



# OFFICE OF THE PROVOST ACADEMIC AFFAIRS

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

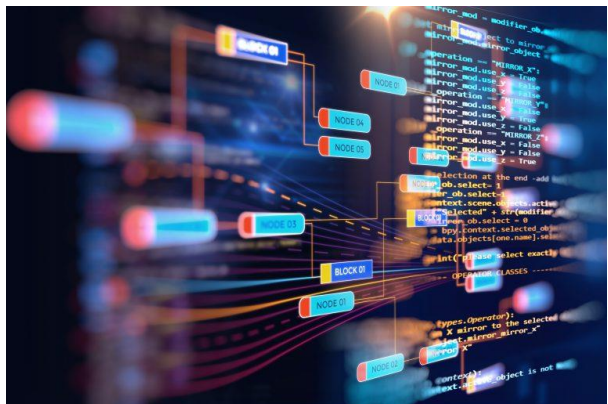
- *Fulfilling Our Promise* Objective 3.1
- Currently under development
- Goal: to provide concrete curricular direction and objectives for the next 5 years.
- Take into account the interests and needs of Ramapo's diverse faculty and students, now and in the immediate future
- Evaluate current programs 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.

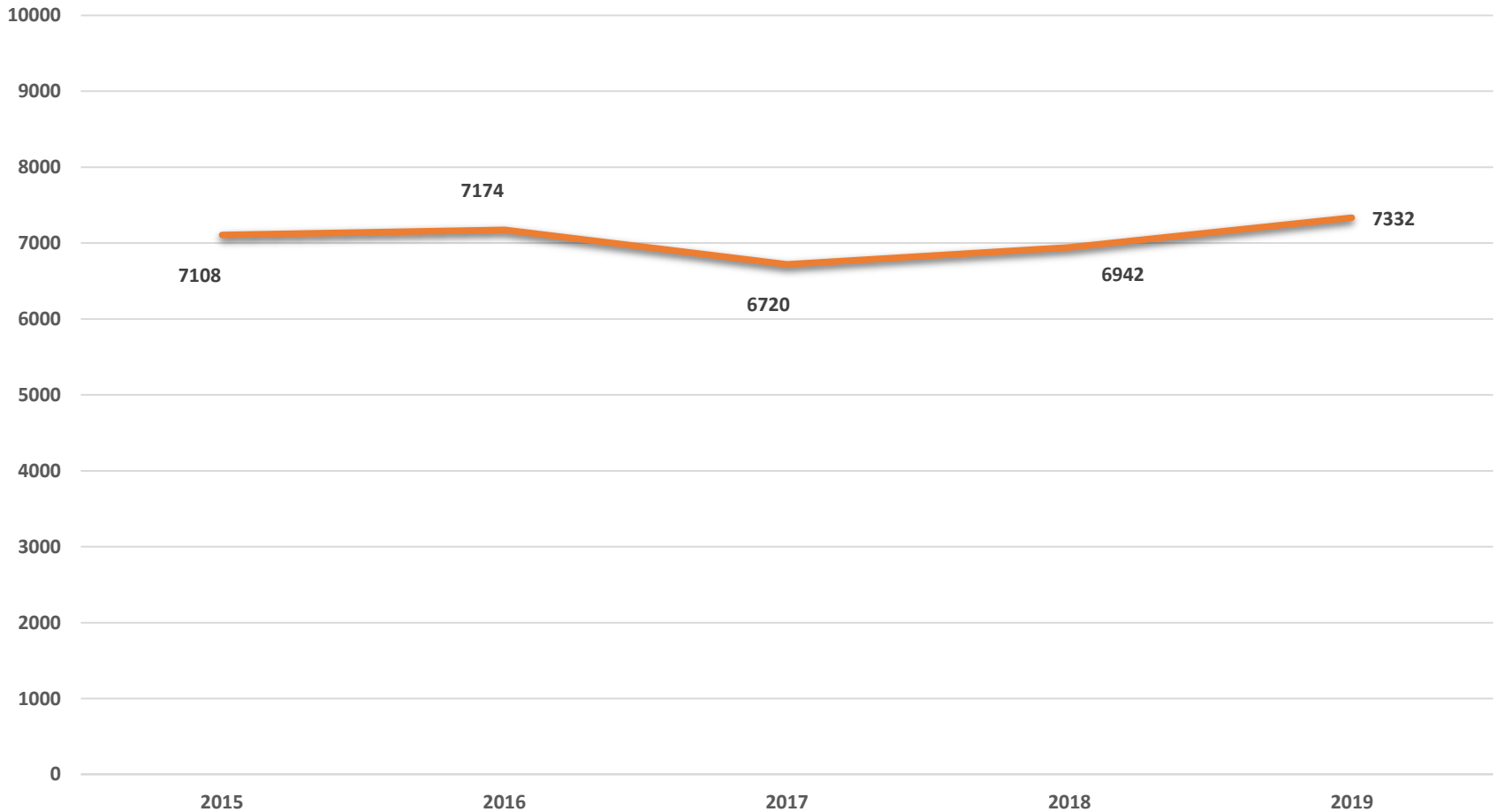


# **Ramapo College**

## **Fall 2019**

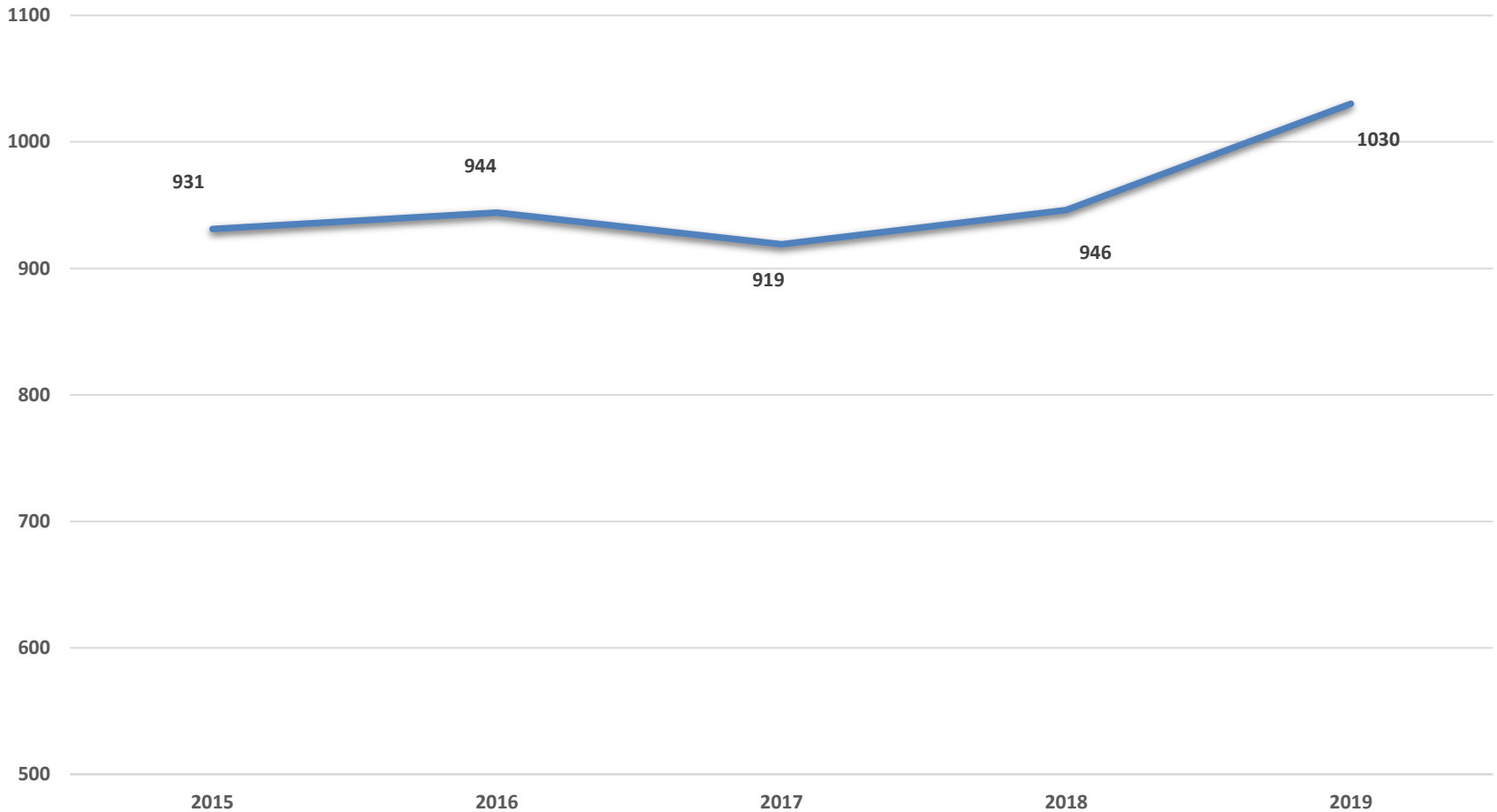
### **First Time Freshman Class**

# Applications



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

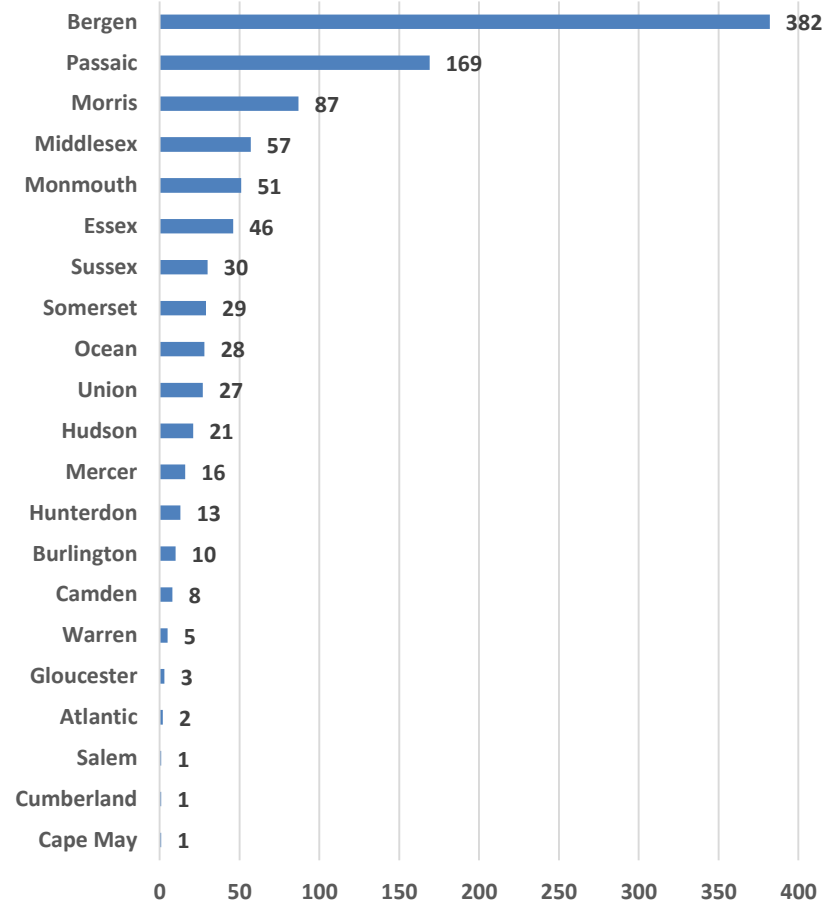
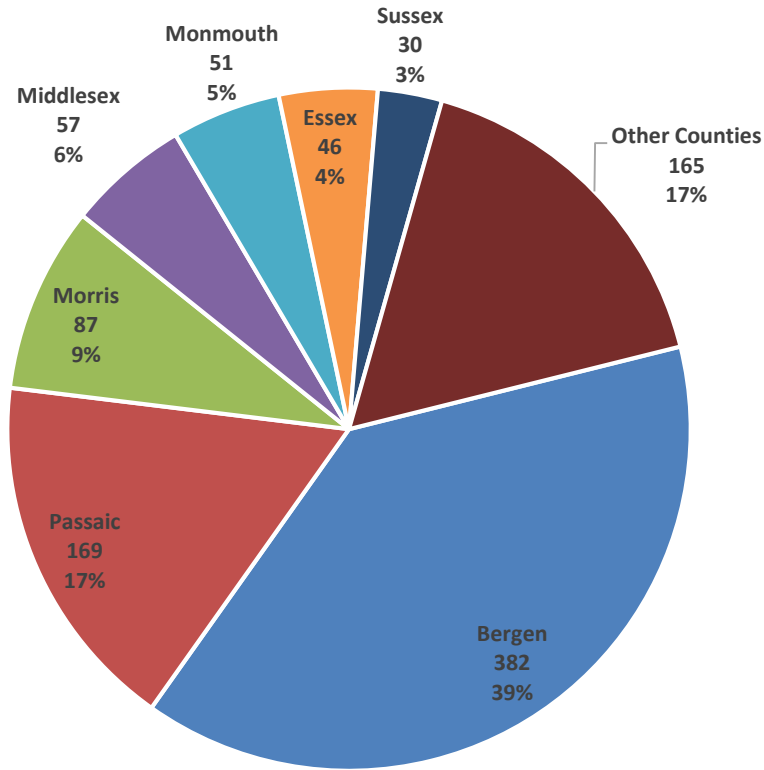
# Enrolled



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

# NJ Counties Represented

*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

States
New York
Connecticut
Pennsylvania
Kentucky
Missouri
North Carolina
New Hampshire

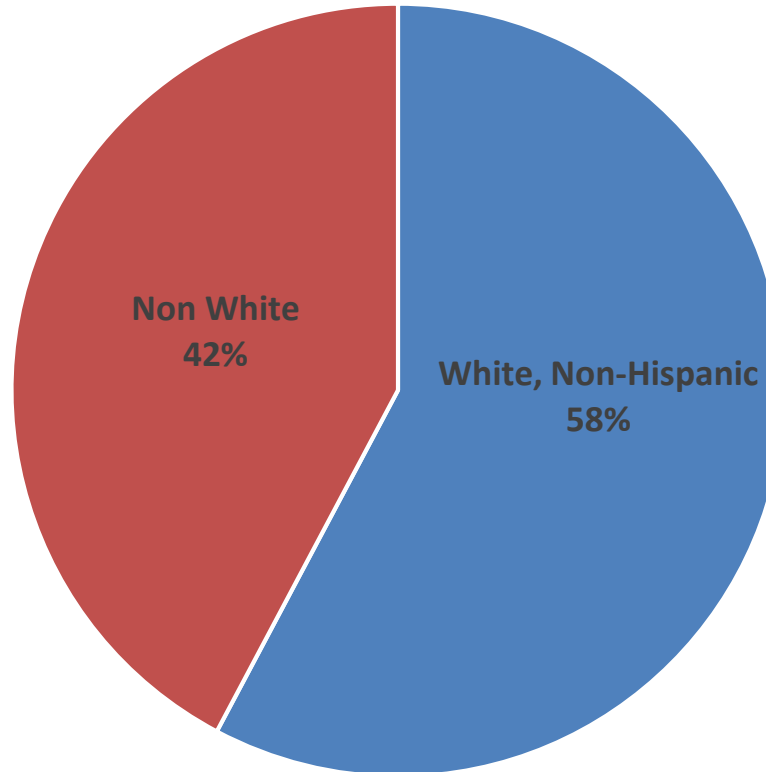
*Fulfilling Our Promise* Outcome 1a. Strategic management of student enrollment in line with the College mission, program capacities, and budget and demographic projections.

# Other Countries Represented

Country
Belgium
China
Georgia
Nepal
South Korea
Spain

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

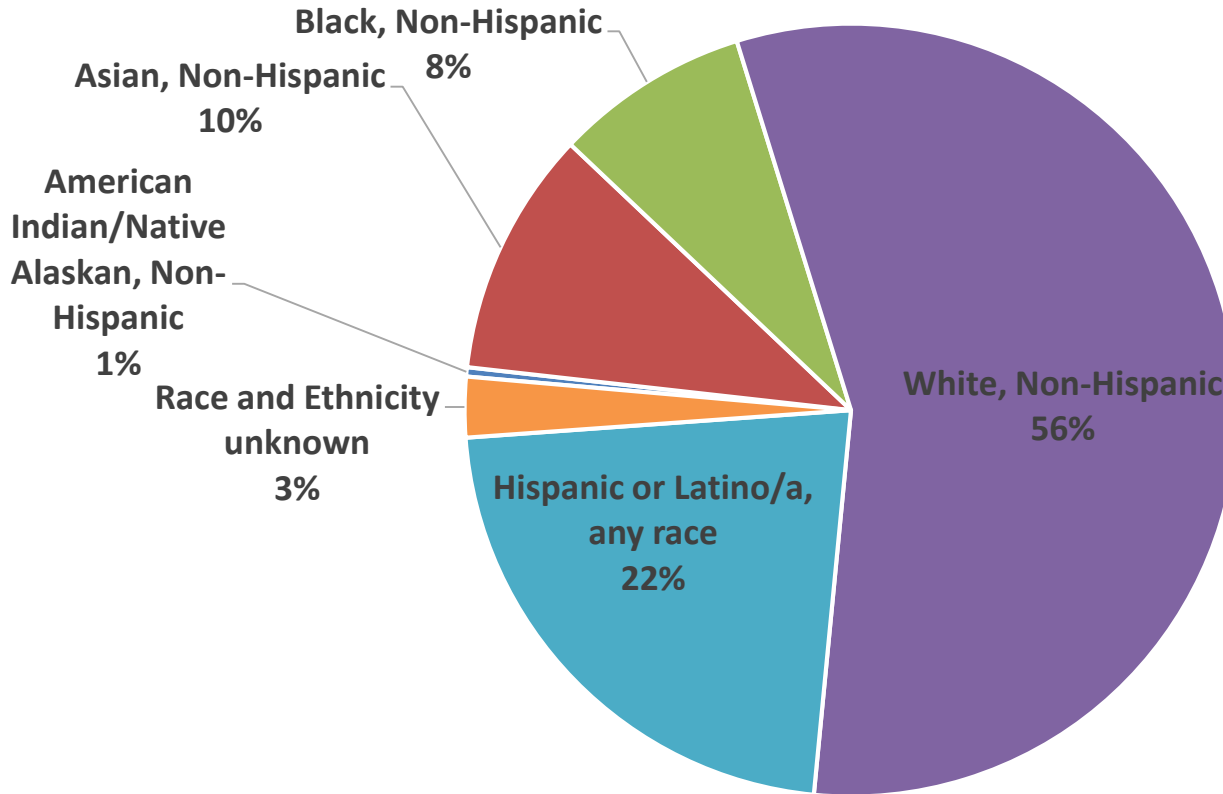
# % White vs. % Non-White



*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

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

*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

	2017	2018	2019
Living on Campus	68%	67%	67%
Commuter	32%	33%	33%

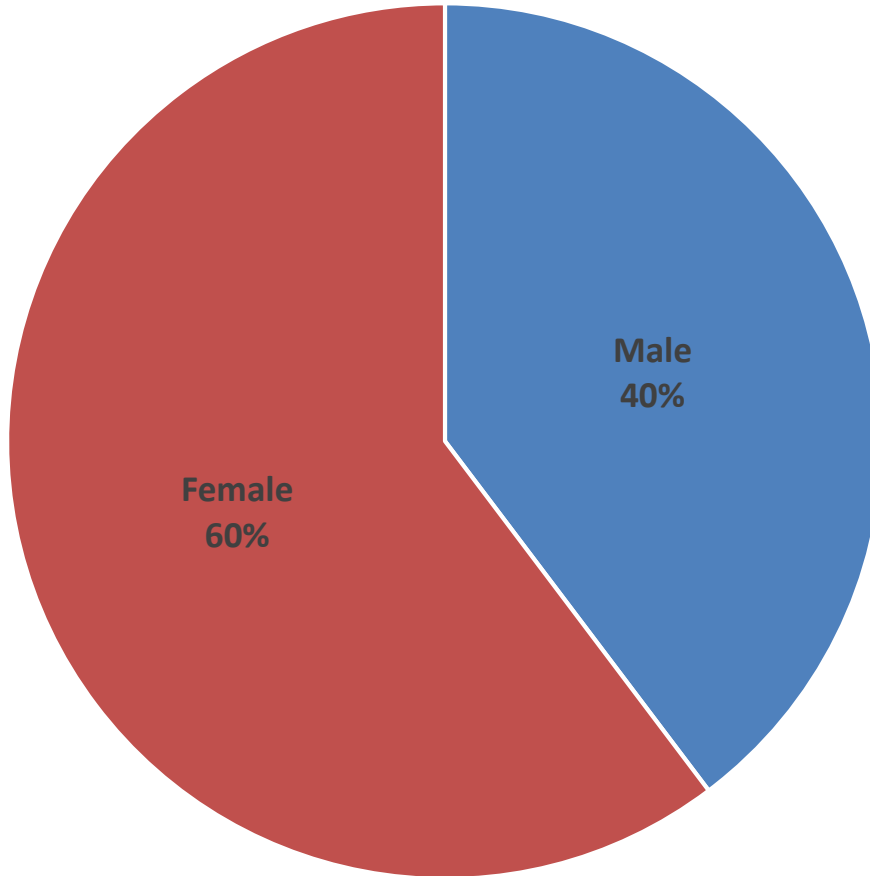
*Dashboard 2021, Indicator 1: Percent of residential capacity filled .*

# Educational Opportunity Fund Scholars, Student Athletes, Leaders in Service, and Office of Specialized Services Affiliates

First Year Freshman	2019
EOF	84
Athletes	123
Leaders in Services	53
OSS	116

*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 1<sup>st</sup> - Early Decision
- December 15<sup>th</sup> - Early Action, Priority Deadline, Nursing and Biology
- February 1<sup>st</sup> - Final New Student Deadline



# Upcoming Fall 2020 Transfer Dates Admission Dates

- March 1<sup>st</sup> - Deadline for Generic Transfer Nursing Applications
- May 1<sup>st</sup> - 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?



**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**

From what College Unit is your example?	
In what year(s) does/did this example occur?	
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.	
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.	
What data-informed changes did you make in order to address the issue/make improvements?	
What were the results of implementing changes, and how do you know the changes worked?	

# 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<sup>1</sup>

Social Science Inquiry

Studies in Arts & Humanities

<sup>1</sup> Prior to 64 credits

## Keystone Categories

Global Awareness

Historical Perspectives

Scientific Reasoning

Quantitative Reasoning<sup>1</sup>

## Distribution Categories<sup>2</sup>

Culture & Creativity

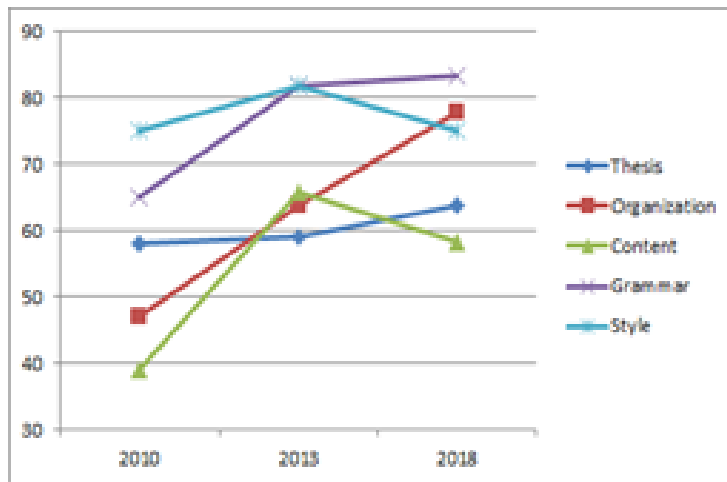
Systems, Society, & Sustainability

Values & Ethics

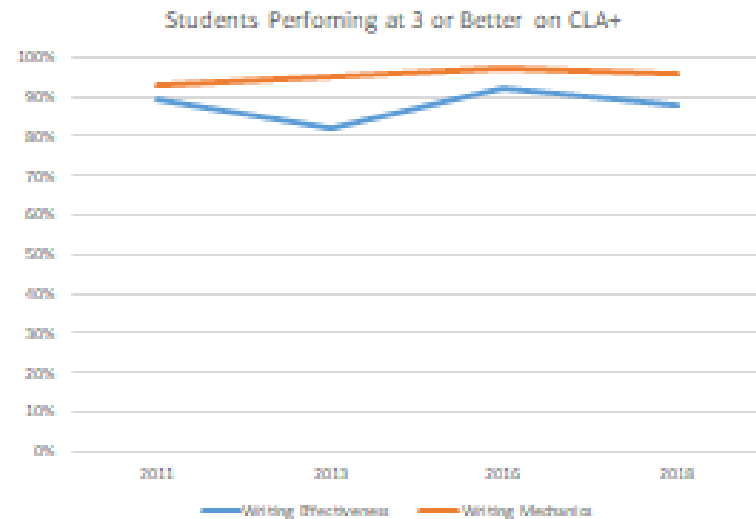
<sup>2</sup> Students take two out of three distribution categories and one must be outside the student's home school

# Trend Data: GE Writing

**GECCo Category Team Assessment**



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





MIDDLE STATES: SELF-STUDY 2020

**REAFFIRMING**  
*Our Promise*

# We Want Your Input

MSCHE Self-Study 2020 Webpage:

<https://www.ramapo.edu/self-study/>

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David Nast [dnast@ramapo.edu](mailto: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***



# 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*



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- 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

# Dashboard 2021 Mapping Template

## 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.

Indicator		2018	2019	2020	2021 Goal	2021 Actual
#	Fictitious Example: Total Number of Course Offerings ( <i>source: Course Catalogue</i> )	539	542		550	

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).



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 level critical thinking skills

### INDICATORS

Indicator		2018	2019	2020	2021 Goal	2021 Actual
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 ( <i>source: National Survey of Student Engagement Variable pgthink</i> )	RCNJ: 3.0/3.3 Peers: 3.1/3.3 (2016)	RCNJ: 3.1/3.3 Peers: 3.0 /3.3 (2018)	NA	RCNJ: / ≥ Peers: / (2020)	RCNJ: / Peers: / (2020)
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" ( <i>source: Faculty Survey of Student Engagement fcgthink</i> )	94% (2016)	100% (2018)	NA	95% (2020)	(2020)
17	First-year /Senior-year students report being an informed and active citizens at a rate (mean) equal to or above the College's Carnegie peers ( <i>source: National Survey of Student Engagement Variable pgcitizen</i> )	RCNJ: 2.7/2.7 Peers: 2.6/2.7 (2016)	RCNJ: 2.8/2.9 Peers: 2.7/2.7 (2018)	NA	RCNJ: / ≥ Peers: / (2020)	RCNJ: / Peers: / (2020)
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" ( <i>source: Faculty Survey of Student Engagement fcgcitizen</i> )	59% (2016)	69% (2018)	NA	50% (2020)	(2020)
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 ( <i>source: National Survey of Student Engagement Variable tmcocurrhrs</i> )	RCNJ: 7.5/5.2 Peers: 5.8/4.6 (2016)	RCNJ: 7.0/6.5 Peers: 6.0/5.1 (2018)	NA	RCNJ: / ≥ Peers: / (2020)	RCNJ: / Peers: / (2020)

# *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***

***159 AY 17-18***

***88% of faculty  
describe study  
abroad as important***

***86% in 2016***

# Six Year Graduation Rate

## *Non-white students*

***66.2% in the  
2013 cohort***

***54.2% for the  
2012 cohort***



# Competitive Grants

FY2019

FY2018

60

42

# Experiential Learning Partners

*2019*

*2018*

*30 Fortune  
1000/Forbes  
Global 2000  
employers*

*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*

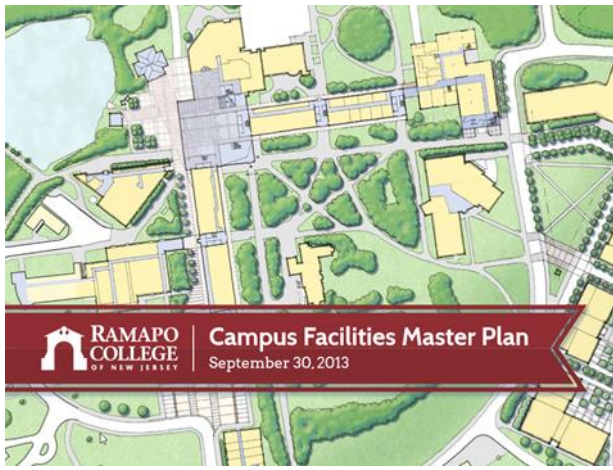
# Dashboard 2021

<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 12<sup>th</sup> 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.