

Liberal Arts Curriculum Structures Final Report

October 1, 2025

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Preamble

The Liberal Arts Curriculum Structures Task Force and its report serves as a third in a series of self-evaluations of our academic structures and curriculum under the aegis of the Comprehensive Academic Plan, 2023-2029 and the Boldly Ascending strategic plan. Each of the three task forces took months of effort to collect information and make recommendations toward important reforms inside the Teaching and Learning Core. It is vital to understand our recommendations as connected and interwoven within this broader three-pronged effort.

The first two task forces, both charged in April 2024, contended with the way the academic schools align with programs and how the Teaching and Learning Core should organize itself. The College-wide Academic Structures Task Force's recommendations feature a "Major Recommendation 1 - Model A" that realigns and consolidates the academic units, reframing the five-unit status quo into fewer and larger groups, among other recommendations. The other task force from that same time period re-examined the job description and duties of major and minor conveners, finding notable differences between the de jure procedures versus the de facto practices by surveying current conveners and other constituencies. Their recommendations include aligning the above differences and creating a fair compensation model for conveners that takes account of all aspects of the job description.

Ergo, our Task Force, in conjunction with the Structures and Conveners Task Forces, presents our recommendations below. In sum, our group proposes six broad recommendations that are firmly

grounded on the college mission and pillars. We envision the touchstones of our mission and pillars as Ramapo College's core liberal arts education values.

One, we believe the general education curriculum should be rebranded as "Ramapo Core," slimmed slightly down as a proportion of 128 credits, simplified, and made more aligned with the college's mission and pillars with more interdisciplinary capstone opportunities added.

Two, we propose infusing the mission and pillars more meaningfully in our majors' curricula, in our program reviews, and in our public-facing communications and in the admissions and recruitment materials.

Three, we advise bolstering opportunities for co-curricular learning by adjusting our time blocks, improving student badge and credentialing programs, and suggest the creation of a new faculty and staff working group to nominate and shepherd these experiences.

Fourth, we recommend bringing program credit sizes into more alignment. To this aim, and given the recommendation of the Structures Task Force, we advise eliminating the current school core requirements among schools that have them. We also recommend the Provost enforce existing credit limits for programs to create opportunities for student exploration and minoring.

Fifth, we endorse an effort whereby deans audit PRICE (practicum, research, internships, co-ops, externship) deployments in their units and collaborate more with Cahill to create more opportunities for high-impact experiential learning.

Lastly, we advise the Provost to shift the college from a rigid four credit system for most classes to a default four credit model that increases the number of two-credit courses throughout our general education "Ramapo Core," our majors, and among electives.

It should be noted that these recommendations are meant to be implemented as a whole. Several recommendations make reference to the structure and proportionality of the Ramapo degree, thus the recommended changes work together to create a new vision for a liberal arts degree at Ramapo. They are mutually reinforcing and provide a roadmap for strengthening the liberal arts foundation at Ramapo.

We realize that 2025 is not the first time Ramapo College undertook consideration of major reforms. It bears mention that all three task forces performed due diligence with regard to past task force efforts and reports.

Introduction - A Collaborative Process of Deliberation

On February 28, 2025, Provost Middleton charged the Liberal Arts Curriculum Task Force with providing expertise, insights, and recommendations to the Provost on establishing curricular structures that support Ramapo's liberal arts identity. To meet the broad scope of this charge, the Task Force engaged in an extensive, inclusive, and iterative deliberation process designed to ensure broad input and careful consideration of perspectives across the College. The full membership of the Task Force met weekly

in-person for 90-minutes throughout the academic year. These meetings served as the primary venue for discussion and development of draft recommendations. Notes from these meetings are available in the Appendix. To advance work more intensively, the group also convened two full-day summer retreats dedicated to deep dives into complex issues, synthesis of the draft recommendations, and consideration of how to best engage the campus community.

The Task Force co-chairs met directly with key campus constituents, including Admissions, Student Success, OSS, EOF, Athletics, Office of Student Accounts, Budget, Financial Aid, the Registrar, students, Deans, the General Education Convening Group (GeCCo) Chair, the Honors Program Director, Cahill Center, the CAP implementation team, among other key stakeholders across campus. These conversations provided essential operational, curricular, and student experience insights that shaped the Task Force's deliberations.

While a student representative was not able to join the Task Force, a student survey was administered to Resident Assistants and Peer Facilitators in August and with the entire student body in September. More than 400 student responses provided critical feedback on student experiences and priorities, which informed the refinement of recommendations. A summary of student responses is in the Appendix.

The Task Force administered a Non-Faculty Staff Survey in September to garner feedback from staff across all Cores. A copy of the Executive Summary of Recommendations was provided and staff were asked to evaluate their level of agreement with each recommendation. They also were given the opportunity to provide additional comments on each. The responses were overall positive and a summary can be viewed in the Appendix.

The Task Force shared draft recommendations in the form of an executive summary with the faculty prior to the start of the Fall semester. Two Faculty Feedback Sessions convened in September, one after Faculty Assembly and one on a Wednesday evening, offering faculty the opportunity to engage directly with draft recommendations. In addition, Task Force representatives updated and consulted their faculty through unit councils, where faculty could discuss the proposals with their respective representatives. These opportunities ensured that all faculty had structured avenues to contribute to the deliberative process.

Discussion of Recommendations with Rationale

1. Reimagine the Ramapo Core: A Unified Liberal Arts Foundation

Central to the Liberal Arts Curriculum structure is the core General Education foundation. The Task Force engaged in extensive conversation about the need to revise and rebrand the General Education (Gen Ed) program at Ramapo College. This discussion expanded upon the joint charge made by the Provost and FA President to the GECCo committee in November 2024 to update the Gen Ed program for implementation by 2027. To strengthen student learning and better reflect the College's mission and liberal arts pillars, the Task Force recommends the creation of the "*Ramapo Core*"—a unified foundation that provides students with flexibility to explore, while grounding every graduate in the values of a liberal arts

education. The revised Core should highlight the relevance and purpose of the liberal arts, improve student navigation, and support pathways for transfer students, double majors, minors, and high-impact practices. Responses to the student survey reveal their perception of the importance of the Gen Ed, with 65% of students agreeing that it is a “valuable part” of their education (see Appendix below). Faculty feedback was supportive of modifications to the Gen Ed program, including making it smaller and simpler.

The committee also discussed the importance of bookending the student experience with common touchpoints: a stronger First-Year Seminar (FYS) at entry and a culminating Capstone experience at graduation.¹ Transfer students, who do not take FYS or 100/200-level general education requirements, also need dedicated opportunities to integrate into Ramapo’s academic and community life.² At the other end of the student journey, a common senior experience could provide a capstone that affirms the value of the liberal arts and allows students to reflect on their growth.³

Recommendations

1a) Revise and rebrand General Education as the “Ramapo Core,” a streamlined, student-centered program aligned with the College’s liberal arts pillars and mission. The Ramapo Core will deliver a coherent, scaffolded academic experience grounded in the liberal arts, with distinct course categories that convey the importance of their content and equip students for the future. Categories will share a parallel structure and provide menu-based options for 100- and 200-level courses within each discipline.

1b) First-Year Seminar (FYS), as part of the Ramapo Core, should balance the need to orient students to the College’s liberal arts curriculum, set academic standards, and provide an opportunity for students to engage in a topic of their choosing. A standing faculty steering committee should be created to support the FYS director, guide the ongoing development of the course, ensure alignment with the mission, and provide development and pedagogical support for instructors.

1c) Transfer students face unique challenges acclimating to Ramapo and do not participate in a First-Year Seminar style course. An academic orientation and an additional course were discussed as options to support transfer students who enter Ramapo and do not participate in FYS. The Task force recognizes the burden an additional credit-bearing course could pose to some students, as well as the challenge of holding an in-person event. The Task force was not able to reach a consensus on confronting this challenge.

1d) The addition of a Senior Capstone experience would provide a common experience and bookend to FYS and provide students with an opportunity to reflect on their liberal arts experience. Some Task Force

¹ Over 70% of student survey responses indicate that students see First-Year Seminar as a key component to orienting them in their Ramapo journey.

² Our student survey revealed that 54% of transfer student respondents agree that a 1- or 2-credit orientation class in their first semester would have helped them acclimate to Ramapo.

³ Faculty were broadly supportive of the concepts presented in these recommendations. Nearly 80% of staff survey responses suggest support for the recommendations related to reimagining the Ramapo Core.

members discussed the challenges of implementing a Capstone course in majors that have required clinical experiences. A 1-credit experience was also discussed. Thus, the Task Force recommends a working group to focus on identifying opportunities and implementation.

Implementation Priorities

- Collaborate with GECCo to implement “Ramapo Core” with fewer requirements that includes: a consistent menu-based format, 100/200 level classes from all Schools, revised categories that are aligned with mission/pillars (i.e., using existing GE Goals) and are engaging to students.
- Establish a standing First-Year Seminar Steering Group to support the Director of FYS. The Steering Group should consider common syllabus components, use of Canvas, scheduling blocks, teaching rotation of full-time faculty, and assessment to leverage this high-impact practice.
- Collaborate with Marketing and Communications and Student Success to create clear, user-friendly web and advising resources to help prospective and current students understand and navigate the new Ramapo Core.
- Form a Capstone Working Group that evaluates the challenges associated with previous iterations of these requirements and opportunities to improve implementation in the future.
- Revise the *Integrity of Degree Programs* policy (300-KK) to reflect changes to GenEd and degree requirements and eliminate outdated requirements.

2. Reinforce Mission and Pillars Across the Curriculum and Assessment

The Task Force’s deliberations highlighted the importance of ensuring that the College’s mission and pillars are part of a student’s experience from First-Year Seminar through graduation. While the mission and pillars already anchor the Gen Ed program (the future Ramapo Core), their intentional and consistent integration across programs, assessments, and external communications is uneven. Task Force members agreed that shared language and alignment would highlight for prospective students and families the value of the liberal arts education Ramapo provides. This addition would strengthen the College’s identity as a public liberal arts college and provide a more coherent experience for students, regardless of their program of study. In addition to shared language, common practices in student advisement will reinforce mission and pillars for the entire Ramapo community.

The Task Force identified the Five-Year Program review as an existing process where some programs already assess fidelity to the mission and pillars. Currently, program review guidelines reference alignment with the College’s mission and values, however clarity and specificity would enhance the review process and promote shared responsibility and continuous improvement. Finally, Task Force members highlighted the importance of using consistent language when communicating academic goals to external audiences. Doing so will help current and prospective students understand and reinforce the value of a liberal arts education at Ramapo.

Recommendations

2a) Require all programs (college-wide, majors, minors, graduate, certificates) to align program learning outcomes with the mission and pillars.

2b) Include assessment of a program's reflection of the College's liberal arts mission into the 5-Year Program Review process. This change will ensure programs are accountable to the mission and pillars and will provide students with opportunities to achieve interdisciplinary, experiential, international, and intercultural learning outcomes throughout their academic career. The Task Force recommends further assessment of how the mission and pillars are integrated in program curricula.

2c) Ensure Ramapo mission and pillar language is clearly and consistently emphasized in campus communications, admissions, and marketing materials, highlighting the distinctive value of Ramapo's liberal arts identity.

Implementation Priorities

- Revise 5-year Program Review guidelines to require explicit evidence of alignment with the College's mission and pillars, supported by data on student experience, outcomes, and trends..
- Require mission/pillar alignment documentation for accredited and non-accredited programs alike.
- Make resources available to faculty who need support with curriculum design to realign programs to the College's mission and Pillars.
- Work in partnership with Admissions, Marketing and Communications, to:
 - Ensure promotional materials accurately reflect available programs.
 - Consistently highlight the liberal arts mission and pillars in recruitment and external communications.
 - Incorporate mission/pillar language into program-level learning outcomes displayed publicly.

3. Build Engagement Through Co-Curricular Learning

As the Task Force considered new ways to strengthen community and civic engagement at Ramapo, we looked to the College's own recent history for inspiration. From approximately 2006 to 2015, Ramapo implemented a co-curricular, credit-bearing model informally referred to as the CEC program (Course Enrichment Component), which asked students to engage in learning opportunities beyond the classroom as part of their coursework. While the program ultimately proved difficult to assess and was inconsistently applied across the curriculum, leading to its removal, it nonetheless fostered a strong sense of campus life and collective participation. Students and faculty alike benefited from shared experiences that brought people together in meaningful ways and reinforced the values of active learning. While we seek not to reinstate the CEC program in its former form, we recognize and appreciate the spirit of what it contributed to the campus community. Our recommendations build on that legacy, emphasizing accessible, reflective, and inclusive models of engagement that align with Ramapo's mission and pillars. In feedback sessions, faculty were supportive of a co-curricular component, although enthusiasm varied. The faculty strongly felt that having more common time blocks was essential. Over 90% of staff support this recommendation, noting that common hours should be expanded for this initiative to be successful.

Recommendations

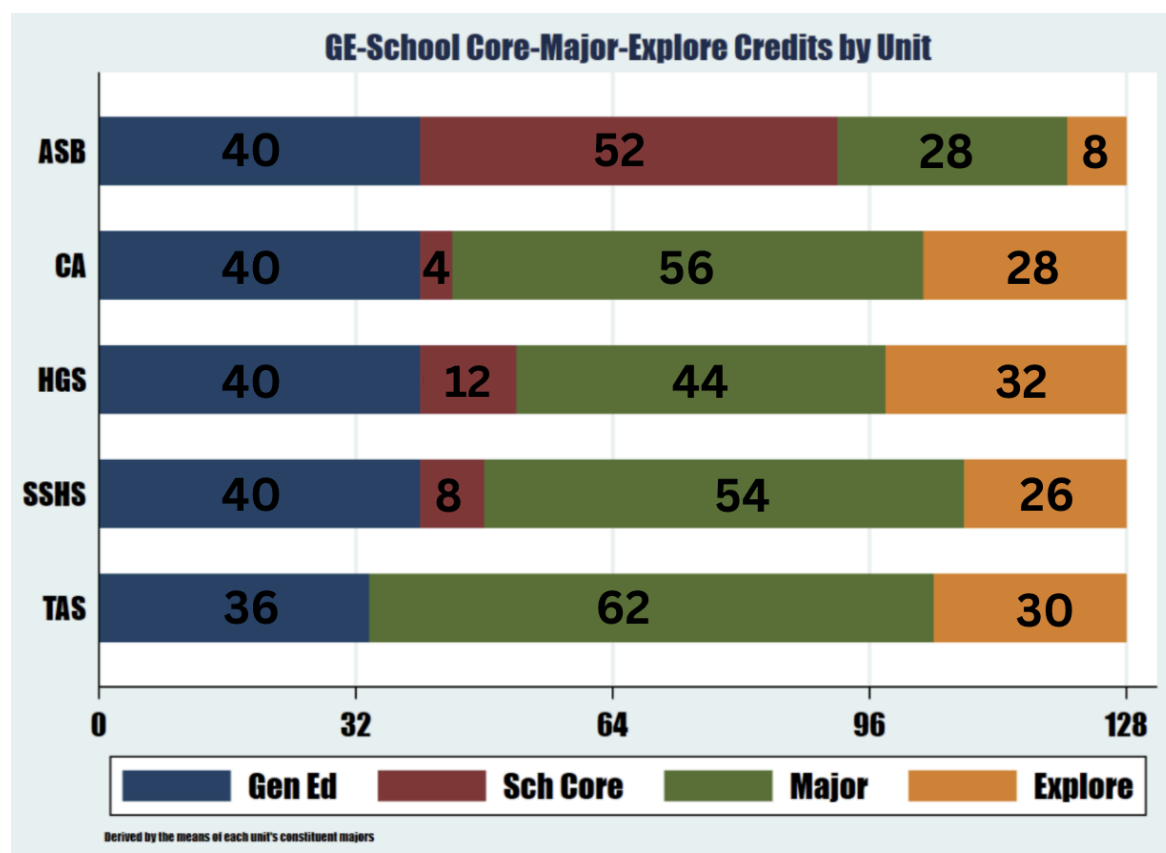
- Charge a working group to develop a co-curricular portfolio system using Canvas Credentials (a product available through the College's current contract with Instructure/Canvas) that allows students to document engagement over time and submit brief reflections tied to the College's four liberal arts pillars. Canvas's Badge system should be explored to manage this "outside-the-classroom" portfolio system.
- For on-campus events, collaborate with ITS and Student Affairs to establish flexible tracking mechanisms for participation.
- Establish clear guidelines and reflection prompts for students to support intentional engagement and learning outcomes.
- There is great support for common hours without scheduled classes. Consider what changes to the approved time blocks would be necessary to promote event planning and participation. The Task Force urges the reinstatement of additional common blocks of time per day or per week when classes will not be scheduled. This would help students from all programs have the ability to attend events across the week.
- Encourage Faculty and the Center for Student Engagement to identify on- and off-campus activities as possibilities for students to engage with as part of their course curriculums and across disciplines.
- Partner with Deans and Student Success to ensure regular, on-going advisement is available. Students must have clear and consistent information about how to fulfill the co-curricular requirements for graduation.

4. Ensure Common Credit Proportionality, Expand Interdisciplinarity and Opportunities for Exploration

Given the Structure Task Force's recommendation to consolidate schools, this Task Force scrutinized the schools and their core requirements. While School Cores may have been designed to reflect disciplinary coherence, the Task Force noted this coherence is not always present across all majors within a school.

School	ASB	CA	HGS	SSHS	TAS
Required School Core Courses	10 courses	1 course in CA outside of the major	0-3 courses of Language (depending on language proficiency)	3 courses	None

The range of major requirements also contributes to imbalanced interdisciplinary academic experiences. Some program requirements include over 70 credits (55% of 128). Approximately 15 majors have 65 credits or more. An additional 7 majors exceed 65 credits when School Core requirements are included. The requirements of a School Core and major may prevent students from pursuing minors or other exploration options. More importantly, these variances undermine our goal of a common Ramapo experience. While some students may be able to take advantage of double counting General Education, Major and School Core requirements, others are disadvantaged by large major requirements, switching majors, or making early errors in course selection.



Recommendations

4a) Remove all school core requirements. This change will ensure common credit proportionality for a Ramapo undergraduate degree. Programs own the flexibility to incorporate current school core content into their own curricula where appropriate, ensuring that each major determines the most relevant coursework for its students.

4b) Strengthen and enforce the current academic policy (Policy 300 KK Integrity of Degree Programs) to reflect that major requirements should not exceed 68 credits, unless required by accreditation requirements. Currently, several programs exceed this threshold. Increasing compliance with this policy ensures that all students, regardless of major, receive equitable access to a liberal arts experience and can complete their degrees without excessive credit burdens.

4c) Revise Policy 300 KK to address the current restrictions on the “50% Rule” that prevents students from counting more than one-half of credits earned in a major toward a minor. The Task Force noted that this policy de facto creates different sets of requirements for minors depending upon a student’s transfer status and school. The Academic Policy Council should consider altering the 50% Rule and should consider other types of limitations that may need to be put in place to ensure continued integrity in program design.

Implementation Priorities

- Provide clear guidance, resources and timelines for Deans and Conveners of programs currently exceeding the 68-credit limit to ensure timely and compliant curriculum adjustments.
- Develop a comprehensive curricular package to reevaluate and transition the current School Core into major-specific requirements, ensuring continued alignment with accreditation standards vis-à-vis the Structures Task Force’s recommendations.
 - Allow for individual program revisions in other schools where faculty wish to retain School Core content by integrating it directly into their major curricula.
 - Review accreditation standards to assess whether some 4-credit courses could be reworked into 2-credit courses.
- Require that total program credit hours, both pre- and post-revision, be documented in all curriculum proposals and program review materials for transparency and tracking.
- Charge the Academic Advising Council to work with Deans and Conveners to create a schedule for regular information sharing for advising. This will promote accuracy and communication about program requirements for graduation, advisement tools, and strategies.

5. Offer Scaffolded High-Impact Experiential Learning Opportunities for All Students

Experiential learning is one of Ramapo College’s four liberal arts pillars and a critical component of a transformative undergraduate education. Building on the 2016 Provost’s Task Force on Experiential Learning, our Task Force reflected on the College’s responsibility to ensure that all students have access

to meaningful, scaffolded opportunities that allow them to apply their learning beyond the classroom. These experiences, ranging from research and internships to community-based projects and global engagement, should be codified and intentionally integrated into the curriculum and co-curriculum.⁴

Faculty were broadly supportive of increasing (and scaffolding) PRICE experiences, but had concerns over availability of such opportunities, equity for faculty and students (e.g., expectations of a co-op), and noted that the College would likely need to increase or reallocate resources significantly.

Recommendations

5a) Deans should conduct an audit of PRICE (Practicum, Research, Internship, Co-op, Externship) experiences across programs in their Schools and work with the faculty and the Cahill Career Center to identify areas for development of additional opportunities if needed.

5b) Revise and standardize the Co-op experience by developing common course elements to ensure consistency in the learning experience.

6. Increase Curricular Flexibility Through 2-Credit Courses

In 2006, the College switched from a 3- to a 4- credit system for reasons unrelated to the curriculum. The question of returning back to a 3-credit system has been revisited from time-to-time. The Task Force considered breadth versus depth in instruction, the operational costs in transitioning back to a 3-credit system, the impact of an additional course on students who seek “full-time status,” the impact on faculty teaching loads, as well as benchmarked our practices against other public liberal arts colleges and New Jersey institutions.⁵

Recommendation

Maintain the existing 4-credit structure, and increase the opportunity for 2-credit courses. The potential expansion will give students options for credit recovery, exploration, and degree completion, especially in modular, 7-week formats that are compatible with the existing day/time schedule or an amended

⁴ Students desire more ease with finding hands-on experiences, with 50% of student survey respondents attesting that “finding an internship or co-op for hands-on learning” is currently “extremely difficult” or “somewhat difficult.” The staff survey showed that more than 82% supported experiential learning opportunities for all students and echoed the concerns of faculty.

⁵ Based on the results of the student survey, course flexibility was interpreted in a variety of ways by students. Student survey responses indicated that nearly 40% of respondents believe that “getting the right classes when I need them” was either “extremely difficult” or “somewhat difficult.” Students expressed interest in increasing online offerings: “I wish that Ramapo offered more classes that are...”, 25% answered “in-person/classroom;” 36% chose “hybrid;” 34% desired more “online asynchronous.” Faculty were intrigued at the possibility of both 2-credit and 7-week options for courses; these ideas generated substantial (positive) discussion at the Faculty Forum. Staff are supportive of 2-credit course options to increase flexibility. Course modality should be further explored when 2-credit course options are implemented.

version of it. Scheduling courses for one 100-minute session per week is another possibility. Three and 1-credit courses are also possible, though they entail more complexity to schedule.

Implementation Priorities

- Faculty and Deans should review existing course offerings and major requirements to determine if developing 2-credit options would benefit students.
- Charge a working group to assess and make recommendations about our teaching schedule or approved time blocks. The schedule we use today minimized common hours and diminished students' opportunities for exploration, clubs, and community, as well as faculty meetings. The recommendation to revisit the approved time block was also made by the Structures Task Force.

Appendix

Charge

February 28, 2025

Charge from Provost Middleton to the Task Force on Liberal Arts Curriculum Structures

Background: The Comprehensive Academic Plan (CAP) for Ramapo College outlines a vision for the future, emphasizing the need for dynamic, innovative, and effective curricular structures to support the college's liberal arts mission. In alignment with this strategic direction, a Task Force is hereby established to provide expertise, insights, and recommendations to the Provost on establishing curricular structures that support the Ramapo liberal arts experience.

Charge: The Task Force on Liberal Arts Curriculum Structures is charged meeting during the contract year with the following responsibilities:

1. Review the Comprehensive Academic Plan. Thoroughly examine the Comprehensive Academic Plan, paying particular attention to goals and objectives related to curricula. Understand the overarching vision and key strategies set forth by the plan.
2. Assessment of Current Curricular Structures. Conduct an assessment of the existing structures within the college, including overall degree requirements, unit core requirements, other required courses, credit structures. Evaluate the strengths, weaknesses, opportunities, and challenges associated with the current framework to achieving a liberal arts education for all students, particularly the integration of our four core pillars across the college curriculum.
3. Examine continuous improvement models. Identify and assess the ways in which our curricula are regularly evaluated for meeting our mission, foster student success in academic achievement and degree completion, impact on students, faculty and the community, sustainability, equitable use of resources.
4. Engage Stakeholders. Facilitate open and inclusive discussions with faculty, students, staff, and relevant stakeholders to gather diverse perspectives on the strengths and weaknesses of the current structures and to identify areas for improvement or potential new structures to support our mission.
5. Benchmarking. Research and benchmark against current and best practices in curricular structures within peer institutions and leading institutions. Identify successful models that align with the goals outlined in CAP.
6. Recommendations. Develop a set of clear and actionable recommendations or recommended options to the Provost for enhancing a Liberal Arts curricular structures and enacting practices for continuous improvement. Consider factors such as the size and scope of the General Education program, credits required to complete majors across the college, school core, opportunities for students to explore, through elective options, minors or double majors in disciplines not related to a primary major.

7. **Implementation Strategies.** Provide strategies and practical steps for the phased implementation of recommended changes. Consider potential challenges and proposed solutions to ensure a smooth transition.
8. **Assessment.** Establish metrics and mechanisms for ongoing assessment to measure the effectiveness of the implemented changes.
9. **Input and Community.** Develop a plan for stakeholder input into drafts of recommendations and a plan to disseminate the task force's findings. This step should ensure transparency and solicit feedback for continuous improvement.

Timeline and Reporting: The Task Force is expected to complete a draft of its findings by June 30, with a final report detailing findings by October 1. The committee should plan to meet every other week throughout the faculty contract period, with regular progress reports and consultation with the Provost, to move the work forward. Funding for Summer work is available should the Task Force or a subcommittee of the Task Force need additional time to complete the report.

Task Force Members

Co-Chairs: Jeremy Teigen, Professor of Political Science
 Vanessa Arriola, Assistant Provost for Administration, Budget and Planning

Members: Rikki Abzug, Professor of Management (ASB)
 Bonnie Blake, Professor of Graphic Design and Interactive Media (CA)
 Naseem Choudhury, Professor of Psychology (AFT Representative)
 Jeff Ellsworth, Associate Professor of Law and Society (FAEC Representative)
 Anne Marie Flatkeval, Associate Professor of Nursing (TAS/Nursing)
 John Gronbeck-Tedesco, Professor of American Studies (HGS)
 Sharon Leathers, Associate Professor of Education (SSHS)
 LaQuan Norman, Director of the Cahill Center (Out of Core Rep)
 Emma Rainforth, Professor of Geology (TAS)
 Victoria Sciancalepore, Digital Scholarship Librarian (Library)
 Jessica Steinheimer, Assistant Director of Student Success (Out of Core Rep)

Univariate summary of student responses to the Liberal Arts Curriculum Structures Task Force Student Survey August & September 2025

**Prof. Jeremy Teigen
September 24 2025**

The task force attempted to recruit a student member in March 2025 for the task force but we were unsuccessful in finding a student representative who could attend our meetings. To remedy this lack of a student voice in the groups, the task force decided a student survey would find those student opinions.

At a task force summer retreat in 2025, a breakout group brainstormed many ideas for questions to pose to students. Using Qualtrics, task force members beta-tested the survey following its initial completion and feedback was incorporated. On August 18 and August 22, Vanessa and Jeremy visited the Resident Assistant and Peer Facilitator orientations (respectively) and distributed the survey and got some feedback from the students, some of which was incorporated.

The daily digest opened the survey to the broad student body during the week of September 15-19. Recruitment also occurred in several ad hoc means with task force members' current students, QR code distribution in hallways and lounges, along with some evening dining hall recruitment.

At time of writing, the survey ultimately recruited 479 partial or complete responses, including the summer orientation events.

event_date	Freq.	Percent	Cum.
18aug2025	54	11.27	11.27
22aug2025	92	19.21	30.48
15sep2025	76	15.87	46.35
16sep2025	28	5.85	52.19
17sep2025	66	13.78	65.97
18sep2025	149	31.11	97.08
19sep2025	12	2.51	99.58
20sep2025	1	0.21	99.79
22sep2025	1	0.21	100.00
Total	479	100.00	

Two Important notes for the provost: At the end of the survey, we decided to include a final request to the students: "I'm willing to continue this conversation about Ramapo's curriculum

and would like the college to follow up with me so I can share my views in more detail on any of the topics above. If that's so, enter your email here:"nApproximately 100 students included their email. Under separate cover, we will include this list of emails for you and encourage you to hold some sort of event or series of events with you. These could be focus groups, listening sessions, small group dialogues, or whatever you felt appropriate.

Second, two to three hundred more people took the survey since the creation of this report. I believe the most appropriate move would be to share access to the Qualtrics data to Vanessa Arriola in the event that more analysis is wanted or needed.

Which option best describes your path to Ramapo College?

	FTFT	Freq.	Percent	Cum.
I came to Ramapo College as a first-yea		384	81.18	81.18
I transferred from a different four-yea		26	5.50	86.68
I finished an associate's degree at a c		41	8.67	95.35
I took some classes at a community coll		6	1.27	96.62
A different path than the other options		16	3.38	100.00
Total		473	100.00	

My First Year Seminar (FYS) course was an effective orientation and on-ramp for my college experience that followed [only asked of FTFT]

FYS - My First Year				
Seminar (FYS) course was				
an effective orientation				
and on-ram				
	Freq.	Percent	Cum.	
Strongly agree	153	40.48	40.48	
Somewhat agree	121	32.01	72.49	
Neither agree nor disagree	40	10.58	83.07	
Somewhat disagree	38	10.05	93.12	
Strongly disagree	26	6.88	100.00	
Total	378	100.00		

I graduated from high school in...

in...	Freq.	Percent	Cum.
2018.00	7	1.54	1.54
2019.00	9	1.97	3.51
2020.00	7	1.54	5.04
2021.00	26	5.70	10.75
2022.00	105	23.03	33.77
2023.00	110	24.12	57.89
2024.00	143	31.36	89.25
2025.00	49	10.75	100.00
Total	456	100.00	

My first fall at RCNJ was...

was...	Freq.	Percent	Cum.
2019.00	3	0.65	0.65
2021.00	7	1.51	2.16
2022.00	94	20.30	22.46
2023.00	100	21.60	44.06
2024.00	177	38.23	82.29
2025.00	82	17.71	100.00
Total	463	100.00	

How far along are you in your progress toward a bachelor's degree?

credits	Freq.	Percent	Cum.
-----+-----			
1st year (0-32 credits)	66	14.04	14.04
2nd year (33-64 credits)	133	28.30	42.34
3rd year (65-96 credits)	125	26.60	68.94
4th year (97-128+ credits)	146	31.06	100.00
-----+-----			
Total	470	100.00	

My (primary) major is

major	Freq.	Percent	Cum.
Undeclared or undecided	8	1.72	1.72
Biochemistry	4	0.86	2.58
Biology (any track)	39	8.39	10.97
Computer Science	15	3.23	14.19
Communications Arts (including Digital	9	1.94	16.13
Cybersecurity	5	1.08	17.20
Data Science	3	0.65	17.85
Economics	4	0.86	18.71
Elementary Education	15	3.23	21.94
Engineering Physics	3	0.65	22.58
English and Literary Studies (any track	6	1.29	23.87
Environmental Science	16	3.44	27.31
Filmmaking (any track)	2	0.43	27.74
Finance	15	3.23	30.97
History	5	1.08	32.04
Informational Technology Management	4	0.86	32.90
International Business	4	0.86	33.76
International Studies	3	0.65	34.41
Law and Society (any track)	15	3.23	37.63
Management	40	8.60	46.24
Marketing	10	2.15	48.39
Mathematics	4	0.86	49.25
Medical Imaging Science	2	0.43	49.68
Music (any track)	6	1.29	50.97
Neuroscience	4	0.86	51.83
Nursing	64	13.76	65.59
Political Science	26	5.59	71.18
Psychology	53	11.40	82.58
Social Science (any track)	10	2.15	84.73
Social Work	27	5.81	90.54
Sociology	13	2.80	93.33
Sustainability / Environmental Studies	4	0.86	94.19
Visual Communication Design	7	1.51	95.70
Accounting	12	2.58	98.28
Visual Arts (any track)	6	1.29	99.57
Humanities & Global Studies Major	2	0.43	100.00
Total	465	100.00	

What option best describes your situation?

majorminor	Freq.	Percent	Cum.
I have a single major only	210	44.97	44.97
I have a single major and I am contempl	83	17.77	62.74
I have a single major and have declared	123	26.34	89.08
I have a single major and have declared	26	5.57	94.65
I have a single major and am working on	7	1.50	96.15
I have two or more majors	9	1.93	98.07
I haven't declared a major yet	9	1.93	100.00
Total	467	100.00	

Minors bubbled with any bubbles:

Anthro: 3
 Art Hist: 2
 Bioinfo: 1
 Bio: 4
 Bus Anlyt: 4
 Chem: 2
 Civ Comm Ldrsp: 2
 Comm: 1
 Contpltv Std: 4
 Creat Writ: 5
 Crime Justice: 14
 Data Sci: 3
 Earth Sci: 1
 East Asia: 1
 Econ: 1
 English: 4
 Env Sci: 1
 Finance: 2
 Food: 1
 History: 2
 Hum Res Mng: 4
 Info Tech Mng: 1
 Intl Std: 2
 Italian: 1
 Marketing: 11
 Math: 2
 Museum: 2
 Music: 1
 Neurosci: 9
 Poli: 4
 Psych: 14
 Public Hlth: 8
 Public Pol: 20
 Soc: 5
 Span: 8
 Sports Mng: 9
 Stats: 2
 Substance Use: 4
 Sustain: 1
 Visual Arts : 5
 Women Gender Sex: 2

What's the biggest reason you're not pursuing a **minor**?

whynominor	Freq.	Percent	Cum.
-----+-----			
No room in my graduation plan	31	15.35	15.35
Ramapo does not offer the minor I'm int	10	4.95	20.30
The general education requirements have	12	5.94	26.24
My school / unit's requirements have to	13	6.44	32.67
My major has too many required courses	29	14.36	47.03
I transferred to Ramapo too late to do	14	6.93	53.96
I have no interest in a minor	93	46.04	100.00
-----+-----			
Total	202	100.00	

[Visual prompt with clarification of GE, school cores, majors, exploration]
My major's requirements are easy to understand

Major's Reqs Easy	Freq.	Percent	Cum.
Strongly Agree	163	40.55	40.55
Somewhat agree	174	43.28	83.83
Neither agree nor disagree	36	8.96	92.79
Somewhat disagree	22	5.47	98.26
Strongly disagree	7	1.74	100.00
Total	402	100.00	

The General Education or GE curriculum (FYS, CR&W, Arts & Humanities, Math, Social Science Inq, etc) is a valuable part of my education at Ramapo College

Four parts good	Freq.	Percent	Cum.
Strongly Agree	109	27.25	27.25
Somewhat agree	151	37.75	65.00
Neither agree nor disagree	57	14.25	79.25
Somewhat disagree	48	12.00	91.25
Strongly disagree	35	8.75	100.00
Total	400	100.00	

The General Education curriculum requirements are easy for students to understand and navigate

	Freq.	Percent	Cum.
Strongly Agree	123	30.67	30.67
Somewhat agree	171	42.64	73.32
Neither agree nor disagree	54	13.47	86.78
Somewhat disagree	39	9.73	96.51
Strongly disagree	14	3.49	100.00
Total	401	100.00	

Even though they have a wide array of majors, students across campus all share a similar curriculum with a common Ramapo experience

Ed	Freq.	Percent	Cum.
Strongly Agree	99	24.81	24.81
Somewhat agree	180	45.11	69.92
Neither agree nor disagree	76	19.05	88.97
Somewhat disagree	32	8.02	96.99
Strongly disagree	12	3.01	100.00
Total	399	100.00	

The core requirements of my school / unit (ASB, CA, HGS, SSHS, TAS) are a valuable part of my learning experience at Ramapo

	Ed	Freq.	Percent	Cum.
Strongly Agree		199	49.75	49.75
Somewhat agree		120	30.00	79.75
Neither agree nor disagree		51	12.75	92.50
Somewhat disagree		17	4.25	96.75
Strongly disagree		13	3.25	100.00
Total		400	100.00	

The Pathways Program is a valuable tool that helps students with career development

	Ed	Freq.	Percent	Cum.
Strongly Agree		96	24.00	24.00
Somewhat agree		125	31.25	55.25
Neither agree nor disagree		83	20.75	76.00
Somewhat disagree		52	13.00	89.00
Strongly disagree		44	11.00	100.00
Total		400	100.00	

The transition from the General Education courses to classes in my major was smooth and easy to navigate

	Ed	Freq.	Percent	Cum.
Strongly Agree		124	31.08	31.08
Somewhat agree		146	36.59	67.67
Neither agree nor disagree		92	23.06	90.73
Somewhat disagree		29	7.27	97.99
Strongly disagree		8	2.01	100.00
Total		399	100.00	

I understand what it means to define Ramapo as a liberal arts college

	Ed	Freq.	Percent	Cum.
Strongly Agree		166	41.50	41.50
Somewhat agree		140	35.00	76.50
Neither agree nor disagree		55	13.75	90.25
Somewhat disagree		26	6.50	96.75
Strongly disagree		13	3.25	100.00
Total		400	100.00	

The time slots for classes are effective and work well for making my schedule (for example, 8:00, 9:55, 11:50, 1:45, 3:40 start times)

	Ed	Freq.	Percent	Cum.
Strongly Agree		165	41.15	41.15
Somewhat agree		144	35.91	77.06
Neither agree nor disagree		42	10.47	87.53
Somewhat disagree		42	10.47	98.00
Strongly disagree		8	2.00	100.00
Total		401	100.00	

The relative sizes of these four areas (gen ed, school core, major, exploration) is appropriate and well balanced

	Ed	Freq.	Percent	Cum.
Strongly Agree		116	29.00	29.00
Somewhat agree		161	40.25	69.25
Neither agree nor disagree		58	14.50	83.75
Somewhat disagree		49	12.25	96.00
Strongly disagree		16	4.00	100.00
Total		400	100.00	

What school does your major belong to?

	unit	Freq.	Percent	Cum.
Anisfield School of Business (ASB)		96	20.87	20.87
Contemporary Arts (CA)		28	6.09	26.96
Humanities and Global Studies (HGS)		42	9.13	36.09
Social Science and Human Services (SSHS)		134	29.13	65.22
Theoretical and Applied Science (TAS)		152	33.04	98.26
I'm not sure / undeclared		8	1.74	100.00
Total		460	100.00	

Regarding your **major** over time, which option best describes your situation?

	majorswitcher	Freq.	Percent	Cum.
I came to RCNJ with my declared major a		322	70.77	70.77
I have changed majors once		81	17.80	88.57
I came to RCNJ undeclared or undecided		27	5.93	94.51
I have changed majors more than once		14	3.08	97.58
I am currently undeclared		11	2.42	100.00
Total		455	100.00	

Which option best describes your birth parents' formal education (at your time of high school graduation)?

firstgen	Freq.	Percent	Cum.
-----+-----			
Neither had a bachelor's or four-year d	185	40.57	40.57
One had a bachelor's or four-year degree	130	28.51	69.08
Both had a bachelor's or four-year degr	141	30.92	100.00
-----+-----			
Total	456	100.00	

For the fall 2025 semester...

resident	Freq.	Percent	Cum.
-----+-----			
I will live on-campus	256	55.77	55.77
I will commute	203	44.23	100.00
-----+-----			
Total	459	100.00	

Who or what do you turn to for help with navigating your degree requirements when the posted information online does not answer your questions? [respondent could choose any number, total of 810 selections]

My RA	10
An academic advisor in the Center for Student Success	130
My faculty academic advisor in my major	243
A friend or peer in my major	203
Parent	77
Social media	20
Someone else	41
I do not get help	39
Other type (OSS, EOF, athletic coach)	47

As you know, some students face hardships that prevent or make difficult obtaining internships off-campus. What have you heard is the biggest hurdle that student face for obtaining off-campus experiences like co-ops and internships?

coop hurdle	Freq.	Percent	Cum.
-----+-----			
Transportation	70	15.56	15.56
Too many required classes on-campus	42	9.33	24.89
Not enough time outside of academic cou	156	34.67	59.56
The pay from part-time work is more imp	102	22.67	82.22
Some other hurdle or challenge	80	17.78	100.00
-----+-----			
Total	450	100.00	

Which racial identity best describes you? [multiple choices allowed]

White	289
Black or African American	34
American Indian or Alaska Native	5
Asian	53
Native Hawaiian or Pacific Islander	2
Other	84

Do you consider yourself Hispanic or Latino?

hispanic	Freq.	Percent	Cum.
-----+-----			
Yes	137	30.18	30.18
No	317	69.82	100.00
-----+-----			
Total	454	100.00	

What is your gender?

gender	Freq.	Percent	Cum.
-----+-----			
Male	156	34.44	34.44
Female	278	61.37	95.81
Non-binary / third gender	15	3.31	99.12
Prefer not to say	4	0.88	100.00
-----+-----			
Total	453	100.00	

As a transfer student, would a 1- or 2- credit class during your first semester at Ramapo that helped orient and acclimate you to the college have helped you? [asked only of transfers]

transferorient	Freq.	Percent	Cum.
No, that would have been a waste of tim	18	45.00	45.00
Maybe that would have helped me	21	52.50	97.50
That definitely would have helped me	1	2.50	100.00
Total	40	100.00	

Scheduling all my classes and fitting them in with my life

them in with my life	Freq.	Percent	Cum.
Extremely difficult	34	7.64	7.64
Somewhat difficult	140	31.46	39.10
Neither easy nor difficult	110	24.72	63.82
Somewhat easy	125	28.09	91.91
Extremely easy	36	8.09	100.00
Total	445	100.00	

Taking the requirements there are to finish my degree

finish my degree	Freq.	Percent	Cum.
Extremely difficult	9	2.02	2.02
Somewhat difficult	109	24.49	26.52
Neither easy nor difficult	139	31.24	57.75
Somewhat easy	137	30.79	88.54
Extremely easy	51	11.46	100.00
Total	445	100.00	

Finding the right person to get advising on finishing

advising on finishing	Freq.	Percent	Cum.
Extremely difficult	29	6.56	6.56
Somewhat difficult	98	22.17	28.73
Neither easy nor difficult	110	24.89	53.62
Somewhat easy	133	30.09	83.71
Extremely easy	72	16.29	100.00
Total	442	100.00	

Getting the right classes that I need when I need them

when I need them	Freq.	Percent	Cum.
Extremely difficult	47	10.56	10.56
Somewhat difficult	130	29.21	39.78
Neither easy nor difficult	108	24.27	64.04
Somewhat easy	125	28.09	92.13
Extremely easy	35	7.87	100.00
Total	445	100.00	

Finding enough time to study and prepare for my courses

for my courses	Freq.	Percent	Cum.
Extremely difficult	39	8.76	8.76
Somewhat difficult	140	31.46	40.22
Neither easy nor difficult	132	29.66	69.89
Somewhat easy	117	26.29	96.18
Extremely easy	17	3.82	100.00
Total	445	100.00	

Finding an internship or co-op for hands-on learning

hands-on learning	Freq.	Percent	Cum.
Extremely difficult	81	18.24	18.24
Somewhat difficult	146	32.88	51.13
Neither easy nor difficult	167	37.61	88.74
Somewhat easy	39	8.78	97.52
Extremely easy	11	2.48	100.00
Total	444	100.00	

[Prompt with mission and pillars]

I was familiar with the mission and pillars before seeing this question

this qu	Freq.	Percent	Cum.
Strongly agree	90	20.41	20.41
Somewhat agree	156	35.37	55.78
Neither agree nor disagree	76	17.23	73.02
Somewhat disagree	72	16.33	89.34
Strongly disagree	47	10.66	100.00
Total	441	100.00	

My major's courses align well with the college's mission

the college's mission	Freq.	Percent	Cum.
Strongly agree	157	35.84	35.84
Somewhat agree	185	42.24	78.08
Neither agree nor disagree	84	19.18	97.26
Somewhat disagree	7	1.60	98.86
Strongly disagree	5	1.14	100.00
Total	438	100.00	

My major gives me the opportunity to explore international and/or intercultural issues often

and/or	Freq.	Percent	Cum.
Strongly agree	129	29.32	29.32
Somewhat agree	146	33.18	62.50
Neither agree nor disagree	109	24.77	87.27
Somewhat disagree	45	10.23	97.50
Strongly disagree	11	2.50	100.00
Total	440	100.00	

My major often uses multiple disciplines to analyze a single topic

single topi	Freq.	Percent	Cum.
Strongly agree	114	26.03	26.03
Somewhat agree	191	43.61	69.63
Neither agree nor disagree	106	24.20	93.84
Somewhat disagree	19	4.34	98.17
Strongly disagree	8	1.83	100.00
Total	438	100.00	

I often engage with experiential or hands-on learning

or hands-on learning	Freq.	Percent	Cum.
Strongly agree	121	27.56	27.56
Somewhat agree	165	37.59	65.15
Neither agree nor disagree	97	22.10	87.24
Somewhat disagree	44	10.02	97.27
Strongly disagree	12	2.73	100.00
Total	439	100.00	

I wish that Ramapo offered more classes that are...

mode	Freq.	Percent	Cum.
100% in-person, traditional classroom e	107	24.83	24.83
Hybrid, with a portion of class that me	154	35.73	60.56
Online synchronous classes, where stude	23	5.34	65.89
Online asynchronous classes, with prere	147	34.11	100.00
Total	431	100.00	

As you know, most classes Ramapo offers are four-credit classes that stretch across 15-weeks in the fall and spring semesters, which means the typical route for students who start college here finish with 32 classes at graduation. If the college began to offer, in addition to the usual four-credit classes, two-credit classes that took up half terms, like this:

Normal 4-credit 15 week semester in the fall or spring	
First session 2-credit course	Second session 2-credit course

...what would be your reaction?

- ☐ I would welcome it because it would allow me to take more classes during my time here
- ☐ I would welcome it because Ramapo courses feel like they have too much material
- ☐ I would not welcome it because it seems confusing
- ☐ I would not welcome it because the shorter courses would not have enough material
- ☐ I would prefer two credit courses that take the full fifteen week semester over this idea
- ☐ I fear that professors would try to squeeze too much into two-credit classes

twocredit	Freq.	Percent	Cum.
I would welcome it because it would all	148	33.94	33.94
I would welcome it because Ramapo cours	24	5.50	39.45
I would not welcome it because it seems	48	11.01	50.46
I would not welcome it because the shor	23	5.28	55.73
I would prefer two credit courses that	18	4.13	59.86
I fear that professors would try to squ	175	40.14	100.00
Total	436	100.00	

Ramapo offers many majors (10-14 classes) and minors (5-6 classes), but there are proposals for smaller recognitions where students could earn concentrations, certificates, badges, or mini-minors that might entail just three or four classes. What do you think of those new proposals?

badges	Freq.	Percent	Cum.
That would be great and I would definit	292	67.44	67.44
That sounds good for others but I would	112	25.87	93.30
That sounds a bit gimmicky for college-	29	6.70	100.00
Total	433	100.00	

Staff Survey Data

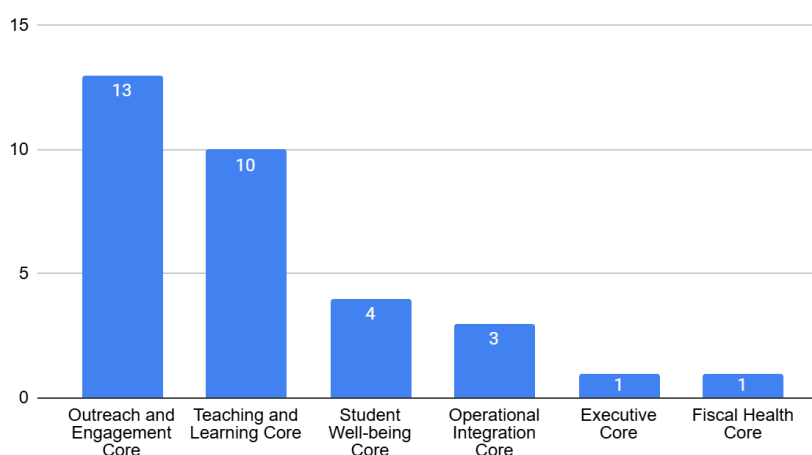
Staff Feedback - Executive Summary of Recommendations from the Liberal Arts Curriculum Task Force

The Task Force on Liberal Arts Curriculum Structures sought staff feedback on its Executive Summary outlining recommendations to the Provost on establishing curricular structures that support the Ramapo Liberal Arts experience.

Feedback was captured using a survey advertised in the Daily Digest on September 22, 2025, and September 24, 2025, as well as via an email distributed to the Ramapo Staff Association membership on September 23, 2025. Staff were asked to read the linked Executive Summary and rate their agreement with the six recommendations using a **5-point Likert scale (1=Strongly Disagree, 5=Strongly Agree)**. A space for comments was included.

Survey responses were collected between September 22, 2025, and September 24, 2025. Thirty-four (34) staff members representing each Core and 23 units responded.

What Core are you a member of?



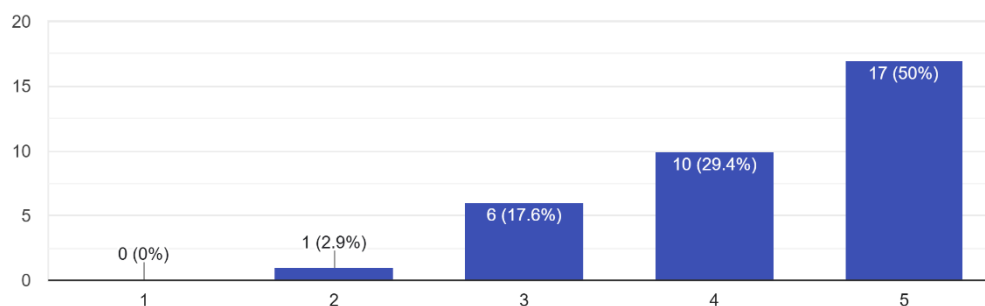
Units:

ASB	Center for Health and Counseling Services	Office of Financial Aid
Admissions	Center for Student Success	Office of the President
Alumni Relations	Events & Conferences	Institutional Research
Business Services	Institutional Advancement/Foundation	Roukema Center for International Education
Contemporary Arts	ITS	Registrar
Center for Student Involvement	Library	Social Science and Human Service
Center for Reading and Writing	Operational and Administrative Integration	
Communications Workers of America	Office of Specialized Services	
Cahill Career Development Center		

Results

Recommendation #1: Reimagine the Ramapo Core: A Unified Liberal Arts Foundation

34 responses



Responses

I like the idea of more than a single faculty member overseeing all of FYS, and there being something for Transfer students. Transfers often do not have time / room for an extra class, but they should have something more than the mini orientations they have now. I also think that simplifying the gen ed curriculum would be good. I think students get confused with the standard Gen ed requirements vs. the Categories.

I think a transfer FYS class is going to slow students down and is not necessary. I think a senior capstone for all majors is going to be challenging to fit in for the sciences. Ramapo seems to be moving away from its liberal arts mission and more towards professional training in general so this seem antiquated in approach.

I don't believe FYS should be topic based. It should be a common curriculum and focus on their transition and engagement on campus.

I would like to see more common elements and assessments across FYS sections, I would like to see additional options for the Qualitative Category taking into consideration the student's major and the challenges students face with math based courses.

I'm concerned about transfer students and it reads a bit like "we thought about it, but nothing works" and that is concerning. I'm intrigued by the common senior capstone.

Tor the FYS Steering group, I'd like to see the continued inclusion of the Peer Facilitation Program in the Steering Group (i.e., FYS Committee currently) and the priority addition of a Transfer Seminar.

I think that aligning the GE curriculum with the college's pillars makes sense. I'm concerned about adding an FYS-like requirement for transfer students, many of whom do not need additional elective credits.

I hope that the FYS revision will continue to allow opportunities for staff to teach an FYS course.

If Ramapo implements a capstone requirement, how does this impact programs that already have a capstone course?

Students mostly associate themselves with programs rather than schools and this points to shared values and a shared experience across our curriculum.

1c) Talks about Transfer students but our International students also face unique challenges acclimating to Ramapo; Many of them may not have access to the FYS book prior to their arrival on campus.

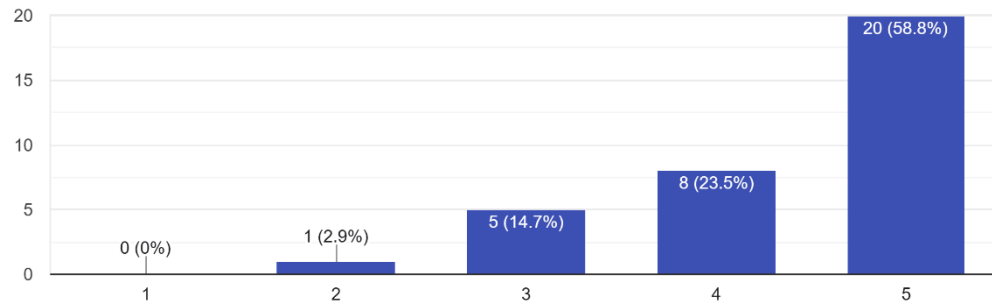
Appreciate the attention to Transfer students, since that was me some 30 years ago. I felt left out since I was a Transfer student

I offer a few considerations in response to recommendation 1:

- *I hope FYS maintains the summer reading as part of its delivery since this is not explicitly stated.*
 - *Perhaps the development/delivery of MOOC-like webinar as a mandatory but non-credit bearing virtual session for transfer students could assist with their orientation needs.*
 - *Given the language about fewer requirements for GE, implementation strategies might seek to align with NJ statute and peer norms which generally assert a minimum/average of 120 credits.*
-

2. Reinforce Mission and Pillars Across the Curriculum and Assessment

34 responses



Responses

The statements sound nice, but there is no indication of what this actually means.

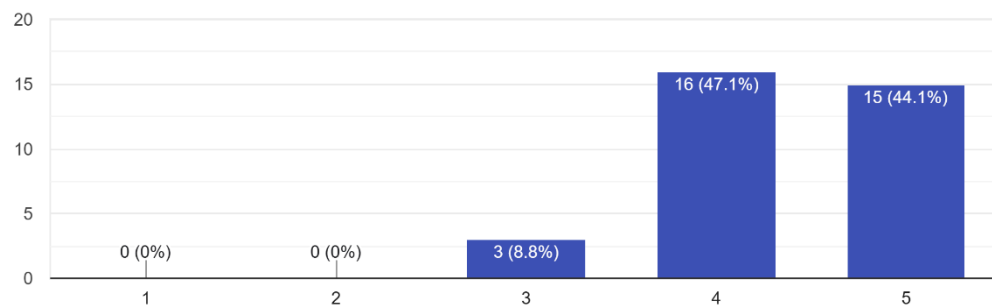
I assumed this was happening already.

I feel we do not have a strong assessment culture here and reinforcement of our mission and pillars across will have everyone think more about a unified vision.

I recommend that implementation strategies also include ensuring content in program descriptions, course descriptions, and course syllabi clearly infuse mission and pillars so that the foundational curricular resources are what informs the language used in any comms, marketing, and admissions content.

3. Build Engagement Through Co-Curricular Learning

34 responses



Responses

The old schedule structure where there were standardized free hours for students made it much easier for student facing organizations to schedule meetings during the day, and for students to attend their chosen events around campus. The cafeteria is easier to navigate with the current schedules, but I'm willing to adjust my personal lunch break or wait a few extra minutes for my soup.

I like this idea, but currently I find faculty saying they cannot require anything outside of the class time, so I don't know how you make this work.

Based on past attempts in this effort it very easily becomes over complicated and difficult in tracking event participation and overall engagement on a points system. Submission of writing reflections as assignments is likely better for tracking than purely attendance.

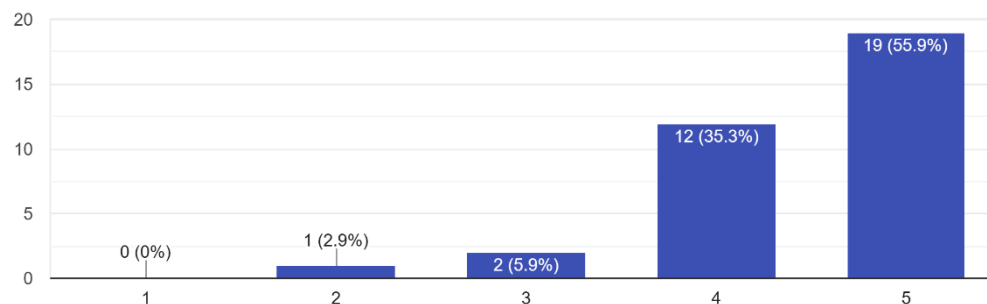
With the review of time blocks, current common hours need to be maintained or expanded to additional days. Depending on what co-curricular learning options look like, funding is always a concern. Since all Platinum funding was moved out of CSI 5+ years ago, faculty seem to be struggling to get funding for current co-curricular opportunities and this could get worse.

I strongly agree with the establishment a faculty/staff working group to nominate co-curricular experiences. We used to have this group as the CEC Design Team, and it created synergy.

Implementation strategies might also consider emphasizing "encouragement" alongside "inviting" when referencing student engagement/participation in co-curricular experiences.

4. Ensure Credit Equity and Expand Interdisciplinary Access

34 responses



Responses

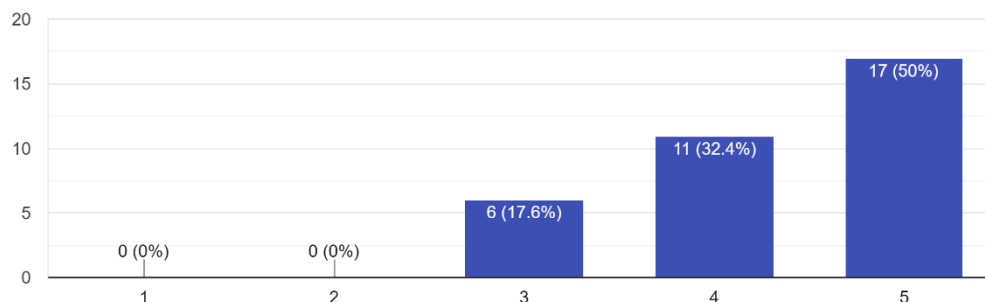
Reviewing majors to ensure they are not overburdening students is a good idea, we just need to be cautious about watering things down - we need to ensure that students are gaining a full and deep knowledge of their chosen major content.

I think this recommendation may need further exploration, perhaps consider a reduction in school core requirements rather than removal. Will removing school core requirements disproportionately affect pre-professional programs? How do we balance removal with accreditation requirements?

Reading the executive summary prompted me to review Policy 300KK and I noticed that the policy has a 68 credit limit (as opposed to 64 in the summary). Also, if this summary gets posted, a link to the policy would be helpful.

5. Offer Scaffolded High-Impact Experiential Learning Opportunities for All Students

34 responses



Responses

There should be opportunities for as many students as possible to participate in hands-on components of their major fields.

Survey campus offices to determine possible internship opportunities on campus

Strongly agree with Deans and faculty should work with Cahill center to standardize and expand experiential learning opportunities and provide industry-aligned, flexible pathways for PRICE experiences. I recommend adding to this that we consider cost of creating and scaling these experiences. (E.g., our professional programs like Nursing and Social Work have staff whose positions are dedicated to this work, and these students also engage with the Career Center for career development.)

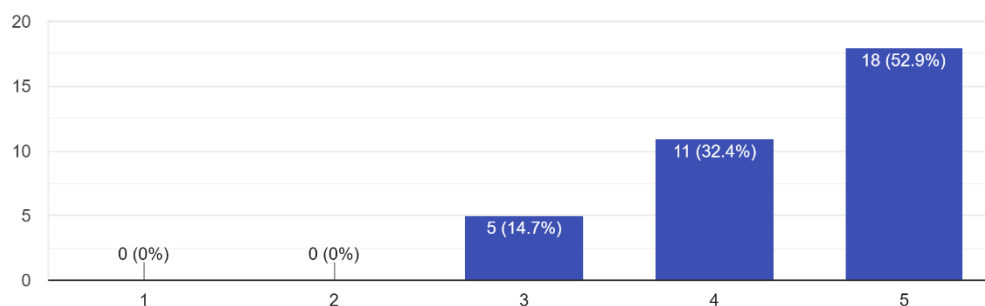
Many of our programs already have a version of this in their coursework, but this would be valuable to all students. Alongside this, we could benefit from a re-envisioning of the COOP/Internship program/courses.

Even though we mention ALL students here, would including something like this to ensure our commitment especially for students facing extra challenges, who might need extra support in order to participate in Co-op experiences?

Implementation Priorities: #2. "Deans and faculty should work with Cahillflexible pathways for PRICE experiences that are accessible to all students, including international, transfer, and nontraditional students."

6. Increase Curricular Flexibility Through 2-Credit Courses

34 responses



Responses

I like the idea of having more 2 credit courses. It would allow students to fit in additional topics and experiences without needing to overload. Adjusting major requirements would be challenging, but with departmental buy-in it could be done.

There are not enough two credit options for students. For students who take MATH 022, withdraw from a class, etc and have a scholarship, they need those two credit electives to hit their credit number for their scholarship. Often times the two credit electives reach capacity forcing the student to consider winter/summer courses which can cause a financial burden.

I think studying this is a good idea, but implementation may present challenges.

Agree with more 2 credit courses, but I think 4 credit standard should be reevaluated, as it makes it difficult for transfer students

Giving options to students to create flexibility seems like a great idea.

Could this priority be written more broadly to support adjusting credit for lecture/lab courses and to consider 1-credit courses, too?

Will 2 credit courses be available in hybrid or online formats?

This would allow students an opportunity to WD from something later in the term and still have an opportunity to add. We can utilize session I and session II and can create courses that would be beneficial to a number of students. In previous institutions, I have seen things like: Programming Basics, Power Point, Excel, Access, etc.

Summary of Faculty Feedback

Faculty first engaged with our summary-draft at Unit Councils (8/27/25) where often-intense discussion ensued. Additional “listening” sessions were held at Faculty Forum (9/3/5) and in a Webex session (9/17/25). The following is a list of the areas of feedback, synthesized from these various sessions, and organized following this report’s recommendations.

1. Ramapo Core

- Concerns that our TF is (too) focused on Gen Ed and/or not coordinating with GECCo.
- Broad support for a smaller gen ed.
- Broad support for revamping and semi-standardizing FYS.
- Broad support for senior capstone in the RamaCore.⁶
- Equity for transfers
- If we are emphasizing / valuing the RamaCore, we should have more full-time faculty teaching in it (especially FYS). Also, many faculty can’t, due to their program’s obligations.
- If FYS is so important and we’re rebranding, why not call it a RamaCourse?⁷
- Support for an additional *something* for transfers.
- Capstone: team-teaching?

2. Mission & Pillars

⁶ TF note: it was explained to faculty that contrary to popular belief, NJ Transfer only exempts Transfers (with AA/AS) from our *100/200 level gen eds*, and *not* from any upper level gen eds. As an aside, might GECCo need to ensure that the “existing” Gen Eds are 100/200 only?

⁷ TF follow-up: ditto Senior Capstone aka SYS

- Need for clarity with respect to integrate the mission and pillars across the 4 year experience
- 3. Co-curricular component
 - Broad support
 - Could be majors-based rather than course-based.
 - Wide variety of types of things that could count (including club events, sporting events, workshops, and virtual events)
 - Need for a common hour/block (e.g. Weds afternoon) for this type of programming.
 - Concern that a portfolio adds a level of bureaucracy.
- 4. Program size, degree structure, interdisciplinarity
 - Broad support for removing double-counting limitations⁸
 - Individual faculty from most schools had no concerns with eliminating school cores, given that courses can be embedded in majors instead.
 - What happens to Second Languages?
 - Encourage (more) programs to recommend second languages to students as a complement to their majors (e.g. Nursing, health professions, business)
 - Will students actually take advantage of opportunities to explore?
 - Interdisciplinarity is more than just course / program content, it is also team-teaching, etc
 - Advising, mentoring, guidance to students will be important. Create decision trees?
 - Reducing large majors down to 64 credits:
 - i. Accreditation compliance issues. However ASB supportive of moving material from the school core into majors, and incorporating 2-credit courses where possible.
 - ii. TAS. Most TAS majors are >64 credits, as high as 88. Very strong fear that removing 25% of a major's credits would mean students are less competitive. It was noted that several years ago the lab science majors had to cut courses to make room for the Lab Credits (and at the same time, labs were reduced in length by 25%). Conveners noted that many of a major's credits are outside the discipline (in math and other science areas), and these are necessary prerequisites to the major's upper level courses. There was very strong support in TAS for eliminating the double-counting limits; a student in a credit-heavy major would be able to obtain up to 3 minors by only taking 1 or 2 more courses (and still leaving room for gen ed and free electives). Conveners asked for evidence that students will benefit from a smaller science major. There was also concern about the impact on articulated programs.

5. PRICE

⁸ The TF notes that there are a few specific instances where there would still be some form of double-counting; e.g., a Biology Major could not also get a Biology Minor; some specific major-concentration/minor combinations.

- Resources for students & faculty; equitable access for students; are there adequate opportunities if we require more students do these?
 - Roukema Center seems disconnected, likely due to recent personnel changes and not (re)finding their footing.
 - Cahill Center seems career-focused, no longer seems to have the Service component it once had.
 - Opportunities to reexamine Pathways.
 - Opportunities for local/regional field excursions, rather than only Study Abroad and Service trips.
6. Curricular flexibility
- Faculty across the board at Faculty Forum loved the idea of 2-credit courses (HGS was neutral!), and the 7-week schedule. Excitement at being able to offer more “bite-size” content chunks, and the benefit these would have to students.

Additional comments:

- Some faculty wondered why “we” were so eager to make changes if we are doing fine, and have good enrollment.
- Piggybacking courses (2 courses meet at same time, e.g. a 2xx and 3xx, the 3xx students have additional assignments). Would make it more likely for a given class to not be cancelled due to underenrollment.
- Transparency for students (and faculty): supporting materials (website, how to find requirements such as GE, plain-language versions of policies for students).
- Importance of communicating the need to *fund* initiatives that engage the mission/pillars. For example: international experiences, on- and off-campus, invited speakers, study abroad, language meet-and-greets, etc.
- Faculty development for teaching / considering pillars (especially intercultural & international - not all faculty are comfortable here)
- Sustainability is in our mission, where is it here?
- College pride among alumni: do we have it?! The Capstone, and Co-curricular Component are places where this may grow.

Additional Faculty Feedback about removing School Cores

Faculty were supportive of removal of school cores once they understood that those elements that they wanted to keep could be moved into a major’s requirements. Faculty outside HGS noted that several non-HGS programs strongly encourage second languages to complement their curriculum and enhance employability. Faculty in multiple schools noted that if the double-counting limits were removed (or largely so), the numbers of students getting minors would likely increase substantially. Regarding the size of majors (64 credits): faculty in accredited majors noted that their hands were largely tied, and that exemptions to this limit might be needed, even if some requirements were changed to 2-credit courses. TAS faculty in non-accredited programs larger than 64 credits had major concerns with the notion of reducing the sizes of their majors, citing employability of their majors; they noted the interdisciplinary nature of the majors (large numbers of prerequisite courses outside the major’s discipline- which, with the current double-counting limits, meant that these students could not equitably obtain a minor

without far exceeding the minimum number of credits required for that minor); that the sizes of these majors was inflated by the addition of lab credits (and concurrent reduction in lab time). Those faculty also noted that with the “lab credits” curriculum change, fewer faculty were able to engage in research with students, and conversely, of the students conducting research, far fewer did so for credit.

Agendas and Minutes

The Task Force Meetings created more than 40 pages of agendas and minutes that reflect discussion items from 6 months of meetings. These are available to the Provost.

Proportion of Graduates with Minors by School:

