November 13, 2019
Communications Meeting
Dr. Stefan Becker, Provost
New Learning Management System

• Why is Moodle being replaced?
  • *Fulfilling Our Promise* Objectives 1.4, 1.5, 1.6, 3.1, 3.3
  • Findings and recommendations from the Task Force for Online and Hybrid Learning, the LMS Task Force, and the Instructional Design Center

• Timeline
  • Now: Canvas sandbox available. Trainings offered.
  • Winter & Spring 20: Canvas is operational & recommended to be used. Moodle is still available.
  • Summer 20: Moodle is retired. Canvas becomes sole LMS.
• Resources
  • IDC workshops for faculty
  • Online Canvas tutorials for faculty and students
  • Sandbox version
  • Support from IDC
  • https://www.ramapo.edu/idc/canvas/

• Please...upload your syllabi and use the gradebook!
Academic Masterplan

• **Fulfilling Our Promise** Objective 3.1

• Currently under development

• Goal: to provide concrete curricular direction and objectives for the next 5 years.

• Take into account the interests and needs of Ramapo’s diverse faculty and students, now and in the immediate future

• Evaluate current programs and consider the development of new programs
New Programs

• *Fulfilling Our Promise* Objective 3.1

• Launched Fall 2019
  
  • Business Analytics minor
  
  • Civic & Community Leadership minor
  
  • Finance minor
  
  • Marketing minor
  
  • Music Education concentration
Upcoming Programs

- *Fulfilling Our Promise* Objective 3.1
- Launching Fall 2020
  - Doctorate in Nursing Practice (pending State-approval)
  - Master of Science in Data Science
  - Bachelor of Science in Data Science
  - Sustainability and Environmental Studies (revised major)
  - Public Health minor

*Dashboard 2021 Indicator 37*: Total number of new major programs/new transfer, freshmen or graduate students enrolled per year in major programs established since Fall 2017.
Programs in Development

• *Fulfilling Our Promise* Objective 3.1

• To launch Fall 2021 and beyond, pending internal and State approvals
  • Master of Fine Arts in Creative Music Technology
  • Master of Public Policy
  • Master of Arts in Educational Leadership, Higher Education concentration
  • Healthcare Administration major
  • Sports Studies minor
  • Entrepreneurship minor
  • Human Resource Management minor
Academic Program Reviews

• *Fulfilling Our Promise* Objective 3.1
• Continuous improvement
  • All existing academic programs undergo 5-year self-studies and external reviews.
  • AY19-20 scheduled reviews
    • American Studies
    • Biochemistry
    • Chemistry
    • Communication Arts
    • Political Science
    • Spanish

*Dashboard 2021 Indicator 36: Percent of academic program units that conducted self studies.*
Ramapo College
Fall 2019
First Time Freshman Class
Applications

Fulfilling Our Promise Outcome 4f: Enhanced reputation and visibility of Ramapo College across key constituent groups.
Enrolled

Fulfilling Our Promise Outcome 1a. Strategic management of student enrollment in line with the College mission, program capacities, and budget and demographic projections.
Fulfilling Our Promise Outcome 1a. Strategic management of student enrollment in line with the College mission, program capacities, and budget and demographic projections.
Other States Represented

<table>
<thead>
<tr>
<th>States</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York</td>
</tr>
<tr>
<td>Connecticut</td>
</tr>
<tr>
<td>Pennsylvania</td>
</tr>
<tr>
<td>Kentucky</td>
</tr>
<tr>
<td>Missouri</td>
</tr>
<tr>
<td>North Carolina</td>
</tr>
<tr>
<td>New Hampshire</td>
</tr>
</tbody>
</table>

Fulfilling Our Promise Outcome 1a. Strategic management of student enrollment in line with the College mission, program capacities, and budget and demographic projections.
Other Countries Represented

<table>
<thead>
<tr>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belgium</td>
</tr>
<tr>
<td>China</td>
</tr>
<tr>
<td>Georgia</td>
</tr>
<tr>
<td>Nepal</td>
</tr>
<tr>
<td>South Korea</td>
</tr>
<tr>
<td>Spain</td>
</tr>
</tbody>
</table>

Fulfilling Our Promise Outcome 1a. Strategic management of student enrollment in line with the College mission, program capacities, and budget and demographic projections.
Dashboard 2021, Indicator 2: Percent of first-time, full-time, non-White degree seeking students.
Diversity

Dashboard 2021, Indicator 2: Percent of first-time, full-time, non-White degree seeking students.
% Change

<table>
<thead>
<tr>
<th>Race</th>
<th>3 year %change</th>
<th>1 year %change</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Native Alaskan, Non-Hispanic</td>
<td>-20%</td>
<td>33%</td>
</tr>
<tr>
<td>Asian, Non-Hispanic</td>
<td>29%</td>
<td>10%</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>50%</td>
<td>53%</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander, Non-Hispanic</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>14%</td>
<td>6%</td>
</tr>
<tr>
<td>Hispanic or Latino/a, any race</td>
<td>21%</td>
<td>19%</td>
</tr>
<tr>
<td>Non-Resident Aliens</td>
<td>-100%</td>
<td>0%</td>
</tr>
<tr>
<td>Multiple Races, Non-Hispanic</td>
<td>0%</td>
<td>-100%</td>
</tr>
<tr>
<td>Race and Ethnicity unknown</td>
<td>-37%</td>
<td>-10%</td>
</tr>
</tbody>
</table>

*Dashboard 2021, Indicator 2: Percent of first-time, full-time, non-White degree seeking students.*
Top Ten First Year Freshman Majors

Matric - Major Undeclared
Nursing
Biology
Computer Science
Psychology
Elementary Education
Accounting
Communication Arts
Marketing

Dashboard 2021, Indicator 37: Total number of new major programs/new transfer, freshmen, or graduate students enrolled per year in major programs established since Fall 2017.
## Living on Campus vs. Commuter

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living on Campus</td>
<td>68%</td>
<td>67%</td>
<td>67%</td>
</tr>
<tr>
<td>Commuter</td>
<td>32%</td>
<td>33%</td>
<td>33%</td>
</tr>
</tbody>
</table>

*Dashboard 2021, Indicator 1: Percent of residential capacity filled*
Fulfilling Our Promise Outcome 1a. Strategic management of student enrollment in line with the College mission, program capacities, and budget and demographic projections.
Male / Female

Top Male Names
Matthew
Nicholas
Andrew
Michael
Joseph

Top Female Names
Emily
Samantha
Nicole
Emma
Victoria
Upcoming Fall 2020
First Year Freshman Admission Dates

• **November 1st** - Early Decision
• **December 15th** - Early Action, Priority Deadline, Nursing and Biology
• **February 1st** - Final New Student Deadline
Upcoming Fall 2020 Transfer Dates Admission Dates

• **March 1\(^{st}\)** - Deadline for Generic Transfer Nursing Applications

• **May 1\(^{st}\)** - Deadline for All Adult, Transfer and Re-Admit Applications
Upcoming Fall 2020 Graduate Dates

Admission Dates

• November 1, 2019 - MSW Advanced Standing
• December 15, 2019 - MSW Full-Time and Part-Time Priority Deadline
• March 1, 2020 - MSW Final Deadline
• May 1, 2020
  **SUMMER** – MSET, MAEL, MSN, MSAC programs only
• July 1, 2020
  **FALL** – MSDS, MBA, MASE, MSET, MAEL, MSN, MSAC
QUESTIONS?
RAMAPO COLLEGE OF NEW JERSEY

MIDDLE STATES: SELF-STUDY 2020

REAFFIRMING Our Promise
Where are we in the Process?

- October 30, 2019: MSCHE Visiting Team Chair - Dr. Ron Nowaczyk - was on campus meeting with Standard-specific groups
- Early January 2020: Self-Study and all evidence must be uploaded into the MSCHE portal
- February 23 to 26, 2020: entire MSCHE Visiting Team is on campus
Feedback from Dr. Nowaczyk’s Visit

• Self-study report is well-written... work went into it
• **Dashboard 2021** should be our signature element
• MSCHE is looking for trend data and systematic, direct assessment being used to inform decision making across campus
• Tell our stories of using data to inform decisions/ improvements
• 3 areas to focus on using data to inform decisions:
  • General Education
  • Student Experience
  • Administrative Assessment
Need from Everyone (for the February 2020 Visit): Tell Our Stories

Prepare a couple of stories of where your unit used data (e.g., survey results, Banner or Fact Book data, focus group results, student outcomes) to inform decisions/improvements

- How did you know there was an issue that needed to be addressed/improvement? (data/evidence used)
- How did you know what change to make? (data/evidence suggested)
- Did the change work or not? (data/evidence)
  - Data can be internal or external
  - Data can be direct or indirect
  - Decisions/improvements can be large or small
## Template for **Our Stories**

<table>
<thead>
<tr>
<th>From what College Unit is your example?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In what year(s) does/did this example occur?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What was the issue you identified, and how did you come to realize it was a problem that needed to be addressed? Please fully describe all data, evidence, assessment study findings, etc. that you or your colleagues used to identify the issue.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What specific data - either from Ramapo College or from sources outside the College - did you use to inform the decision-making process? Please describe all data used to discover/determine there was an issue and all data used to inform possible solutions to the problem.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What data-informed changes did you make in order to address the issue/make improvements?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What were the results of implementing changes, and how do you know the changes worked?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
General Education

Have a sense of our new GE Program and be able to discuss it including:

- Learning goals and objectives
- GE courses and categories
- What data/information guide changes to the GE Program?
- What is your role in the GE Program?
- If applicable, how do your courses and programs contribute to the GE Program?
General Education Program

Keystone Courses
- First Year Seminar
- Critical Reading & Writing II
- Social Science Inquiry
- Studies in Arts & Humanities

Keystone Categories
- Global Awareness
- Historical Perspectives
- Scientific Reasoning
- Quantitative Reasoning

Distribution Categories
- Culture & Creativity
- Systems, Society, & Sustainability
- Values & Ethics

1. Prior to 64 credits
2. Students take two out of three distribution categories and one must be outside the student's home school
Trend Data: GE Writing

**GECCo Category Team Assessment**

**Collegiate Learning Assessment + (CLA+)**

Students Performing at 3 or Better on CLA+
We Want Your Input

MSCHE Self-Study 2020 Webpage:
https://www.ramapo.edu/self-study/

Stephanie Sarabia  ssarabia@ramapo.edu
David Nast          dnast@ramapo.edu
Dashboard 2021:
a visual mapping of outcomes and indicators demonstrating institutional effectiveness and progress on

Strategic Plan 2018-2021:
Fulfilling Our Promise

Version: 11/6/2019
Strategic Plan 2018-2021: Fulfilling Our Promise

September 24, 2018
Goal 1: Increase Student Success and Student Engagement
Goal 1: Increase Student Success and Student Engagement

- Residential Capacity
- Percent of first-time, full-time, non-White degree seeking students
- Percent of transfer students from partner colleges
- Four year graduation rate
- Six year graduation rate
- First year retention rate
- Percent of faculty who report working with students on research
- Revenues from competitive grants
- Students participating in Alternative Break
- Graduating Seniors participating in experiential learning
Goal 2: Cultivate and Support Equity, Diversity, & Inclusion
Goal 2: Cultivate and Support Equity, Diversity, & Inclusion

• Percent of non-White FT employees
• Two year retention rate of non-White FT employees (non-faculty)
• Three year retention rate of non-White FT faculty (including librarians)
• Major programs that deliver an international education component
• Four year graduation rate for non-White students
• Six year graduation rate for non-White students
• First year retention rate for non-White students
• Faculty who structure courses so students can learn about people of other background (economic, racial/ethnic, political, etc.)
Goal 3: Advance Innovation as the College’s Promise and Obligation to its Students, Community, and NJ
Goal 3: Advance Innovation as the College’s Promise and Obligation to its Students, Community, and NJ

- Academic programs that conducted Self Studies
- New major programs
- New partnerships with external constituents
- Number of active alumni in graduate alumni councils/advisory boards

- Multi-unit automated workflows implemented
- Unit level indicators assessed
- Employees participating in LDP offerings
- Faculty visits to Instructional Design Center
Goal 4: Improve Long Term Financial Strength
Goal 4: Improve Long Term Financial Strength

- Maintain Debt Burden Ratio
- Maintain Reserve Build
- Composite Financial Index
- Sustainability knowledge
- Dollars awarded to support scholarships/institutional priorities
- Gifts/pledges raised for Learning Commons
- Increase State recognized positions
- Public Transit Link to Campus
- Increase assignable square feet for student/instructional use
- Endowment Corpus Growth
- Revenues generated by Office of Events & Conferences
**GOAL**

Goals are broad-based statements of purpose. There are four goals in Strategic Plan 2018-2021: Fulfilling Our Promise.

**OBJECTIVE**

Objectives are narrower statements that describe what the College should be able to do or know in order to advance a goal. There are 25 objectives in *Fulfilling Our Promise*.

**OUTCOME**

Outcomes are what we seek to achieve by pursuing our objectives. There are 26 outcomes in *Fulfilling Our Promise*.

**INDICATORS**

Indicators help demonstrate if the outcome has or has not been achieved. Indicators are not strategies. Dashboard 2021 tracks 63 indicators.

For each fiscal year of *Fulfilling Our Promise* (July 1 to June 30), where appropriate, indicator data will be collected, vetted, populated, and posted by the Office of Planning. The “2018” column is already populated for each indicator as is the “2021 Goal” column.

Each indicator is assigned a number.

The source of data for each indicator is identified.

Color coding is applied to signal the direction that indicators are moving toward (Green= Positive; Yellow= Cautious; Red= Negative).

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021 Goal</th>
<th>2021 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td># Fictitious Example: Total Number of Course Offerings <em>(source: Course Catalogue)</em></td>
<td>539</td>
<td>542</td>
<td>550</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How are we doing?
Did you know . . .

How are we doing on planning and assessment at the Unit level?
- 80% of indicators at the unit level are assessed.
- This is up from 59% a year ago
Did you know . . .

Our students indicate at a rate above our peers that they are informed and active citizens.
Developing informed and active citizens:

• 69% of faculty structure their classes to achieve this.

• Up from 59% in 2016
## GOAL 1
### Increase Student Success and Student Engagement

#### OBJECTIVE

1.10 To increase students’ academic, personal, social, and civic engagement through curricular, co-curricular, and extra-curricular programming.

#### OUTCOME

1f. Students demonstrate increased engagement and higher levels of critical thinking skills.

#### INDICATORS

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021 Goal</th>
<th>2021 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 First-year/Senior-year students report that their undergraduate experience has contributed to their ability to think critically and analytically at a rate (mean) equal to or above the College’s Carnegie peers <em>(source: National Survey of Student Engagement Variable pgthink)</em></td>
<td>RCNJ: 3.0/3.3 Peers: 3.1/3.3 (2016)</td>
<td>RCNJ: 3.1/3.3 Peers: 3.0/3.3 (2018)</td>
<td>NA</td>
<td>RCNJ: / ≥ Peers: / (2020)</td>
<td>RCNJ: / Peers: / (2020)</td>
</tr>
<tr>
<td>16 Percent of faculty who describe the extent to which they structure their course sections so that students learn and develop critical thinking and analytical skills as “quite a bit” or “very much” <em>(source: Faculty Survey of Student Engagement fcgthink)</em></td>
<td>94% (2016)</td>
<td>100% (2018)</td>
<td>NA</td>
<td>95% (2020)</td>
<td></td>
</tr>
<tr>
<td>18 Percent of faculty who describe the extent to which they structure their course sections so that students learn and develop as informed and active citizens as “quite a bit” or “very much” <em>(source: Faculty Survey of Student Engagement fcgcitizen)</em></td>
<td>59% (2016)</td>
<td>69% (2018)</td>
<td>NA</td>
<td>50% (2020)</td>
<td></td>
</tr>
<tr>
<td>19 First-year/Senior-year students report that they participate in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) at a rate (mean) equal to or above the College’s Carnegie peers <em>(source: National Survey of Student Engagement Variable tmcocurrhrs)</em></td>
<td>RCNJ: 7.5/5.2 Peers: 5.8/4.6 (2016)</td>
<td>RCNJ: 7.0/6.5 Peers: 6.0/5.1 (2018)</td>
<td>NA</td>
<td>RCNJ: / ≥ Peers: / (2020)</td>
<td>RCNJ: / Peers: / (2020)</td>
</tr>
</tbody>
</table>
Enhance Diversity and Inclusiveness

• 11 grants awarded to faculty, staff, and students.

• Up from 5 in 2018.
International Education

168 students participated in international study abroad programs

88% of faculty describe study abroad as important

159 AY 17-18

86% in 2016
Six Year Graduation Rate

Non-white students

66.2% in the 2013 cohort  54.2% for the 2012 cohort
## Competitive Grants

<table>
<thead>
<tr>
<th>Indicator 9</th>
<th>FY2019</th>
<th>FY2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>60</td>
<td>42</td>
</tr>
</tbody>
</table>
Experiential Learning Partners

2019

30 Fortune 1000/Forbes Global 2000 employers

2018

20 Fortune 1000/Forbes Global 2000 employers
Things Largely Outside of Our Control

• The number of full-time positions whose benefits are funded at the State level remains at 84% -- Goal is at or above 95% (Indicator 52)

• Operational appropriations per Capita FTE from the State continue to lag behind the average for state colleges at $2,844 vs $3,589 (Indicator 53)

• Lack of a public transit link to campus (Indicator 54)
Dashboard 2021

• 63 Indicators
• 4 Institutional Goals
• Updated As Data Becomes Available
• Provides Trend Data
Dashboard 2021: Where can I find it?

• President’s Website
• Strategic Planning Online (SPOL)
• Institutional Research
Dashboard 2021

https://www.ramapo.edu/president/stratplan/
Dashboard 2021
Call to Action

• Vice Presidents discuss at division meetings
• Deans discuss at unit council meetings
• Faculty Assembly President discuss at Faculty Assembly
• SGA President/student leaders discuss at SGA and other student organization meetings
• Managers map to appropriate indicator(s) in unit plans
• Faculty, staff, students look at the data
Campus Facilities Master Plan Refresh

- This document will serve as a refresh of the 2013 Campus Facilities Master Plan that is consistent with our Strategic Plan goals
- Provide a focused vision that will address physical needs for the next 10 years and beyond
- The vision will emphasize an enhanced student experience, value-based growth and maximizing efficiencies with existing buildings, infrastructure and operations
- Include the establishment of a multi-disciplinary team to provide input that will inform and craft the Master Plan Refresh
- Provide assurances that new initiatives are feasible, achievable and cost effective by way of a cohesive implementation strategy
- Include an academic, athletic, residential and administration space optimization strategy

Fulfilling Our Promise Outcomes
4d. College resources are allocated to ensure the long-term security and safety of its assets and the effective use of space.
4b. Decisions are made in consideration of their long-term financial impact and resources are focused on mission critical endeavors that support the fiscal health of the College.
The New Learning Commons

- The $32 million construction project is currently on schedule and on schedule for occupancy for the Fall 2021 semester.

- Sitework and demolition of existing exterior walls, windows, stairs and structural components has been ongoing for the past two months.

- Excavation and foundation work for the new addition is scheduled to begin late this month and will continue for the next few months.

- Steel erection is scheduled to begin in January and continue through the Winter.

Fulfilling Our Promise Outcomes
4e. The Learning Commons fosters connectivity, innovation, creation of knowledge, community, and collaboration (Seal, 2014).

4g. Funds raised for the College reflect the established priorities.

Dashboard 2021 Indicator 56:
The Learning Commons will open in 2021 and will incorporate spaces for students and faculty (source: Foundation Annual Report)
The Lodge Court Renovation

- Drainage and landscaping enhancements have been completed
- Paving completed the first week in November
- Renovated area will include the following student focused enhancements:
  - New outdoor furniture that will include dining, lounge and standing height tables/chairs
  - Solar charging station
  - Two cornhole courts
  - Modular multi-game court surface to include basketball, hockey, volleyball, etc.
  - Adirondack chairs
  - Boosted WiFi in the outdoor spaces
- CCTV upgrades to enhance campus security in this area
- Capital Planning, Grounds and the Ramapo Garden Club held a volunteer planting day on October 12th which provided for a project cost savings of approximately $4,500

Fulfilling Our Promise Outcomes
4d. College resources are allocated to ensure the long-term security and safety of its assets and the effective use of space.
4b. Decisions are made in consideration of their long-term financial impact and resources are focused on mission critical endeavors that support the fiscal health of the College.