5% (n=285) required remediation. Of the total freshmen cohort (n=902) 21.4% (n=193) required remediation in one skill area, 7% (n = 63) in two skill areas, and 3.2% (n=29) in three skill areas.

First-time, Full-time (FTFT) students enrolled in remediation in Fall 2007

Total Number of FTFT Students	Number of FTFT Students Enrolled in One or More Remedial Courses	Percent of FTFT Enrolled in One or More Remedial Course
902	122	13.5%

FTFT enrolled in remediation remediation in fall 2007 by subject area

Subject Area	Number of FTFT Enrolled	Percent of all FTFT Enrolled
Reading	49	5.4%
Writing	75	8.3%
Math Computation	48	5.3%
Elementary Algebra	122	13.5%

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C3 – Enrollment by race/ethnicity, sex and age

In fall 2007, Ramapo College enrolled 5,393 degree- and non-degree-seeking undergraduates.

Undergraduate Enrollment by Race/Ethnicity, Fall 2007															
	White		Black,		Hispanic		Asian		Amer.Ind.		Non-Res. Alien		Missing	Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	#	%
Full-Time	3,760	78.4	279	5.8	411	8.6	199	4.2	15	0.3	131	2.7	0	4,795	100
Part-Time	463	77.4	35	5.9	51	8.5	30	5.0	1	0.2	18	3.0	0	598	100
Total	4,223	78.3	314	5.8	462	8.6	229	4.2	16	0.3	149	2.8	0	5,393	100

Over the five year period overall enrollment increased 2.9% and since fall 2006 increased 4%. In fall 2007, students who declared themselves American Indian/Native Alaskan, Asian/Pacific Islander, Black, non-Hispanic, or Hispanic made up 20.2% of the total enrollment. The enrollment rates of minority students over the past five years has remained (increase of 0.5% percentage points) somewhat the same, however, between fall 2006 and fall 2007 Asian/Pacific Islander students increased 3.1%, Black, non-Hispanic students increased 1.8% and Hispanic students increased 8.8%.

Undergraduate Enrollment by Race/Ethnicity, Fall 2003 to Fall 2007												
	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Pct. Change 03 to 07	Pct. Change 06 to 07
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.		
Amer. Ind.	18	0.3	18	0.3	18	0.3	16	0.3	16	0.3	-11.1	0.0
Asian	268	5.1	278	5.3	261	5.0	257	5.0	265	4.9	-1.1	3.1
Black	353	6.7	349	6.6	354	6.8	332	6.4	338	6.3	-4.2	1.8
Hispanic	395	7.5	418	7.9	417	8.0	431	8.3	469	8.7	18.7	8.8
White	4,208	80.3	4,215	79.9	4,183	79.9	4,152	80.0	4,305	79.8	2.3	3.7
Missing	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	N/A	N/A
Total	5,242		5,278		5,233		5,188		5,393		2.9	4.0

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Undergraduate enrollment by sex in fall 2007 was approximately 60% female and 40% male. The percentage of male and female enrolled students has remained stable over the past five year period.

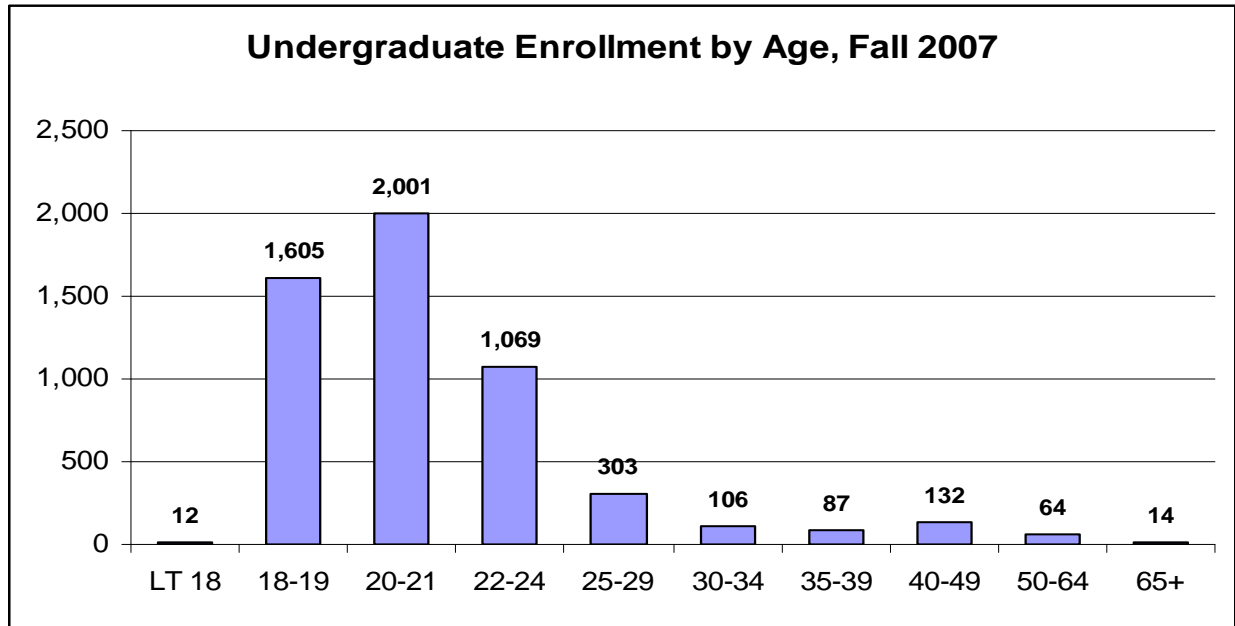
Undergraduate Enrollment by Sex, Fall 2007						
	Female		Male		Total	
	#	%	#	%	#	%
Full-Time	2,829	59.0	1,966	41.0	4,795	100
Part-Time	393	65.7	205	34.3	598	100
Total	3,222	59.7	2,171	40.3	5,393	

Undergraduate Enrollment by Sex, Fall 2003 to Fall 2007												
	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Pct. Change 03 to 07	Pct. Change 06 to 07
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.		
Female	3,137	59.8	3,139	59.5	3,139	60.0	3,088	59.5	3,222	59.7	2.7	4.3
Male	2,105	40.2	2,139	40.5	2,094	40.0	2,100	40.5	2,171	40.3	3.1	3.4
Total	5,242		5,278		5,233		5,188		5,393		2.9	4.0

Traditional students (less than 25 years of age) account for 87% of the undergraduate student population. In fall 2003 78% of students were less than 25 years of age. Traditional student enrollment has increased 9 percentage points over the five year period.

Undergraduate Enrollment by Age, Fall 2007												
		LT 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Total
Full-time	#	11	1,572	1,955	932	186	49	30	44	16	0	4,795
	Pct	0.2	32.8	40.8	19.4	3.9	1.0	0.6	0.9	0.3	0.0	100
Part-time	#	1	33	46	137	117	57	57	88	48	14	598
	Pct	0.2	5.5	7.7	22.9	19.6	9.5	9.5	14.7	8.0	2.3	100
Total	#	12	1,605	2,001	1,069	303	106	87	132	64	14	5,393
	Pct	0.2	29.8	37.1	19.8	5.6	2.0	1.6	2.4	1.2	0.3	100

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Undergraduate Enrollment by Age, Fall 2003 to Fall 2007												
	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Pct. Change 03 to 07	Pct. Change 06 to 07
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.		
Less Than 20	1,362	26.0	1,435	27.2	1,446	27.6	1,463	28.2	1,617	30.0	18.7	10.5
20 to 24	2,725	52.0	2,778	52.6	2,857	54.6	2,953	56.9	3,070	56.9	12.7	4.0
25 to 29	465	8.9	414	7.8	356	6.8	310	6.0	303	5.6	-34.8	-2.3
30 to 39	320	6.1	301	5.7	266	5.1	219	4.2	193	3.6	-39.7	-11.9
40 and Over	370	7.1	350	6.6	308	5.9	243	4.7	210	3.9	-43.2	-13.6
Missing	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	N/A	N/A
Total	5,242		5,278		5,233		5,188		5,393		2.9	4.0

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C4 – Numbers of students receiving financial assistance

During FY 2007, approximately 70% of Ramapo’s undergraduates received financial aid from federal, state, and/or college sources. Aid took several forms, including grants and scholarships, loans, and waivers. College grants, scholarships and waivers were substantial, amounting to over 6 million during the fiscal year.

Financial Aid from State-Funded Programs, FY 2007					
	Recipients	Awards	Dollars (\$)	Recipient (\$)	Award (\$)
TAG	841	1,560	3,723,442	4,427	2,387
EOF	270	511	346,233	1,282	678
Bloustein Scholars	159	312	144,990	912	465
Urban Scholars	52	111	469,651	9,032	4,231
NJCLASS Loans		467	5,155,173		11,039
NJ Stars II (2007)	35		72,380	2,068	
OSRP		129	319,200		2,484

C5 – Percentage of students who are New Jersey residents

Of Ramapo’s 902 FTFTF cohort, 95.3% (n=860) were New Jersey residents, 2.0% (n=18) were from other U.S. States, 2.7% (n=24) were from a foreign country.

First-time Undergraduates Fall 2007 By State of Residence		
	#	%
New Jersey	860	95.3
Other States/US Territories	18	2.0
Foreign Countries	24	2.7
	902	

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D. UNDERGRADUATE DEGREES CONFERRED

D1 – By race/ethnicity and sex

Degrees Conferred by Race/Ethnicity, FY 2007							
	Baccalaureate		Masters		Total		
	#	%	#	%	#	%	
Amer. Ind./Nat. Al.	6	0.5	0	0.0	6	0.5	
Asian/Pacific Is.	55	4.6	4	4.2	59	4.5	
Black, non-Hispanic	73	6.0	3	3.1	76	5.8	
Hispanic	88	7.3	3	3.1	91	7.0	
White, non-Hispanic	950	78.7	86	89.6	1,036	79.5	
Non-Resident Alien	35	2.9	0	0.0	35	2.7	
Total	1,207		96		1,303		

The difference in degrees conferred in AY 2006-2007 between female and male students was 20 percentage points; 60% of degrees were awarded to female students and 40% male students.

Degrees Conferred by Sex, FY 2007						
	Baccalaureate		Masters		Total	
	#	%	#	%	#	%
Female	712	59.0	81	84.4	793	60.0
Male	495	41.0	15	15.6	510	40.0
Total	1,207		96		1,303	

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D2 – By general field

Degrees Conferred by General Field, FY 2007			
IPEDS CIP Code Major Category	Bachelor #	Master #	Total #
03 Natural Resources & Conservation	21	0	21
05 Area Studies	23	0	23
09 Communications	139	0	139
11 Computer Science	35	0	35
13 Education	0	66	66
16 Foreign Languages	73	0	73
22 Legal Studies	55	0	55
24 Liberal Arts & Sciences	14	10	24
26 Biological & Biomedical Sciences	70	0	70
27 Mathematics	17	0	17
30 Multi/Interdisciplinary Studies	3	0	3
40 Physical Sciences	9	0	9
42 Psychology	167	0	167
44 Public Administration	24	0	24
45 Social Sciences	62	0	62
50 Visual/Performing Arts	98	0	98
51 Health Professions	89	10	99
52 Business/Management	256	10	266
54 History	52	0	52
TOTAL	1,207	96	1,303

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E. STUDENT OUTCOMES

E1 – Graduation rates by race/ethnicity and income

Since 1997 the graduation rates for full-time, first-time freshmen have increased. The six-year graduation rate has increased 11.1 percentage points, the five-year rate has increased 13.7 percentage points and the 4-year rate has increased 19.5 percentage points.

FULL-TIME, FIRST-TIME FRESHMEN COHORT								
CUMULATIVE GRADUATION RATES								
Fall of Entry	Sub-Cohorts	Original Size	Four-Year		Five-Year		Six-Year	
			Cumulative Graduation		Cumulative Graduation		Cumulative Graduation	
1997	Amer. Ind.	1	0	0.0%	0	0.0%	0	0.0%
	Asian	30	10	33.3%	17	56.7%	17	56.7%
	Black	51	10	19.6%	19	37.3%	23	45.1%
	Hispanic	33	5	15.2%	13	39.4%	15	45.5%
	White	339	106	31.3%	173	51.0%	189	55.8%
	Total	454	131	28.9%	222	48.9%	244	53.7%
1998	Amer. Ind.	2	0	0.0%	1	50.0%	1	50.0%
	Asian	27	12	44.4%	18	66.7%	19	70.4%
	Black	30	8	26.7%	14	46.7%	16	53.3%
	Hispanic	63	17	27.0%	35	55.6%	40	63.5%
	White	350	133	38.0%	199	56.9%	218	62.3%
	Total	472	170	36.0%	267	56.6%	294	62.3%
1999	Amer. Ind.	0	0	0.0%	0	0.0%	0	0.0%
	Asian	26	10	38.5%	16	61.5%	18	69.2%
	Black	56	18	32.1%	25	44.6%	26	46.4%
	Hispanic	50	13	26.0%	22	44.0%	25	50.0%
	White	396	162	40.9%	225	56.8%	242	61.1%
	Total	528	203	38.4%	288	54.5%	311	59.4%
2000	Amer. Ind.	2	0	0.0%	0	0.0%	1	50.0%
	Asian	31	13	41.9%	17	54.8%	18	58.1%
	Black	49	18	36.7%	26	53.1%	27	55.1%
	Hispanic	53	15	28.3%	25	47.2%	28	52.8%
	White	503	238	47.3%	334	66.4%	345	68.6%
	Total	638	284	44.5%	402	63.0%	419	65.7%
2001	Amer. Ind.	0	0	0.0%	0	0.0%	0	0.0%
	Asian	35	16	45.7%	21	60.0%	21	60.0%
	Black	44	14	31.8%	23	52.3%	25	56.8%
	Hispanic	58	22	37.9%	29	50.0%	32	55.2%
	White	491	252	51.3%	320	65.2%	329	67.0%
	Total	628	304	48.4%	393	62.6%	407	64.8%

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Graduation Rates of Fall 2001 Full-time First-time Freshmen by Income								
	Low Income *		Non-Low Income		Unknown		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Fall 2001 Cohort	82		388		158		628	
Graduates after 4 Years	24	29.4	200	51.5	80	50.1	304	48.4
Graduates after 5 Years	41	50.0	255	65.7	97	62.7	393	62.6
Graduates after 6 Years	43	52.4	260	67.0	104	65.2	407	64.8

* Low Income is defined as student with a NJ Eligibility Index between 1 and 2,499.

E2 – Third semester retention rates

Third Semester Retention of Full-time First-time Freshmen by Race/Ethnicity, Fall 2006 to Fall 2007														
	White		Black		Hispanic		Asian		American Ind.		Non-Res. Alien		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Retained	534	91.4	58	82.9	84	94.4	34	91.9	4	100.0	18	60.0	732	89.9
Not Retained	50	8.6	12	17.1	5	5.6	3	8.1	0	0.0	12	40.0	82	10.1
Total	584	100.0	70	100.0	89	100.0	37	100.0	4	100.0	30	100.0	814	100.0

Third Semester Retention of Full-time First-time Freshmen by Income								
	Low Income *		Non-Low Inc.		Unknown		Total	
	#	%	#	%	#	%	#	%
Retained	99	94.3%	477	89.8%	156	87.6%	732	89.9%
Not Retained	6	5.7%	54	10.2%	22	12.4%	82	10.1%
Total	105	100.0%	531	100.0%	178	100.0%	814	100.0%

* Low Income is defined as student with a NJ Eligibility Index less than 2,499.

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E3 – Entering undergraduates by admission status

Entering Undergraduates by Admission Status and Attendance Status, Fall 2007						
	New Transfer		First-time		Total	
	#	%	#	%	#	%
Full-time	540	36.0%	959	64.0%	1,499	100.0%
Part-time	66	30.8%	148	69.2%	214	100.0%
Total	606	35.4%	1,107	64.6%	1,713	100.0%

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F. FACULTY CHARACTERISTICS

F1 – Full-time faculty by race/ethnicity, sex, and tenure status

Between 2003 and 2007, the number of full-time (tenured/non-tenured) faculty increased 15 percentage points. The number of male faculty (102 to 105) approximately 3 percentage points, while the number of female faculty (69 to 92) increased approximately 33 percentage points.

Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank																
	White		Black		Hispanic		Asian		American Ind.		Alien		Race Unknown		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	#		#		#		#		#		#		#		#	
Tenured																
Professors	35	23	2		1		4	1			1				43	24
Associate Prof.	15	16	5	1		5	1			4	1			25	23	
Assistant Prof.	4	2	2							1				7	2	
sub-total	54	41	9	1	1	5	5	1	0	0	6	1	0	0	75	49
Without Tenure																
Professors													1		0	0
Associate Prof.	1	5		1		1				2	1		1		4	8
Assistant Prof.	19	25	1	2	2	3	1			3	5				26	35
sub-total	20	30	1	3	2	4	1	0	0	5	6		1	0	30	43
Total																
Professors	35	23	2	0	1	0	4	1	0	0	1	0	0	0	43	24
Associate Prof.	16	21	5	2	0	6	1	0	0	0	6	2	1	0	29	31
Assistant Prof.	23	27	3	2	2	3	1	0	0	0	4	5	0	0	33	37
TOTAL	74	71	10	4	3	9	6	1	0	0	11	7	1	0	105	92

F2 – Percentage of course sections taught by full-time faculty

In fall 2006 the Curriculum Enhancement Plan was introduced to the Ramapo undergraduate curriculum. The new curriculum objectives are; to produce more consistently rigorous courses, reinforce the four pillars of our mission, foster a teaching and learning environment, and to strengthen the ties between our liberal arts and professional programs. Institutional effectiveness and efficiencies were also positively impacted under the new curriculum plan. The number of course sections required to deliver the undergraduate curriculum decreased 17 percentage points between fall 2005 and fall 2006 and continues to demonstrate institutional efficiencies by maintaining a 17 percentage point decrease in fall 2007.

Percentage of Course Sections Taught by Full-time Faculty						
Number of Course Sections	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
	Number	Percent	Number	Percent	Number	Percent
803	531	66.1%	231	28.8%	41	5.1%
Number of Credit Hours	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
	Number	Percent	Number	Percent	Number	Percent
3190	2,082	65.3%	953	29.9%	155	4.9%

Note: Others includes Full-time Administrators and Teaching Assistants

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G. CHARACTERISTICS OF THE TRUSTEES

G1 – Race/ethnicity and sex

G2 – List of trustees

G3 – URL of web pages with information on trustees

Race/Ethnicity and Gender of Governing Board, Fall 2007								
	White	Black	Hispanic	Asian	Amer. Indian	Non-Res. Alien	Unknown	Total
Male	7	1	0	1	0	0	0	9
Female	1	1	1	0	0	0	0	3
Total	8	2	1	1	0	0	0	12

Members of the Board of Governors and/or Trustees, Fall 2007		
Name	Board Title	Affiliation
Rev. Dr. Vernon C. Walton	Chair	Senior Pastor, Mt. Calvary Baptist Church
Adam J. Sabath	Vice Chair	Chief of Staff to State Senator
Timothy Schroeder	Secretary	Retired School Principal
Thomas A. Zelante	Immediate Past Chair	Attorney
Gail P. Brady		President GB Consulting
W. Peter McBride		President Real Estate Development Companies
Sharon K. McGahee		Attorney
Esther Suarez		Attorney
Edward Zarnock		Union Leader
Steven M. Bloom	Student Trustee	
Dr. Peter P. Mercer	Ex Officio	

The URL for Ramapo College's web site that including governing board information is:
www.ramapo.edu/administration/board/index.html

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H. DEGREE AND CERTIFICATE PROGRAMS, FALL 2007

H1 – Degree and certificate programs

Degree and Certificate Programs		
Undergraduate Majors	Undergraduate Minors	Graduate Programs
Accounting	African American Studies	Master of Science: Nursing
Allied Health	Anthropology	Master of Science: Educational Technology
American Studies	East Asian Studies	Master of Arts: Liberal Studies
Biochemistry	Biology	
Bioinformatics	Chemistry	
Biology	Computer Science	
Business Administration	Economics	
Chemistry	Environmental Studies	
Clinical Lab Science	Foreign Language	
Communication Arts	Gerontology	
Computer Science	History	
Contemporary Arts	International Business	
Economics	Judaic Studies	
Environmental Science	Latin American Studies	
Environmental Studies	Literature	
History	Mathematics	
Information Systems	Music	
Integrated Science Studies	Philosophy	
International Business	Physics	
International Studies	Political Science	
Law and Society	Psychology	
Literature	Public Policy	
Mathematics	Science, Technology and Society	
Music	Sociology	
Nursing	Substance Abuse	
Physics	Women's Studies	
Political Science		
Psychology		
Social Science		
Social Work	Gerontology Certificate Program	
Sociology	Substance Abuse Certificate Program	
Theater	Teacher Certification Program (elementary)	
Visual Arts	Teacher Certification Program (secondary)	

Ramapo College of New Jersey

I. RESEARCH AND PUBLIC SERVICE ACTIVITIES

Ramapo faculty, working with the Ramapo College Foundation, private foundations, and the Office of Grants Administration, have been aggressive in seeking out funding sources and applying for monies to pursue public service and research projects which are consistent with the College's mission and broad educational goals. Externally funded projects fall into the categories of enhancement of teacher education, undergraduate student and curriculum development, increasing environmental/sustainability awareness, and scholarly research. The National Science Foundation, the National Endowment for the Humanities, the US Department of Education, as well as State agencies and local and national foundations have supported this research. During FY 2007, Ramapo College received external funding for the following fifteen projects:

1. **EPA Sustainability Education, funded by the United States Environmental Protection Agency.** This grant supports the act or practice of learning how to achieve global and local sustainable communities. The desired outcome is an informed, engaged citizenry with the social, economic, and ecological literacy, creative problem-solving skills, and commitment necessary to implement individual and cooperative actions to further this end. (\$248,000)
2. **Governor's School of International Studies,** funded by the New Jersey Commission on Higher Education. This is an ongoing one-month residential summer program for 100 gifted and talented high school seniors. The program includes a trip to Quebec City, participation in the ICONS computer simulation of international issues, and a final summit at the United Nations. (\$252,271)
3. **Trio Student Support Services,** funded by the US Department of Education. To enhance the academic performance, retention and graduation rate for students with disabilities. (\$1,260,805)
4. **Educational Opportunity Fund,** funded by the New Jersey Department of Education. The EOF program provides services and support to New Jersey students who, while lacking financial resources and academic preparation, can demonstrate promise, a high level of motivation and ability, and the potential to succeed in college. These funds are used to provide financial aid grants and specialized services, such as basic skill instruction, counseling and advisement, tutorial services, and career preparation to students. (\$886,034)
5. **Violence Prevention Project,** funded by the U.S. Department of Justice. The project's focus is violence prevention, intervention and prosecution of domestic violence, sexual assault, and stalking. (\$30,009)
6. **Upward Bound Math-Science Center,** funded by the US Department of Education. Forty low-income high school students whose parents have not earned a baccalaureate degree are enrolled each year in this program for academic enrichment, remediation and counseling. The objective is to prepare these students for success as math and science majors in college. (\$1,022,972)
7. **College Bound Program at Ramapo,** funded by the New Jersey Commission on Higher Education. The objective is to prepare these students for success in college. (\$141,180)
8. **Senior Environmental Experiences (SEE),** funded by the National Science Foundation. This project operates out of the Meadowlands Environment Center. The three year project will produce a series of interactive science experiences using Internet videoconferencing to connect senior citizens at community centers and assisted living facilities with environmental experts at the Meadowlands for live discussions of environmental concepts and issues. The project will reach approximately 4,500 seniors in 32 centers throughout New Jersey. (\$317,602)

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9. **Nursing Scholarship**, funded by the Department of Health and Human Services. This scholarship provides opportunities for disadvantaged students. (\$141,569)

10. **Nursing Camp Grant**, funded by the New Jersey Department of Education. (\$90,000)

11. **Robots to Enhance Liberal Arts**, funded by the National Science Foundation. The mission of the Robotics program is to provide opportunities to develop novel ideas into projects that have the potential to lead to advanced, intelligent robotic systems. The Robotics program supports fundamental research and related education activities in robotics, i.e., machines with sensing, intelligence, and mobility. The emphasis is on systems operating in unstructured environments with a high level of uncertainty; interaction and cooperation of humans and robots; and advanced robotic sensory systems. (\$107,223)

12. **Marsh Access**, funded by the National Science Foundation. Ramapo will use the NSF grant to further develop, test and implement its Marsh Access program, a national model for accessibility and assistive technology that adapts science programs for people with disabilities at the NJMC's Meadowlands Environment Center. (852,000)

13. **Meadowlands Project**, funded by the New Jersey Meadowland Commission. The New Jersey Meadowlands Commission and Ramapo College of New Jersey entered into a partnership in 2003, to develop a comprehensive environmental education program for schools and the general public. (\$2,944,223)

14. **Sustainable Practice**, funded by New Jersey Board of Public Utilities. To support the promotion of sustainability education which recognizes that our actions today affect our prospects for tomorrow, and increasingly, these actions will affect the quality of life and prospects for future generations. (\$74,900)

15. **Robert Noyce Scholarship Program**, funded by the National Science Foundation. The program provides scholarship and support services for teacher education students specializing in math and science who spend the first two years of their teaching career in a high-needs district. (\$409,720)

Major Research and Public Service Activities	
R&D Expenditures: FY2007	
Federally Financed Academic R&D Expenditures	\$878,120
Institutionally Financed Academic R&D Expenditures	\$77,628
Total Academic R&D Expenditures	\$955,748

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J. CAPITAL PROJECTS

Over a five-year period, from FY 2003 through FY 2007, Ramapo College expended almost \$174 million on capital projects. During the five-year period, FY 2003 to FY 2007, the value of plant investment rose 107.9%.

Expenditures on Capital Projects, FY 2003 through FY 2007	
Purpose of Expenditure	Amount Expended
Renewal and Replacement	\$25,657,000
New Construction	\$148,094,000
TOTAL	\$173,751,000