



KEAN

WORLD-CLASS EDUCATION



Periodic Review Report Committee

Committee Chairs

Don Marks; Susan DeMatteo

Subcommittee Chairs

Standard 2	Jane Webber Phil Connelly
Standard 7	Suzanne Bousquet Audrey Kelly
Standard 14	Jessica Adams Brian Teasdale
Finance & Enrollment	Yoshi Manale
Verification of Compliance	Janice Murray-Laury Geri Benedetto

Subcommittee Report Presentations

- ▶ **Standard 2 – Planning, Resource Allocation, and Institutional Renewal**
Presenters: Jane Webber, Kristina Junkroft, Joe Amorino
- ▶ **Standard 7 – Processes to Assess Institutional Effectiveness**
Presenter: Sue Bousquet
- ▶ **Standard 14 – Processes to Assess Student Learning**
Presenters: Brian Teasdale, Jessica Adams
- ▶ **Enrollment and Financial Trends**
Presenter: Yoshi Manale, Jennifer Kanellis, Benito Sanchez



Standard 2

Planning, Resource Allocation, and Institutional Renewal

Committee Chairs:

Jane Webber; Phil Connelly

Committee Members:

Joe Amorino

Kristina Junkroft

Marsha McCarthy

Cao Jiang (WKU)

Standard 2

Expectations

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal, implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

- 1. What are the planning , decision-making, and budgeting processes ?**
- 2. How are resources deployed to achieve each goal?**
- 3. How are these processes integrated, linked, and assessed?**
- 4. How is institutional vigor shown through improved approaches, collaboration vs. silo, and dynamic vs. static processes**

Required Elements

- 1. Clearly stated goals and objectives or strategies**
- 2. Clearly communicated planning and improvement processes with constituent participation and assessment results**
- 3. Well-defined decision-making processes and authority that facilitates planning and renewal assignment of responsibility for improvements and assurance of accountability**
- 4. Assignment of responsibility for improvement efforts, and their results**
- 5. Record of institutional and unit improvement efforts, and their results**
- 6. Periodic assessment of the effectiveness of planning, resource allocation, and institutional renewal processes**

Steps for Review

- ▶ **Examined each of the 10 goals of the strategic plan.**
- ▶ **Dialogued with key administrators and staff.**
- ▶ **Examined documents and evidence.**
- ▶ **Color coded the status of each goal.**

Green: Completed

Yellow: On the Way–In Progress

Pink: In conversation–In Discussion

Red: To be Rescheduled or Rethought

Strategic Plan Interviews

Phil Connelly	Executive Vice President of Operations, Wenzhou Kean
Len Dolan	Director, Fire Safety
Sophia Howlett	Vice President of Academic Affairs
Cao Jiang	Wenzhou Kean Associate Dean, College of Business and Public Management
Steve Kobo	Active Associate Vice President, Kean Ocean
Suzanne Kupiec	Environmental Health and Safety Director
Joseph Marinello	Director, Computer and Information Services
Marsha McCarthy	Associate Vice President of Enrollment Management
Janice Murray-Laury	Vice President for Student Affairs
Anthony Santoro	Director, Computer and Information Services
Joe Sarno	Managing Assistant Director, Office of the Vice President for Student Affairs
Felice Vazquez	Associate Vice President for Strategic Initiatives
Ana Zsak	Director, Department of Public Safety/ Police

Evidence: Institutional Planning and Budgeting

- ▶ **2013-2020 Strategic Plan**
- ▶ **Wenzhou Kean Strategic Plan**
- ▶ **Kean Ocean Strategic Plan**
- ▶ **Middles States Report**
- ▶ **Annual Budget**
- ▶ **Qualitative interviews**
- ▶ **June 2016 Review of Strategic Plan**
- ▶ **Student Affairs Assessment Results and Recommendations 2016**
- ▶ **Kean Ocean Master Plan**

Strategic Plan Review: Cross-Cutting Themes

- ▶ **Units and members benefit from ongoing dialogues about the strategic plan**
- ▶ **Interviews promote self-examination and progress**
- ▶ **Strategic plan activities drives resource allocation**
- ▶ **Educational goals linked to computer access for all students**
- ▶ **Federal and state regulations drive safety and risk management**
- ▶ **Collaboration among units essential to achieve student goals**
- ▶ **Globalization of Kean's programs, faculty, and students**

Goal 1

Programs/Excellence

- ▶ **Newest doctorates: Physical Therapy and Speech-Language Pathology**
- ▶ **Doctorates in progress: Occupational Therapy and Counselor Education**
- ▶ **New Programs: Architecture and Physician's Assistant**
- ▶ **APA accreditation for PsyD Program**
- ▶ **10 year Occupational Therapy Program accreditation**

Goal 1: To locate Kean University as a focal point of ongoing and transformational educational engagement for all by offering undergraduate and graduate (including doctoral) programs that are responsive to local and national needs while building upon our strengths, and utilizing best practice in the disciplines/professions

Goal 2

Attract and Retain Students

- ▶ **Promote unique and outstanding programs in education, health science, sustainability**
- ▶ **Strengthen academic advisement to improve retention**
- ▶ **New GE curriculum and first year experience, T2K**
- ▶ **Streamline application process with Common Application**

Goal 2. To attract and retain more full-time, first-time undergraduate students, transfer and graduate students

Goal 3

Attract Faculty and Staff

- ▶ **College assessment of professional development needs**
- ▶ **Increase international faculty**
- ▶ **Five year cycle to replace faculty office computers**
- ▶ **Adjunct faculty invited to professional development activities**
- ▶ **Faculty requirements to meet accreditation needs**

Goal 3: To retain and further attract world class faculty and non-teaching staff

Goal 4

Diversity and Social Justice

- ▶ **Reorganizing Spanish Speaking Programs, Passport**
- ▶ **National Student Survey of Engagement (NSSE) utilization**
- ▶ **Record of diversity**
- ▶ **Veteran and Military Lounge; Commuter Resource Lounge**
- ▶ **Proactive student affairs planning and collaboration**

*Goal 4:
Recognizing our
historical
excellence in
diversity, to build
further a campus
environment that
reflects our
institutional
commitment to
equity, inclusivity
and social justice*

Goal 5

External Opportunities

- ▶ **Programs with global dimension**
- ▶ **Quality First Initiative 2016 to build community**
- ▶ **STEM Incubator with shared office space**
- ▶ **Small Business Development Center for Union County startups**
- ▶ **Executive English Program and internships in China for WKU and KU**
 - ▶ **Leadership and Services program initiatives at KO and WKU**

Goal 5: To provide world-class external opportunities to members of the Kean University community, thereby widening our community beyond the physical campuses, by substantially augmenting our academic, cultural, economic and community partnerships at three distinct levels: the local; regional and national; and international.

Goal 6

Globalized University

- ▶ **Ongoing globalization of curriculum**
- ▶ **Recruitment of international students**
- ▶ **Immersion experience at Kean USA for WKU students**
- ▶ **Support structures on campus for international students and faculty**

Goal 6: To become a globalized university: uniquely global, uniquely Kean

Goal 7

Resource Allocation

- ▶ **University Planning Council activities**
- ▶ **Maintain funding levels for resource allocation**
- ▶ **Board of Trustees' annual budget review to ensure long-term financial strength**
- ▶ **Market-responsive academic program development fund to support strategic enrollment growth**

Goal 7: To establish a revenue flow, and financial planning and resource allocation processes that are sufficient, dependable, and consistent to support Kean University's ongoing financial obligations and future ambitions, in light of ongoing reductions in public funding

Goal 8

Multi-campus Facilities

- ▶ **Public-private partnership for dorm construction**
- ▶ **Faculty housing construction at KUSA and WKU**
- ▶ **KO building completed and operating**
- ▶ **Master Plan and Kean Ocean Strategic Plan revised**
- ▶ **Highlands capital development plan completed**

Goal 8: To enhance and build facilities that will support the growth of Kean as a multi-campus, increasingly residential and partner-oriented institution situated in multiple and diverse communities

Goal 9

Technology Resources

- ▶ **Expanded computing capabilities to use any device anywhere on campus at any time**
- ▶ **Virtual connections established among all campuses**
- ▶ **Faculty laptop replacement cycle in progress**
- ▶ **Online learning strategy**

Goal 9: To ensure that all students, faculty, and administrators at all Kean sites are provided with the technological resources and innovative technological solutions required to meet Kean's fast changing and increasingly complex instructional, research and administrative needs

Goal 10

Health and Safety

- ▶ **Best cultural practices for personal and institutional safety at all university sites**
- ▶ **Best practices for pre- and post-incident procedures and responses continuously adapted to respond to world challenges**

Goal 10: To develop, operationalize, and sustain a forward-thinking culture of public health and safety awareness rooted in adherence to all external and internal standards (fire, safety etc.), and reaching out to every aspect of Kean University life (personal, educational, and institutional)



Standard 7

Processes to Assess Institutional Effectiveness

Committee Chairs:

Audrey Kelly; Suzanne Bousquet

Committee Members:

David Joiner

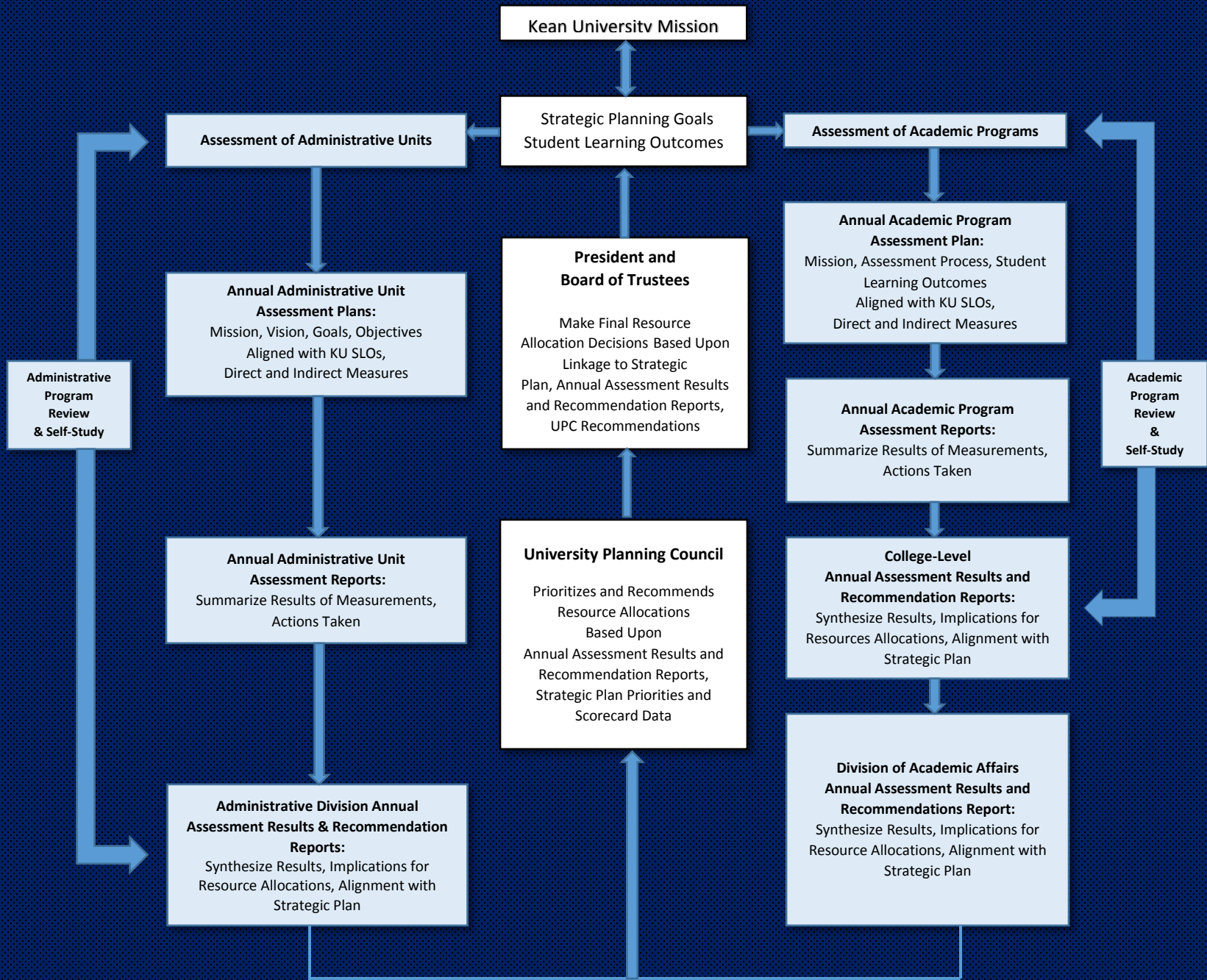
Xurong Kong

Shiji Shen

Standard 7 Subcommittee

Action:

**Describe Organized and Sustained Process to Assess
Institutional Effectiveness**



Kean University Mission



Strategic Planning Goals
Student Learning Outcomes



Assessment of Academic Programs

**Annual Academic Program
Assessment Plan:**
Mission, Assessment Process, Student
Learning Outcomes
Aligned with KU SLOs,
Direct and Indirect Measures

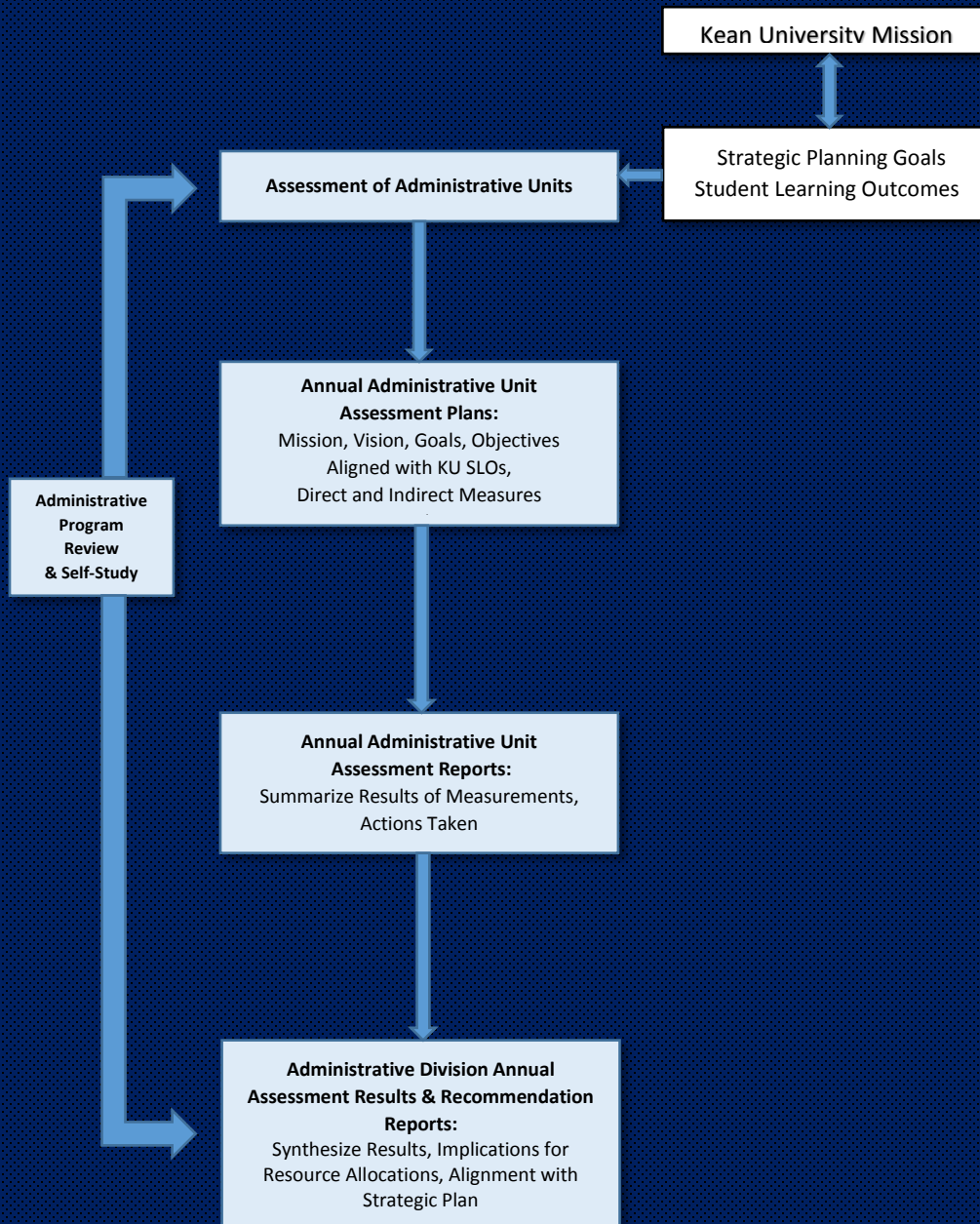
**Annual Academic Program
Assessment Reports:**
Summarize Results of Measurements,
Actions Taken

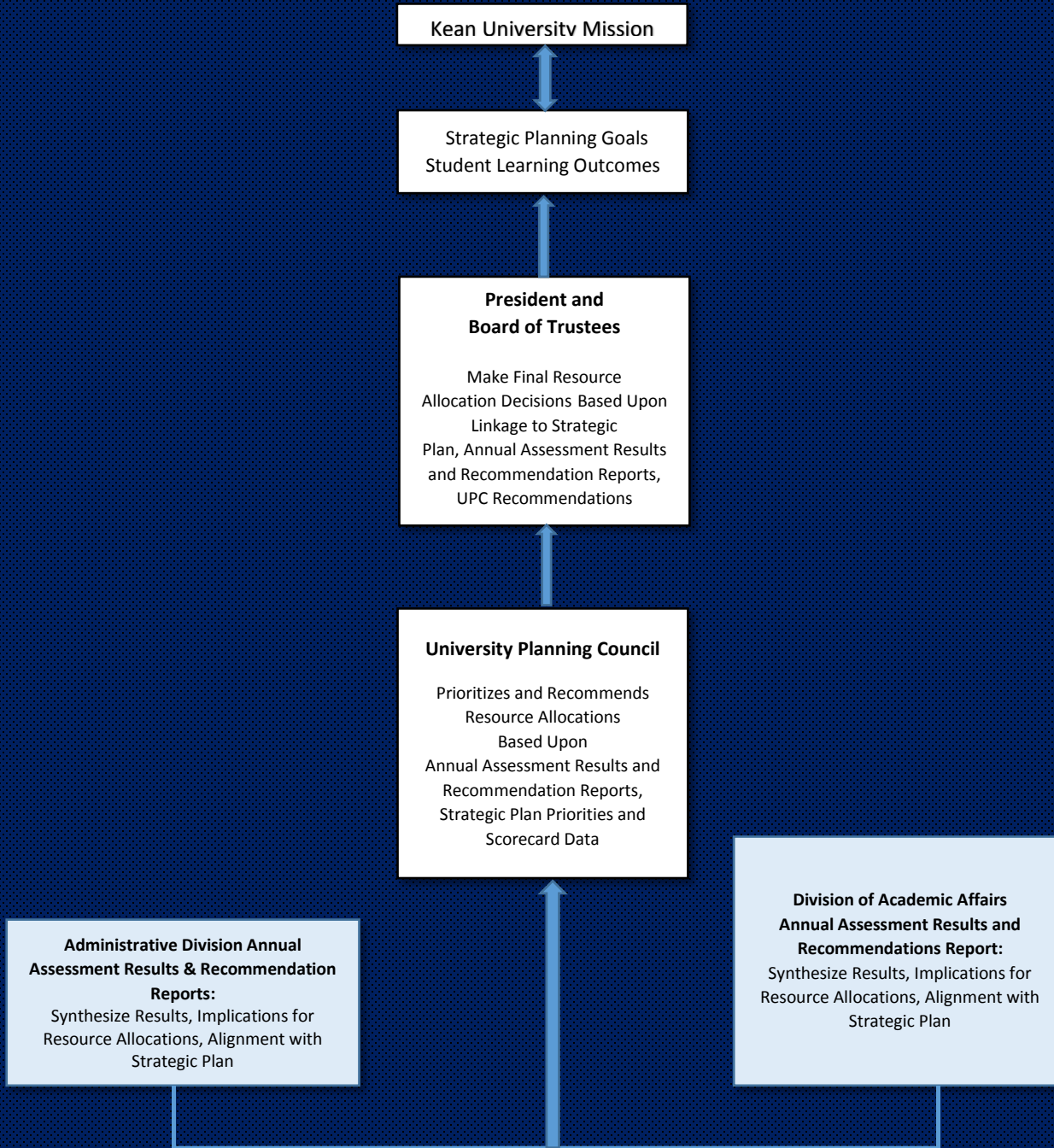
**College-Level
Annual Assessment Results and
Recommendation Reports:**
Synthesize Results, Implications for
Resources Allocations, Alignment with
Strategic Plan

**Division of Academic Affairs
Annual Assessment Results and
Recommendations Report:**
Synthesize Results, Implications for
Resource Allocations, Alignment with
Strategic Plan

Academic
Program
Review
&
Self-Study







Kean University Mission

Strategic Planning Goals
Student Learning Outcomes

President and Board of Trustees

Make Final Resource Allocation Decisions Based Upon Linkage to Strategic Plan, Annual Assessment Results and Recommendation Reports, UPC Recommendations

University Planning Council

Prioritizes and Recommends Resource Allocations Based Upon Annual Assessment Results and Recommendation Reports, Strategic Plan Priorities and Scorecard Data

Administrative Division Annual Assessment Results & Recommendation Reports:

Synthesize Results, Implications for Resource Allocations, Alignment with Strategic Plan

Division of Academic Affairs Annual Assessment Results and Recommendations Report:

Synthesize Results, Implications for Resource Allocations, Alignment with Strategic Plan

Kean University Mission

Strategic Planning Goals
Student Learning Outcomes

Assessment of Academic Programs

Annual Academic Program Assessment Plan:
Mission, Assessment Process, Student Learning Outcomes
Aligned with KU SLOs,
Direct and Indirect Measures

Annual Academic Program Assessment Reports:
Summarize Results of Measurements,
Actions Taken

College-Level Annual Assessment Results and Recommendation Reports:
Synthesize Results, Implications for
Resources Allocations, Alignment with
Strategic Plan

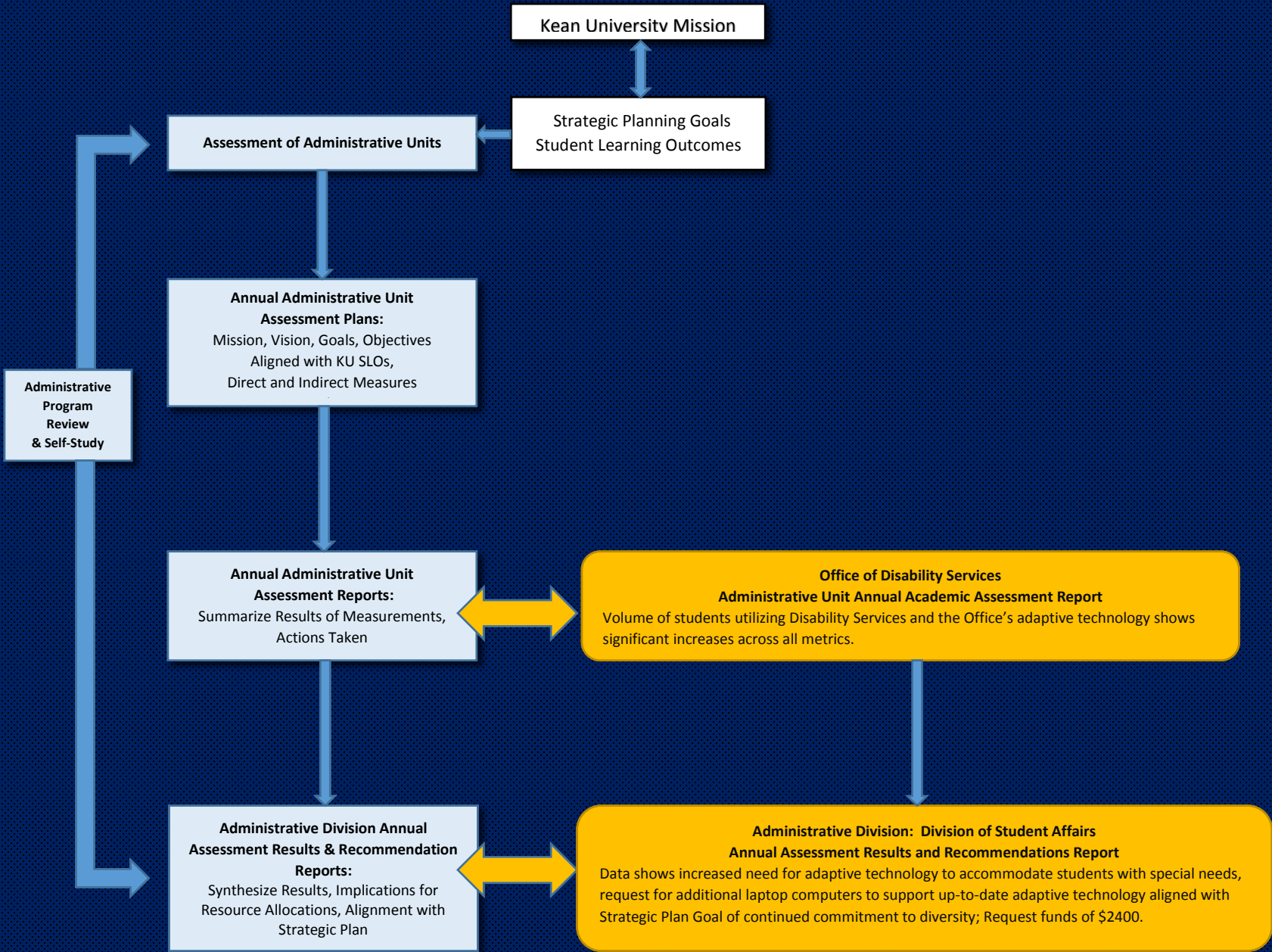
Division of Academic Affairs Annual Assessment Results and Recommendations Report:
Synthesize Results, Implications for
Resource Allocations, Alignment with
Strategic Plan

Academic Program Review & Self-Study

Professional Diploma Program in Marriage and Family Therapy Annual Academic Assessment Report
Consistently strong performance on all learning outcomes suggests readiness to proceed with self-study and application for accreditation to Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE); Request funds of \$12,740

College of Humanities and Social Sciences Annual Assessment Results and Recommendations Report
Based upon data and Strategic Plan goal to “increase the number of programs with the highest and most comprehensive certificates of excellence,” recommendation to prepare self-study and application for COAMFTE accreditation; Request funds of \$12,740

Administrative Division: Division of Academic Affairs Annual Assessment Results and Recommendations Report
Summary of outcomes assessment supports recommendation to prepare self-study and application for COAMFTE accreditation; Request funds of \$12,740



Kean University Mission

Strategic Planning Goals
Student Learning Outcomes

**President and
Board of Trustees**

Make Final Resource
Allocation Decisions Based Upon
Linkage to Strategic
Plan, Annual Assessment Results
and Recommendation Reports,
UPC Recommendations

University Planning Council

Prioritizes and Recommends
Resource Allocations
Based Upon
Annual Assessment Results and
Recommendation Reports,
Strategic Plan Priorities and
Scorecard Data

Administrative Division: Division of Student Affairs

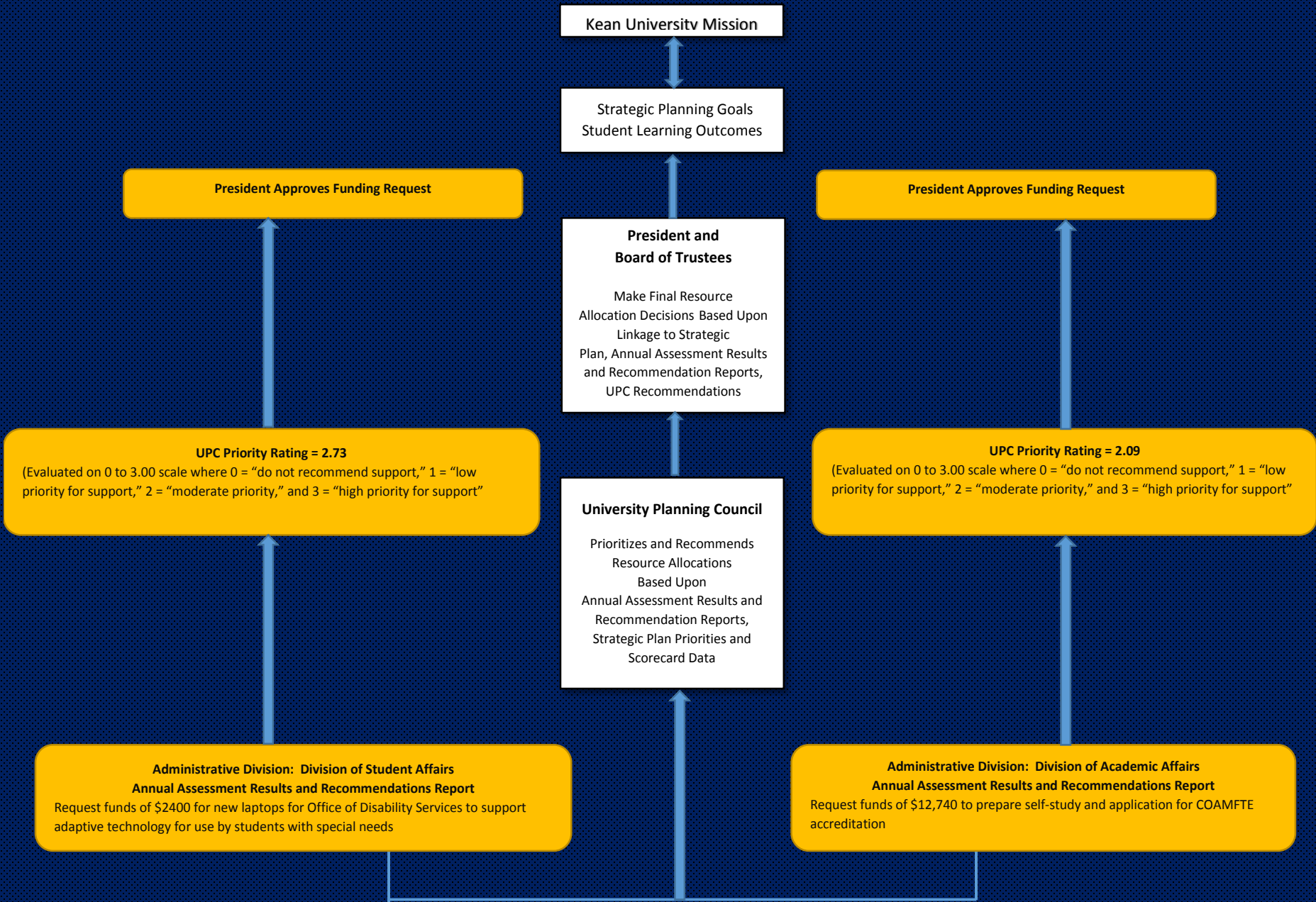
Annual Assessment Results and Recommendations Report

Request funds of \$2400 for new laptops for Office of Disability Services to support adaptive technology for use by students with special needs

Administrative Division: Division of Academic Affairs

Annual Assessment Results and Recommendations Report

Request funds of \$12,740 to prepare self-study and application for COAMFTE accreditation



Kean University Mission

Strategic Planning Goals
Student Learning Outcomes

President Approves Funding Request

President Approves Funding Request

President and Board of Trustees
Make Final Resource Allocation Decisions Based Upon Linkage to Strategic Plan, Annual Assessment Results and Recommendation Reports, UPC Recommendations

UPC Priority Rating = 2.73
(Evaluated on 0 to 3.00 scale where 0 = "do not recommend support," 1 = "low priority for support," 2 = "moderate priority," and 3 = "high priority for support")

UPC Priority Rating = 2.09
(Evaluated on 0 to 3.00 scale where 0 = "do not recommend support," 1 = "low priority for support," 2 = "moderate priority," and 3 = "high priority for support")

University Planning Council
Prioritizes and Recommends Resource Allocations Based Upon Annual Assessment Results and Recommendation Reports, Strategic Plan Priorities and Scorecard Data

Administrative Division: Division of Student Affairs
Annual Assessment Results and Recommendations Report
Request funds of \$2400 for new laptops for Office of Disability Services to support adaptive technology for use by students with special needs

Administrative Division: Division of Academic Affairs
Annual Assessment Results and Recommendations Report
Request funds of \$12,740 to prepare self-study and application for COAMFTE accreditation

Standard 7 Subcommittee

Annual Academic Assessment Plan and Report Template

Academic Program Assessment Report

INSTRUCTIONS: Page 1 of this document serves as the program's annual assessment plan. Please complete page 1 by **October 31, 2016**. Pages 2-3 serve as the program's annual assessment report. Please complete pages 2-3 by **June 30, 2017**.

COLLEGE:

ENTER PROGRAM NAME (e.g. M.A. Communication):

ACADEMIC YEAR: 2016-2017

REPORT AUTHOR:

PROGRAM STUDENT LEARNING OUTCOMES (CHECK OFF THE SLOs BEING ASSESSED):

- SLO1: Click here to enter text.
- SLO2: Click here to enter text.
- SLO3: Click here to enter text.
- SLO4: Click here to enter text.
- SLO5: Click here to enter text.
- SLO6: Click here to enter text.

DIRECT MEASURE:

DESCRIBE THE STUDENT WORK SAMPLE AND THE DIRECT MEASURE (E.G. RUBRIC) USED.

***Example:** In Research and Technology, this learning outcome is assessed based on the student's final oral presentation using the Speaker Evaluation rubric created by the Kean University Communications Department.*

The oral presentation assignment (15% of student's final grade) asks students to present their research papers, and while most students choose to use a Power Point, that medium is optional.

The rubric consists of 10 criteria and student performance is rated on a five point scale (5 = excellent).

TARGET:

SPECIFY THE EXPECTATION FOR STUDENT PERFORMANCE (e.g. minimum cut score, minimum percentage of correct answers, etc.). Include basis/rationale for the target expectation.

***Example:** A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an intermediate level course, the expectation was that 80% of students would achieve a score of 3 or higher on each criterion.*

Standard 7 Subcommittee

Academic Program Review Guidelines

Kean University

ACADEMIC PROGRAM REVIEW GUIDELINES

Overview

Program review is an ongoing process involving the faculty and others concerned with the particular academic program. The guidelines established herewith will ensure that evaluation of the academic programs will occur formally at regular intervals. This document, therefore, describes the guidelines and a timetable for the systematic evaluation of academic programs at Kean University.

Purpose of Program Review

The primary purpose of program review is to foster excellence in education. The review process, therefore, provides an opportunity for programs to identify areas of strength and address areas that need improvement. The program review process is also an important source of data for making some resource allocation decisions. Accordingly, at each level of the review process (program and dean), recommendations will be made that the University preserve the strengths of particular programs or address specific weaknesses.

Overview of Evaluation Procedures for Academic Programs

Scope of the Process

1. Definition of Academic Program

Academic programs shall be defined as programs at the undergraduate and graduate levels in the following categories:

- A. Degree-granting programs (e.g., B.A. in Psychology, B.S. in Chemistry, Master of Public Administration)
- B. Non-degree-granting programs (e.g., General Education, Learning Assistance Program, Developmental Studies)

2. Guidelines for Program Review

If the self-study report developed by the program faculty does not address such significant requirements of the program review process as outcomes assessment, then the program faculty will be expected to address those program review requirements as an addendum to the self-study report. All other programs shall be evaluated according to guidelines in this document, as approved by the Board of Trustees.

Standard 7 Subcommittee

Academic Program Review Calendar

Academic Program Review Schedule by College

*** Please contact OAA at assessment@kean.edu if any of the information below needs to be revised.

College	Primary Program [Related Programs & Options]	Last Program Review Year	Program Review Year (Due June 30 unless otherwise noted)*
Business & Public Mgmt	B.A. Criminal Justice	2013 (OAA has hard copy)	2018
Business & Public Mgmt	B.A. Public Administration	2012 (OAA has hard copy)	2017
Business & Public Mgmt	B.S. Accounting	2014 (OAA has e-copy)	2019
Business & Public Mgmt	B.S. Finance	2013 (OAA has hard copy)	2018
Business & Public Mgmt	B.S. Global Business	n/a- new program	2019
Business & Public Mgmt	B.S. Management [General Business Option, International Business Option, Management of Organizations Option, Supply Chain & Information Management]	2014 (OAA has e-copy)	2019
Business & Public Mgmt	B.S. Marketing	2014 (OAA has e-copy)	2019
Business & Public Mgmt	M.A. Criminal Justice		2018
Business & Public Mgmt	M.B.A. Business Administration [Global Management, M.B.A. Executive Option]	2013 (OAA has hard copy)	2018
Business & Public Mgmt	M.P.A. Public Administration [Public Administration (M.P.A.), Public Administration - Health Services Administration (M.P.A.), Public Administration - Non-Profit Management (M.P.A.)]	2012 (OAA has hard copy)	2017
Business & Public Mgmt	M.S. Accounting	2016 (OAA has e-copy)	2021
Education	B.A. Early Childhood Education	2014 (OAA has hard copy)	2019
Education	B.A. Elementary Education [K-6; 5-8 Options, Bilingual Education - K-6; 5-8 Options]	2014 (OAA has hard copy)	2019
Education	B.A. Recreation Administration [Therapeutic Recreation Option, Commercial Recreation Option, Community Recreation Option]	2012 (OAA has hard copy)	2017
Education	B.A. Spanish [School of Global Education and Innovation] [Teacher Certification Option]	2015 (OAA has e-copy)	2020
Education	B.A. Special Education [Teacher of Students with Disabilities] [P-3 Option, K-6 Option, K-6/5-8 Option]	2015 (OAA has hard copy)	2020
Education	B.S. Athletic Training	2014 (OAA has hard copy)	2019
Education	B.S. Physical Education [Global Fitness and Wellness, Health and Physical Education Teacher Certification Option, Adult Fitness Option]	2012 (OAA has hard copy)	2017
Education	M.A. Early Childhood Education [Early Childhood Education - Administration in Early Childhood & Family Studies (M.A.), Early Childhood Education - Advanced Curriculum & Teaching (M.A.), Early Childhood Education - Classroom Instruction - P-3 Certification (M.A.), Early Childhood Education - Education for Family Living (M.A.), Certification in Early Childhood Education P-3, Non-Degree Alt. Rta P-3]	2014 (OAA has hard copy)	2019
Education	M.A. Instruction and Curriculum [Instruction and Curriculum - Bilingual/Bicultural Education (M.A.), Instruction and Curriculum - Teaching English as a Second Language (M.A.), Non-Degree ESL/EMSE Alternate Route]	2016 (OAA has e-copy)	2021
Education	M.A. Reading Specialist - Reading Specialist [Certification in Teacher of Reading, Post-Master's Certification - Reading Specialization]	2015 (OAA has e-copy)	2020

Standard 7 Subcommittee

Annual Academic Assessment College Report Template

2016-2017 College-level Annual Assessment Results and Recommendations Report
<p>This report serves to provide a summary of results and recommendations for the College-at-large. Data from each individual program is to be addressed:</p> <p>College: _____</p> <p>Dean: _____</p>
Section 1: Summary of the State of the College
A. Enrollment and Graduation Rate Analysis
Analyze and discuss the current year's program data as compared to the previous five years of collected data for each program with respect to:
<ul style="list-style-type: none">• Program Enrollment• Graduation Rates (4-year and 6-year graduation rates)
B. Program Student Learning Outcome Assessment Data and Recommendations
For each individual program, summarize the current year's program assessment (from annual reports and program reviews) including:
<ul style="list-style-type: none">• Student learning outcomes data• Recommendations based on findings
Section 2: General Academic Planning
Using the information analyzed, discuss the following:
<ul style="list-style-type: none">• What do I open?• What do I close?• What needs to be supported?• What actions will be taken to strengthen the programs and the College-at-Large?

Standard 7 Subcommittee

Academic Affairs Division Annual Assessment Results and Recommendation Report Template

2015-2016 Administrative Divisions Annual Assessment Results and Recommendations Report

This report serves to provide a summary of results and recommendations for the Division.
Data from each individual unit is to be addressed:

Division: _____

Associate Vice President/Vice President: _____

Section 1: Summary of the State of the Division

A. Overall Summary of the Year

Analyze and discuss the current year's data as compared to the previous years of collected data for each unit under your supervision with respect to individual unit strategic goals and the university's overall Strategic Plan, as it relates to your Division.

B. Summary of Outcomes Assessment by Unit and resulting recommendations

For each individual unit, summarize the past Academic Year's outcomes assessment (from annual reports and unit reviews) including:

- Outcomes assessment data
- Recommendations based on findings (closing the loop actions)

Section 2: General Division -level Planning

Using the information analyzed, discuss the following:

- What does the Strategic Plan say we should do next?
- Should we make any changes to this Strategy? Why? (please relate to your overall summary of outcomes for the year, as above)
- What actions will be taken to strengthen the units over the coming year?
- Are there any other major changes indicated that should be made within your units?
- Are there any additional concerns or data that we should consider?
- Which of the above actions need to be supported with more resources?

Standard 7 Subcommittee

Annual Administrative Unit Assessment Plan and Report Template

2016-2017 Academic Year Administrative Unit Assessment Report Template

(Insert Unit name here)

Mission Statement: *(Write your mission statement here)*

Vision Statement: *(Write your vision statement here)*

Goals and Objectives

- A) 2013-2020 Strategic Plan Goal: Insert your division's 1st goal from the Strategic Plan here
- 1) Objective A.1 - Write your first objective here (select the appropriate **ACTION ITEMS** or **TIMELINE ITEMS** as indicated with **RED** in the 2013-2020 Kean University strategic plan. These items will represent your unit objective. If there are not objectives that are your units' primary responsibility to achieve, you may create your own unit level objectives as long as they contribute to institutional effectiveness.)
 - a) *Responsible Individual:* Who in your unit will be responsible for overseeing the achievement of this objective and who will work on this person's team?
 - b) *Measures:* Description of the measure(s) you will use to monitor your progress throughout the year. If it is not amenable to quantitative measurement, explain how progress will be measured. If you will need support from the OAA or others to collect the necessary data, explain the support you will need here.
 - c) *Timeline with milestones:* What do you expect to achieve by when throughout the year? What level on your measure(s) do you expect to achieve on these milestone date(s)?
 - d) *Implementation plan for this objective:* Description of the process you will use to achieve this objective.
 - e) *Data Results:* Provide the data results for the measurements documented above.
 - f) *Action Taken based on Data Collected:* Provide a description of what will transpire in the upcoming assessment cycle based on the data results that were collected.
 - 2) Objective A.2 (if applicable) then repeat steps a-f
- B) 2013-2020 Strategic Plan Goal: Insert your division's 2nd goal from the Strategic Plan here if applicable
- 1) Objective B.1 (repeat a-f)
- C) 2013-2020 Strategic Plan Goal: Insert your division's 3rd (if applicable) goal from the Strategic Plan here if applicable
- 1) Objective C.1 (repeat a-f)
- D) 2013-2020 Strategic Plan Goal: Insert your division's 4th (if applicable) goal from the Strategic Plan here if applicable
- 1) Objective D.1 (repeat a-f)

Standard 7 Subcommittee

Administrative Program Review Guidelines

NON-ACADEMIC PROGRAM REVIEW GUIDELINES

Overview:

Assessment is a University requirement for all units and programs.

Program review is an ongoing process involving the vice presidents, directors, managers, and staff concerned with meeting the stated goals and objectives of a non-academic unit. The guidelines established herewith will ensure that evaluation of each department will occur formally at regular intervals. This document describes the guidelines and a timetable for the systematic evaluation of all unites, programs and departments at Kean University.

A. Purpose of Program Review

The primary purpose of program review is to foster excellence. The review process, therefore, provides an opportunity for departments to identify areas of strength and address areas that need improvement. The non-academic program review process is also an important source of data for making resource allocation decisions. Accordingly, at each level of the review process (manager, director, vice president), recommendations will be made that the University preserve the strengths of particular departments or address specific weaknesses. The primary goal is to ensure that the process improves institutional effectiveness in realizing the mission of Kean University.

Overview of Evaluation Procedures for Non-Academic

Programs Scope of the Process

1. Definition of Non-Academic Program

Non-academic programs shall be defined as unites at the university that support the students or institution but are not part of the grade-granting academic experience; such as:

Non-academic program (e.g., Office of Financial Aid, Department of Human Resources, Student Leadership).

University support program (e.g., Facilities, Campus Police, Computer Services).

2. Guidelines for Program Review

All other programs shall be evaluated according to the guidelines in this document, as approved by the President of the University.

3. Frequency of Evaluation

Each department/program that is to be evaluated according to these guidelines once every three years. The schedule for review will be developed and maintained by the President and vice presidents in consultation with the directors. The review process will begin in September of each year and must be completed by June 1 of the following calendar year.

Standard 7 Subcommittee

Administrative Unit Program Review Calendar

Administrative Units Program Review Schedule

	Program Review Year 1	Program Review Year 2	Program Review Year 3
Division of the President			
Student Government	2013	2016	2019
Institutional Research	2014	2017	2020
Office of Affirmative Action Programs	2014	2017	2020
Human Rights Institute	2014	2017	2020
Holocaust Resource Center	2014	2017	2020
Diversity Council	2014	2017	2020
Division of Academic Affairs			
Library	2012	2015	2018
Accreditation & Assessment	2013	2016	2019
Center For Academic Success	2013	2016	2019
Transfer & Readmit Services	2013	2016	2019
Orientation & Registration Services	2013	2016	2019
Veteran's Services	2013	2016	2019
Education Support Services	2013	2016	2019
Intervention & Retention Services	2013	2016	2019
Career Development	2013	2016	2019
Center for Professional Development	2013	2016	2019
International Studies	2014	2017	2020
Rean Ocean	2014	2017	2020
EO/DFWP Program	2014	2017	2020
Passport Program	2014	2017	2020
Spanish Speaking Program	2014	2017	2020
DRSP	2014	2017	2020
Student Affairs			
Health Services	2012	2015	2018
Center for Leadership and Service	2012	2015	2018
Residential Student Services	2012	2015	2018
Counseling & Disability Services	2013	2016	2019
Office of Student Conduct	2013	2016	2019
University Center Administration	2014	2017	2020
Operations			
Human Resources	2012	2015	2018
Office of the Registrar	2013	2016	2019
Undergraduate Admissions	2013	2016	2019
Budget	2013	2016	2019
Business Services	2013	2016	2019
Facilities & Campus Planning	2013	2016	2019
OCIS	2013	2016	2019
General Accounting	2013	2016	2019
Campus Police	2013	2016	2019
Purchasing (Includes Material & Mail Services)	2014	2017	2020
Student Financial Services (Includes Financial Aid & Student Accounting)	2014	2017	2020
Athletics	2014	2017	2020
Scholarship Services	2014	2017	2020
University Counsel	2014	2017	2020
Institutional Advancement			
Alumni Relations	2014	2017	2020
Foundation	2014	2017	2020
University Relations			
Conference & Events Services	2013	2016	2019
Theatre Management & Programming	2013	2016	2019
Premiere Stages	2014	2017	2020
Others			
Graduate Enrollment Management	2014	2017	2020

Standard 7 Subcommittee

Administrative Divisions Annual Assessment Results and Recommendations Report Template

2015-2016 Administrative Divisions Annual Assessment Results and Recommendations Report

This report serves to provide a summary of results and recommendations for the Division.

Data from each individual unit is to be addressed:

Division: _____

Associate Vice President/Vice President: _____

Section 1: Summary of the State of the Division

A. Overall Summary of the Year

Analyze and discuss the current year's data as compared to the previous years of collected data for each unit under your supervision with respect to individual unit strategic goals and the university's overall Strategic Plan, as it relates to your Division.

B. Summary of Outcomes Assessment by Unit and resulting recommendations

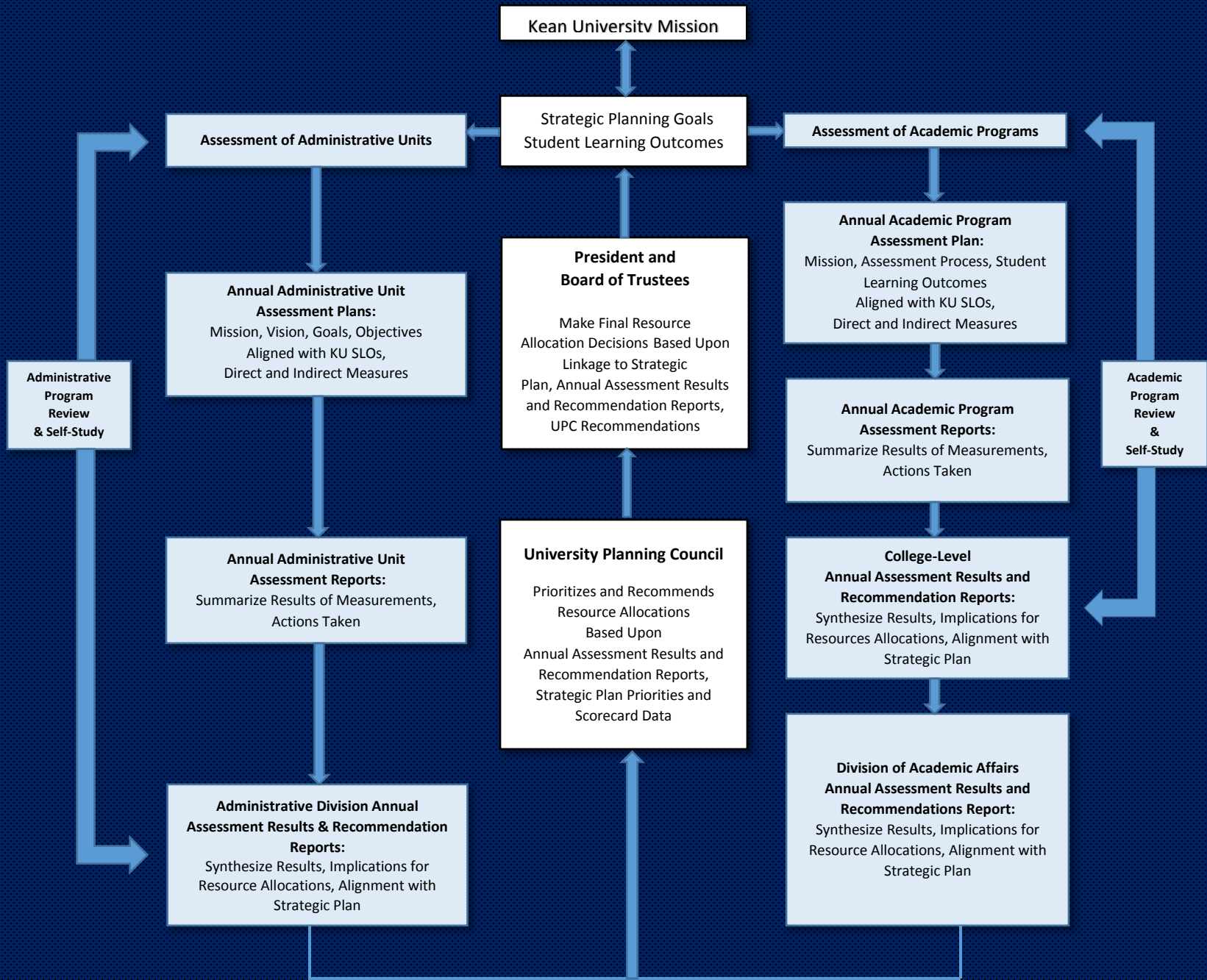
For each individual unit, summarize the past Academic Year's outcomes assessment (from annual reports and unit reviews) including:

- Outcomes assessment data
- Recommendations based on findings (closing the loop actions)

Section 2: General Division -level Planning

Using the information analyzed, discuss the following:

- What does the Strategic Plan say we should do next?
- Should we make any changes to this Strategy? Why? (please relate to your overall summary of outcomes for the year, as above)
- What actions will be taken to strengthen the units over the coming year?
- Are there any other major changes indicated that should be made within your units?
- Are there any additional concerns or data that we should consider?
- Which of the above actions need to be supported with more resources?





KEAN Scorecard

Facts and Figures

ANNUAL IN-STATE TUITION AND FEES - ACADEMIC YEAR 2015-2016

University	Cost
Kean	\$11,910
Montclair State	\$12,115
William Paterson	\$12,574
Rowan	\$12,864
Rutgers-Newark	\$13,829
Rutgers-New Brunswick	\$14,372

Source: NJ Association of State College and Universities, September 2016

FINANCIAL AID - ACADEMIC YEAR 2014-2015

University	Receiving Aid	Typical Debt	Repaying Loans
Kean	62%	\$24,500	81%
Montclair State	60%	\$23,000	78%
William Paterson	67%	\$25,000	87%
Rowan	57%	\$21,500	86%
Rutgers-Newark	57%	\$21,745	81%
Rutgers-New Brunswick	52%	\$21,745	69%

Sources: National Center for Education Statistics, September 2016; US Department of Education, College Scorecard, September 2016

University	Student/Faculty Ratio	University	Socio-Economic Diversity*
Kean	17 to 1	Kean	42%
Montclair State	17 to 1	Montclair State	38%
William Paterson	14 to 1	William Paterson	42%
Rowan	18 to 1	Rowan	30%
Rutgers-Newark	14 to 1	Rutgers-Newark	52%
Rutgers-New Brunswick	15 to 1	Rutgers-New Brunswick	30%

Source: National Center for Education Statistics, September 2016

* Percent of students who have a family income less than \$40K and receive an income-based federal Pell Grant to help pay for college.

Source: US Department of Education, College Scorecard, September 2016



Standard 14

Processes to Assess Student Learning

Committee Chairs:

Jessica Adams; Brian Teasdale

Committee Members:

Karin Beck

Don Marks

Susan DeMatteo

Vinita Gaikwad (WKU)

Step 1: Review Previous Documents

(as relevant to Standard 14)

- ▶ **Kean's Self-study Report from previous decennial evaluation**
- ▶ **Report from the previous visiting team**
- ▶ **Commission actions following decennial evaluation and follow-up reports**
- ▶ **Formal institutional response to the team report**
- ▶ **Peer Institutional Review of PRRs**
- ▶ **Kean's Statement of Accreditation Status**

Step 2:

Review Standard 14

Requirements

(The Fundamental Elements)

- ▶ **Clearly articulated statements of expected student learning outcomes, at all levels (institution, degree/program, course).**
- ▶ **A documented, organized, and sustained assessment process to evaluate and improve student learning.**
- ▶ **Assessment results that provide convincing evidence that students are achieving key institutional and program learning outcomes.**
- ▶ **Evidence that student learning assessment information is shared, discussed, and used to improve teaching and learning.**
- ▶ **Documented use of student learning assessment information as part of institutional assessment.**

Step 3: Gather Evidence

Fundamental Element 1:

- ▶ **Clearly articulated statements of expected student learning outcomes, at all levels (institution, degree/program, course).**
 - ▶ **Alignment of University SLOs to GE SLOs and/or Program SLOs**
 - ▶ **Curriculum Maps**
 - ▶ **Assessment Plans**
 - ▶ **SLO resources and guides provided to faculty**
 - ▶ **Program reviews as a method for SLO review**
 - ▶ **ALL within the context of the University Mission**

Step 3: Gather Evidence

(Fundamental Element 2)

- ▶ **A documented, organized, and sustained assessment process to evaluate and improve student learning.**
 - ▶ **Kean Annual SLO Assessment Plan (brochure, templates, etc.)**
 - ▶ **Program Review Guidelines**
 - ▶ **Involvement of Senate Assessment Committee**
 - ▶ **Program Assessment Coordinators (support and ownership)**
 - ▶ **Investment of University Resources**
 - ▶ **ALL within the context of the University Mission**

Step 3: Gather Evidence

(Fundamental Element 3)

- ▶ **Assessment results that provide convincing evidence that students are achieving key institutional and program learning outcomes.**
 - ▶ **Annual Program Assessment Reports**
 - ▶ **Annual General Education Assessment Reports**
 - ▶ **Program Reviews**
 - ▶ **Tables (AY 2015, AY 2016) Summarizing Assessment Results**
 - ▶ **ALL within the context of the University Mission**

Step 3: Gather Evidence

(Fundamental Element 4)

- ▶ **Evidence that student learning assessment information is shared, discussed, and used to improve teaching and learning.**
 - ▶ **Professional Development Days**
 - ▶ **Upwards Reporting “Closing of the Loop” Process**
 - ▶ **Annual College Summary Templates and Reports**
 - ▶ **Annual Vice President Summary Templates and Reports**
 - ▶ **University Planning Council (UPC) Review *(brief, introductory)***
 - ▶ **ALL within the context of the University Mission**

Example: Closing the Loop

College	Program	SLO Assessed	Direct Measure	Number of Students, Sections	Results/ Analysis	Curricular Actions
CNAHS	B.S. Biology [Cell and Molecular Biology Option]	SLO #1: Acquire the knowledge of fundamental concepts and principles which characterize living organisms and biological functions	BIO 4970 used the Transdisciplinarity rubric to assess student success in developing a grant proposal or research report. Literature review and background sections were examined to determine successful integration of other disciplines into the study of Biology.	N=107 in 8 sections	When the Transdisciplinarity rubric was introduced to Biology majors in fall 2015, student scores ranged between 3.25 and 3.42. One year later, the range of scores is similar with an 8-point increase. Integration of prior learning (3.25) still appears to be a problem; students are most successful with curiosity (3.5).	Faculty have taken the lead on introducing examples of Transdisciplinarity-related events for participation credit (i.e. STEM research, stress reduction activities, ecology field trips, and Research Day presentations).

Example: Closing the Loop

College	Program	SLO Assessed	Direct Measure	Number of Students, Sections	Results/ Analysis	Curricular Actions
COE	B.A. Recreation Administration	SLO #3: Demonstrate knowledge the value of leisure and recreation in supporting healthy lifestyles and communities from a local and global perspective.	Philosophy statement in REC 2901 was scored with course-specific rubric, as well as GE writing rubric. Students were expected to submit first draft and revised version for assessment and designation of a final grade. A score of 6/7 represents a C on the paper. A score of C or better is required.	Spring 2015 N = 31 (3 sections of each course) Fall 2015 N = 24 (2 sections of each course)	Grading indicated that, after revision, student papers were well organized and demonstrated understanding of the field. Areas needing improvement included: general writing skills (i.e., grammar and punctuation) and organization of information. Average score on the philosophy statement was 8.7.	<ol style="list-style-type: none"> 1. Revise course outline and reduce class size to provide more time to focus on written assignments. 2. Engage Writing Center for workshops on successful academic writing. 3. Use Turnitin to assess the papers for plagiarism. 4. Create student writing groups. 5. Organize meeting with Library personnel to support student research.

Step 3: Gather Evidence

(Fundamental Element 5)

- ▶ **Documented use of student learning assessment information as part of institutional assessment.**
 - ▶ **University Planning Council (UPC) Review (detailed, expansive)**
 - ▶ **Role of UPC**
 - ▶ **Representative Membership**
 - ▶ **Timeline**
 - ▶ **Process**
 - ▶ **Leads to Presidential Review and Resource Allocation**
 - ▶ **ALL within the context of the University Mission**

Step 4: Explore Optional Analysis & Evidence

- ▶ **Analysis of institutional support for student learning assessment efforts.**
 - ▶ **Coordination of assessment activities across instructional locations (e.g. Wenzhou Kean) and modalities (e.g. online learning).**
 - ▶ **Role of University Curriculum Committee (UCC) (re: assessment)**
 - ▶ **Adherence to the NJPC AIC State Curriculum Process**
 - ▶ **Administrative support for student learning assessment activities and for implementing changes resulting from assessment**



Finance & Enrollment Committee: Enrollment and Finance Trends

Committee Chair:

Yoshi Manale,

Committee Members:

Jennifer Kanellis, Director of Admissions

Benito Sanchez,

Adam Stone, University Registrar

Enrollment Trends

Headcount/FTE /Academic Level	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Headcount					
Undergraduate	13,100	12,516	12,849	13,108	13,276
Graduate	2,496	2,326	2,372	2,298	2,258
<i>Subtotal</i>	<i>15,596</i>	<i>14,842</i>	<i>15,221</i>	<i>15,406</i>	<i>15,534</i>
FTE					
Undergraduate	10,470	10,036	10,543	10,892	11,215
Graduate	1,379	1,332	1,361	1,360	1,388
<i>Subtotal</i>	<i>11,849</i>	<i>11,368</i>	<i>11,904</i>	<i>12,252</i>	<i>12,603</i>

University Degrees Conferred

Academic Level		2011-12	2012-13	2013-14	2014-15	2015-16
Bachelors	#	2,611	2,659	2,614	2,706	2,522
	%	77.00%	80.00%	80.90%	80.30%	80.10%
Masters	#	773	661	606	643	609
	%	22.80%	19.90%	18.80%	19.10%	19.30%
Doctors	#	9	4	12	22	18
	%	0.30%	0.10%	0.40%	0.70%	0.60%
Total		3,393	3,324	3,232	3,371	3,149

Enrollment Trend Questions

- ▶ **Does the institution have the financial flexibility to weather unexpected changes in its environment, such as enrollment declines?**
- ▶ **Do the assumptions for enrollment projections appear to be realistic?**

2012-2016 New Admission Enrollment Trends

New Enrollment of Freshman Students

► Freshman

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Freshman # Completed Applicants	6015	4952	5718	7944	8785
# of Offers	4114	3980	4023	5900	6536
Offer Rate (% Offer / Completed Apps)	68%	80.4%	70%	74%	74%
# Enrolled	1410	1525	1502	1518	1526
Admission Yield (% Enrol / Offer)	34%	38%	37%	26%	23%

The number of completed freshman applications took a dip in 2013, but have steadily increased by 10-15% each year after.

- 2015 experienced a 39% increase due to the implementation of the common app.

The number of offers (admits) also took a dip in 2013, but steadily climbed by at least 10% each year after.

The number of newly enrolled freshman took a dip in 2014, but climbed about 1% in 2015 and 2016.

2012-2016 New Admission Enrollment Trends by Campus

Highlighting enrollment growth on the Wenzhou campus

Undergraduate Student Enrollment Headcount
By Campus, for Fall Semester

Camp		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Union	#	11633	10938	10785	10564	10541
	%	88.8%	87.4%	83.9%	80.6%	79.4%
Ocean	#	1262	1140	1202	1250	1271
	%	9.6%	9.1%	9.4%	9.5%	9.6%
Wenzhou	#	205	438	862	1294	1464
	%	1.6%	3.5%	6.7%	9.9%	11.0%
<i>Total</i>		<i>13100</i>	<i>12516</i>	<i>12849</i>	<i>13108</i>	<i>13276</i>

2012-2016 New Admission Enrollment Trends

New Enrollment of Transfer Students

▶ Transfer

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Transfer					
# Completed Applicants	2772	2465	2778	2660	2786
# of Offers	2540	2362	2659	2472	2610
Offer Rate (% Offer / Completed Apps)	92%	96%	96%	93%	94%
# Enrolled	1505	1438	1630	1525	1442
Admission Yield (% Enrol / Offer)	59%	61%	61%	62%	55%

The number of transfer applications have been sporadic since 2012, but most recently increased by nearly 5% from 2015.

The number of offers (admits) have also been sporadic since 2012, but most recently increased by 5.5% from 2015.

The number of newly enrolled transfer students has maintained the same sporadic pattern, and most recently transfer enrollment declined in 2016 by -5%

2012-2016 New Admission Enrollment Trends

New Enrollment of Re-Admit Students

► Re-admit

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Re-admit					
# Completed Applicants	267	345	339	364	381
# of Offers	260	339	313	338	365
Offer Rate (% Offer / Completed Apps)	97%	98%	92%	93%	96%
# Enrolled	164	213	209	201	201
Admission Yield (% Enrol / Offer)	63%	63%	67%	59%	55%

- The number of re-admit applicants have steadily climbed by about 6% or higher each year since 2012.
- The number of offers has remained consistent with a steady incline.
- The number of enrolled readmit students has been fairly flat.

2012-2016 New Admission Enrollment Trends

New Enrollment of Graduate Students

► Graduate

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Graduate # Completed Applicants	1868	1842	1746	1755	2297
# of Offers	1090	1106	1001	1017	1105
Offer Rate (% Offer / Completed Apps)	58%	60%	57%	58%	48%
# Enrolled	721	703	681	660	722
Admission Yield (% Enrol / Offer)	66%	64%	68%	65%	65%

The number of new Graduate applications was on a steady decline from 2012-2015, but increased in 2016 by 30%

- This was due in large part to the new Doctorate in Physical Therapy program that was added

The number of graduate offers remained fairly flat from 2012 – 2015, but rose by almost 9% in 2016.

The number of newly enrolled Graduate students has also been on a steady decline since 2012, but increased by more than 9% in 2016.

2012-2016 New Admission Enrollment Trends

Overall New Admission Enrollment by Geographic Origin

- i. Data not yet available for 2016 enrollment
- ii. In 2015, 88% of our overall enrollment were New Jersey Residents, 2.1% were non-New Jersey Residents, and 1.5% of students were International. (8.4% of total enrollment were from Wenzhou)
- iii. In 2014, 90% of total enrollment were New Jersey Residents, 2.1% were non-New Jersey residents, and 1.3% were international. (5.7% of total enrollment were from Wenzhou)
- iv. In 2013, 93.7% of total enrollment were New Jersey residents, 2.0% were non-New Jersey residents, and 1.3% were international. (3.0% of total enrollment were from Wenzhou)
- v. In 2012, 96.8% of our overall enrollment were New Jersey Residents, 1.7% were Non-New Jersey residents, 1.4% were International. (Wenzhou campus did not have enrollment)

2012-2016 New Admission Enrollment Trends

Overall New Admission Demographic Trends

- i. Gender: Maintained approximately 37% Male and 63% female
- ii. Age: The average age at the University is between 22-24 at approximately 25% of our entire student body
- iii. In-State vs. Out-of-State: In state resident status is slowly declining from 95.6% to 86.3% as our out of state enrollment rates increase from 3.1% - 4.3% and our Wenzhou enrollment has grown from 1.3% - 9.4%
- iv. Ethnicity:

Admission Status /Ethnicity	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Total					
Black	2759	2777	2838	2841	2742
Hispanic	3269	3308	3489	3686	3694
Asian/Al/AN/PI	1123	1390	1799	2175	2491
White	6295	6064	5855	5440	5239
MultiRace	145	212	245	257	290
Not Reported	2005	1091	995	1007	1078
Total	15596	14842	15221	15406	15534

PRR Measurements for Institutional Financial Objectives and Trends*

- ▶ **Primary Reserve Ratio**
- ▶ **Viability Ratio**
- ▶ **Return on Net Asset**
- ▶ **Net Operating Revenue**

A Composite Financial Index is calculated from these ratios

- **Sources:** Lou Mezzina, Ron Salluzzo, Fred Prager, Chris Cowen and Phil Tahey. *Strategic Financial Analysis for Higher Education: Identifying, Measuring & Reporting Financial Risks.*
- **NACUBO** (National Association of College and University Business Officers). Do you know the financial health of your institution?

Primary Reserve Ratio

- ▶ **Are resources sufficient and flexible to support Kean's mission?**
- ▶ **Is Kean financially better off at the end of the year than it was at the beginning, or not?**

Viability Ratio

- ▶ **Is debt managed strategically to advance Kean's mission?**

Return on Net Assets Ratio

- ▶ **Does financial asset performance support the 2020 plan?**
- ▶ **What resources are increasing both internally and externally? (Foundation fundraising, State/Federal aid allocation, Internal cost savings)**

Net Operating Revenue

- ▶ **Do operating results indicate Kean's is living within available resources?**
- ▶ **What is the breakdown for resources used for educational core services, educational support services and general operations services?**

Composite Financial Index

- ▶ **What is Kean's overall financial health as compared to peer institutions?**

Primary Reserve Ratio

- ▶ **Ratio of Expendable Net Asset to Total Expenses**
- ▶ **It measures number of periods of expenses that could be covered using expendable resources without relying on additional net assets provided by operations.**
- ▶ **Recommended Benchmark: 0.40 (minimum of 5 months to cover 12 months of operations)**

	2013	2014	2015	2016
Expendable Net Asset	117,779	125,321	(8,254)	(176)
Total Expenses	211,080	220,559	217,708	214,732
Primary reserve ratio	0.558	0.568	-0.038	-0.001

Viability Ratio

- ▶ **Ratio of Expendable Net Assets to Long Term Debt.**
- ▶ **It measures University's net assets available to cover long term obligations.**
- ▶ **A ratio of one or greater indicates enough resources to cover debt obligations.**
- ▶ **Recommended benchmark: must be defined by the University.**

	2013	2014	2015	2016
Expendable Net Assets	117,779	125,321	(8,254)	(176)
Long-term Debt	357,594	349,992	338,586	326,921
Viability ratio	0.329	0.358	-0.024	-0.001

Return on Net Assets

- ▶ **Ratio of change in Net Asset to Net Asset at the beginning of the year.**
- ▶ **It measures asset performance and management. Improvement over time indicates that the University is likely to strength financial flexibility.**
- ▶ **Benchmark: Real rate of return of 3 percent**

	2013	2014	2015	2016
Change in net asset	14,215	24,443	-93,139	13,941
Total beginning of year net asset	617,966	618,970	650,396	677,714
Return on Net Asset (nominal)	2.30%	3.95%	-14.32%	2.06%

Net Operating Revenues Ratio

- ▶ **Ratio of Operating Income plus Net Non-operating Revenues to Operating Revenues plus Non-operating Revenues.**
- ▶ **It measures operating results and indicates if the university is living with available resources.**
- ▶ **Recommended benchmark: between 2 and 4 percent**

	2013	2014	2015	2016
Operating Income	(37,804)	(46,801)	(74,731)	(74,731)
Net Non-Operating Revenue	51,330	58,859	87,055	86,045
Operating Revenue	173,276	176,758	142,977	146,104
Non-Operating Revenues	68,348	76,254	105,214	104,394
Net Operating Revenue Ratio	5.6%	4.8%	5.0%	4.5%

Composite Financial Index

- ▶ **Attempts to quantify overall financial health by combining the primary reserve ratio, viability ratio, net revenues ratio and return on net assets into a single score.**
- ▶ **Each financial measure is rescaled using strength factors and converted to a common scale, being 10 the maximum value.**
- ▶ **The composite index is a weighted average of each rescaled financial measure.**
- ▶ **The weights should reflect university's philosophy and approach (they are set by the University)**

Composite Financial Index

- ▶ **The rescaled financial measures and the CFIs are shown below.**

	weights	2013	2014	2015	2016
Primary reserve ratio	35%	4.20	4.27	-0.29	-0.01
Viability ratio	15%	0.79	0.86	-0.06	0.00
Net Operating Revenue Ratio	35%	4.31	3.67	3.82	3.47
Return on Net Asset Ratio	15%	1.15	1.97	-7.16	1.03
Composite Financial Index		3.27	3.20	0.15	1.37

- **The CFI should be used combined with non-financial indicators and in trend analysis.**
- **A score of 2.5 or greater is preferred and shows relative stronger financial position.**

Development of Financial Capacity

- ▶ **Current Capital Projects (Viability Ratio)**
 - ▶ **Highlands Campus – (\$1 million + Total)**
 - ▶ **Liberty Hall History Center – (\$15 million + Total)**
- ▶ **Energy and Contracts Savings (Primary Reserve Ratio/Return on Net Assets Ratio) - \$1-4 million**
- ▶ **State Funding(Primary Reserve Ratio/Return on Net Assets Ratio) – Anticipated Flat Funding (\$2-5 million due to Inflation)**
- ▶ **Increased Out-of-State Student Population (Primary Reserve Ratio/Return on Net Assets Ration) - \$1.5-6 million; 100-400 new students)**